

DR. JAMES YADKIN JOYNER

Facilities for Training Teachers Imperative

ROBERT HERRING WRIGHT

During the years immediately following the war our State will need well-trained teachers as it has never needed them before. To save our Nation from the evil effects of the war, universal education will be the greatest help.

The hope of our civilization, the stability of our government, the safety of our homes, and the prosperity of our Nation in its economic and industrial activities is more dependent upon public education now than ever before in the history of the world. We must have an enlightened citizenship in field, factory, and shop, as well as in offices and the so-called professions, if we hope to keep apace with the world of tomorrow. This can come only through the schools, and it will not come through the schools if we do not see to it as a policy that every school is provided with competent teachers. The inefficient teacher must be made efficient, or her place must be taken by one who is thoroughly efficient. Realizing as I do that this is vital to all of our interests, civic, religious, industrial, and political, I urge you to hasten our building program that we may give back to the State an ever-increasing number of well-trained teachers. The teacher-training facilities in our State are totally inadequate for the immediate and pressing demands. The State should see to it, therefore, that the schools and colleges we now have are given every possible opportunity for increasing the number of teachers they prepare for service. Our State is not prepared to meet adequately the demands of the times, and when it does the best that can be done it will then fall far short of doing what should be done. The capacity of this school should be doubled within the next twelve months, and other schools like this should be built by the State. I know the cost will be great, but a failure to provide the means for training teachers will cost the State more than to train them, for our citizenship will be less efficient. The best investment our State can make today is to put money into education, and I urge you to use your influence in this direction. It is for the good of every interest of our people.

James Yadkin Joyner, Educational Statesman

BY S. B. UNDERWOOD, *Superintendent Pitt County Schools*



IN FEBRUARY, 1902, Dr. J. Y. Joyner came from the office of Dean and Professor of English in the State Normal College at Greensboro to that of State Superintendent of Public Instruction of North Carolina. On January 1, 1918, he resigned that office and retired to private life at the height of his influence and popularity. During those seventeen years he touched the life of the State at its most vital point and enriched and broadened it as almost no man who has ever lived in it has been able to do.

When Governor Aycock called James Yadkin Joyner to the State superintendency, the department was housed in two small rooms in the old Supreme Court building, and the entire force consisted of the Superintendent, a clerk, one stenographer, and a janitor. The new superintendent finds eight or ten rooms for his labors, and a force of seventeen clerks and educational experts. Through the personality of Dr. Joyner and the intricate and far-reaching work of his assistants, the influence of the department reaches literally into every corner of the State.

In 1902 the State school system was practically chaos. There were no public high schools, except in the towns; the elementary school term was little more than three months; teachers were poorly prepared and worked for meager salaries, with little professional consciousness; there were only about two hundred special-tax districts in the whole State; the value of rural school property was only about \$1,000,000; there were almost no professional county superintendents; there was no compulsory attendance law whatever.

Dr. Joyner threw himself whole-heartedly into his task, and worked an educational revolution in the State. His genius virtually created the public high schools, and we find 257 of them today, every county in the State having at least one. The school term has been gradually lengthened, and as a fitting climax to his labors, the voters last November, by a majority of over 100,000, adopted a constitutional amendment guaranteeing a term of six months in every school district in the State. The teaching profession in the State has steadily developed until our progress along this line has attracted nation-wide attention. We now have a board of six professional experts working constantly at the task of improving the efficiency of teachers in service. Salaries have increased, and the present General Assembly is at this writing considering a bill, suggested by Dr. Joyner and ably championed by his splendid successor, which will increase the salaries of the majority of the teachers in the State twenty-five per cent. There are about two thousand districts which have voted local school taxes to supplement the funds received from State and county sources. The value of the rural school property has been increased sevenfold. Dr. Joyner has written upon the statute books a four months compulsory attendance law which will be radically strengthened by the present General Assembly. Largely through his efforts, the office of county superintendent has been dignified, and we have in practically every county in the State a whole-time man with more or less professional equipment for his task.

Aside from all this, the retiring State Superintendent has had constantly in his vision a rural school ministering to the needs of rural people. He has liked to talk about "rural-minded" teachers. He originated the farm-life school idea, so far as North Carolina is concerned, and the State now has twenty such schools. The Bureau of Community Service has been established for the purpose of organizing rural communities and carrying recreational and health activities into the country sections. The course of study for the rural schools has been greatly enriched, until it bids fair to minister to the present needs of those it would serve.

Best of all, the schools have been put upon the mind and hearts of the citizenship, and North Carolina today believes in the education of all the children of all the people. The day of struggle is past. We are entering upon a time when the education of her future citizens will come first in North Carolina's mind. Put James Yadkin Joyner down as the man largely responsible for all this.

To accomplish these splendid results, Dr. Joyner has given of himself lavishly. He has always taken his task seriously, and he has gone about his work with a high spirit of devotion. He has had to fight long and hard for much of the progress that has been made. He has been defeated, but has always come back to fight again, and finally to win. More than once he has taken a recalcitrant Legislature, and, by the sheer force of his personality and the driving impact of his love for the childhood of the State, almost literally forced it to do his will. He has a fine capacity for leadership, and, be it said to his eternal credit, he has never used it for ignoble ends. More than once he has turned almost certain defeat into a splendid victory.

A man could not do these things and not attract attention outside the borders of his own State. Superintendent Joyner became a national figure in education. For years he has served on the Board of Directors of the National Education Association, and has been the president of that great body. He has had a large hand in the shaping of national policies. He is certainly among the best known and most highly valued State superintendents in the United States.

Of the man himself it is difficult to write with the proper reserve. He is of the best type of gentleman, dignified, genial, courteous—and unafraid. The men and women that were associated with him had for him a personal affection which was fully reciprocated. He liked to refer to the county superintendents as "his boys." He developed an *esprit de corps* that was in a large measure the secret of his splendid success in working with his associates. He goes out of office with the love and respect and unbounded confidence of the educational workers of the State, and he carries with him into private life the splendid reward of the realization of work well done. The writer is quite sure that he is not influenced by prejudice, that personal affection warps his judgment not at all, when he says that James Yadkin Joyner has made a contribution to the life of the State that has hardly been equaled by any man who has lived within our borders.

Some Observations in North Carolina

H. G. SWANSON, *Superintendent of City Schools, Greenville*



HAVING been in the State of North Carolina somewhat less than one year, it hardly seems appropriate for the writer to make bold enough to write of even the most casual observations on educational affairs in the State. However, since most of what I shall have to say is praiseworthy, I shall venture this short article.

The thing most apparent in this State to the newcomer, it seems to me, is the very earnest desire of the masses of the people to have the very best of everything in education. That this desire is not only apparent but is quite a real desire is evidenced by a willingness to work and make sacrifices in order that the desired ends may be attained. The record of recent events affords abundant proof of this fact. It will easily be recalled that the amendment to the Constitution providing for a six months school term for all the schools of the State was given an overwhelming majority at the November election. This evidence of the sincerity of the people's desire for more and better schools is abundantly reinforced by the manner in which the General Assembly has provided necessary finances for the operation of the law. As this article is being written, members of the General Assembly are in the act of passing the measures which will capably finance the six months school law in every county in the State, without a dissenting vote. This can leave no doubt as to the sincerity of the widespread desire among the people of North Carolina for the best in education. I think such unanimity of opinion and action on a great educational measure is almost, if not quite, without parallel in the history of education in this country.

Another feature which must not go unnoticed in this article is the spirit of coöperation and helpfulness that exists in this State. The writer is able to give the best illustration of this point by using the situation here in Greenville and Pitt County. It may as well be admitted in the beginning that we have an unusual opportunity here in the fact that more educational forces are at work here than in most other places in the State. The forces of which I speak are the East Carolina Teachers Training School, the Pitt County schools, and the city schools. It is altogether fitting and proper, also, to admit that these forces are at work in many other counties not only in this State, but in other states as well. Here the county superintendent is a member of the Teachers Training School faculty, and the city superintendent is a member of this faculty also. The city and county teachers draw at will upon the facilities of the Training School for help and inspiration. The members of the Teachers Training School faculty go into the city and county schools for observational and experimental purposes freely. More than that, the city and county superintendents have definite tasks to perform at the Training School, and the faculty of the Training School performs complete and definite tasks in the city and county schools. This seems to the writer to be real working together. The immediate results are very apparent. It is easy to note the higher tone of professional spirit among the teachers, and an enriched course of study. The writer believes that this same spirit of coöperation and helpfulness is extant over the State and merely uses this illustration because it is so near at hand.

The foregoing are the most prominent features of school work appearing to at least one newcomer. It is a little surprising that a people so forward-looking in school matters have not devised a more uniform system for the training of teachers. The facilities for the training of teachers appear also to be rather inadequate. The State needs more schools for the sole purpose of educating teachers, or it should at some very early date greatly enlarge those it now has. We face a peculiar dilemma. We shall soon have a longer term of school well financed, but unless we move quickly we shall have to operate those schools with many teachers whose education is entirely too limited.

It seems, also, to one newcomer, that the schools of the State are not doing enough in industrial and vocational education. Many of our larger and more populous communities are doing practically nothing in vocational education. We shall presently be far behind our neighbors unless we put forth some strong efforts in this direction.

Also, we must do more in physical culture and health education. It is not meant that these things should be done to the detriment of what is now being done but should be in addition to the present program.

The Public Library as a Civic Investment

(Part of an Address delivered at the American Library Association,
Asheville, N. C., 1917.)

BY MILES O. SHERRILL, *Ex-State Librarian*



THE word "civic" or "civics" we understand to mean the science of civil government, the principles of government in their application to society. A civic crown among the Romans was a crown made of oak leaves as a military reward for preserving the life of a citizen in battle. He who was rescued offered it, at the command of his leader, to his preserver, whom he was bound to honor afterwards as a father.

Now in our day a library means more in civil government than a crown of oak leaves. Library, of course, is a term used to designate a collection of books and manuscripts for reading and preservation. We are told that in early antiquity libraries consisted of archives which were preserved in the sacred temples. The oldest library is said to have been founded in Memphis (not Tennessee) by the Egyptian King, Osymandyas in the twelfth dynasty. It was housed in a division of the palace and at the entrance were inscribed these words, "The Healing of the Soul." Was that not a beautiful sentiment? Was not that a high compliment to the library? Now I do not agree with the writers as to the oldest library of which we have any record who do not agree that God established the first library on the mount and appointed Moses librarian amidst the smoke and fire of Mount Sinai. In that original library Moses had the best code of laws the world has ever seen and he carried the whole library on his shoulders. I would like to see him carrying one of the public libraries of the present day that way. Moses got disgusted with the conduct of the people and destroyed the whole library. How many times have librarians been as disgusted as Moses at the reception of some outlandish letter of inquiry?

As State Librarian I have received letters "from Dan to Beersheba," and some of them I wish I had kept—as one of our colored statesmen said in 1868 or 1869, "Handed them down to de archibes of gravity." There is one thing in connection with the voluminous correspondence that public librarians receive. It at least shows that the people are in search of information and expect to find it at the public library.

There is no telling the wonderful effect, the great uplift, that public and private libraries have had on the general public. If we had the time to make in figures the great increase in libraries, from the organization of the first one up to the present, we would be utterly astonished; and could we show what a wonderful influence libraries have had on the government of the world, the people would be astonished sure enough. It will not be amiss for me to speak of the beginning of libraries in this State which at that time was considered "a strip of land between two states," and noted for "tar, pitch, and turpentine," but which is now one of the greatest states in the Union. Dr. Weeks, in his "Libraries and Literature in North Carolina in the 18th Century," states that as far back as 1676 and 1680 books were given a prominent place in inventories and wills. The first parish or public library of which we have any record dates from 1770. The first copy of the Genoa Bible was brought to North Carolina in 1599 by George Durant, and, if I mistake not, is now in the library of the University of North Carolina at Chapel Hill. The Rev. Thomas Bray, about 1701, had sent to this library a small collection of books which Dr. Weeks estimated to be worth about \$500. This library was established in Bath and was incorporated in 1705. By being established in Bath, which was not the seat of government, the gift of Dr. Bray was rendered useless to the clergy for whose benefit it was chiefly intended. The library should have been at Queen Anne's Creek, now called Edenton. It seems to have suffered from neglect and from the hands of vandals who neither knew its value or cared for its contents. Rainsford in 1712 tells us "it had all been destroyed by those wretches who knew not the benefit of so valuable a gift." However, I must stop here. Get Dr. Weeks' book and read the history of our libraries. What a wonderful change from 1770 until now! Even the smallest school district in North Carolina now has a better library than the one sent over by Dr. Bray. Beginning with the administration of Governor Aycock, followed by his successors, with the able assistance of Dr. Joyner and his co-workers, there has been a revolution along the educational lines in North Carolina. Our educational department has not neglected rural libraries, and today North Carolina is dotted over with public school libraries, a living monument to the work of the office of State Superintendent of Public Instruction.


It is needless to say that the foregoing is positive evidence that "the public library as a civic investment" is a paying institution. I feel a great interest in the matter and count library work as a part and parcel of education. I will make a prophecy and those of you who are spared through the next decade please remember it. It is this: that if the educational work in North Carolina continues to be carried on as it is now, our grand old State will be in the front rank, educationally, with the leading states of our country. The work is being done without regard to party or sect, but for the public good.

I wish to say to our friends from other states that ours is a great State. We can raise anything from rice and peanuts on up to "King Cotton," and at the rate we are going we will soon be the leading State in cotton mills with our share of other mills beside.

As Moses said to Hobab, "Come, thou, and go with us and we will do thee good, for the Lord has promised good to Israel." We promise good to any and all who come to North Carolina to live.

The Sugar Industry of the World as the Center of Work in Geography

BY IDA ETHERIDGE, '19

 THE WORK in geography centered around the "Sugar Industry of the World" leads to a study of the tropical and semitropical regions in connection with the sugar-cane and the temperature regions of Europe and North America for the sugar beet, maple, and sorghum. This study includes facts about climate, rainfall, winds, latitude, surface, soil, map study, map drawing and coloring, advantages of the location of cities, value of rivers to agriculture and to commerce, comparison of countries, trunk lines and water routes, custom houses, diversity of labor, and the effect of the late war upon regions producing sugar. In this article I am attempting to give you in an organized way the material gathered from various sources, and to show how it was used in the seventh grade for a period of three weeks.

GENERAL OUTLINE:

- I. History of sugar
- II. Value of sugar as a food
- III. Countries producing sugar
- IV. Cultivation and production of sugar: 1. cane; 2. beets; 3. maple; 4. sorghum
- V. The process of manufacturing: 1. the forms of manufacturing on the plantation; 2. the sugar factory; 3. the refinery, (a) the process of refining, (b) the cities which are centers of sugar refining
- VI. (1) The commercial routes by which sugar is brought to market; (2) the chief shipping points; and (3) custom houses

HISTORY OF SUGAR

Sweet substances play a prominent part in the manufacture of foods. Sugar has rapidly advanced from a luxury to an important place as necessary food. The most ancient sugar-makers of the world were the bees, and in the form of honey was sugar first known to man. These busy little creatures used the same method of manufacturing in olden times that they do now: they sipped the nectar from the flowers and transferred it into honey. This was not pure sugar, such as you find in your mother's sugar bowl, but it contained a large per cent of that substance.

The first manufactured sugar used by man was made from the sugar-cane. This grows so easily in all tropical and semitropical countries

that it has been very hard to find what country could claim to be its original home. China claims that she knew of the culture of sugar even before Moses wrote the Pentateuch; and that, you know, was quite a long time ago. The best historians, however, do not believe the claim of the Celestial Empire. It was in India, probably, that the saccharine value of the "sweet bamboo" was first discovered. Certain it is that "Indian salt" was an article of trade in the market places of India five hundred years before our Lord walked on the shores of Galilee.

That the value of sugar has been known and appreciated for various uses and health-giving properties for centuries among enlightened nations we know from the writings of some of the Ancients. Pliny wrote of it in the first century of the Christian Era: "Arabia produces sugar, but that of India is more renowned. It is a kind of honey collected from bamboos. It is white like gum, and breaks easily under the teeth, and is very useful as a medicine."

It was first known as "Indian salt, honey of Arabia, Asia, or India." When the Crusaders arrived in Syria in 1090 they first became acquainted with sugar-cane. It soon became the favorite dainty of these venturesome soldiers. During the following centuries sugar-cane was introduced into Cyprus, the Nile Delta, north coast of Africa, even as far as Gibraltar and the kingdom of Naples.

The culture of sugar-cane reached Spain in the fifteenth century and from there it was carried to Madeira and the Canary Islands. In 1664 the French carried it across the Atlantic and planted it in their colony at Gaudalupe. In 1751 it found its first home in what is now part of the United States, but was then the French colony of Louisiana. The Portuguese carried the sugar industry to Brazil and the English into Jamaica. From these places, for three hundred years, America and Europe drew their sugar supply. Sugar was carried into San Domingo as early as 1494. Within the first twenty years of the sixteenth century the sugar trade of San Domingo expanded with great rapidity, and it was from the dues levied on the imports brought thence to Spain that Charles V obtained funds for his palace-building at Madrid and Toledo. In the Middle Ages Venice was the great European center of sugar trade, and towards the end of the fifteenth century a Venetian citizen received a reward of 100,000 crowns for the invention of the art of making loaf sugar.

Throughout Europe it continued to be a costly luxury and article of medicine only, until the increasing use of tea and coffee in the eighteenth century brought it into the list of principal food staples. The increase in the consumption is exemplified by the fact that, while in 1700 the amount used in Great Britain was 10,000 tons, in 1800 it had risen to 150,000 tons; and in 1885 the total quantity used was almost 1,100,000 tons.

In Padua there is still in existence an old will left by an Italian nobleman of the twelfth century. In this will he bequeathed to his relatives six pounds of sugar. Now history tells us that this will raised a great storm among the other Italian noblemen, for they claimed that no one person had any right to hold such a great quantity of sugar in his possession. This shows us that in the twelfth century, or eight hundred years ago, when this will was made, sugar was rare and expensive and had not yet become an article of commerce.

It is very interesting to see how the prices have changed during the time that sugar has been an article of commerce. A hundredweight

of sugar sold in London for \$206 in 1260. In 1300 sugar was a little higher, probably because the British had developed a sweeter tooth. Then, too, the supply was not great. At any rate, one hundred pounds of sugar cost \$250. Fifty years later there was a decided drop in the prices, for sugar brought only \$167 a hundredweight. Then the prices steadily dropped until in 1750 sugar was only worth \$20 a hundredweight in London. In 1550 it cost \$2 to send 553 pounds of sugar from Antwerp to London. You may rest assured in those "good old days" the baby's griefs and woes were not soothed by candy, nor did little boys and girls get sugar to sprinkle on their bread when they ran in half-starved from play to get a piece of bread from mother.

In 1747 Andreas Sigmund Maggraff, director of the physical classes in the Academy of Sciences, Berlin, discovered the existence of common sugar in the beet root which grows in the temperate regions. This, however, did not prove to be important until in the year 1800, when Napoleon was at war with England and found his ports blockaded by English ships and the supply of sugar for France cut off. Now Napoleon planned to manufacture sugar from beets and in that way strike a great blow at his enemy, England, and at the same time make France independent of its rival. This was one of the greatest things that Napoleon ever thought of and has been of the greatest benefit to the world. This was the real cause of the beet sugar industry. He offered a prize of a hundred thousand francs to any one who would devise a profitable method of extracting sugar from beets. The French chemists undertook the work and later the German chemists carried the experiment forward, but it was not until 1840 or later that commercial beet sugar was produced. A great industry was gradually developed which produces hundreds of millions of dollars annually.

Maple sugar is produced by the evaporation of the sweet sap of maple of which there are several varieties which will grow over large areas of eastern and northern United States, where it was a very important factor in days before world commerce in sugar. Maple costs more than either beet or cane sugar, and would have no place in the world market at all but for its peculiar flavor and fine quality, which make it something of a luxury and cause it to demand a high price. When the first white men came to settle in New England they found the Indians making sugar from the maple trees. Nothing is known of how long they had known how to make it or how they found it out.

Another sugar plant, sorghum, a member of the corn family and resembling both corn and cane, has long been grown in the southern, central, and southwestern United States for the manufacture of syrup for local use. At present sorghum is not very profitable for the making of sugar. However, experiments carried on for many years at Fort Scott, Kansas, have at last resulted in making satisfactory sugar from it. Now that the laws of plant breeding are better known, the sugar content of sorghum may be capable of as great an increase as has taken place in the beet. It is quite possible that a century hence it may rival or even displace sugar-cane in the United States because it grows like corn in the corn belt and beyond and can be cultivated with work animals and machines.

