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The Training School

Quarterly



July, August, September
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THE SUMMER SCHOOL 1919

MODEL SCHOOL BUILDING

The Training School Quarterly

VOL. VI

JULY, AUGUST, SEPTEMBER, 1919

No. 2

Opportunities and Duties that Confront Teachers and Obligations the State Owes Them

HON. VICTOR S. BRYANT

Commencement Address

THE temptation is great to change my purpose, and talk on some subject that is attractive. Always the idea prevails that commencement is a holiday. The temptation to forget the real purpose of the hour is great; one would like to spend the time in the garden and hedges, or in the beautiful meadows or going out into the fine forests or into the fields where corn and tobacco are hastening on their way, particularly a year like this, when the world is weary of problems and wants to go out into the open for holidays.

There is another temptation, and that is to discuss questions of statecraft, changes in the policy of the nation. Thoughtful people realize that suffrage is about to be cast upon woman, great problems are about to be cast upon them. Soon they must take part in questions of government. Our nation has followed a policy of isolation and has boasted of it. Wise statesmen taught us to avoid entangling alliances, and they were wise in their day and time. Many thoughtful men have been trying to show that we should follow their advice. Many regretted the Battle of Manila and the part we took in the Philippines. But times have changed. In the past five years we have made more progress than was made in ten centuries in some ages. There has been more growth in the past few years than in some full centuries. The old question of isolation had to be thrown away and now the isolated nation is leading the world, and its President is now one of the heads of the world, whether yesterday's thought was wise or unwise. The acceptance of the League of Nations means the leadership of democracy.

The very instrumentalities that have made us great have placed new responsibilities upon us. These are all attractive subjects. But, believing as I do that Education will play a more important part in this crisis than in the past, convinced as I am that teachers are more responsible for the success or failure of education, I prefer to talk shop, to talk of conditions that confront us. My subject is the opportunities and duties that you teachers owe the state and the obligation the state owes to you.

The close of the war finds a period of unrest. In proportion as the war was greater than all other wars, so is the unrest greater. Bolshevism, anarchy, revolution, and a whole brood of dangerous *isms* are to be faced to day in Europe and we have not altogether escaped. The reasons that we in North Carolina are not suffering from the evil effects of the war are these: we are farther from it, we were the last to enter it, and our shores are distant. Furthermore, we have not seriously suffered by loss of men. Our greatest burden has been that of expense, but we have not and will not escape entirely the unrest. The sending of the bombs through the mails and the effort to take the life of the Attorney General brings home the fact that there is danger.

North Carolina is fortunate in one particular, and that is that only a little more than one per cent of her population is foreign born, and this being free from the foreign element is the reason we are free from unrest. We shall have to face a change, however. North Carolina has lost the labor that many believe the best labor for the south. They have gone and left vacancies in domestic service, farm labor, in the factory, and this negro exodus will force foreign labor here, and that means a foreign population. The desire to make money and the necessity for progress makes labor necessary, therefore we must either bring the negro back or bring others in to take his place. I have no faith in our ability to bring him back. This injects into our problem one of the great problems left by the war.

The leadership of the nations is cast upon us as an inevitable result. The causes of the war are undefined. We have been taught it, and there is the feeling that it was, a fight between autocracy and democracy, a fight to destroy the one and establish the other. Democracy has become a world policy. If democracy is not really triumphant the fight is not done.

You cannot have an intelligent people without an educated people, and North Carolina is not an educated state. Some of us have heard it so long we are somewhat sore over the castigation. Governor Aycock was one statesman who saw it. We may understand conditions and excuse them, but we cannot deny them. Conditions in reconstruction days made it impossible for us to advance. We were poverty stricken, numbers of our best were buried, others had come home wounded, people were too poor and the State was too poor to provide education for its children. We are not dealing with excuses except as a balm to feelings.

The real situation, despite all progress, is that we are still an illiterate State. That is why the work of the teacher is of the greatest importance. Review briefly the situation. I went to the office of the State Superintendent of Public Instruction for some figures to check up by them some statistics of the year 1905. The figures today are

not very much better. Then there were ten per cent of school age not entering school. Of three hundred children in an average community in North Carolina, only thirty reached high school, and only three finished high school. Of the three that finished only one entered college, and less than one-third of these graduated. This means that of 300 only 270 get in the preparatory schools. The figures I have just secured from the superintendent's office vary only slightly. Of 200 children, only 100 pursue their studies to the fifth year, twenty enter high school, only six finish the four-year high school course, only three enter college, and only one graduates.

A few strong men are very useful, but do not make a strong country; a few healthy men are desirable, but do not make a healthy race; a few virtuous men are a great asset, but do not make a virtuous community; a few moral men are a necessity, but they do not make a moral country; just so a few educated men and women will not give you an educated community and a few educated North Carolinians will not make an educated state.

Members of the legal profession testify to the fact there was an astounding number of young men who could not fill out their questionnaires, and could not even sign their names. Staring the facts revealed by the questionnaires in the face, we cannot claim to be an educated state. An uneducated community is hardly a safe community; an ignorant community is hardly up to the measurement of self-government. This is the situation, and the conditions cannot be improved without teachers. The picture I have drawn is an ugly and dark picture.

There is another picture. The field has been plowed. Much work and great work has been done. North Carolina has, and has had for many years, great educational leaders who have known and understood the situation and have been arousing public sentiment. The venerable gentleman whose picture is on my right, Governor Jarvis, led the fight in the east for the establishment of this school, and better training of teachers. Leading educators have led the way—Joyner, McIver, Alderman, and, added to these now, are Wright and Brooks.

The best thing to know is to know that you don't know; then one is hopeful. That is the first thing that was necessary. The next cause for hope is that we are now *able* to educate. The closing of this war is unlike the close of that other war. Our ability is unimpaired and we are prepared to compensate. In the third place, the field that has been plowed is now ready for the sowing. No work that has been done in North Carolina is so great as that done by the great educational leaders for the past thirty years. Up to the time of McIver it was dark; up to then educated men went away from labor to the professions; the boy from the farm was educated away from the farm. People were startled by the expression from Dr. McIver, "The education of women

is as important, if not more so, than the education of men. When one educates a man he educates only one, but when you educate a woman, you educate a family." North Carolina arose and established the Normal. Then others followed. The pendulum has swung so far that some one has said we are overlooking the boy. If so, it will swing back. The sentiment is so strong and the tide so swift that nothing can stop the interest in education. The proof of this is in the determination to enforce the acts of the legislature. Such is shown by the legislature of 1919. For many years a requirement for a four-months school has been on the statute books. Although hoary with age, and put there by wise men, and wise men knew it was there, there were many schools in the State that did not have it. There were some districts where there was no school at all, and some found that did not run more than one month. Men elected to office ignored the law because they feared public sentiment. The Supreme Court did not enforce it. Wise statesmen made it possible to ignore it. Under the lead of the