METHOD OF USING THE HISTORY OF SUGAR

That the pupils might become interested in the topic, I gave them in story form the history of sugar since its origin in India. I put an out-

line on the board as I developed the story. On the second day, by the aid of this outline and by questions, the pupils gave back the history of sugar. In this lesson they traced on the world map the spread of the cane from India and China westward through the tropical and semi-tropical lands of Asia, Europe, Africa, across the Atlantic by the explorers in 1664, and into Louisiana in 1751.

In order for the pupils to understand the necessity for producing sugar, we studied the value of sugar as a food, and found how it had been tested in different countries:

1. The experiments made by Germany upon soldiers.
2. The use by Swiss guides; by the lumbermen of Canada; by the negro laborers on sugar plantations.
3. Value: produces heat, force, fat.
4. Estimated consumption of sugar in the United States:
 - (a) 81 pounds per person, or more than half his weight in sugar, each year.
 - (b) \$1,000,000 worth daily.

CULTIVATION AND MANUFACTURE OF CANE SUGAR

I. Nature's requirements for its growth:

1. Climate: (a) tropical or semi-tropical—free or almost free from frost, best temperature 80 degrees Fahrenheit; (b) rainfall sixty inches, or more, a year; (c) long growing season—eight or nine months.
2. Surface features: plain, or terraced mountain regions.
3. Soil: fertile, moist soil.

II. The cultivation:

1. The cane plant: 6 to 15 feet in height; joints 3 inches or less in length and about $1\frac{1}{2}$ inches thick; grass-like leaves about 3 feet long and 3 inches wide.
2. Propagated by cuttings.
3. Planted in fall or spring.
4. Replanted once every 1 to 7 years, or even longer. (It depends upon the climate.)
5. Harvest season: begins about the middle of October.

III. Manufacture:

1. Extraction of juice by pressure in mills; yield, about 75 per cent of weight of cane.
2. Purification:
 - (a) By separators to free juice from foreign particles.
 - (b) By lime to cause scum to rise.
3. Evaporation to rid juice of water:
 - (a) By heating in evaporating pans.
4. Crystallization:
 - (a) By boiling juice until grains of sugar form.
 - (b) By adding more juice until grains are as large as desired. When more juice is added to that which has formed into grains it enlarges the grains as it cooks.
5. Refining:
 - (a) By running juice through filters—large iron cylinders—while in the process of crystallization, if refined on the plantation.
 - (b) By melting, and then filtering if sent elsewhere. Bone-black is used in either case.

CANE GROWING REGIONS OF THE WORLD

1. Southern States of United States: southern part of North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, Oklahoma, New Mexico, and Arizona.
2. West Indies.
3. Mexico and Central America.
4. Northern countries of South America.
5. Southern Spain and Italy.
6. Madeira, Canary, Cape Verde, Cyprus Islands.
7. Along the coast of Africa and Madagascar Islands.
8. Southern Asia: Arabia, India, China, and Japan.

Following the study of the history and of the food value the seventh grade next passed on to a study of the cane in the southern part of the United States, with this problem in mind: What are the conditions favorable to the growth of sugar-cane, and what states of the United States are suitable to its production? For this work I gave to separate individuals special references for the requirements besides what is found in their geography. Using the index in their text, they found the states which grow cane. Then they studied each one separately to see if it met the requirements. This, of course, was largely a review and did not require a detailed study of the states since they had had them in a previous grade. But this time they studied the states with a specific motive and from a different angle, which would later be needed in comparing this region of the United States to other lands. Some of the questions asked were:

1. What kind of climate is necessary for the growth of sugar-cane? (Reports were given from special references.)
2. What are the soil requirements? (Reports.)
3. What part of the United States is suited to sugar-cane growth?
4. Which states produce it?
5. Within what degrees of latitude do these states lie?
6. What kind of climate would you naturally expect to find at that distance from the equator? Do these states have such a climate?
7. From where do the winds come which blow over this section? How do they affect the rainfall?
9. What do you know about the fertility of the soil? (The effect of the Mississippi River on soil was brought out here.)

My next aim was to fix in the minds of the pupils a mental picture of the sugar-cane areas of the United States. For this purpose I had made a large outline map of the United States. Each child had a small one which he had transferred from his geography to paper. The pupils worked with their maps at their seats while I worked with the large one which was pasted on the board in the front of the room. In order that we might show the importance of sugar-cane in each state, we shaded the cane-growing regions, using red crayola. We had already learned that Louisiana produces 95 per cent of all the cane sugar produced in the United States and that the cane grew more abundant in the Mississippi Delta. We began by coloring this part of the map a dark red, gradually making the map lighter in color as we passed into sections where cane was less important.

The cultivation and manufacture of cane was studied, although that did not contain much geography except what there was in the study of

refining. Much of the raw sugar is sent from the factories in the cane belt to cities outside. The chief sugar refining centers of the United States are New Orleans, Chicago, New York, Philadelphia, and San Francisco and others within the sugar belts. In connection with the refining of sugar we took up a study of these cities to find the advantages each had which made them centers of sugar refining. Some of the questions asked on Chicago were:

1. Where is Chicago? Point it out on the map.
2. What have you found out about it as a railroad center?
3. How has its location helped to make it the greatest railroad center in the United States?
4. What minerals are found in the region around Chicago?
5. What is the advantage of finding iron and coal close together?
6. What is the chief agricultural crop in this region?
7. Since grain is abundant in this section of the country, what other industry do you think would be profitable?
8. Do you find hog-raising valuable there?
9. What do you know about the slaughter-houses of Chicago?
10. How do these slaughter-houses help to make Chicago a sugar-refining center? (Bones are available for making boneblack—burned bones—for use in refining sugar.)
11. Give all the reasons you can why Chicago has become a great refining center.

After the study of cane sugar in the southern part of the United States had been completed, our next step was to make comparisons with other tropical and semitropical regions outside of the United States which produce cane sugar. We made comparisons in climate, rainfall, soil, and surface features to find which were more suitable to cane growth, and why. This prompted another map lesson. For this lesson every pupil had prepared a world map with which to work at his own seat while I worked on a large map in front of the class. All the cane-sugar areas of the world were colored with red crayola, using the same method as we had before in the study of the United States map.

CULTIVATION AND MANUFACTURE OF BEET SUGAR

- I. Nature's requirements for its growth:
 1. Climate: (a) temperate—not over 70 degrees Fahrenheit; (b) rainfall twenty to forty inches; (c) irrigated lands.
 2. Soil: (a) rich and deep; (b) well drained; (c) light sandy soil is best.
- II. Cultivation:
 1. The beet: (a) white or cream in color; (b) weight 10 to 15 pounds.
 2. Reproduced by seeds.
 3. Planted every spring.
 4. Growing period: four to five months.
 5. Harvest in fall. Begin in September.
- III. Manufacture:
 1. Trimming by cutting off top of beet which contains a mineral that prevents the forming of sugar during the cooking process.
 2. Weighing to determine price to be paid for beet. (Special weights are used which test the sugar value in the beet.)
 3. Washing by machinery to free beets from dirt.

4. Slicing by machinery.
5. Diffusing. The sliced beets are put into iron tanks that hold about two tons each. Warm water is forced through one after another until it has been through twelve or thirteen. In this way the juice is extracted.
6. Purification—by sulphur and lime.
7. Crystallization and refining—same as cane sugar.

SUGAR-BEET AREAS OF THE WORLD

1. United States: Principal states, Michigan, Wisconsin, California, Colorado, Idaho, Utah. Less important, New York, Pennsylvania, Ohio, Indiana, Illinois, South Dakota, Nebraska, New Mexico, Arizona, Nevada, Oregon, and Washington.
2. Europe: Germany, Russia, Austria-Hungary, France, Belgium, Holland, Denmark, Italy, Roumania.

It was in Germany that sugar in beets was first discovered. It was there that the beet industry first proved profitable, and now Germany ranks first in the world in the production of beet sugar. Because of this, Germany was made the center from which we worked in the study of geography through the beet-sugar industry.

In order for us to know how it has been possible for Germany to lead the world in the production of beet sugar we first had to know the requirements for beet growth. For this, special assignments in reference material were given to individuals, besides the information found in the geography text. A study of Germany was made to see if it met these requirements. Some of the questions asked in the study of Germany were:

1. Where is Germany?
2. What is her geographical position in relation to the other countries of Europe?
3. Within what parallels of latitude does Germany lie?
4. How many degrees farther north is it than we found sugar-cane growing?
5. What part of North America has about the same latitude as Germany?
6. From the latitude of Germany, what kind of climate would you judge that it has?
7. From your study, what did you find out about the climate of Germany?
8. To what is the mildness of the temperature due?
9. Does Germany have much or little rainfall?
10. In what part of the country is the rainfall heaviest? Give reasons.
11. Is most of the surface of Germany a plain or is it mountainous?
12. Where are the mountains?
13. Where are the plains?
14. What are the most important rivers of Germany?
15. Judging from the surface, rivers, and rainfall, where would you expect to find the best agricultural regions?
16. Where do we find the most fertile soil of Germany? Where the least fertile?
17. What part is best suited to the growth of sugar beet?
18. Why is it possible for Germany to lead the world in the production of beet sugar?

A lesson was given on the cultivation and manufacture of the sugar beet. We found in this lesson that the cultivation of the beet requires more skillful labor than that of cane, because a great deal of the work has to be done by hand. The young plant is so small that only human fingers can rescue it from the upspringing weeds. Men, women, and children go into the fields in nearly all beet regions and spend days upon their knees weeding the young plants. A little later they must be thinned out with a hoe. Thus far inventors of machinery have been unable to replace either of these kinds of hand labor.

It is quite common in the beet-growing districts of the United States for the hand labor to be done on contracts by newly-arrived immigrants. A peasant from Roumania, Hungary, or Poland, accustomed to the growth of beets, will contract for so much per acre to take care of the beet fields. With the assistance of his wife and children, he then takes entire charge of the crop for the American farmer.

Another map lesson was given, this time on the beet-sugar areas of the world. It was conducted in the same manner as those on cane sugar areas had been. We, also, showed the beet-growing states on the map of the United States. Blue crayola was used to represent the beet regions in order that they might be easily distinguished from those of cane.

Very little time was given to the study of maple and sorghum because of the fact that they are not so important at present; and, too, we did not find them at all outside the United States. The states producing maple sugar are: the New England States, New York, Pennsylvania, Ohio, Michigan, Wisconsin, and Minnesota, and perhaps a few others. In only a few of these states is the manufacture carried on extensively. Vermont produces the most of any state; New York and Ohio produce a good deal. Sorghum sugar is made from the ordinary cane from which syrup is made in this vicinity and with which the people of this section are familiar. As was told in the history, it is used but little for sugar yet, but the future generations may find it valuable.

In studying our completed map, the children found it interesting to note that practically every state in the Union can produce one or more kinds of sugar. The Southern States are adapted to the production of cane sugar, New England and states east of the Great Lakes to maple sugar, the states lying within the regions of the July Isothermal Belt to beet sugar, and the others to sorghum.

With all these possible sugar areas of beet, cane, maple, and sorghum, the largest single item of agricultural imports into the United States is sugar. Hitherto all the exports of wheat from the United States have hardly paid for the imports on sugar. Now, by virtue of its tropical possessions—Hawaii, Philippines, Porto Rico, and others—and the sugar produced at home, together with the effect the war has had upon showing the necessity of self-independence for food, the United States is in a position to build up a great sugar industry.

The last topics studied were trade routes, custom houses, and importing cities. The trade routes studied were:

1. Ocean routes—principal steamship lines by which sugar is transported from Europe to America; from the West Indies, and from Hawaii.
2. Rivers important to commerce.
3. Railroads—trunk lines connecting big cities, importing, and refining centers.

We learned that the chief importing cities of the United States are New York, Boston, Philadelphia, New Orleans, and San Francisco.

The largest and most important single item upon which duties are collected in the United States custom service is sugar. As this is such an important part of the sugar trade and brings to our Government such a large revenue, it is interesting to learn just how "Uncle Sam" goes about collecting his money. For this, in the class, we took a ship-load of sugar coming into New Orleans from Cuba. When the ship entered the port the cargo was not unloaded until the custom inspector was there to oversee it. Every package had to pass under his eye and every bit of it weighed by government weighers. The weights were recorded under the heads of "wet sugar," "damaged sugar," "sugar not wet," "ship sweepings," "dock sweepings," and "other sugars." Some of it came in hogsheads, casks, or other wooden packages, bags or baskets. That in the wooden packages was emptied to be weighed. The weight of the sacks was estimated unless some one objected. A sample was taken of each kind of sugar and, also, of each package. These samples were placed in little tin buckets which were labeled and locked and sent to the Appraiser's Store. The first test at the Appraiser's Store was to classify the samples according to the Dutch standard of colors. (Numbered samples of different grades of raw sugar are put up in sealed bottles of clear glass by Dutch chemists. These range from number six, which is a dark brown, to number twenty, which is almost white. This firm in Holland prepares and sends out new samples each year.) Then the samples were mixed, three buckets together, and sent to the laboratory to be tested in the polariscope—an instrument for measuring the sweetness of the sugar—to see how much pure sugar they contain. In this careful way "Uncle Sam" looks after collecting the duty on this one great import. After all this had been done at the custom house the sugar was sent to the refinery to be refined ready to be distributed among the many markets of the United States.

I asked the pupils to bring one sample each of something containing sugar, that could be used as a sugar substitute. They brought syrup, glucose, sweet potatoes, fruits, etc.

REFERENCES FOR MATERIAL

The Story of Sugar, by Harriet G. Rieter; F. A. Owen Pub. Co., Dansville, N. Y.

Commerce and Industry, by J. Russell Smith; Henry Holt & Co., New York City.

How We Are Fed, by James F. Chamberlain; The Macmillan Co., New York City.

Commercial Geography, by Edward Van Dyke Robinson; Raud, McNally & Co., New York City.

The Geography of Commerce, by Spencer Trotter; The Macmillan Co., New York City.

Commercial and Industrial Geography, by Keller and Bishop; Ginn & Co., New York City.

Larger Type Studies from United States Geography, by McMurry; The Macmillan Co., New York City.

Carpenter's Geographical Readers of America, and of Europe; American Book Co., New York City.

The Encyclopedia Britannica.

The first of these references is only a small pamphlet which deals with sugar only. All the others are excellent references, not only for the teaching of geography through the sugar industry, but will be of inval-

able aid in teaching other phases of geography. I especially recommend the second and the fourth references. But any of the number will be good for the school library.

Below is a list of addresses from which one can get free material for the asking:

- United States Department of Agriculture, Washington;
- Agricultural Experiment Stations, Baton Rouge, La.;
- Louisiana Sugar Experiment Station, New Orleans, La.;
- Department of Agriculture and Immigration, Baton Rouge, La.;
- The State Department of Agriculture of any state producing sugar.

REAL PROBLEMS IN ARITHMETIC AN OUTGROWTH OF WORK IN GEOGRAPHY

Some excellent problems in arithmetic grew out of this work in geography and were used in the seventh grade. A few of them are given below:

1. The average yearly consumption of sugar in the United States is about 81 pounds per person. How many tons are consumed annually if the population is 100,000,000?
2. What is the expenditure of sugar annually at 11 cents per pound?
3. Of the amount of sugar consumed in the United States annually, before the late war began, one-fifth was produced at home, one-fifth in the colonies, three-fifths in foreign countries. How much of the United States consumption was produced in each?
4. In Hawaii, in the harvest season of 1915-16, there were 115,419 acres of cane harvested, yielding an average of 46 tons per acre. What was the yield in sugar at an average of 245 pounds of sugar per ton of cane?

To England: Afterthought

BENJAMIN SLEDD, *in the New York Times*

Past is their dream—to bring her work to nought
 Whose hands have made the desert places bloom,
 And quickened into light the jungle's gloom,
 And Law and Order to Confusion taught.

It may be she at times has blindly wrought,
 Not fearing in her wrath to earn the doom
 That warns us from a despot nation's tomb,
 Or seemed at point to fail from all she sought.

But England, now, remembering all thou art
 And all thou still must be, couldst thou have failed?
 Now, spite of long-used love of ease and gain,
 And strength by very strength awhile made vain,
 Thy sternest hour of trial now has but availed
 To rouse, as never yet, thy mighty heart.

England, the gateways of the world are thine:
 Through every clime hast thou reached out a hand
 And made thine own the best of sea and land,
 As one who takes and rules by right divine.

Like Rome of old, thou mightst at ease recline
 And at thy tasking half the world command;
 With spoil and tribute heap thine island-strand,
 Making thy drink of conquest's cruel wine.

But thou—hast thou once stayed thy toil to know
 What harvest to thy hands the year would send,
 Or taken thought save in thy strength to sow?
 And this one glory, England, shalt thou keep,
 Though alien hands may of thy sowing reap:
 Thou gav'st thy best, whate'er might be the end.

Yet, England, heed the instant-warning sign:
 Lo, at thy gates the strong young nations stand
 And in the earth their heritage demand;
 Nor for mere pottage will their rights resign.


The counselor's, not the conqueror's, part be thine—
 Thine isle, the patriot-pilgrim's far-sought strand;
 Thy courts, the arbiter of land with land;
 Thy Minster-fane, the poet's and the sage's shrine.

And so, too great to hate, too strong to fear,
 With offspring races gathered round thy knees,
 Daily in theirs thy youth and strength renew—
 The poet's world-old dream at last come true
 On the blood-glutted land; and, far and near,
 Spotted with trade alone, the spoil-gorged seas.

Family Life in Mexico

CARRIE G. SCOBEE

[This study is published in order to give briefly, in available form, material from various sources. Lessons on Mexico can be developed from it.—Ed.]

HE primitive history of Mexico is practically unknown except in legend and tradition. There are records as far back as the twelfth century, and it was during the early part of this century that the Aztecs settled in Mexico. Ancient history says they came from Azland, but where Azland was nobody knows. They were led by their war god, Huitziton, so legend tells us, and each year as the bands of Aztecs traveled they crossed a great river until they reached the land of Mexico in 1116, having traveled for twenty-five years. Huitziton was probably Mexi, as he ordered his people to adopt Mexicas as their name. From this came the name of their new home where they have lived ever since. During the twelfth, thirteenth, and fourteenth centuries the king had absolute power in his country. He was succeeded by his chosen brother, the nephew, or son of his principal wife. So polygamy must have prevailed. Children could be sold into captivity but no child was born a captive, as the children of slaves were born free. These Aztecs had a splendid plan of government. There was a general court, and a council of state

presided over by the king. These primitive races showed a marked stage of refinement in the menage of homes, methods of feasting, foods, napery, and in many other things, except they were cannibals. Their religious functions were sometimes horrible. They consisted of a sickening butchery of war captives followed by a cannibal feast. It is hard to understand how people so refined in other ways retained for so long this terrible custom, which was not entirely done away with until after Mexico was under Spanish influence.

The houses of the rich were built of stone and furnished with barbaric, luxuriant tapestries woven and richly colored. The father was then as now absolute lord, but in many ways the women had equal rights. In rich families there were nurses to attend to the children. The servants, however, were usually slaves, made so by indebtedness or by capture in war. The women were never employed in the field. They spent much time in making pottery, dressing skins, spinning cloth, and preparing food. The metate was used then for grinding the maize just as it is today. When a baby was born, the sun calculator drew his horoscope from the signs he was born under and fixed the time of his baptism, which was usually about ten days after birth. The nurse performed this rite. A prayer was offered, and a name given the baby. If the baby was a boy, a toy shield or bow was provided; if a girl, a toy spindle and distaff were provided. These toys signified what the child would do when old enough. As the lad grew up he began to carry burdens, paddle the canoe, fish, and shoot a bow and arrow. If he were to become a craftsman or worker in metals he was instructed by his father. The little girl, as she grew old enough, was taught by her mother, or the women of the house, to spin and weave, grind the maize, and cook. Children were punished by pricking their bodies with aloe thorns or holding their faces over burning chillies. There were extensive school buildings and both boys and girls were taught by the priests to sweep the sanctuaries and to keep the sacred fires burning. They were also taught to fast and to draw blood for penance, and moral training. The boys who were to become soldiers were taught the use of weapons, and underwent many hardships. The children of nobles were taught history, picture writing, and other things which are taught children today. Children could be sold by parents into slavery, but child exposure did not exist.

The marriage customs of the Aztecs were quite different from those of many European countries: children were not betrothed in infancy, but later in childhood, old women acted as go-betweens; however, the would-be groom had to obtain the consent of the girl's father for her hand. The ceremony was conducted by the priest. It consisted in moral exhortation; then the garments of the bride and groom were tied together in a knot. The two then walked around a fire casting incense in it. A four days fast followed and then penance, before the marriage was complete. A divorce could be obtained only after a careful judicial inquiry and sanction. For adultery the heart of the victim was cut out or the head crushed between stones. This applied to both sexes.

The funeral rites of the poor were simple, but of a king very elaborate. His wives and slaves were sacrificed and their bodies burned so they could accompany him.

Lands were parceled out to the peasants, and each poor family was supposed to support itself on this plot. The peasant could not dispose of his land, but it reverted to the state in case of his death without heirs. Many of these people were engaged in making mats, ropes, and paper.

After the Spanish conquest of Mexico the people and their home life was influenced by the Spaniards and their customs but in modern Mexico the very poor peon class live very much as their ancestors did when they knew not of Spain or the Spaniard.

A family in modern Mexico is either very poor or able to have servants. Often the servants are poor relatives of the family. The peon's home is very simple. The house is a single-roomed, adobe structure. There is little furniture. In fact, the interior is primitive in appearance. The fireplace is often outside the hut and is built of stones with an opening between where charcoal or firewood is ignited. Pots are hung over the fire and here the woman does the cooking for the family. This rude fireplace may be in one corner of the hut or there may be a rude clay or adobe stove, but no chimney. The smoke is left to get out the best way it can through the door or a hole left for the purpose in the roof. In another corner of the room is the metate or tortilla table. There are hard canvas cots made of bamboo or old coffee bags or perhaps the peon is the proud possessor of a hammock some rancher has discarded. A rough table and a few empty boxes used for chairs complete the furnishings of this humble abode. It is quickly seen that the peon's hut is simply a place to eat and sleep. In the doorway you may see the mistress of the home. She has a sad but contented expression for the Mexican women accept their lot with pathetic resignation.

This woman is the chief worker for the family. Her husband does all the work in the field but she must take to market the produce, prepare all food for the family, gather up the firewood, and care for the children. She also makes pottery, and the skill with which she can form a piece of clay into a beautifully symmetrical pot with only the aid of a wooden paddle is remarkable. The skillful way in which these pots are used by Mexican women is surprising. The peon mother prepares enough tortillas in the morning to last a day. First, she boils the maize in a little lime to soften it; then grinds it in the metate, adding water as she grinds, so that a stiff paste is formed. This is made into thin cakes with her hands and baked over the fire. As morning ablution is not considered necessary by the peon, you can judge as to the cleanliness of the process. The tortilla is the chief article of diet. It also serves as a plate and is used to scoop up other food with. Frijoles, and chillies are next in importance to the tortilla. They also use potatoes, tomatoes and bananas as well as other vegetables and fruits, but meat is a rarity. Coffee is much used. As the children grow up they are instructed by the father and mother. The boys are taught by the father to work in the fields, to hunt and make necessary implements. The girls are instructed by the mother how to grind the maize, make pottery and attend to the smaller children. The wife often shares similar treatment to that given the animals, which share the same hut with the family. Indeed it is even said that the Mexican woman of the peon class measures the extent of her husband's love by the number of whippings he gives her, but she is timid and obedient. Violations of conjugal faith are rare among them. It is to be hoped that these poor people are happy in their homes even if their eyes do express a sadness which has shown for generations.

The upper-class people live in much better conditions than the peons. Their houses are usually two-story, built around a patio or central court. As there are no firesides the people seek diversion outside the house, and in the patio the women sit and sew or talk. As there are no front

grounds there is a restricted feeling about these houses. Family ties are stronger in no other country than they are in Mexico. The mother sacrifices herself to her children. Her earthly happiness is summed up in home, husband, and children. With her husband she shares equally in business profits and expenditure of the income, but the husband is always absolute lord and master of his household. The women lack domestic training. They leave all the marketing for the cook to do, and give her, each day, sufficient money to buy the supplies for the day. If there is more than enough for one day in the house the servants will steal it. This system prohibits good housekeeping. The mistress of the house, however, does try to practice domestic economy, and takes pride in keeping her house clean. These women are not migratory. I read of one woman who had never been but ten miles from her home and that was on a visit to the capital after her marriage, and she cried so much her lord and husband was glad to take her home. The men believe the women incapable of sustaining the burdens of life, and it is considered an hereditary right by them to take care of a widowed mother or sister. The husband often insists upon his wife's being seated at the table, saying "The care of the children is enough without serving soup and coffee," and one would think that the care of the children is enough, for large families are the rule. Often there are ten, twelve, or as many as fifteen children, and the birth of each is hailed with delight, but, as the Mexican family has many servants, labors with them are easier than with us. The mother does not nurse her babies but employs a wet nurse. Children are often adopted.

The girls are not trained in household affairs, but are taught to cut, fit, and make clothes. They are also taught to do beautiful hand-work. A girl never goes out without a chaperone, even until she is married, but she is eligible to marriage at fourteen. A Mexican girl is as fully developed at fourteen as an American girl at eighteen, but courtships there are very different from ours. If a man sees on the street a girl whom he likes he follows her and her chaperone. Perhaps the girl will give him a pleased look, but she will say nothing. After that he will watch at her window, maybe, for weeks before he so much as sees her face. If she desires to encourage him, she will drop a rose, wave her hand, or smile through the crack of the blind. He then knows his suit is favored. He must get the permission of the girl's parents to marry her, but even after he obtains it he cannot go out with her unless her parents are along. The wedding takes place in the church, and a feast is given—on the first day at the bride's home and on the next at the groom's. Family ties are so strong the couple may live with the bride's parents. Sometimes as many as a half-dozen families are living in the same house. But the bride goes on living as her mother before her.

Although women in Mexico may enter avenues of art, industry, and professions, the home life has practically remained the same. No laxity of morals is encouraged and the evil of divorce is practically unknown; so in some ways we could with profit emulate these slow, easy-going neighbors of ours.

BIBLIOGRAPHY

Encyclopedia Britannica.

Face to Face With the Mexicans—Fanny Chambers Gooch.

Travels in Mexico—Ober.

Native Races of Mexico—Bancroft.

Mexico and Her People—Winter.

Mexico—G. Reginald Enock.

Periodical Literature:

Modern Mexico—Outlook, March, 1907.

Homes of Mexican Peons; Mexico—Outlook, August, 1908.

Old Pagan Customs in Mexico Today—Independent, December, 1906.

Wooing Mexican Senioritas—Literary Digest, June, 1912.


Grace and Gaiety of the Mexican Centennial—Literary Digest, May, 1911.

A Scene of Mexican Life Today—Current Opinion, August, 1914.

Women of Mexico—Missionary Review, March, 1916.

A Review of the Bill for Federal Assistance

RENA HARRISON, '19

HE MOST important and far-reaching educational legislation perhaps ever attempted in America at one time has been before Congress and the state legislatures this winter, THE EDUCATIONAL BILL, S. 4987, of FEDERAL ASSISTANCE TO EDUCATION in the several states. The bill was introduced into the United States Senate on October 10, 1918, by Senator Hoke Smith of Georgia. This bill provides for an annual appropriation of \$100,000,000 provided that sums in equal amount be appropriated by the several states, for the purpose of aiding the states to carry on more successfully certain types of education. The main provisions of the bill are as follows:

1. For the removal of illiteracy, \$7,500,000 annually.
2. For the Americanization of foreigners, \$7,500,000 annually.
3. For the equalization of educational opportunities within the several states, particularly in rural and village schools, \$50,000,000 annually.
4. To cooperate with the states in the promotion of physical and health education and recreation, \$20,000,000 annually.
5. To extend and improve the facilities for the preparation of teachers for public schools, and particularly the rural schools, \$15,000,000 annually.
6. The creation of an executive department known as the Department of Education, with a Secretary in the President's cabinet. This department is to administer the educational work of the government which is assigned to it.

The first selective draft showed that there were 700,000 illiterates between 21 and 31 years of age in this country. That fact stunned us, but there was nothing new in it. We have come to appreciate that illiterates do not make good soldiers. They do not make good citizens. It is evident that an illiterate can earn a living, but earning a living is, after all, only a means to an end. That end is the living of a worthy life in our day and generation.

The bill now before Congress provides for \$7,500,000 annually, to be "apportioned to the states in the proportion which their respective illiterate populations of ten years of age and over (not including foreign-born illiterates) bear to the total illiterate population of the United States, not including outlying possessions, according to the last preceding census of the United States." There were 3,762,003 illiterates in the United States, in 1910, that are within the terms of the bill. The allotment by Congress would therefore amount to \$1.994 for each illiterate

ten years of age and over. This amount, to be available for the removal of illiteracy, would have to be equaled by a sum appropriated by the State.

North Carolina had, in 1910, 288,492 such illiterates. The congressional allotment would be \$575,253.05 annually. This would have to be equaled by the State, and there would then be available \$1,150,506.10 each year, or almost \$4 for each illiterate.

Our population has been made up largely of immigrants. The census shows that in 1910 there were 1,650,361 foreign-born illiterates in the United States. If these immigrants are to become good citizens they must be Americanized. They must learn to speak and read English. Those under 10 years of age should go to the public schools regularly. Other provisions must be made for the adults. The money is to be allotted to the states on the foreign-born population basis. If the congressional allotment of 55½ cents for each foreign-born person were increased by an equal sum, there would be available in each State \$1.11 for each such person. If we consider only foreign-born illiterates, 1,650,361, there would be available a little more than \$9 for the Americanization of each foreign-born illiterate. By entering upon a ten-year program, each state could probably Americanize all of its immigrant population.

North Carolina has 6,092 immigrants according to the Census of 1910. The congressional allotment would amount to \$3,381.06. The amount available for Americanization work in the State would be \$7,762.12 annually.

The reasons why the nation should coöperate with the states in an Americanization program are:

1. Foreigners are admitted to the country under national law.
2. They are privileged to participate freely in a democratic government.
3. Their contribution to national welfare is in proportion to the training in Americanization afforded them.
4. The permanency of a competent democracy rests on the intelligence and patriotism of its citizenry.

The bill before Congress provides \$50,000,000 annually "for the improvement of public schools of less than college grade, with the definite aim of extending school terms and of stimulating state and local interest in improving, through better instruction and gradation and through consolidation and supervision, the rural schools and the schools in sparsely settled localities." An equal amount by the states would provide \$100,000,000 annually. The fund is to be distributed on the per teacher basis, and amounts to \$80.34 for each public school teacher employed.

North Carolina has 6,092 immigrants according to the Census of \$1,168,947. An equal amount by the State for these purposes would make available \$3,337,894 for the purposes mentioned in the bill.

The bill now in the Senate provides \$20,000,000 annually by Congress "to coöperate with the states in the promotion of physical and health education and recreation," including "the medical and dental examination of children of school age, the determination of mental and physical defects in such children, the employment of school nurses, the establishment and maintenance of school dental clinics, and the instruction of the people in the principles of health and sanitation."

The states are to be allotted shares of the appropriation on the basis of total population according to the last census. This provides a federal appropriation of 21¾ cents for each person and requires an equal

amount from the State, making a total of 43½ cents for each person. This is a small per capita amount, but for each State there is a substantial sum.

North Carolina's population in 1910 was 2,206,287. She would therefore receive from Congress for physical and health education \$479,867.42 annually. An equal amount from the State would make available \$959,734.84 annually.

Natural talent must be prepared for teaching, just as it is prepared for law, medicine, or engineering. No state in the Union has gone far enough in a teacher preparation program to supply its schools with good teachers. More than 100,000 teachers out of every 522,000 in the elementary schools are nineteen years of age or younger. Many do not have schooling beyond the eighth grade. Our democracy cannot boast equality of opportunity as long as the facts cited above are true of our public school teachers. The nation is vitally interested and the states ought to be encouraged and helped by the nation to go on until there is a good teacher in every school.

The bill now before Congress provides \$15,000,000 annually, and demands an equal amount by the states, "to cooperate with the states in preparing teachers for the schools, particularly rural schools"—"to prepare teachers, to encourage a more nearly universal preparation of prospective teachers, to extend the facilities for the improvement of teachers already in service, to encourage through the establishment of scholarships and otherwise a greater number of talented young people to make adequate preparation for public school service, and otherwise to provide an increased number of trained and competent teachers." This money is to be apportioned on the public school teacher basis, and amounts to \$24.10 per teacher for the promotion of teacher preparation.

North Carolina had 14,550 public school teachers in 1915-16. She would receive \$350,655 for the purposes named above. Doubling this amount would make available a minimum of \$701,310 for teacher preparation in her tax-supported normal schools and colleges.

If each state should equal the congressional allotment with a sum beyond what is now being spent for teacher preparation, our nation would soon occupy the preëminence in public school education that it occupies in natural resources, production, manufacturing, transportation, wealth, and war. The safety and advancement of democracy demands no less than this for the sake of its 23,000,000 children.

The administration of the funds appropriated by Senate bill 4987 involves not only clerical work, but also judgment, discretion, and executive capacity. It ought to be carried forward in a manner befitting the nation's interest in these types of education. For these reasons, the bill provides for the creation of an executive department of the government, to be known as the Department of Education, with a Secretary in the President's Cabinet. The bill also provides for three assistant secretaries, for the transfer of the Bureau of Education to the Department of Education, for the transfer of other educational work of the Government to the Department of Education by Congress or by the President, defines the duties and powers of the secretary, and provides funds for the expenses of the department.

The bill further provides for the designation or creation by the state legislatures of the machinery necessary within each state for the cooperative administration of the provisions of the bill, and sets up certain necessary safeguards, such as systems of accounting and auditing.

A summary of the appropriations provided in this bill for North Carolina:

1. For the removal of illiteracy.....	\$ 575,253.05
2. For the Americanization of immigrants.....	3,381.06
3. For equalizing educational opportunities....	1,168,947.00
4. For physical and health education.....	479,867.42
5. For better and more teacher-preparation....	350,655.00

Total	\$ 2,578,103.53
-------------	-----------------

Every one of these types of education is of national concern, and the wealth of the nation will be taxed to raise the \$100,000,000 which will be distributed on the bases indicated. Every citizen ought to become active in support of the bill for it is the most important educational measure ever considered by Congress.

Great Educational Legislation

Provision for a six months school term in every community in the State was the most forward step taken by the General Assembly in educational affairs. True, the constitutional amendment had already made such a step mandatory, but it was no easy matter to secure an equitable arrangement of the State's finances so as to make it possible. That a program was worked out and adopted without a dissenting vote will go down in history as the most praiseworthy act of the 1919 session of the Legislature.

The program was worked out largely by Dr. J. Y. Joyner, the retiring superintendent, and Dr. E. C. Brooks, Dr. Joyner's successor, and the latter had most to do with presenting it clearly and forcibly to the members of the General Assembly. The educational forces were fortunate in having at the legislative helm Representative Victor Bryant and Senator F. C. Harding. With admirable tact and excellent leadership they brought the warring factions together and reconciled conflicting views.

INCREASED SALARIES

Another bill passed by the General Assembly that must appeal to the sense of justice of every citizen provides for the fixing of minimum salaries for teachers, advancing the present scale from 10 to 25 per cent. This bill does not prevent counties from making further advances, if considered wise.

FOR UNIFORM TEXT-BOOKS

Uniformity in text-books for high schools is secured through the passage of a law for a commission to go over the list of available books and select a multiple list from which counties must make selection. Heretofore high schools in the same county have frequently used different books. Provision is made in the new law enabling patrons moving from one county to another, where different books are used, to have the books taken back.

OTHER IMPORTANT LAWS

The compulsory education law as amended now requires students to attend school during the entire term in the district in which the pupils

reside. It is made flexible, so that boards of education can excuse pupils from attending in the event they are needed in cases of emergency at home or on the farm. This feature was added in order not to work hardships and to enable schools to be adapted to local conditions. In cases where sufficient buildings are not available, two years is given to provide them.

Orphan children can now attend the schools in the district in which they live, and allotments on a per capita basis will be made by the State Department of Education.

Senator Cooper's bill allowing counties to furnish free text-books to students at a fair rental price was another important educational bill. This extends to counties the privilege already exercised by several city schools, notably Raleigh and Durham.

VOCATIONAL EDUCATION

Measure enabling the State Department to coöperate with the Federal Government in its program for vocational education were also passed. The State already had the ground work for the system and the laws passed simply provide for an enlargement of the work.—*News and Observer*.

Americanization and the Education Bill

Three editorials appeared in one issue of the New York *Evening Post*. The three are given below to show the trend of thought on educational problems:

A prominent public man, interested in the subject of education, remarked recently that the Education Bill now before Congress, introduced originally by Senator Smith, of Georgia, last October, "is too good to live." The reason why this measure enjoys such precarious health must be sought in the fact that it provides for the annual expenditure of \$100,000,000 for a Department of Education. The appropriation is to be used in improving education throughout the country in co-operation with the states. The sum of money seems large, although nothing when compared with the sums we have been spending during the war, and, on occasions, wasting. When we consider that New York City alone devotes nearly \$43,000,000 yearly to its school budget, we get our ideas into proper focus on this national proposal. The men who are backing the new legislation have been at least partially driven to their present convictions by the unexpected conditions disclosed, during the war, of ignorance and illiteracy among our foreign-born populations.

* * * * *

Why are our leading educators so keenly interested in the work of the United States Employment Office? because they see in it a wonderful opportunity for the guidance of vocational training. An army of returning soldiers embodies all the problems of labor and of education. A study of that phase of the reconstruction which involves the replacing of our soldiers in peaceful occupations involves a much greater task than the mere finding of jobs for the men. It is an education for educators to study in these days the needs of industry, on the one hand, and the

needs and the fitness or unfitness of the individual on the other. No study could be richer in suggestions for the training of the children of today so that they may be the better equipped for their life-work. A frequent complaint is that educators have been too theoretical, that they have known so little of the world's practical work outside the schoolroom. Now, here we find a few educators charting the field of employment like surveyors with their instruments, in the hope of applying the data gathered to shape the course of the next generation.

* * * * *

It is important that the work of industrial replacement should be well done. Every soldier who asks for it should receive help that is worth while, the help of a specialist. But the children are the great hope of the world. They should receive the heritage of this new study of scientific employment. Business men have lamented the inadequacy of our public schools. They have said that the youngsters, fresh from school, can neither cipher accurately, nor write legibly, nor think connectedly, nor follow you intelligently as you talk. And the employer complains of the strain and worry in training youngsters that should have had some training. The United States Employment Office hints at better methods. It can be converted into a school worthy of attendance by a Pestalozzi.

The Schools Must be Kept Close to the People

The article below is a part of a speech made by the superintendent of schools in Corinth, Penn., and appeared in the Reading (Pa.) *Herald*.

"As the people so the schools. Wherever I find the best school sentiment I find the best schools. In such communities are found the highest ideals and the most advanced civilization. Wherever there is apathy and indifference to education, I find the poorest and most inefficient schools. I have labored for many years through the press, platform, and conference to build up a more wholesome school system in the county, and the result has fully justified the effort. The dark educational spots are slowly but surely disappearing.

"No one today can point the finger of scorn at our public schools. The credit for the efficiency of our schools is largely due to the people themselves and you directors who are at the helm of the educational affairs of the county. It is true that you directors often do more than the people want you to do. Your compensation too often is abuse and condemnation, but in the long run your unselfish service and sacrifice in behalf of the children of your respective communities will be lauded and appreciated by the very people who denounced you the worst.

"Our public schools must be kept close to the people even at the sacrifice somewhat of efficiency. I am glad that county schools are closer to the people than city schools. Our republic would not be the grandest and greatest without our public system. The choicest product and fairest fruition of liberty is the public school system. It is unique in the civilized world. It is the most democratic and most socialistic institution

in the world. It is the great assimilative organ of the republic. Liberty is not the child of ignorance, superstition and barbarism, but the child of intelligence and education.

"Our American farmer and laborer should realize that the public school is his very ark of safety—the bridge across which his little ones may reach place, power, and higher planes of usefulness. Our public schools are born of democracy, supported by democracy, and all its future growth will be founded on democracy. Any man or set of men who weaken its efficiency or undermine its democratic spirit are enemies of their country. Disloyalty must not be permitted in our schools.

"It is through trained teachers that we can make more efficient our system. A good teacher is worth his weight in gold; a poor teacher is dear at any price. We must stop erecting \$50,000 school buildings and only paying \$50 a month to teachers. The pay of our teachers at present is entirely inadequate. Good schools cost money. It is true that we spend a good deal of money on education, but it is insignificant with the money we spend for rum, tobacco, movies, and chewing gum. Parsimony to the public schools means death to all grand hopes of liberty. The best schools are always taught by the best-trained teachers.

"Another line which I labored for—a broader, wider, and more effective educational policy. We must not only train for sweetness and light, but for service as well. Therefore I have emphasized vocational training more particularly for the country child. Industrial training is a panacea for many ills in our social fabric. The slogan for every school should be—learning to do; doing to earn; earning to live; living to serve."

Edgecombe County in the Lead

The educational forces of Edgecombe County are very much in earnest in their conviction that the time is here to strike and strike hard for the schools. They are convinced that extreme emergencies require extreme measures, that it is not enough to keep the schools as good as they were, but they must be made better.

Accordingly there is proposed not only a tax of thirty cents on the hundred dollars but a hundred-thousand-dollar bond issue as well. Small schools will be consolidated, new buildings will be erected, and transportation facilities will be provided for children who are not near enough to the consolidated schools to walk to them. Portions of the county already have consolidated schools and conveyances and the plan has worked out so satisfactorily that the educational leaders are convinced of the wisdom of adopting it for all parts of the county.

The ambitious plans of Edgecombe are but a part of the movement that is sweeping the State to save the schools from being wrecked by the war. Friends of public education are rallying everywhere to the cause of the child. If there are counties where the danger is not foreseen and steps not being taken to meet it, they will be spurred to action by the example of progressive counties like Edgecombe, Wake, Johnston, Wilson, Warren, and a goodly number of others which give evidence of a determination to do everything possible and in reason for the cause of education.—Editorial in *News and Observer*.

Dixie Land

(As seen from the window of a train, by TOM SKEYHILL, the Soldier Poet.)

Before me, like the pictures on the screen,
Flash rippling brooks and fields of waving green,
Whilst in the far-flung distance, lone and bare,
The mountains peer from out their clouded lair.
The cypress and the maple, verdure shed,
Stand, stark and still and silent as the dead.
A mat of multi-colored flowers below,
Soft drapes the field where fabled fairies go
Each night to serenade beneath the trees,
And drink, from silver cups, the incensed breeze,
Or maybe, who can tell what fairies do,
To wait the morn and sip the pearling dew
Of flowers rich. The sun, a ruby red,
Glow in the west, where colors garlanded,
Steal out through space to fondle and caress
The lone clouds, in their virgin loveliness.
High, on the wing, in richest notes, and rare
A wild-bird fills the cool autumnal air
With melody divine. Across the way
A mother watches her children play.
Whilst down the winding pike, soft-eyed and glad,
A maiden walks to meet her Southern lad.
And as I sit here in this southbound train,
It seems as though the loneliness and pain
Of blasted hopes and youthful promises slain,
Soften—since earth was earth, the eyes of man
Have ne'er beheld a more delightful span
Than these soft skies and colored hills so grand,
Oh Lord it is, it is thy promised land.

The Training School Quarterly

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

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: \$1.00 a year.

25 cents single copy.

FACULTY EDITOR.....MAMIE E. JENKINS

STUDENT EDITORS.

POE LITERARY SOCIETY

MATTIE McARTHUR, *Editor-in-Chief*
MARTHA MERCER, *Assistant Editor*

LANIER LITERARY SOCIETY

ELIZABETH SPIER, *Business Manager*
RENA HARRISON, *Assistant Editor*

ALUMNÆ EDITOR.....BETTIE SPENCER

VOL. V.

JANUARY, FEBRUARY, MARCH, 1919

No. 4

Editorials

Dr. Joyner, Educational Statesman

Dr. Joyner was one of the group of North Carolinians who caught the vision of what could be done. He saw the great needs, saw the way to meet these needs, saw that the educational advancement of the children meant the material advancement of the State. He lived to see a full generation of school children grow up and take their places in life before he turned loose. He planted and lived to reap; the others only planted and watered but did not gather. Others passed out, either into other states and other activities or did not live to see things through. Dr. Joyner retires to private life when he realizes that the State is fully aroused, and now fulfillment is near for the promises of the years past.

All the State wishes that he may have the joy of seeing the full realization of his plans and dreams. It takes courage to retire in the fulness of power, before there is any deterioration, when there is no reason for retiring, at the height of popularity; and it is a great tribute to the powers of a man that he has worked for a cause so well, with his plans and ideas so clearly defined that the cause can go forward after his guiding hand is removed. It is a great tribute to the one coming in that he can take hold of things as they are and go forward; construct on what is there—no destructive work, no tearing down to get things just as he would have had them. Never has there been a change made that caused as little friction; where the understanding had been so thorough, where there has been so little break.

The New Superintendent

"The greatest thing Governor Bickett has done yet is his choosing E. C. Brooks as State Superintendent," is what one man said. The minds of the thinking people of the State who keep up with educational affairs probably turned straight to the same man as the logical one for the place. Already the wisdom of the choice has been proved. Dr. Brooks stepped in and took hold, knowing exactly what to do and what to leave undone, where to take hold first and what to let alone for the present. He came at the busiest time, just as important legislation was pending, just as the General Assembly was meeting. It required of a new head a former knowledge of the condition of affairs, an understanding of plans already started, a grasp of the significance of situations, and a realization of the magnitude of the tasks ahead. This situation required a man of training, of judgment, a man of imagination and fine background, a man with the courage of his convictions. Dr. Brooks is such a man.

This is a time of readjustments, a time of transition, a time of expansion, and it is better for the new man to take hold before the new things and ideas get settled. We expect great things from the new superintendent, and we know we shall not be disappointed.

In the next QUARTERLY will appear an appreciation of Dr. Brooks and an article from him.

Report of the State Educational Commission

The "Findings and recommendations" of the State Educational Commission, which were submitted to the State General Assembly, show that much work has been done, but yet much more remains to be done. The recommendation that the time for the making of investigations be extended two years was granted by the Legislature, and the necessary funds for financing the work provided for by an appropriation.

The General Education Board has consented to assist with the survey and made an appropriation of \$5,000 for the work. They are already making a study of educational conditions preliminary to the actual field study. They are ready to send a man into the State as soon as the schools resume normal operations. Now that they have sufficient time to make a survey it can be done with thoroughness, and can be of inestimable value to the State.

The subcommittee that investigated the school law of North Carolina with a view to codifying the laws made much progress, but discovered the laws in a chaotic state, making it difficult to follow up any set of laws. The committee makes it clear that the laws should be unified and codified, with proper indexing. Inaccuracies were found that were due to lack of this work.

Present Methods and Cost of Public Printing in North Carolina makes an interesting chapter in the report. Only partial investigation has been possible on the other two matters delegated to the commission, because of the limited time. These two questions are "Methods and Cost of Supplying Text-Books to This and to Other States" and "Public School Teachers' Pensions." While progress was made in collecting data on both of the subjects the findings thus far are insufficient for the basis of a report.

The time for completing the work of the Commission is right now, within the next two years, "before the schools are adjusted to the new conditions that must arise from the recent world war." The sum of \$5,000 was asked for as the amount necessary for completing the work.

"The investigation has gone far enough for us to realize that the field of activities of the Commission should be extended to include a thorough study of existing agencies for the preparation and training of teachers in this and other states."

That the members of the General Assembly believe this also is proved by the fact that they have continued the Commission.

From President Wright's Biennial Report

President Wright in his biennial report to the General Assembly has some interesting things to say. The front page is culled from this report. The following is the opening:

"Though the school years 1916-18, covered by this report, came during the war in Europe, when our people had many things to take their attention away from education, and though many of our young women have been urged to go into more lucrative employment than teaching, yet I am pleased to report to you that this two-year period has been, perhaps, the best biennial in our history." The registration for the ten years has been, for the regular terms, 2,616; for the summer terms, 5,671.

His statement on the purpose of the school shows that we are holding strong to the faith that has been in us from the beginning.

"A glance at our courses of study will show that we are holding this school to its purpose, viz: giving to our students 'such education and training as shall fit and qualify them to teach in the public schools of North Carolina.' All of our students expect to become teachers. The rural school, now working as our 'Model Country School,' should be invaluable to us in carrying out the purpose of the school since it gives to us an opportunity to do observation and practice teaching in a real country school. We are handicapped very much by not having the means of transporting our students to the school. The additions to our Model School, enabling us to do observation and practice teaching in seven grades, adds greatly to our equipment. The coöperative relations now established with the county system and also with the town system, give us an opportunity to do even more efficient work than we have been able to do in the past. With this opportunity we propose to hold rigidly to the purpose for which the school was established and turn back to the State each year many well trained and efficient teachers."

Meeting of Summer School Directors

A meeting of the directors of summer schools, held in Raleigh in January, was attended by President Wright and Mr. Wilson. They report a most satisfactory meeting, not only because of what was done at the time but because of what will be sure to follow in the years to come. It will eventually come to pass that each summer school will do certain kinds of work, thus eliminating waste and reduplication. People will know exactly where to go for what they want. A coöperative plan

will weld the schools of the State together, will lead to a more thorough understanding among the schools, and will redound to the good of all. The material saving will be great. It may mean that the schools will keep their plants running the year round.

The Educational Bill of federal assistance to the several states is of vital interest to every North Carolinian as well as to the citizens of every other state in the United States. At last Congress realizes that the funds for the educational work of our country are not sufficient, and it proposes to appropriate a certain amount to each of the states, provided that they will appropriate an equal amount. This means that Congress is willing to help those that help themselves, but is not willing to appropriate money on charity. Only the state that will accept this offer is ready for the reform. The question is, Is North Carolina Ready?

R. H.

The General Assembly made arrangements for all the bonds due within the next four years to be paid in the next two years. This means that the remainder of the \$200,000 appropriated for permanent improvements at the Training School will be paid over soon. Only \$50,000 so far has been paid. It further means that the sound of the saw and hammer will again be heard and will continue for some time. The first building will be the addition of a wing to West Dormitory, balancing the wing added in 1915. About sixty more girls can be taken care of; therefore some of those who have been turned away each year can be taken in.

Suggestions

Checking Up Errors in Written Work

As a basis for the correction of errors in written work in the seventh grade I gave a story, Hawthorne's "Pine-Tree Shilling," for reproduction. The story was read and discussed in class the first day. The second day we spent a few minutes at the beginning of class period putting an outline on the board; the remainder of the class period was spent in letting the children fill out the story from the outline with pencil on paper thus giving a chance for the written reproduction. A few in the class who could not work so fast as others did not get their story finished on class. They were permitted to finish it outside, and all brought their stories, copied in their note-books, to class next day.

I collected the note-books and read the stories just as they were, errors and all. It was hard to read these and pass over the errors without correcting them but I had a purpose in this. Instead of correcting the errors found in the stories I listed these, putting the name of the child by his own list of errors. After I had been over all these stories, from the list of errors thus obtained I selected those most common to the class and made sentences giving the correct form of those errors. My idea in doing this was to have the correct forms put on the board for the class

to see. For example, I found this sentence in one of the stories: "Miss Betsy father, Captain John Hull, *he* gave her as *meny* pounds of coin as she *wayed*." To correct that I sent the child who had that sentence in his story to the board and dictated this sentence for him to write: "Miss Betsy's father, Captain John Hull, gave to her her weight in silver coins." In some of the stories Massachusetts was abbreviated, in others it was misspelled. I had that word put before them on the board in a good sentence and discussed when abbreviations and figures might be used in written work of this kind.

In the sentences which I dictated for them to write on the board I tried to use every word that I possibly could that had been misspelled in their stories. Some had used singular subjects and plural verbs in their note-books, and vice versa. Some had mixed tenses such as: *give* for *gave*, *come* for *came*, etc. Some mixed the use of *their* and *there*. In dictating these sentences to be written on the board I tried to give each child, as far as possible, a chance for the correct expression in the place of the mistake in his own note-book. Most of the children went to the board and were given a chance. If the sentences that were dictated were not written on the board correctly they were checked up by the class.

After all these sentences had been put on the board and corrected I told the class my purpose in having it done, which was to correct before the whole class errors which had been found in note-books from the class. And after their note-books had been handed back to them I expected each one to correct the mistakes found in his own book. After their attention had been called to these errors and they had been corrected before them on class the pupils understood they were to be held responsible for these.

After this I selected some note-books—one of the best, one of the worst, and an average book—and held them up before the class for criticism. Each was to think what his own criticism of the note-books would be, and then I called on some one for his criticism. I gave suggestions as to the type of things they should notice in their criticisms: (1) General appearance; (2) Margins; (3) Writing; (4) The title; (5) Paragraph indentions. The results were very satisfactory. In them the children showed good judgment and in their next work the majority of them profited by these criticisms.

Now, the children were ready to take their own note-books and correct many of their own faults with intelligence. After this had been done I collected the note-books and added all necessary corrections. Then the stories were handed back for the children to copy in their corrected form. In the end they had something to compare, and many of them were astonished to see the improvement of the finished story over the first. There was a feeling of satisfaction among them to know that they had seen most of their own errors in these stories and had corrected them themselves.

In managing the written reproduction of a story in this way a need of dictation and a correction of common errors in written work was seen, therefore these followed quite naturally.

In the dictation work which followed I used words which many of the class continued to spell incorrectly, such as: *weigh*, *balanced*, *scales*, *pudding*, *consented*. There was in the lesson a chance to put into practice what they had learned about the use of abbreviations; also a chance

for the proper use of *their* and *there*, of *knew* and *new*. There was also a drill on some correct forms which the class needed. For example: *Has no* for *hasn't got*, *has* for *has got*, and other errors. One other thing which we drilled on particularly was the use of negatives.

I put groups of sentences on the board for blanks to be filled with the correct forms of verbs. The children were to determine whether the sentence required the form: *give* or *gave*, *come* or *came*, *was* or *were*, *has* or *have*, and *do* or *did*. The interest of the class was aroused in the beginning, as they had some historical background for the story. And through this method of treatment the children showed great improvement and became more critical of all their own work.

ELIZABETH SPEIR, '19.

The Value of Graphs in Correcting Spelling

Some subjects are interesting within themselves, having a natural instinctive appeal to the child, while others that have not this appeal require a great deal of drill. Spelling is one of these tool subjects, but it may be presented in such a way that there is an instinctive appeal. My problem in teaching this subject to the fourth grade in the Model School was, "How can I make the drill lessons interesting?"

Some of the strongest instincts in children of this age are rivalry and display. "Spelling matches" and all kinds of contests appeal to them. I decided to make use of and try to build up a modified form of rivalry and display—pride in excelling oneself or one's past efforts. To do this I gave each child a graph paper on which he marked his spelling each day. About ten minutes of my spelling period was devoted each day to a drill on the words which had been taught. The words were pronounced by the teacher, written on paper by each child, and corrected. When using these graphs it is better to give either ten or twenty words, for the children will easily see that if they miss one word when they have ten it counts off ten points, and if they have twenty words and miss one it counts off five points. It is very interesting to watch the children as they mark their graphs for the day's work. If their line goes up their faces are beaming with joy, and if it goes down you see their faces looking sad and long.

This graph should first be made for only two weeks. In the beginning the pupils may not understand thoroughly how to keep it, and it will be too crude and untidy for the pupil to keep for a long period. But after they have used the graph for two weeks they will understand how it should be kept without making mistakes. The next time you may make the graphs to last a month, and this will be less work on the part of the teacher. This, however, should not be done until the children have learned just how to keep them as they should be. We made the graph paper ourselves as we wished to have the blocks large. Sometimes the children made them under my direction, and sometimes I hectographed them. A graph for two weeks should have ten one-half-inch squares from left to right of the paper and ten squares from top to bottom. Of course if you want a graph to last a month you should have twenty one-half-inch squares. For illustration, I will take one graph which shows how one child's grades ran each day for two weeks. This pupil missed one word on Monday, his line fell to ninety; on Tuesday he missed one word, so his line was extended straight

across one block. Wednesday he did not miss a word, therefore his line went up to the top. On Thursday and Friday he made one hundred. On Monday his line fell to eighty, which probably meant he neglected his work for week-end pleasures, but his line gradually went up. Tuesday the pupil missed only one word; his line went up to ninety. Wednesday he missed one, so it went across on the same line one block. But on Thursday the line went to the top again, and was extended on Friday. When the pupil sees his lines have reached the one hundred line at the end of this graph it makes him eager to begin the new one and he is determined to show how well he can do. When the next one is started he takes great pride in keeping the line high and the sheet clean, for it is to last a month.

It may easily be seen now that graphs cause the pupils to have a stronger desire to learn every word in the lesson. A strong feeling of competition is stimulated within the child himself, and when this is started, work which is worth while may be expected from the pupils.

This was not used for anything but to make the drill part of the lesson interesting, for it is an easy matter to make all but drill in spelling interesting, and we think this graph work will serve to make even the drill very interesting. Only one-third of the period was given to this, which was about ten minutes each day.

VERA BENNETT, '19.

Language Work Through Primary History

Much of the oral and written composition of the third grade since the first of the year has grown out of the Primary History work. Having studied in the fall Pastoral Life as portrayed by the shepherd of Palestine, the children were all the more ready to appreciate the life of the Swiss shepherds.

First, the country of Switzerland was taken up and studied, the teacher giving much interesting material about Switzerland in story form. The children were shown many pictures of the country. These were taken from the *Geographic Magazine* and other sources. They were very much interested in the *lofty mountains, wonderful glaciers, and the avalanches*; also in the homes and work of the Swiss people, particularly the shepherds, as well as the monks of *St. Bernard* and their brave dogs.

With the help of the children a sand-table, showing *snow-capped mountains, blue lakes and green valleys* was worked out. A poster illustrating the industries and products of Switzerland was made from pictures and other articles brought by the children. Among these were the manufacturing of watches, clocks, silk, linen, cotton, lace, and embroidery. Pictures of sheep, goats, and cows, together with advertisements of cheese and butter, showed the importance of dairying in Switzerland. A piece of chamois skin was also used on the poster, a reminder of an interesting animal of that country whose skin is an article of export.

After several days were spent talking of all these things, the children in one lesson were called upon to give the most interesting sentences they could which told some of the facts they had learned about the country. The best sentences were put on the board by individual children and criticized and revised by the class where necessary. This served

as a review of the previous work they had had, and gave the teacher an opportunity to clear up any incorrect ideas the children may have formed.

One lesson was given entirely to descriptive words. First, sentences, each containing one or more of these words, were put on the board by the teacher. These were discussed by the children and teacher together, attention being called to the words which described something. Children were asked to suggest others which might have been used. Then a list of words, such as *mountains, rivers, lakes, glaciers, snow, and avalanches* were put on the board by the teacher. The children were called upon to give words that would describe each of these. Some very good ones were given, such as *beautiful, swift, clear*, and others, the teacher suggesting now and then such words as *lofty, snow-clad, glistening*, etc. Through such work as this the child enriches his vocabulary, thus enabling him to express his thoughts in a clearer and more expressive manner, both in oral and written composition.

Another lesson period was given to a game in which the whole class took an imaginary trip to Switzerland. After about five minutes, in which every one was asked to think of the things he would like best to see should they really take a trip to this country, a leader was chosen. This child stood in front of class, asking different ones, "What did you see in Switzerland?" Perhaps the answer was, "*I saw an avalanche rushing down the mountains,*" or "*I saw a St. Bernard dog looking for lost travelers.*" The leader was changed several times, and later in the game the question used was, "What *have you* seen in Switzerland?" "*I have seen the Swiss people making music boxes,*" was one answer given.

The children enjoyed so much hearing about the brave St. Bernard dogs that in still another lesson the teacher told them that she knew a very interesting story about one of these dogs, which she would like to tell them, but that she was going to tell only a part of the story that day, and then wanted them to finish it as they would like for it to end. She would then finish the story as she had heard it. She, of course, stopped at the most exciting part of the story where a poor half-frozen traveler had fallen just as he heard the roar of an approaching avalanche. The children were given a few minutes in which to think of how they would like the story to end, after which they were called upon, one at a time, to tell their ending of the story. While some of the results were crude, we felt that this work had been worth while, as it afforded an opportunity for the children to use their imagination and to express themselves freely upon a subject in which they were genuinely interested. The children thought along the line in which the story really ended.

These are only a few types of the language work that may grow out of an interesting subject.

MARY LEE GALLUP, '19.

Light and Heat

Light and heat were the main topics around which I grouped a series of interesting lessons which were used for opening exercises in the third grade of the Model School. The first lessons were based on nature's light—sun, moon, and stars. Later I introduced artificial light. I taught the subject of heat very much as I did light, letting the last topic grow out of the first one.

I introduced the subject by telling the children how people got their light before inventions were made. I told them the only kind of light the people had came from the sun, moon, and stars; they depended upon nature's light—the sun by day and the stars and moon at night.

I asked the children if they had ever been out at night and watched the moon and stars. When I asked them what they noticed in the starry heavens, they gave very interesting replies. I explained to them that the big silvery moon sending its beautiful light down to earth looks bright just like the sun or stars, but it has no light of its own; and that the moon gets all its light from the sun, giving out again or throwing back to earth the sunlight which falls upon it. I asked them if they had ever held a mirror in the sunlight and watched the light which the mirror threw on the wall. I made them see that the moon reflects the sunlight just as a mirror reflects or throws back the light which shines on it. I told them that some one has called the moon a large looking glass of the sky on which the sunlight falls to be sent back to earth. They saw that all the soft silvery moonlight we enjoy so much is the light which the moon catches from the sun and reflects down to us on earth; for the moon itself is a large cold solid globe and has no light of its own.

Next we talked about the stars. They readily saw that the stars were quite different from the moon. I told them that stars are suns giving light and heat just like our sun, and that some stars are much larger and brighter than the sun. The reason why they look small to us is because they are so very far away.

I reminded them of the Bible story about the shepherds and wise men, which they knew, of course. I reminded them that the shepherds who were out on the hillsides watching their flocks at night were led and guided by the direction of the stars. The wise men as they were seeking their way to the East to find the Christ-child saw the star over Bethlehem, and were led and directed in the right direction; back in those days, especially, people were very often led and guided by the stars, especially the sailors and shepherds who were out at night.

In introducing artificial light I told them that later on some one discovered that wood would burn and give off light, and from this we have the beginning of artificial light or lights that man invented. We talked about all kinds of light from the most primitive up to the most highly developed. This is the list we made:

1. Torch lights, and light from the fire.
2. Rush lights.
3. Dip candles.
4. Bayberry candles.
5. Mold candles.
6. Candle lanterns.
7. Earliest form of lamps (the pitcher shape, and the large ones made of stone and brass).
8. Glass lamps.
9. Gas lights.
10. Electric lights.

I might say here, that the children of Greenville did not know very much about lamps, even less than they knew about candles. They knew most about the torch and electric lights.

After I had spent several lessons on the subject of light I had a general review. I asked them to tell me what things would be put in the outline under nature's light.—Nature's light, sun, moon, and stars.

Then we worked out an outline on artificial light. The children were able to tell me the most of the inventions for lighting made by man.

The subject of heat followed. Introducing the subject I said: "We all know that the sun gives us light, but what else does it give us?" "Heat," "We call the light of the sun what kind of light?" The children immediately said, "Natural light." "So, what do you think we would call the heat of the sun?" "Natural heat." "What would we call the heat that man found out how to make?" "Artificial heat." I told them before the white people came to this country the Indians lived here. They knew the Indians lived in little huts, wigwams and longhouses. I told them these houses were very open and cold, and they had no chimneys so they built the fire in a hole in the ground. They dressed and wrapped in the skin of animals. They had no beds so they slept on the ground and covered with the skins, but even then they suffered intensely from the cold because the homes were open. We developed the need for heat and the methods used somewhat as follows:

Later on the white people came over to make their homes in this country. These people came from England. They were more intelligent than the Indians, so they knew how to build better and warmer homes. The only way they had to keep their homes warm during the long, cold, freezing winters was by the heat of the fire. They first had open wood fires only. Later on people decided that there could be some way invented to heat the homes and make them more comfortable; so as time passed on the following inventions were made:

1. Warming pan.
2. Foot stove.
3. Stove that would burn wood or coal, invented by Benjamin Franklin.
4. Air-tight stoves.
5. Oil and gas stoves.
6. Steam heat.

FANNIE MAE FINCH, '19.

A Study of the Lumber Industry

As we live in the midst of a lumbering section of the South, lumbering was chosen for a topic study for geography in the fifth grade. We began the work with a brief study of the history of the early uses of lumber. The interest of the children was greatly magnified by linking it with primitive times and the life of the Indians. Then we compared the uses that the Indians made of it with its present uses. As we were developing the topic from an historical view, we began our study by first taking up lumbering in the New England States. The children had just completed a study of the New England States and were much interested in their early history, therefore they were able to do some excellent thought work in the development of the early methods of lumbering. In studying this we found it necessary to include:

1. The logging camp.
2. How the lumber was prepared for market, and
3. How the lumber was transported to the markets.

The children were able to see how the geographic features influenced the development of the industry; for instance, the snows of winter were a great aid to the lumbermen, as it was necessary for the use of sleds in

hauling immense loads of logs over the land. The lumbermen could carry much greater loads on sleds than they could in any other way. Then in the spring the melting snows caused the rivers to rise which made it possible for the lumbermen to float their logs down-stream to the mills. We found that the surface features had provided waterfalls which furnished power for the mills. In the above ways the children got a clear conception of the geographic features of New England.

Then we made a further study of the forests and lumbering sections of the United States and compared the methods of lumbering in these sections with the early methods of lumbering in New England. In studying the forests we found that the greatness of a country was dependent upon its well-distributed forests. We also found that the forest protects us in the following ways:

1. Restrains the water-flow, preventing floods and droughts.
2. Equalizes climatic conditions, and this lessens the danger of storms.
3. Regulates moisture.
4. Checks too rapid evaporation.
5. Takes poisonous gases from the air.
6. Makes soil.

The enemies of the forest was the next topic. These are: man, fire, grazing, wild animals, winds, storms, and insects. We found out how each enemy helps to destroy the forest. Then we had some discussion on how the forests may be preserved. Some good papers were written on this topic in connection with the language work.

Next we found out what steps the government is taking to protect our forests: How the Forest Service is conducted and something of the life of the foresters. We made a map of the United States, sketched in the different forests, and located the important national forests. Then the children learned to locate every state in the Union on this blank map by learning to locate the states of each forest.

A nature study of the trees of our country and the trees of other lands was then developed. All of the written language work centered around this topic while we were studying it, and some excellent papers were written on the following subjects:

1. How I can help protect the forest.
2. How the forest helped win the war.
3. My favorite tree.
4. How I can tell trees.

The study of this topic proved to be a successful method of teaching geography, and aside from the geography and language work which has been mentioned, the work was correlated in such a way as to bring out some good lessons in nature study and civics, also.

ALICE BLAKE, '19.

How to Enliven the Teaching of the Tables in Denominate Numbers

The history of the origin of different tables furnishes live and interesting lessons, I have found, in the teaching of denominate numbers to the fifth grade. Taking the linear table as a type study, I introduced the first lesson by asking the class what they had been studying in draw-

ing; I knew they had been studying lines. Then followed a discussion of how lines are measured; they soon saw that lines had one dimension only—length.

Next, I asked why we have rulers and yard-sticks, and why they were ever made. This introduced the problem of the need of measuring. To solve this problem we went back to the times when we did not have any unit of measure, and the class was especially interested in how measuring was done then. I told them that during that time parts of the body were generally used as units of measure. These were the measurements: The *ell*—the distance from the elbow to the tip of the middle finger; the *yard*—the distance from the armpit to the tip of the middle finger; the *span*—the distance between the extended tips of the thumbs and fingers; the *step*—an ordinary step, about thirty inches; the *pace*—which equals two steps. “What were the disadvantages of this kind of measuring?” was asked the class. This made them realize that this kind of measuring was inaccurate, hence the need for a standard unit of measure, so that all measurements would be the same.

The name of the table was discussed and the class was quick to see that the word *line* was contained in the word *linear*, therefore they decided that *linear* was the best name for this particular table. After they found out why the table was called “the table of linear measure,” the class was asked to name some things, the measurement of which would require the different linear units and to tell why they required them. We made some comparisons here. In measuring the length of the room the first thing I did was to have one of the pupils step the length of the room—one step equivalent to thirty inches. The estimated number of yards was put on the board and another pupil was asked to take the yard-stick and actually measure the length of the room. The results were not the same, they found, when the length of the room was stepped and when it was measured. This made the pupils realize still more keenly the need of a standard unit of measure.

The table which is now in general use was then built up by a discussion between the teacher and class:

$$\begin{aligned} 12 \text{ inches} &= 1 \text{ foot} \\ 3 \text{ feet} &= 1 \text{ yard} \\ 5\frac{1}{2} \text{ yards} &= 1 \text{ rod} \end{aligned}$$

After we had made our table, we talked about other tables of *linear* measure which were used long ago, from which ours is taken. The *linear* table used in England during the time of Edward II, 1284-1327, is as follows: 3 barley corns (sound and dry) placed end to end make 1 inch; 12 inches make 1 foot; 3 feet make 1 yard; $5\frac{1}{2}$ yards make 1 perch (perch is the French word for rod or pole).

The history of the following was especially interesting to the class. There is a story to the effect that Edward III, 1312-1377, of England, had the length of his arm registered on a bar of metal; this he called the *yard*. This bar of metal was the standard measure used in England during the time he lived. The yard was divided into three equal parts; these were the *feet*. The feet were divided into twelve equal parts, these were the *inches*. This table read just the same as the one we use, although the lengths may not have been the same.

It was also brought out in class that our unit of measure is determined by the government and that the standards are kept at Washington. The class was led to discover that all this was brought about by the progress of civilization.

This was our first lesson, and perhaps could be called an appreciation lesson.

LUCY BARROW, '19.

An Observation of a Lesson Teaching Fractions

The children of the fourth grade were studying fractions and we had an observation lesson under the direction of the teacher of mathematics. This was for the purpose of seeing a practical demonstration showing how the principles we were studying were carried over even in a low grade. Before we observed this arithmetic lesson in the fourth grade we had already had the definition of a fraction given by Brown & Coffman, which is, "A fraction is one or more equal parts of a unit." We left until later the idea that a fraction may also be "one or more of the equal parts of a group of units."

These were the questions given to look for in the observation:

1. Did Miss Wyman treat the fraction according to the definition given by Brown & Coffman?
2. Did the children get the right conception of a fraction?
3. What were the strongest and weakest points of the lesson?

At the beginning of the lesson, to make sure that the children had a clear conception of the fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, she had them fold pieces of paper into halves and then into fourths and then into eighths.

Miss Wyman recalled a story that the children had already had, the story of an old woman selling jam. The old woman had a jar about two-thirds full and went around selling it. Miss Wyman told the children that she was going to be the old woman and instead of selling jam she was going to sell pies to them.

Thus keen interest was aroused in the children and they had a specific aim for the assigned tasks. This was the strongest point of the lesson. Equal circles to represent these pies had been drawn on the board, one for each child.

Presuming that the children had a clear conception of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, she sent them to the board. Her directions were clear. She told each child to indicate by shading how much pie he was going to buy and to write the amount under his pie and then be seated. After a short discussion of work on the board, she sent them to the board again, and this time she had each child to state what amount equaled a whole pie and then what amount was left after his purchase:

as $\frac{1}{4}$ pie=amount Ida bought
 $\frac{4}{4}$ pie=a whole pie
 $\frac{3}{4}$ pie=amount left.

After the children came to their seats she allowed a free discussion of the work on the board. There were two pies on each section of the board. She called each section a table. Then she had the children work out how much pie was left on each table after their purchase had been made so that she might know what she had left for another sale. In order to do this the children needed to add the remainders previously found.

One little boy was at the board working, and here is the suggestion he offered: One child had bought $\frac{5}{8}$ pie and the other $\frac{1}{4}$ pie.

He showed that he could take the $\frac{1}{4}$ out of pie No. 2 and place it into the vacant place in pie No. 1; therefore she had one pie and $\frac{1}{8}$ pie left. He did this instead of adding $\frac{3}{4}$ pie and $\frac{3}{8}$ pie, showing how real the picture of the pie was. Had the pies not been the same size this could not have been the case. There was not enough emphasis on this particular point nor the fact that to get $\frac{1}{8}$ pie the pie must be divided into 8 equal parts, etc. In the discussion of the lesson it was decided

that perhaps this was the weakest point of the lesson. Miss Wyman, without a doubt, did treat the fraction according to the definition given by Brown & Coffman. The children also got the right conception of a fraction.

Some one who accidentally dropped in the next day during an arithmetic lesson in this same grade was astonished that the children worked so accurately with fractions. She asked how it was done, and the teacher told of the lesson about the pies the day before. This showed that the lesson was a successful one.

Other methods of motivation besides using pies were brought out in the discussion of the observation in our classroom. Some of these were the planting of flower gardens or beds in different kinds of flowers. If there were 16 children in the class and the teacher would divide the garden into 8 equal sections, letting 2 children work together, she could let each one plant a different kind of flower in his part. Vegetable gardens and fields of different crops may also be used.

If the fraction is properly motivated the children will be so deeply interested that they will get over difficult points with much greater ease than one would think possible otherwise.

PATTIE PERRY, '19.

An Observation Lesson in History

A History Observation in the Fourth Grade, February 12, 1919.

Subject: George Washington's trip from Virginia to the French fort.

Problem: "Why was Washington selected to carry the message? How did he meet the difficulties of the journey?"

Method of teaching: Presented orally by the critic teacher and developed by the children.

The story was interestingly handled by both teacher and children. Several questions were asked on some previous work that the children had had as to the settlements of the French and English in America. In their answers the children showed an understanding of both story and map of these early settlements. Special emphasis was laid on the way the French and English were coming together in the Ohio Valley. After these questions, the teacher began her story with the building of the forts by the French in the upper Ohio Valley. She got much of this story from the children by a series of good thought questions.

The following outline shows the development of the story:

1. Beginning of the conflict
 - (a) building of the forts by the French in the Ohio Valley
 - (b) English considered this an encroachment upon their territory
2. Choosing a man to carry the message to the French
 - (a) difficulties of the trip
 - (b) time of year
 - (c) kind of man needed: Washington
3. Review of Washington's life to see if he met these requirements.
 - (a) parentage and home
 - (b) school days and play days
 - (c) Work as a surveyor
4. Washington's journey
 - (a) trip
 - (b) delivers message to French
 - (c) his return home
 - (d) delivers message to Governor Dinwiddie
5. Washington put in command of troops to be sent into disputed territory

The questions all through the lesson called for thought as well as for fact. They led the children to reason out one situation and to be ready for the next. They were evenly distributed, and the children showed that they followed and understood them by asking many themselves. Following are some of the questions asked by the teacher:

"Why do you suppose surveying was a good job for a boy in George Washington's time?"

"If you had been Washington, what would you have done in those three days that he had to wait for his answer?"

"What could they do to throw the Indians off the track?"

These question provoked much discussion and expression of many different opinions on the part of the children.

The interest of the children was also shown by the type of questions asked by them as, "Where are Washington's copy-books kept now?" "What did Washington fasten his raft with if he had no nails, or anything of the kind, with him?" After much discussion on the part of the children they failed to answer this question and left it for discussion next day. Another evidence of their interest was the individual contribution of stories read or heard outside of the classroom. Much of their interest was also due to the striking personality of the teacher.

This lesson at this particular time furnished a motive for the celebration of Washington's birthday, and the children were delighted to know that they would celebrate the 22d of February.

ADDIE NEWSOM, '19.

Two Dramatizations in Roman History

One section of the senior class was invited to see a lesson in the "A" history class, in which they presented two stories from ancient history about the conditions in Rome. In this lesson we saw illustrated one of the very best ways of making past history real. Whatever may be the aims set up for historical instruction, the fundamental conditions of making history effective in the grades is to make the past real. To do this is to visualize conditions and events and to live them over. This we saw done. This was a two-part dramatization.

PART I. A QUESTION OF HONOR

Scene 1. Lars Parsena, an Etruscan king, who is besieging Rome, frees a Roman captive who has shown great bravery. The king offers to make peace but demands, as hostages, children from the noblest families of Rome.

Scene 2. Etruscan messengers demand of the consul, Brutus, the return of the hostages, who escaped by swimming the Tiber River.

Scene 3. Lars Parsena, because the Romans have kept faith and returned the escaped hostages, allows their spirited young leader, Cloelea, to select half of her companions and return to Rome.

PART II. THE PLEBEIANS GAIN THEIR RIGHTS

Scene 1. A group of plebeians meet in the Roman forum and angrily discuss their wrongs at the hands of the patricians. A messenger brings the news that the enemy are marching upon Rome. The plebeian leaders persuade the common people to leave the patricians to fight the enemy.

Scene 2. A messenger from the Senate goes out to the plebeians on the Sacred Mount and obtains their promise to return to Rome if they are given tribunes.

Scene 3. Coriolanus induces the consuls to refuse to give the plebeians grain during a famine until they give up their tribunes. The tribunes veto the measure and the plebs get their grain and keep their tribunes.

Scene 4. Fabius fears that if he leads his army into battle the plebeians will a second time bring defeat by refusing to fight. Filled with wrath at the taunts of the enemy, the plebeians swear by the gods to return victorious or die on the field of battle, and Fabius prepares to fight.

The purpose of this dramatization was reviewing this part of the history from a new point of view. The values of this dramatization are without a doubt very important. It brought out the initiative of each girl; for each girl selected the character she was to represent and wrote her own speech. The girls planned exactly how it was to be staged. It was a means of bringing out the more timid girls. That the girls really visualized this part of Roman History was plainly shown by the way in which they impersonated such men as Brutus and Fabius.

ALLA MAY JORDAN, '19.

Reviews

An important measure for conserving boy-power which has been undertaken by the government, under the direction of the Department of Labor, is the establishment of a "Junior Section." It provides for a staff of vocational counselors, which are to have charge of guidance and placement of boys and girls under twenty-one years of age. The justification of the new agency is thus stated: Economic and other conditions are yearly driving increasing numbers of boys and girls into industry. Their immature minds and partly developed faculties need proper directions. A word of counsel and guidance at this time, or lack of it, may make or mar their future. Here exists a fruitful field for operations and herein lies the need for promoting practical and helpful organizations.

The plan provides that before establishing junior sections the following local conditions shall be taken into consideration:

1. The average number of junior applicants per month in local offices.
2. Popular methods of securing employment, such as advertising through friends, etc., and the probable number of juniors placed by such methods.
3. Local agencies, such as the S. P. C. C., juvenile societies, public schools, private agencies, etc., engaged in junior placement. Estimated number of juniors placed by these agencies and the possibility and desirability of combining their efforts and their interests.

This has the same basic purpose as the Boys' Working Reserve but much more extensive, as it leads into all industries and provides for older boys as well as for girls.

R. H.

The frequent references to the Boys' Working Reserve and the importance of the organization seem to call for a clear statement of the history, purpose, and future plans of the organization. Below the whole matter is given in a nutshell:

The United States Boys' Working Reserve was organized in May, 1917, by a small group of men who foresaw the need of boy labor to overcome the American food shortage. The organization was started as a war measure. Now it is a vital peace measure. The past spring and summer saw an enormous advance in the work of the United States Boys' Working Reserve. Two

hundred thousand boys were enrolled and placed upon the farms of the United States. From coast to coast and from the Canadian border to the Mexican line, Reserve boys were employed in agricultural pursuits throughout the planting and harvesting season, and their work was responsible for adding a tremendous volume to the productions of our country.

With the coming of peace the demands upon the Department of Labor for such service as the high school boys of the country can render is rather increased than diminished. Therefore the reconstruction plans are more extensive than the war work plans.

For the year of 1919, these are the aims of the Boys' Working Reserve:

1. To enroll and place on American farms 500,000 boys.
2. To afford all these boys training in farm practice before they go to the farms by means of the Central Farm Training Camps, Training Farms, and the Farm-craft Lessons.
3. To raise enough foodstuffs to feed the American Expeditionary Forces, which must remain in Europe during 1919.
4. To maintain the education and welfare of all American boys in the high-school age.
5. By completing the organization of the Boys' Working Reserve Industrial Unit to maintain the vocational training of all American boys from sixteen to twenty years of age in industry.

The most serious problem of the high school is the readjustment of their programs so as to reduce the loss occasioned by absences. For actual work done on the farm many schools are now granting credit toward graduation. A premium should be placed upon continued service. Therefore it is recommended that no credit be granted for less than six weeks of labor, and that not more than one unit or ten hours, as defined in school practice, be granted for the total vacation work.

In large schools where the boys can be put in separate sections it will be a simple matter to condense the work of the regular subject into less time. In the smaller high schools the difficulty will come in having the courses so organized that the Reserve boys and those who will continue in school throughout the year may get the best results. This is a problem which each high school will have to help work out for itself, with the coöperation of the Bureau of Education.

In commenting on the Boys' Working Reserve, William B. Wilson, Secretary Labor, says: "It was because we felt there was tremendous man-power that could be organized and utilized, in the form of boys from sixteen years and upward, that we undertook the organization of the Boys' Working Reserve."

Herbert Hoover says: "The United States Boys' Working Reserve must be the dominant organization in the efforts to mobilize the working boys of the United States."

The Department of Education is vitally interested in this movement. This is what P. P. Claxton, Commissioner of Education, says: "I hope you may be able to enlist in the Boys' Working Reserve many thousands from city and town."
R. H.

Vocational Guidance in Secondary Education. Bulletin No. 19, 1918, published by the Bureau of Education.

Section I. The purpose of the report is to give to the teachers an outline plan for the vocational guidance in the secondary school, and to stimulate interest in experimentations.

Section II gives the meaning and purpose of vocational guidance, which is giving the young people a chance to choose their profession and be guided and educated accordingly.

This report deals primarily with the needs of the youth between twelve and eighteen years of age, whether at work or in school. The ideals of vocational education cannot be satisfactorily attained without remodeling the instruction of the first six school years. Parents, pupils, and employers should realize the importance of longer schooling. For the vocational guidance of young people between the ages of twelve and eighteen the schools must assume the major responsibility.

Section IV gives a brief description of various vocational guidance plans. The committee, in classifying vocational guidance plans, considers them in relation to the time when pupils leave school. The classes are carefully considered.

a. The group that leaves school at the termination of the compulsory age limit, which means that they have less than eight years of training. This group needs some instruction in occupational problems before leaving school, and compulsory continuation school work after entering employment.

b. The second group is composed of pupils who will remain in school from four to six years beyond the sixth grade but will not enter higher educational institutions.

This includes both the "drop-outs" and the majority of the graduates of the four-year high school. This class has special needs for "guidance in the choice of curriculum," "vocational information," and "placement."

c. The third group mentioned is the one that goes to higher educational institutions.

The special duty of the secondary school for them is the guidance, in the choice of curriculum, of elective courses within the curriculum chosen and of the higher institutions to be attended.

The commission recommends the "employment supervision" in experimental work. Even though persons of school age are employed in the various occupations of life, they may at the same time be receiving an education. This can result only under careful supervision by educational authorities. How can this be accomplished? A careful study of the occupations of the children of this group reveals the fact that, of necessity, there must be considerable migration from job to job.

The most important phase of vocational guidance at present conducted in the four-year high school is that designated as "vocational information." Experiments have demonstrated that it is desirable to collect and to impart information about vocations, and to show the connection between the vocations. Methods of collecting information about vocations and occupational life are numerous and varied. Libraries have coöperated with the public schools in making such material easily available for the use of pupils. Some schools have developed credit courses in "occupations." A number of books have appeared, some of which may be used as text-books, and others as reference books. In these courses, trips are made to individual plants and business offices and a great variety of occupations and professions is studied. Numerous plans are now employed for bringing the pupils into more intimate contact with men and women who represent the local business community. Among these are the following: Junior Association of Commerce and Vocational clubs; talks on vocations by local business men and women; and systematic placement in temporary employment as a part of their education. Placement increases the sense of responsibility of both the school and the employer, for the success of the school-trained child in his early occupational life. Such organizations as the Y. W. C. A. and Y. M. C. A. heartily coöperate with the public schools. Several cities have established school placement bureaus.

Section V gives eight steps in the program of vocational guidance:

1. Survey of the world's work.
2. Studying and testing pupils' possibilities.
3. Guidance in choice and rechoice of vocations.
4. Guidance with reference to preparation for vocation.
5. Guidance in entering upon work; that is, placement.
6. Guidance in employment; that is, employment supervision.
7. Progressive modification of school practices.
8. Progressive modification of economic conditions.

In giving a survey of the world's work an outline is given for the study of a vocation. All the eight steps in the outlined program are developed in detail in the bulletins.

An article entitled "Vocational Guidance," by Harry Clark, of the University of Tennessee, in the January, 1919, number *High School Journal*, gives a very clear discussion of the facts in this bulletin.

R. H.

Cardinal Principles of Secondary Education (Bureau of Education, No. 35, 1918), by Clarence D. Kingsley, Chairman of the Commission on the Reorganization of Secondary Education.

This bulletin will be of great value to the administrative officers and teachers in secondary schools, because it contains the fundamental principles which, in the judgment of its reviewing committee, should guide the reorganization and development of secondary education in the United States. The translation of these principles into practice will of necessity call for continued study and experiment on the part of the teachers of secondary education in the United States.

In the first place, the need for reorganization is shown very plainly. There are great changes taking place in society all the time, and these affect the activities of the individual. These changes are taking place not only in the secondary school population, but also in the educational theory. All of these changes call for extensive modifications of secondary education. Education in the United States should be guided by a clear conception of the meaning of democracy. "The purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow-members and of society as a whole. Consequently education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward nobler ends." The objectives of education are:

1. Health
2. Command of fundamental processes
3. Worthy home membership
4. Vocation
5. Civic education
6. Worthy use of leisure
7. Ethical character

This bulletin shows how these objectives are achieved and the inter-relation of these objectives in secondary education.

The committee recommends a reorganization of the school system whereby the first six years shall be devoted to elementary education designed to meet the needs of pupils of approximately six to twelve years of age, and the second six years to secondary education designed to meet the needs of pupils of approximately twelve to eighteen years of age. The second year should be divided into Junior and Senior periods of three years each.

"While seeking to evoke the distinctive excellencies of individuals and groups of individuals, the secondary school must be equally zealous to develop those common ideas, common ideals, and common modes of thought, feeling, and action, whereby America, through a rich, unified, common life, may render her truest service to a world seeking for democracy among men and nations."

M. McA.

The School-Life Magazine, published twice a month by the Department of the Interior, is an excellent paper. It tells about what schools all over the country are doing in various activities. The paper is well organized and is a great help to teachers. It takes up in the issue of January 1, 1919: "History of War for Schools"; "Education a National Concern" (says Secretary Lane); "Gardens" (1) "Two School Garden Conferences," (2) "A Garden Pageant," and others. The departments contain very suggestive articles and reports. The Department of School Gardens is especially good. "The School Garden Army" is the heading. Under this, in the issue of January 1, is discussed "Two School Garden Conferences." This article says that the Bureau of Education is expected to give garden instruction a permanent place in the school program of the country and that it is considered as an important item in the reconstruction work as terminated by the war.

By definite data it was found that ninety-five per cent of the supervised gardens were successful, whereas only fifty-five per cent in the cities and towns, who were urged to plant home plots, ever finished the season. A committee was appointed to prepare a suggested graded system of garden lessons, to insure progressive instruction in the schools. The necessity of having next spring's planting preceded by at least two lessons a week in the school-room was especially emphasized. In many cities such instruction has been

substituted during the winter for nature work. It was stated in these conferences what great opportunities the teachers have to work with the children. "It ought to be the concern of every teacher as to what the child got out of his dinner pail." It suggests, also, that plant-breeding should be more emphasized and carried out. One important suggestion is that the school garden organization spread the knowledge of new garden insects, such as the corn-borer, the Japanese beetle, the pea moth, and report other imported pests that may be discovered.

In this same issue we find that the Bureau of Education is sending out "A Garden Pageant," written by Miss Louise Carter of the School of Horticulture, Amber, Pa. This pageant is very helpful to teachers and offers some very valuable suggestions. The characters in this pageant include: "The Nation's Need," "The Little Citizen," "The City Government," "Seed Packets," "Mother Nature," "The Sun and Her Sunbeams," "Clouds," "The Storm and Raindrops," "The Rainbow," "The King of the Weeds," "The King of the Insect World," "The Growing Vegetables," "Winter Days," and "The Lord of the Harvest." The leaflet containing this pageant will be sent free on application to the U. S. School Garden Army, Bureau of Education. M. M.

The School Life in its issue for January 16, 1919, again gives valuable material on gardening. This discusses the "Spring Manual of the School Garden Army." The purpose of this manual is to supplement both the fall manual, sent out during the early weeks of the school year, and the regional leaflets issued at frequent intervals. This article shows the world-need for these gardens and how we will fail to carry out our pledge of honor to send abroad two-thirds more food than we sent in 1918 unless we form an army of food-producing workers, loyally responding to the need of the world. The topics covered in this manual are such topics as: "Making up the Seed List," "Sending the Order," "Getting the Gardens Ready," "Commercial Fertilizers," "When to Plant Your Crop," etc.

"Education a National Concern," included in Secretary Lane's annual report concerning the educational lessons learned from the war, is discussed in *The School Life*, January 1, 1919. Secretary Lane says that education is not merely a state matter but a national concern. If we but once realize this, the way is open for better educated people, he says, in discussing his annual report on the educational lessons learned from the war. In this he says that we spend a great amount of money in training soldiers to fit them for their duty, but we let the education of our men lag, and because of this we cannot govern ourselves while in ignorance. We train our boys to be farmers out of federal funds, promote the construction of solid highways within the states of an interstate system, and so on. He says he does not suggest federal control in this but that he does urge federal coöperation with the states toward definite ends. With a little money, the coöperation of the states and of the industries of the country, in five years there would be few, if any, who could not read and write in this country.

In this article he discusses "Native-born Whites," "The Negro" and the "Foreign-born," "Community Center," and "The School and a Better America." There are tens of thousands of men and women today, after three centuries, who are unable to read one line of Shakespeare or to sign their names. Men whose ancestors came here bringing the language of Shakespeare and the King James Version of the Bible on their tongues. Men who have fought for their country through every war, and have died as heroes for a land that did not concern itself enough about them to see that they were educated. These people have not had their chance. Even yet, in their old age, they are eager to go to school when the opportunity is given.

The education of the negro is a great problem that the nation has to face. We are responsible for him, says Secretary Lane, whether the negro makes a good citizen, is able to take care of himself by making a suitable living, etc. He suggests that a suitable education will enable him to do this. The problem is basically one of money. The way has been found to give our colored citizens an education that will strengthen his fiber, widen his vision, and at the same time make him happy in achieving a useful place in society.

The foreign born is another great problem that America has to face. He says that if we will educate the foreign born that they will be more efficient citizens—not that a course in school will transform them into Americans, but that this is a beginning. Knowledge of our language is but a tool.

He also says that the community center where the people may meet should be the schoolhouse, for this is common property, and all are entitled to its use. In this time there must be some thought given and some money expended in having the opportunity to touch the hand of a fellowman. The school is our one great hope of making better American citizens. It has, so far, been a taken-for-granted institution. It is the beginning of things for the boys and girls, but to the man and the woman, it is almost a thing outside of life. This should not be, for it may be the very center of the social, intellectual, and smaller centers of economic life. One of England's great plans for the reconstruction is the founding and conducting a great national school system out of which will come more men and women of trained minds and of trained hands. The world is to belong to workers—those who direct doing and those who do, and it should be taught in the schoolroom. M. M.

The Bureau of Education has printed a timely bulletin on "America's Part in Winning the World Peace" in order that the boys and girls in American schools may have the latest possible information on how the war was fought and won and what the problems of reconstruction are. This bulletin is illustrated throughout with pictures and cartoons of the day and will be distributed at cost by the government to all schools. It will be a great help to teachers in teaching the world war. This bulletin discusses: "The War Thus Comes to An End"; "Entering the World War"; "The Invasion of Belgium"; "Why We Entered the War"; "Our Actual Military Participation"; "Our Enlistment and Training of Men"; "Food Control and Distribution"; "Equipping and Supplying Our Fighting Forces"; "Our Shipbuilding Program"; "War Transportation Control"; "Our Aircraft Program"; "Our Raising Money for Government War Service"; "Volunteer Coöperation"; "Our War Publicity for Educating the Public"; "Latin America in the War," and "Problems of Peace." Special emphasis is given to the importance of the problems of reconstruction. The bulletin asserts that the doors have been opened to make the world thus safe for democracy and that we have still to accomplish it. M. M.

The National School Service, published by the Division of Educational Extension, Department of the Interior, is a paper that every teacher should know about. The purpose of this paper is not about what schools are doing, but it offers valuable material and suggestions that can be used in schools. In the issue of January 15, 1919, these are some of the topics: "Commanders of Allied Fleets" (work of Admirals Jellicoe, Beatty, Sims, and Rodman—Surrender of the German Fleet); "Trade Blockade Helps Win the War"; "A Pageant"; "At the Altar of Freedom"; "The Avenue of the Allies," by Alfred Noyes; "Fight for Americanism"; Suggestions for Rural Schools, Primary Grades, Intermediate Grades, Upper Grades, and High School. M. M.

School Activities

Y. W. C. A.

The Mission and Bible Study classes were organized with a very large membership. After dinner each Tuesday evening the girls go to their different classes. The purpose of the Mission Study classes is to enable the girls to understand what Missions mean and what the fields are, both at home and abroad, and to deepen the spiritual interest of the girls as well as to bring them closer together. The leaders and subjects are as follows:

MRS. BECKWITH—The Present World Situation.

MR. WILSON—The Challenge of the Country and the Corn Lady.

MISS WILSON—The Uplift of China.

MISS LEWIS—The African Trail.

MISS SCOBEEY—The Life of Christ.

The student-body was delighted to have Miss Giffen, our Y. W. C. A. student secretary, with them for a brief visit on January 18 and 19. Although she was at the Training School but a short time she was kept busy. All day Saturday she met advisors, Y. W. C. A. officers, and each cabinet member with her committee. She offered many good suggestions regarding Y. W. C. A. work.

A very interesting and impressive short play, "Jesus Hospital in China," was given Friday evening, January 16, by the Y. W. C. A. cabinet members. The purpose of the play was to show some of the customs of China in a Chinese hospital, and how badly the Chinese were in need of more doctors and nurses.

CAST OF CHARACTERS

The doctor.....Marguerite Hensley
NurseLeona Patterson
Patients, Nell Blanchard, Blanche Kilpatrick, Carrie
Evans, Edith Mathews, and Mary McLean

Sunday Evening Services

Mr. J. B. James, who was chairman of the Red Cross Christmas Roll Call, made a stirring talk at the Y. W. C. A. meeting on the Sunday evening that opened the drive. He told what the Red Cross meant to the members, explained why the drive was for membership, for single dollars, rather than for large contributions, sketched in the vast work it has been doing, and outlined briefly the future work—the peace program.

President Wright led the first Sunday evening Y. W. C. A. services after Christmas. "Put yourself down beside yourself and look at yourself," was his advice. New Year's Sunday is a good time for us to see ourselves as we are, while we are patching up the weak places, he said. He suggested the following resolution: "I resolve in the future to live so that my every deed and thought may be published to the world." A person must carry his religion into his social life, was the central idea of his talk. He read the story of Nicodemus, making running comments, interpreting and illustrating as he read. Nicodemus could not get away from ritual and could not understand the teaching of Christ. The world has never needed the teachings of Christ more than right now. A change has taken place in the hearts of men and

women, a quiet, subtle something that is sweeping the world. Since the scourge of war has passed we are seeing things in a different light. Whether or not the change will be for better or worse depends upon whether or not people keep the spiritual attitude they seemed to have during the war.

Rev. John E. Ayscue, pastor of the Immanuel Baptist Church, led on Sunday night, January 12. His subject was "Learn of Me." He divided his subject into three parts: (1) The teacher; (2) his theme; (3) his aim. He discussed briefly the qualities a teacher must possess. He said she must (1) have a striking personality; (2) know her subject matter; (3) have the power to impart this knowledge to others. He illustrated all of these points from the life of Christ, showing that He was the greatest of all teachers. It was an excellent talk which was well organized and carefully presented.

Mr. C. C. Pierce, a prominent lawyer of Greenville, N. C., conducted the Y. W. C. A. services on Sunday evening, January 26th. He told many interesting experiences he had while doing Red Cross work in camp hospitals. His pictures of the scenes during the influenza epidemic were heart-rending. He brought many valuable lessons to us.

Mr. Burney Warren, a pharmacist mate, who was with the fleet in the North Sea for thirteen months, conducted the Y. W. C. A. services on Sunday evening, February 9th. He was on the ship *Florida*. Mr. Warren gave a most interesting account of his experiences from the time he enlisted in the navy until the return of the fleet. The most thrilling parts of his story were the experiences he had in the North Sea when his squadron made trips with the mine-laying vessels, and the report of the surrender of the German fleet. Mr. Warren paid special tribute to the people of Scotland. He also told of how the people of Europe honored President Wilson. He said "they probably appreciated him more than his own people, if such a thing were possible." The special music of the evening was a vocal duet, by Misses Blanche Alligood and Elsie Hines.

Dr. B. W. Spilman conducted the Y. W. C. A. services at the Training School Sunday evening, February 24th. Dr. Spilman makes an annual visit to the school, and the girls are always ready and glad to meet him. He had the undivided attention of the students just as he always does, for he knows how to grip the attention of his audience.

Dr. Spilman told in a very effective way the story of John. John, he said, was a hotheaded, impetuous character and not the gentle curly haired type usually painted by the artists. In the time of need, and when all other people had deserted God, John stood very firmly by him. And when Christ had ascended up into the heavens John went about preaching and doing a wonderful work. He pictured John's home life, and made his audience see the influences which made him great. He gave us a peep into the greatness of the gospel of John. John's life was followed from his youth until the end.

Dr. Spilman selected this subject because some of our future Sunday School lessons are to be based on this, and when we come to these lessons the girls will then realize even more than now the importance of the talk. For the entire group of lessons will be much more vivid to those who heard him than if they had not heard this splendid talk. The special music of the evening included a piano solo by Miss Ivy Modlin and a vocal solo by Miss Blanche Alligood.

Societies

The debate plans are well under way. The preliminaries were held March 8, the annual debate takes place April 5. The query is:

Resolved, That North Carolina should have a commission to encourage immigration to the State.

The debaters are:

Affirmative—Laniers:

Bessie Jernigan
Thelma Elliott

Negatives—Poes:

Irma Fuqua
Marguerite Hensley

Both societies have been doing excellent work this year. They have been reorganizing and have greatly increased interest and enthusiasm. Both report good business meetings and fine programs.

Edgar Allan Poe Society

"POE PSALM"

To be sung to the tune of "Athaliah"

Oh, pledge we here
Our hearts to truth and beauty;
True loyalty we give to thee.
The Edgar Allan Poe.
(Repeat)

True loyalty
We give to thee,
We lift our voices in a song of praise.

And since to thee
We yield our hearts' devotion,
Our whole life long with light and song
And beauty bright shall be.

S. ELIZABETH DAVIS.

Colonial Evening

A "Colonial Evening" was given by the Poe Literary Society on Saturday evening, February 22d, twenty-five cents admission being charged. The costumes were very effective. The girls taking the parts as men looked particularly well dressed in cocked hats and lace socks. They handled their swords as if they were accustomed to them. The colonial ladies were very attractive in bright-colored skirts and flowered panniers. There was a fairly good crowd in spite of the bad weather. "America," sung by audience, was the first number on the program. Then followed a piano duet by Miss Christine Evans, Miss Carrie Evans; a piano solo by Miss Iola Finch; Mt. Vernon pictures shown by the lantern, with explanation by Miss Marguerite Hensley; piano solo by Miss Pattie Nixon; reading with pantomime by Miss Isabelle Padison.

Scene I—William Penwick and His Friends, Miss Gladys Arnold.

Scene II—Hessians in Penwick House, Misses Lois Hester, Rosa Vanhook, Leona Patterson, Katherine Boney, Ethel Pittman, Jessie Wilson, Helen McLawhorn, Mary Hart.

Scene III—Ferryman brings Message from Washington.

Scene IV—Penelope's Dance, Miss Dorothy Johnson.

Scene V—Arrival of Americans, Misses Lois Daniel, Olive Cheaves, Lillian Cole, Gladys Arnold, Mattie McArthur, Eva Outlaw, Emily Ward, Blanche Farabow, Carrie Vanhook, Ruth Dean, Pattie Perry, Gelia Hester.

Solo, by Blanche Allgood, singing with pantomime, "Dainty Dorothea," Colonial, episode romance. The singer speaks the thoughts of the actors.

Dainty Dorothea—Miss Catherine Lester.

The Midnight Strollers—Misses Martha Mercer, Julia Rowe, Athleen Whichard, Margaret Sidbury, Flora Hughes, Mina Howell.

"The Minuet." Minuet dancers: Miss Lois Hester, Ina McLawhorn, Miss Rosa Vanhook, Blanche Allgood, Miss Helen McLawhorn, Elsie Hines, Miss Leona Patterson, Alice Whitehurst, Miss Jessie Wilson, Mamie Walker, Miss Katherine Boney, Nelle Blanchard, Miss Ethel Pittman, Callie Ruffin, Miss Mary Hart, Catherine Lester.

Last number—Star Spangled Banner, by the audience.

The Edgar Allan Poe Society has had some good and suggestive programs this winter. At the last meeting before Christmas a Christmas program was carried out. A story composed by Miss Elizabeth Davis, one of the faculty members, added much to the enjoyment of the program. The story was so vivid every one felt as if they had really lived through it. The program was as follows:

Chorus—"Carol, Brothers, Carol."

Song—"Life's Lullaby," Blanche Allgood.

Story—"Marguerite Darrington," Miss Elizabeth S. Davis.

Piano Solo, Pattie Nixon.

The chief feature of the program for January 11th was an address by President Wright. The address was one full of pep. The music was as follows:

Star Spangled Banner—Society.

Piano Solo—Canzonetta, Iola Finch.

Vocal Solo—Serenado, Blanche Allgood.

Cradle Song—Society Chorus.

Poe's birthday was celebrated with a Poe program, which greatly increased the appreciation of Poe as a poet and story writer. The program was as follows:

Society Song.

Appreciation of Poe's Life, Rosa Forbes.

"The Masque of the Red Death," Mary McLean.

Iron Bells, Isabel Paddison.

Silvery Bells, Society Chorus.

"To Helen"—Israfel, Marguerite Hensley.

"Ulalume," Leona Patterson.

French music and literature was the theme of the program rendered on February 8th.

"Poe Psalm," Society.

French Appreciation of Edgar Allan Poe, Miss Muffy.

Piano Solo—Air de Ballet—Chaminade.

"Two Friends"—by Guy de Maupassant—Marguerite Hensley.

Vocal Solo—"My Normandy," Callie Ruffin.

"Charming Marguerite," Blanche Allgood.

The Colonel's Point—Story by Guy de Maupassant—Rosa Forbes.

Marseillaise—Society.

Lanier Society

The Lanier Society is proud to report that they have adopted one of the fatherless children of France. His name is René Beaux. He is six years old, and his home is in Paris. Letters have gone to him and the replies are eagerly awaited. None of the little adopted ones of France has more adopted mothers, we dare say, than has our little René, for every Lanier feels that he belongs to her.

The Lanier Society has had some exceedingly interesting programs this year. An effort is being made to bring as many girls as possible into the programs. It is so arranged that the students who are especially interested in music, debates, literary work, and dramatics may have a part in their choice of entertainment.

The program at the last meeting before Christmas carried out the Christmas idea. It was as follows:

Song—"Ring Out, Sweet Bells of Christmas," Society.

Reading—The Miracle of Little Noah, Orene Hollowell.

Instrumental Solo, Elizabeth Speir.

Poem—"The Visit from Santa," Vera Bennett.

Dont's for Christmas (from a current magazine), Marian Morrison.

Quartette—Blanche Kilpatrick, Lillian Gardner, Marie Worsley, Ruth Hoyle.

Poem—"Christmas in the Quarters," Marie Worsley.

Chorus—Silent Night, Society.

A short debate on the query: *Resolved*, That the Federal Government should own the railroads," added much to our program on January 25th. A vocal solo, "The Secret," by Ruth Whitfield; instrumental solo by Myrtle Moore, and the society song completed the program.

A delightful two-part musical program was rendered on February 8th, the second part of which centered around the idea of the opera "Martha." The following is the program:

PART I

Society Song.

Vocal Solos..... { To You } ...Maggie Mae Stallings
 { Four-leaf Clover }

Piano SoloIvy Modlin

Vocal Solo—"The Star".....Ruth Whitfield

PART II

Story of the Opera "Martha".....Edith Bertotti

"Last Rose of Summer".....Victrola

Sextette—"Farewell, Summer"Six Girls

Piano Solo.....Misses Mead and Bertolet

A colonial program was given on February 22d. Those taking part in the program were dressed in colonial costume. The program opened with the song "Columbia, the Gem of the Ocean," by the Society. The "Seven Ages of Washington's Life" were dramatized. Introductory to this, Blanche Kilpatrick read "The Seven Ages of Man" from Shakespeare's "As You Like It." Then followed the "Seven Stages of Washington's Life," read by Marie Worsley. Each stage was represented in pantomime by groups of girls dressed in colonial costume. The following girls dressed in costumes danced "The Minuet":

Zelma Wester, Mildred Maupin, Thelma Hooks, Marie Worsley, Marie Winslow, Mary Tucker, Edith Bertotti, Blanche Kilpatrick, Orene Hollowell, Lucy Moore, Ivy Modlin, Inez Frazier, Caroline Fitzgerald, Elizabeth Speir, Ollie Moore, Bessie Jernigan.

In the colonial dress of older people, Ivy Modlin and Marie Worsley sang "When You and I Were Young, Maggie." The program ended with patriotic songs, sung by the same girls that danced "The Minuet," with the whole Society joining them.

Classes

Seniors

The Seniors have been so busy running the Model School, planning the Senior play and commencement dresses, and saving QUARTERLY "copy" for their own special number that they have nothing to report in this number except the date of the Senior play—May 14.

The Juniors

A very effective and beautiful war pageant was given by the Junior class of the Training School at the assembly period Saturday morning, the 22d. The pageant pictured clearly the order in which each country entered the war and their purpose for entering the war. At first Belgium entered alone, robed in deep black. One nation after another came to her relief. The girls

representing the nations, dressed in white, were either carrying the flag of the nation or wearing the emblem so there was no mistaking their identity. France was the first to respond to the call of Belgium and stood by her to the end. The climax of the pageant was the spectacular entrance of America. As each country entered the national hymn was sung. The order in which they entered was as follows:

- Belgium, Lila Faircloth.
- France, Blanche Farabow.
- Britain and Colonies, Eloise Tarkenton.
- England, Mildred McCotter; Ireland, Callie Ruffin; Scotland, Maggie Mae Stallings; Wales, Kathleen Vaughan; Canada, Mildred Maupin; India, Carrie Teer; Australia, Martha Ratcliffe; New Zealand, Annie L. Alston; Serbia, Dearie Simmons; Montenegro, Ruby Daughtridge; Japan, Alline Cowell; San Mareno, Clara Davis; Portugal, Annie B. Quinerly; Roumania, Alice Whitehurst; Greece, Lula Wade.

America, before she enters, sends the following:

- Charity, Marguerite Hensley; Hope, Lou Allie Smith; Faith, Helen Stewart; Mercy, Clara Sledge; America, Elizabeth Bass. By America stood the Soldier, Harriet Thomasson; Sailor, Bessie Jernigan; Red Cross Man, Mildred McCotter; Y. M. C. A. Man, Sarah Butt.

At the close the whole school stood and sang the "Star Spangled Banner."

The Junior class gave a program at the Y. W. C. A. services Sunday evening, February 16th. This marked the beginning of the National Week of Song, and the purpose of the program rendered by the Juniors was to give an insight into just what is meant by this. The class came in in a body, singing as a processional "America, the Beautiful." The scripture reading was Psalm 27. The class president, Miss Marguerite Hensley, explained the significance of the "National Week of Song," then was sung "Onward Christian Soldiers" by school. Prose selections from "The Glory of the Trenches" were read by Misses Marion Butler and Gladys Baugham. Then followed a piano solo by Miss Myrtle Moore. The Rendezvous of Death, by Alan Seeger, was read by Miss Minnie Hollowell; vocal duet, "O, It's Up to a Man to Go," was sung by Misses Elizabeth Bass and Katfileen Kennedy. "The Soldier," "The Dead," poems by Rupert Brooke, were read by Misses Nonie Johnson and Orene Hollowell.

On Saturday evening, February 15, the Juniors entertained the "A" class and faculty with a play, *Peck v. Peck*. The cast of characters was as follows:

- | | | |
|---|---------------------------|---|
| Hon. Josephine Sifter—Judge of Court..... | Georgia Barnes | |
| Miss Fannie Noles—Clerk of Court..... | Thelma Hooks | |
| Mrs. Jane Highbrow—Counsel for Plaintiff..... | Thelma Elliott | |
| Miss Ima Stinger—Counsel for Defendant..... | Myrtle Moore | |
| Mrs. Henry Peck—Plaintiff..... | Julia Rowe | |
| Mr. Henry Peck—Defendant..... | Alma Odom | |
| Mrs. Paul Pry
Miss Howe Lovely | } Witnesses for Plaintiff | {
Roland Martin
Margaret Sidbury
Ellen McIver
Grace Cloninger |

THE JURY

- Mrs. Shuffler of the Bridge Club.....Bonnie Muse
- Mrs. Diamond of the 500 Club.....Edith Matthews
- Miss Olgerson—Swede.....Aileen Draughn
- Mrs. Stump—Politician.....Orene Hollowell
- Miss Gummer of the Nickelodian.....Zelma Wester
- Miss Parcils of the Department Store.....Glenmore Koonce
- Miss Kalsomine—Colored.....Rose Hooks
- Miss Reader—Literary.....Gladys Howell
- Mrs. Freelingheiser—German.....Irma Fuqua
- Miss Sour—of a certain age.....Agnes Ellis
- Mrs. Delancy—one of the 400.....Madge Blackley
- Mrs. O'Brian—Irish.....Minnie Love Stephens

The members of the jury showed the different feminine traits by chewing gum, eating peanuts, and much laughing. The jury consisted of an old negro woman, a white washwoman, a society woman, and women of different classes, some being foreigners. The appearance of Mr. and Mrs. Peck brought the house to a roar. Mr. Peck was one of the smallest girls in our class, Miss Alma Odom, and Mrs. Peck one of the largest, Miss Julia Rowe. The two lawyers, Miss Myrtle Moore and Miss Thelma Elliott, made very striking pleas. Mrs. High Brow, in her plea for the plaintiff, drew two touching pictures which brought tears from the jury. The jury finally decided to place the cost of court on the A class, Mr. and Mrs. Peck returning to their former relations. Amid much cheering Mr. Peck rushed in Mrs. Peck's arms.

The Junior cooking classes caught the spirit of Valentine in giving pleasure to others and entertained one section of the Senior class and part of the faculty at a "Valentine Tea Party." They entertained the other section of the Senior class at a "Tea Party" on Washington's birthday. For the Valentine party the Seniors received invitations a few days before that read as follows:

"You are invited to attend a
Valentine Tea, Friday afternoon
3:30-4:30
Cooking Laboratory"

The guests began to arrive at 3:30 and were received by pleasant words and handshakes from the Juniors. As soon as all were seated, sandwiches and cakes and tea were served. The decorations carried out the effect of Valentine. The guests talked and chatted until 4:30 then they left, expressing their appreciation for the nice time the Juniors had given them.

At the "Tea Party" on Washington's birthday the guests began to arrive at 3:30 also. They were given a hearty welcome by the Juniors and were soon seated. Two kinds of sandwiches and tea and cakes were served. The decorations carried out the patriotic effect since United States flags were used, and pictures of Washington and Wilson.

"A" Class

The "A" class was organized on December 2d. From nominees approved by President Wright for president of the class, Gertrude Stokeley was elected. Other officers are: Vice-president, Vera Lunsford; secretary, Lillie Mae Dawson; treasurer, Inez Frazier; critic, Marie Lowry; class adviser, Miss Elizabeth S. Davis.

The "A" class gave two excellent dramatizations on parts of Roman history on Saturday, February 22. The dramatizations grew out of their regular history work under the careful supervision of Miss Comfort. The Seniors were quite fortunate in being invited. The first dramatization was "A Question of Honor." The scenes were: (1) In Lars Porsena's Camp, (2) Brutus' Camp at Rome, (3) Again in Lars Porsena's Camp. The dramatization clearly showed that the students had gained the real spirit of that period in history, and the dramatic work itself was excellent. The characters were:

Mucius	Gertrude Stokeley
Brutus	Quessie Powell
Lars Porsena.....	Marie Lowry
Choelia	Lucy Kornegay
Messengers.....	Athleen Whichard, Vera Lunsford

PLEBEIANS GAIN THEIR RIGHTS

- Scene 1. Plebeians in the Roman Forum.
- Scene 2. Plebeians on the Sacred Mount.
- Scene 3. Senate and Assembly in the Forum.
- Scene 4. Fabius' Camp.

The characters were:

Sextus	Lillie Mae Dawson
Agricola	Blanche Harris
Licinius	Alma Worthington
Virginius	Anna Belle Grant
Soldiers—Ruby Holland, Flora Hughes, Mabel Grant, Lena Fordham	

Patricians:

Agrippa	Edward Collins
Coriolanus	Rachel Hewitt
Fabius	Rachel Outlaw
Servilius	Mina Howell
Appius Claudius	Inez Frazier
Senators—Rachel Outlaw, Edward Collins, Quessie Powell, Athleen Whichard, Marie Lowry, Vera Lunsford, Gertrude Stokeley.	
Enemy Soldiers—Nannie Lee Elks, Bettie Spain, Evelyn Pope, Lucy Kornegay.	

Lucy Kornegay acted especially well the part of Choelia, and her story was indeed thrilling. The part of Agricola by Blanche Harris was very dramatic also. As an old Plebeian, she made the audience almost live through the situation. The scenes where Coriolanus's law is vetoed and where the Plebeians swear by the gods to return victorious were exceedingly impressive. Every student in the class entered into the spirit of the dramatization which went to make up its success.

Athletics

The Athletic League of the Training School reorganized January 22. At this meeting 123 joined. The new officers are as follows: President, Zelota Cobb, of Pinetops; business manager, Annie Wilkinson, of Scotland Neck; secretary, Emily Reid Morrison, of Reidsville; faculty advisory committee, Misses Comfort and Graham.

Both tennis and basketball practice games have been played but no match games have been played.

Alumnæ

The president of the Alumnae Association, Luella Lancaster, called a meeting of the executive committee in Greenville for February 22d. The following were here: Luella Lancaster, president; Ruth Proctor, vice-president; Lida Taylor, secretary, and Mary Newby White. They were busy with plans which the Association will hear from later. They are making an effort to get a complete and up-to-date list of names and addresses. It is difficult to keep up with the changes from year to year.

It would mean a great deal, not only to the Alumnae Association but to the school, and, most of all, to the QUARTERLY staff, if each girl would drop a card each year giving her address and stating what she is doing. Even though she is doing the same thing in the same place as the year before, it will give the people here that information in accurate form. It would take only a moment of time, and a postal card to do this, and in exchange each one can know about all the others in the Association. It becomes a matter of record instead of hear-say.

A number of girls are married; others have stopped teaching and are doing government or office work; some have gone back to school; some have become specialists; and all are doing something worth recording, if it is only staying at home and "helping mother." You should send in a report and you should keep in touch with your old friends.

The members of the class of '16 are scattered over the State. A number have been heard from recently and are teaching at the following places: Dinabel Floyd, at St. Paul's; Selma Edmondson, near Rocky Mount; Marjorie Pratt is again in the Epsom School, Vance County; Sallie Lassiter is teaching the fifth grade in the Central School in Fayetteville; Louise Stalvey

is in Pittsboro. Lucile O'Brien has returned to the school she had the first year at Wilton, N. C., and is doing extra work as the school is a three-teacher school, but because of the influenza complications found itself with only two teachers. Martha Lancaster and Alice Herring are in the Rocky Mount schools. Martha went to Maryland in the fall but was ill for some time, therefore gave up her position; when she recovered she accepted the place in Rocky Mount which is near her home. Trilby Smith has been very ill and is in a hospital in Richmond. She taught only a part of a year as she had to take charge of her father's home.

Hattie Turner and Annie Bishop are teaching in Beaufort County. They are taking the Reading Circle work with the Washington teachers. Nell Dunn recently led a discussion in one of the classes in this course. Nell was called home some time ago because of the death of her grandmother. Susie Barnes is teaching with her sister, Huldah, in the Juvenile School, Edgecombe County. The article by Katherine Parker on how she built up a Sunday School, which was published in the last issue of the *QUARTERLY*, received much favorable comment and was reprinted in the *Greenville News* with editorial comment.

Interesting things are reported from the class of '17. Mary Wooten is having a most successful year at the Methodist Orphanage in Raleigh. She has made quite a reputation for bringing out the backward children, and those in authority say she certainly has all the little folks interested. She has charge of a basketball team made up of the larger girls. Ophelia O'Brien is one of the officers of the Lenoir County Teachers' Association. She came over to the Washington's birthday entertainment.

At the Simpson School, in which Fannie Lee Speir and Leona Tucker are teachers, a very successful box party was recently given. The school made \$147 (one hundred and forty-seven dollars) of which a part will be spent to prolong the school term and the remainder for school equipment. The principal, Mrs. J. F. Brinkley, has never been a Training School student, and of course much of the credit is due her, but Training School girls helped.

Two of the class, Myrtle Lamb and Mary Smith, were working in the munitions factory at Penniman, Virginia, but returned to their homes when the factory shut down. Jessie Bishop is working in her father's office in Wilson. Loretta Joyner is teaching at Warsaw, Effie Baugham at Gatesville, Elizabeth Baker in Fairmont, and Nannie Mac. Brown at Leggett's, Edgecombe County. Blanche Satterthwaite has the lower grades at Ransomville. Jessamine Ashley has deserted the schoolroom and is doing stenographic work at her home.

Eula Proctor Greathouse, '12, is teaching again in the Dixie School, near Rocky Mount, with her sister Ruth. She has worked out a good scheme for economizing time by grouping grades. We trust we can get a fuller report of what she is doing so that we can pass it on in the next issue of the *QUARTERLY*. Ila Bulluck, '11, is boarding with her.

Edna Campbell, '12, is teaching primary methods in a big normal school at San Marco, Texas.

Nannie Bowling, of the same class, who has been principal of the school at Fountain for some time, has had to give up teaching for the remainder of the winter, but she says she has no idea of deserting the profession permanently, but her doctor thought she needed a change of work for some time. She is now bookkeeper for the Greenville Reflector Company. She brings reports from Emma Harden, of the same class, now Mrs. George Jefferson who, she says, is a staunch friend of the teachers in the Fountain school. Emma was a teacher in that school and knows what it means. She has a lovely boy about a year old.

Ruth Ruffin, '11, Mrs. Wyatt, is now a neighbor of the Training School. She lives in one of the attractive bungalows on Ninth Street, Greenville. She lost her one child some months ago.

Mary and Hattie Weeks, '13, are still teaching where they have taught ever since they finished school, the one in Graham and the other in Winston-

Salem. Ethel Perry, '13, is teaching at Plymouth. Willie Greene Day is not teaching this year because of her health.

Blanche Lancaster, '14, has resumed her work in the Kinston Graded School after having been out for some time because of illness in the family. Agnes Pegram is teaching in the Henderson Graded School; Geneva Quinn at Battleboro; Bessie Lee Alston in the Epsom High School, which is near her home. Mavis Evans was released from her position in the school at Leggett's and is teaching in the Kinston schools. Mattie Bright is working for the E. B. Ficklen Tobacco Company. Most of her time she is in the Washington office but she has been in the Greenville office a part of the time. She took luncheon at the Training School recently. Emma Cobb attended the meeting of "supervisors and women in administrative positions" which met in Raleigh during February. She is doing well as supervisor in Edgecombe County.

Sadie Exum Williams, '12, when her husband, Ensign Fleet Williams, of the Navy, returned from overseas, went to Brooklyn and they began house-keeping in a cozy apartment and were happy as could be, but the Navy is a fickle master, so, just as they were settled, ordered him to other regions. Ensign Williams is one of the heroes of the Navy. Captain Lyman Cotten, his commander, told the story of his heroism, which proved him one of the real heroes of the fleet. Towing a mine all night long so as to keep it from doing any harm was a great thing to do.

The class of '15 is busy doing a variety of interesting things. Emma Robertson is making a fine record in the Kinston Graded Schools in the primary grades. Lela Carr Newman has been obliged to stop and give up her position in the Durham Graded Schools because of the health of her father. She is keeping house in Raleigh for her father and is looking after him. He has been very ill and has not recovered sufficiently for her to leave him long at the time. Louise Moore went to Washington the first of the year to accept a government position. Her sister Ruth, '13, has been there in government service for some time. Bettie Hooks is teaching in the schools in Montgomery, Ala. She has attended Peabody College for two summers and expects to continue working towards her degree. Ruth Proctor, when she visited the school recently, gave interesting accounts of her work with the little folks in the Dixie School. She has language games even on the playground while the children are really playing. She seems to be very successful with her work. Julia Jordan was working in a munitions factory but is now at home.

We understand that Katie Sawyer was married on Christmas Day but have not been able to find out her new name. Clara Davis Wright has a handsome boy, Charles, Jr. Clara and Bettie made a flying visit to the Training School early in March.

Esther Brown, who is doing intermediate work in the Halifax School, recently had a very successful demonstration lesson at a group teachers' meeting held in her school. Her presentation of a dramatization of a Valentine story attracted a great deal of attention. She is evidently one of the leading teachers in the county. Gelene Ijames has given up her work in the Elizabeth City Schools and is keeping house for her father. She has recently lost her mother. Betty Spencer some time ago led a discussion at the Beaufort County Teachers' Meeting.

The class of '18 has already had three of its members to marry. Thelma Bryan was married during the holidays to James Cherry of Greenville. He is in the Navy and is stationed at Norfolk. Thelma White was married in December to Mr. Byron Thomas, of Scotland Neck. She is keeping house. Huldah Barnes was married February 21 to Mr. Daughtridge, of Edgecombe County, near the place she has been teaching. The seventeen girls from this class that are teaching in Pitt County have reunions twice a month at the teachers' study classes in the Pitt County Teachers' Association.

Sophia Cooper reports from Heathville that she is delighted with her work there. She boards in the home of Katherine Parker.

Clellie Ferrell writes from Eureka that they made \$56.45 at a supper and they are going to buy athletic goods. They are buying new equipment for basketball. She says she has a splendid place and is getting on well.

Sadie Thompson, '18, writes interestingly of her work at Conetoe. She says: "You don't know how much I enjoyed the QUARTERLY. I am sure I am one of the many that know how to fully appreciate it. I have read it from cover to cover already and am now anxiously waiting for the next issue.

"I am getting on as well as I could, I suppose, under the circumstances. I have had from six to twenty-three pupils all the year. (They have had 'flu' there.) I begged and plead with my pupils to study more. I labored with them, but I felt as if everything was against me. One night I was reading one of my school magazines and found a suggestion which brought another suggestion to me. It was to make a poster and the pupils that made the greatest improvement during the week would get a red star. This was to be put where every one could see it. Now I hardly believe they are the same pupils. Isn't it strange how a little notoriety will change things?"

Ida Walters, '18, writes: "I began my work in September in the intermediate department of the Enon School. On account of 'flu' we taught only eight days before Christmas. During those eight days we organized a Junior Red Cross of thirty-nine members and a Thrift Society. Besides paying the Red Cross dues, the pupils bought about eight dollars worth of stamps. Since Christmas, conditions are very bad at Enon, hence there has been and probably shall not be any more school this term. For the rest of the term I shall teach primary work in a two-teacher school at Salem, a place about five miles from Oxford. Primary work is not my choice, but I shall do my best, which for this year I feel will merely be 'holding' school. So far I have succeeded in getting the children in the habit of washing their faces and hands every morning and hope to get all to using a toothbrush by next week. A chart with stars is going to help keep their interest in doing this. This sounds like a small thing, and it is, yet if you knew the people it would seem worth a great deal to you if you were the teacher."

The record of the Alumnae has been almost as remarkable as that of the school. Until this year only one of the entire number that have graduated from the school had died. Eight classes have gone out from the school, and 326 girls. Last fall three of the Alumnae died. We trust there have been no others that have not yet been reported to us.

Alice Stephens, '15, died the second year after leaving here. Sallie Tyler, '18, died early in the fall of 1918. Mattie Ruffin, '11, and Corinne Bright, '14, died late in the fall of 1918. Mattie Ruffin was a charter member of the school, and in the first class. She was a popular, genial, wholesome girl, who threw herself into whatever she attempted to do, so that she put much into life and gained much from life. After leaving school she taught in Salisbury and was very successful. She soon married, and as Mrs. Phil Thomas settled in Battleboro and entered into the life of the community with the same zest she had given to the schools she had been in. Her death came as a great blow, for she seemed the very picture of health. Pneumonia following influenza took her swiftly and suddenly. She leaves no children.

Corinne Bright, '14, was one of the "Bright twins," both of whom were leaders while they were in school, and both of whom were great favorites. Corinne was a bright and joyous girl who carried sunshine wherever she went. She was one who naturally stood out in a group, a girl that visitors noticed. She took a prominent part in public affairs. In her Junior year she was one of the debaters in the annual public intersociety debate, and won the debate for her side. In her Senior year she was the star in the Senior play, "Pandora." She taught for a while after finishing school, but later took a business course and worked in an office. She was in Greenville last year with the E. B. Ficklen Tobacco Company. She gave the editors some interesting reasons as to why she left teaching and went into business, and had promised to write them up for the QUARTERLY some day. Her chief reason was that she had a salary that ran every one of the twelve months, and each month it was more than it was while she was teaching. She came back to the Training School from time to time. She will be greatly missed.

School Notes

Notes from the Joyner School

Perhaps our readers are wondering what has become of the Joyner School. Well, here we are again, relating our affairs. As was the case of most schools, ours was late in beginning as we had not opened school when the influenza epidemic first came and this delayed the opening until November 18. With this late beginning we plunged in with new zeal and effort to accomplish as much as possible before Christmas. During the first week of school, when the children had only a few books, we spent a part of the afternoons in a cotton field near by, and as a result of our labors we sent \$10 to the War Relief Fund. On another afternoon we picked cotton for the purpose of getting drawing material for use in the school.

During the Red Cross campaign just before Christmas we organized a Junior Red Cross with forty-seven members, and we also added many names to the local chapter of the senior organization. Our campaign closed on Friday before Christmas with a short program and a talk by Rev. Walter Patten, of Greenville, in which he fittingly showed how the true Christmas spirit was felt when we give to the Red Cross.

After a week's vacation we began school again on December 30, but were faced with the fact that the influenza had again entered this community, and henceforth our work since then has been much hampered. However, we are glad to report that most of our students are back in school and we are busy at work.

On Friday evening, February 21, we had a box party, from which we realized the sum of \$25 which will be used for school supplies.

John F. Evans

Mr. John F. Evans died at his home, December 12, 1918, after an illness of just a few hours with heart trouble. The untimely death of Mr. Evans removes from this community one of our most loyal and fruitful workers. As chairman of the school committee, which office he had held for many years, he did everything he could for the advancement of the school and its interests. When the E. C. T. T. S. took in charge the work of the Joyner School, Mr. Evans was loyal to the cause and interested in the prospects. In the movements for the betterment of the school, he was in the lead. And not alone was he a worker for the school of his community, but also in the Sunday School, which is held at the school building on Sunday afternoons, his presence and interest was much appreciated. He was always ready to give to any charitable cause and was interested in all movements for the uplift of humanity. In his death not only the students and teachers of the Joyner School, but all those in any way interested in the school and those of the community, have sustained a great loss.

Two Exciting Events

The campus has been invaded by land and air. These events caused great excitement and stirred the romantic feelings of every girl's heart for they occurred just at times when the emotions of the girls were easily stirred—one just before and the other just after the Christmas holidays.

The first event was the land invasion by what we considered an alien army, because it was composed of men and boys, certainly rare species on this campus, "The Woodmen of the World." They appeared on the campus Wednesday afternoon, December 18th, while about one-half of the girls were standing fall-term examinations, and the rest of the girls were busily occupied studying for the next scheduled examination. The Junior Science class was divided into two sections, and that put a large number of girls in two rooms and only one teacher to keep order. When those bass voices were unmistakably heard girls in both rooms began to bob up to the windows, but the teacher did her duty and she went very quickly from one room to the other telling us to be seated and not let those mysterious yells and shouts of "mere men" cause us to lose our whole term's work. As she left one room on her way to the other, girls bobbed up and when she entered the other

room the girls bobbed down, but still every one tried to get one glimpse of that crowd that was producing such an alarming noise. At last the army marched on around the building and we settled our minds on the questions before us but not one could remember, "What is the work of the nervous system, and in what part of the system is the seat of intelligence located?" The other classes were disturbed and excited, too, and the Math. class had as much trouble adding two and two as they had had the week before proving that "the square on the hypotenuse of a right triangle is equal to the sum of the squares of the other two sides." The History class even forgot the significance of the date April 30, 1789. When the lucky few in the dormitories heard bass voices they immediately rushed to the windows; some of them had important business to attend to over in the Main building and the next dormitory, so these were the only ones that got a full view of the men and the only ones that the men saw while here. But when the majority of the girls learned what was causing all this excitement they thought of the next examination. The army left the campus with their spirits somewhat lowered, we fear, for evidently they didn't get the kind of reception they had anticipated.

The air invasion was made while the girls were still in high spirits over the event that occurred just before they went home and the many wonderful events that occurred while they were at home Christmas. This time the event occurred early one morning, so again only a few of the girls had the opportunity of getting the full benefit of the most exciting event that has happened here—the passing of the first airship over the Training School. The girls that lived in rooms facing the barn were the only lucky ones. Instead of the airship coming low over the front of the campus or the buildings it made a very low sweep over the barn and only the old gray horse and the pigs got a full view of it and its passengers. The few girls that saw it were the centers for excited groups for several days. Rumors as to what it was varied somewhat. Some said it was a Zeppelin (these forgot that the war had closed some time before), others called it an aeroplane, while others tried to show their superior knowledge by calling it a "biplane." When they saw in the papers that a large dirigible went southward bound they were sure this was it. It was a dirigible—one of those queer-looking balloons—and we suppose it strayed down here from Norfolk.

Some have prophesied that only a few years will elapse before airships will be as common here as the American bird that hovers over the campus. Can you imagine an airship dropping packages and notes at the Training School? The girls of the future have something to live for!

GLADYS BAUM, '20.

Tom Skeyhill, the Australian Soldier-Poet

Fortunate indeed were those who had the privilege of seeing, hearing, and knowing that charming, practical idealist, the soldier who could write a poem about fairies while he was hiding in a shell-hole, Tom Skeyhill. The school has never been visited by a man whose personality left a greater impression upon the minds of both students and faculty. He told them in the afternoon his amusing experiences in America. He showed them the bright, happy side of a soldier's life, telling them of the soldier's humor; he told them thrilling stories of the war, and at the end he paid a wonderful tribute to the women because of their work in the war. He knew whereof he spoke because, several times wounded and blind for two years, he was in the hands of the Red Cross.

At twilight members of the Senior Class and the faculty gathered and listened to him as he talked to them informally about poetry, and he read to them from the great war poets, Rupert Brooke, Alan Seegar, Joyce Kilmer, and John Masefield. In the evening he spoke in town. The verdict of those who heard him was that his story of Gallipoli and the fight for the Dardanelles was a veritable epic.

"Were I the brightest poet or were I the brightest artist, I could not adequately express my love and admiration for you wonderful people." This was the opening sentence of his talk to the entire school. He told them he brought a message from Australia. The Australians were marching side by side, shoulder to shoulder, blind to blind, until they beat the enemy and killed Prussian autocracy forever. Red, red war is past, peace pure as snow reigns, whilst old Mars lies bloody, his work done, bleeding from his wounds. The German carrion eagles no longer hover over Europe; the fleur-de-lis

blooms again; John Bull and Uncle Sam are united together in the common bonds of suffering. I come not to sing a song of hate, but of the beauty of war. I did not see its horror or hate, although I had cause to hate because I was stone blind for two years. If we curse and blaze against Germany we sink to their depths. We won the war with our hearts and hands and souls clean. War sharpens the faculties, lays bare the soul, and brings to the surface all the good. Happy soldiers! They went singing on the transports, singing on the trains, and those who have gone over, who paid the price, have gone singing into paradise."

Mr. Skeyhill paid a great tribute to the Thirtieth Division, which fought side by side with the Australians. He told this story: Some officer said to a doughboy, "You Americans are making more trouble than all others." The retort was, "The boches told you that, sir." He said the Americans put their heads down, went clear through, and came out on the other side, and when told to go silently they went like a Barnum and Bailey circus, singing at the top of their voices, "The Yanks are coming." He told a number of delightful stories, showing the wit and humor of the soldiers.

Especially enjoyable were his whimsical, amusing stories of his experiences in America, particularly of his struggles with the American language. He said that Broadway was New York with the lid off, but that as he rode down Fifth Avenue he felt like a king going to a pageant. Fifth Avenue he thought the most beautiful, the most reposeful street in the world. It has an air of achievement, the dignity of a classic, the repose of a rainbow. He said that Americans were bad advertisers. They advertise all their bad qualities but haven't time to advertise their virtues. He expressed great love and admiration for the South and the Southern people, and called them the modern Elizabethans.

Miss Graham attended the annual meeting of the Association of Mathematics Teachers on February the 7th and 8th at the State Normal College at Greensboro, N. C. The principal speaker was Dr. David Eugene Smith, head of the Department of Mathematics, Teachers College, Columbia University. She reports an excellent meeting. Miss Graham took a part in this meeting and told those present "How to Introduce a Class to Algebra."

General Assembly Delegates Make Special Inspection Tour Here

A delegation from the State General Assembly visited the Training School, inspecting the school and investigating its needs. The committee was composed of two Senators, Messrs. Wakefield of Caldwell County, and Sisk of Macon, and two members of the House, Messrs. Gardner of Yancey and Bowman of Guilford.

At the morning assembly hour at the school they met the students, and each one made a short talk. Representative Gardner was chairman of the committee. He talked first and introduced the others. Each one expressed pleasure in being at the school and all showed that they were pleased with the school.

Mr. Gardner in his talk referred to teachers as soldiers fighting against the greatest of enemies, ignorance, and compared pride in the teachers to our pride in the boys who have been fighting.

"You will accomplish more than all the politicians have been able to accomplish if you succeed." "The public school teacher is the greatest of all, because she works at the very foundation of all progress."

Senator Sisk expressed the greatest interest in this kind of school, a school that goes to the very heart of the people. He was in the first class that entered the normal school at Cullowhee. He stands for increased salaries for teachers, and went on record in the Senate as refusing to vote to increase the pay of any State officer until the pay of teachers had been increased. He urged the girls to study the children to find out their trend of mind, so that each child could be trained for the thing that he was best fitted for.

Senator Wakefield told of a visit to the University when President Wright was a student there. He referred to a speech he once heard Governor Jarvis make in which he brought out the fact that he had ever before him an ideal, something definite ahead that he wished to do, and which he finally did. The value of having an ideal was the subject on which Mr. Wakefield laid emphasis.

Representative Bowman impressed upon the girls the great responsibility that rested upon them. He reminded them that they were to teach children who were to become the leaders, perhaps one here would teach a future governor.

Influenza After Christmas

After the Training School began its regular work, after the Christmas holidays, it seemed that there was going to be another epidemic of influenza. There were several cases, but nearly all were very mild, so there was no pneumonia and no serious complications. The school work went steadily on even though some of the teachers had it. Several of the Model School teachers were afflicted, so some of the girls began teaching without a critic teacher present except when some from the other grades would come in to observe for a few minutes. Of course the girls were handicapped to a certain extent, but it gave them an opportunity to take the initiative and carry on the work. The influenza caused no excitement and was handled remarkably well. No outside help was needed. The infirmary force, Miss Beaman with the servants, handled it.

During the Christmas Roll Call Drive of the Red Cross, ninety-three members joined the organization at the Training School. Six members earned their dues by picking cotton in the afternoons. This by no means represents the school's membership as many of the girls are members of their home organization.

One of the fatherless children of France has been adopted by the Sidney Lanier Literary Society. This makes two of the French children that have been adopted by the Training School. The name of the little girl belonging to the Society is René Beaux, 6 rue Jarante, Paris, 7 Arondissement, France. The name and address of the school child is Eulalie Destruel, 24 bis rue Cler, Paris, 7 Arondissement, France. Miss Lucy Hanes of Winston-Salem has adopted a brother of Eulalie.

The school is very proud of these two children. It will be remembered that the money for the support of one of the children was made by picking cotton.

A report of the raising of the money for the support of the Lanier Society child appears in the Society Notes.

From time to time the teachers of the various departments visit the schools in the surrounding communities. In this way they are able to see the problems that arise out of the actual work that is being done. A few weeks ago Misses Wilson, Graham, and Comfort spent a day in the Pitt County schools. One problem which was noted was the heavy work which one of the teachers had. Having three grades, the teacher found it difficult to provide seat work for the grades. Discipline seemed to be the biggest problem throughout the schools visited. This was partly due to the fact that the children were not seated properly as some of the rooms had in them from three to four grades. The discipline in the lower grades of one school was exceptionally good and the grades in this school were doing splendid work.

One grade was having a review in arithmetic which proved to be monotonous. An excellent opportunity was afforded for relay races for which no more time would have been taken up. Miss Wilson did some practical nature work with the children. They went on an excursion into the wood and hunted birds and gathered hawberries.

Mr. Austin, chairman of the Home Service section of the Red Cross Chapter of Pitt County, attended the meeting of this department held in Washington, N. C. The purpose was for the officers of the Southern division of the Home Service to become better acquainted with the various chapters and to get a better and broader idea of the work that needs to be done by the Red Cross in their fields.

The summer term of East Carolina Teachers Training School begins June 10 and continues until August 2. Many have already applied for rooms.

When Lieutenant-Colonel Laughinghouse, our own Dr. Laughinghouse, returned from France the Training School gave him a royal welcome. When he appeared during assembly exercises they called him to the stage. They applauded him, and after assembly was over they crowded around him and made him realize how glad they were to see him home again. He told the young ladies that except his own family there was nothing dearer to him than the Training School. He said he remembered when it was born; he watched it when it was a bottle-fed infant and when it was weaned and when it learned to toddle and walk: "It has always been a most dutiful, a most beautiful, a most useful child."

He delighted the audience by telling in a humorous way his first experiences in the army when he was in training. His first teacher was a nineteen-year-old boy; when he sat down he didn't know whether he was going to sit on pins or dynamite; when he said "Good morning" he didn't know whether he would be court-martialed or commended. The young lieutenant seemed to take delight in telling them of their lack of sense, stupidity, and slouchiness. He seemed to take a special delight in calling down one of the greatest surgeons in America.

"The training of the three million men in the army will eventually pay America for all she has put in the war." "The morality of the men and officers is finer than in any rural district or in any city anywhere on earth." He said that drunkenness did not exist, that the men would not tolerate deceit, lying, shirking, or selfishness, and that they cheerfully made any sacrifice or faced any hardship without complaint or criticism. Men who were immoral before they went into the army led moral lives, he declared, after they entered the army. Wherever a soldier went he saw the Red Cross, the "Y," K. C., the Salvation Army, or something that set him thinking of the women of America, and he felt that he had to come back clean or he would besmirch the flag and the very purpose for which he was fighting.

The Board of Trustees of this school has undergone a considerable change this year. A vacancy has existed for some time. This was due to the fact that J. T. Kerr, when he became United States Marshal, automatically retired from the board. The term of S. M. Brinson expired this year, and he was not eligible for renomination because of his election to Congress. The State Superintendent of Public Instruction, by virtue of his position, is chairman of the board. When Dr. J. Y. Joyner resigned he was automatically removed from his place on the board. The terms of two of the members, F. C. Harding and A. McDowell, expired this year. These two were renominated to succeed themselves. The Board of Trustees and their terms are as follows:

	<i>Congressional District</i>	<i>Term Expires</i>
F. C. Harding, Greenville.....	First.....	1925
J. B. Leigh, Elizabeth City.....	First.....	1923
A. McDowell, Scotland Neck.....	Second.....	1925
Y. T. Ormond, Kinston.....	Second.....	1923
D. L. Ward, New Bern.....	Third.....	1925
J. T. Bannerman, Burgaw.....	Third.....	1923
J. W. Hines, Rocky Mount.....	Fourth.....	1921
R. B. White, Franklinton.....	Fourth.....	1921
M. B. McAuley, Acme.....	Sixth.....	1925
E. C. Brooks, State Superintendent of Public Instruction.		

Reports from the Chicago Meeting

The Superintendents' Division of the National Educational Association which met in Chicago the last week in February was a most important meeting. All the big educational problems of the day were discussed. The trend of thought educationally could easily be followed by looking up the records of these meetings. President Wright, Superintendent Underwood, and Superintendent Swanson all attended and brought back live suggestions and inspirational reports. It is evident that people are awakening to the fact that school teachers are not properly paid. There is a movement on foot for advancement of teachers' salaries all over the country. At all meetings in all departments this subject was constantly recurring.

The big educational bill before Congress, the Smith-Townes bill, received much attention. The Department of Education with the Secretary of Education in the Cabinet, equal to the others, must come. The educational work now scattered throughout many departments must be centralized, and the department take the place of the present Bureau of Education.

"North Carolina has made more advancement in the last decade than any other State in the Union," is what President Wright told the people at the N. E. A. meeting. They were dumfounded when he made them understand that we are already doing some things that states usually considered progressive are only talking about as remote possibilities. For instance, we are actually having dental inspection in some of our rural schools; many of our counties have whole-time health officers.

North Carolina ranks seventh among the states in agricultural products. Its material advance has been great. That the constitutional amendment providing for the six months term of schools passed as it did, in some places without a dissenting vote, shows how dead in earnest we are.

In the National Council of Normal School Principals and Presidents, reports of various surveys and standards occupied much of the program. The place of arithmetic in the normal school subjects was discussed. This has become one of the big subjects, growing into life and touching every phase of life. English grammar has at last, according to the discussions, found its proper place—a post-graduate subject in the universities.

Dr. Sealey, working on the American Council of Education with the International Council of Education, expressed the belief that people who have been going to German universities will perhaps come to those in America. Germany's place as the center of education is certainly gone.

Two questions that occupied one session were these: "What permanent changes will there be in the normal school curriculum as the result of the war?" "What are the new demands made of the normal school?" The result of the discussion seemed to be that content matter would not be greatly changed but that the point of view would be very different. Education will be considered more as a means of helping people to live. The Utilitarian idea of going to school to get something to do in life must have added to it ideals that will help in the leisure hours. Beauty and other pleasure-giving ideas must have a place. This will mean not so much a change of text-books as a change of attitude.

"Why teachers should be trained so as to develop a better type of physical education" was the subject of a valuable address delivered by Mr. Boucher, of Emporia, Kansas. Steps must be taken for training teachers better physically so that the next generation will be stronger, healthier, and more vigorous. Records of the War Department show that forty-five per cent failed physically. The schools will be held responsible hereafter. North Carolina is by no means the worst in the list of states, but is about the average.

"A program for the Education and Americanization of the Immigrants" contained interesting suggestions. Although the question of how to teach foreigners to read and write the English language is worthy of consideration, that in itself does not make an American citizen. Language and spirit, fair play and a square deal, are the things that count.

"How shall Patriotism and Citizenship be developed through Civics and History" was a topic of discussion.

The discussion of illiteracy proved that it is not confined to the Southern negro.

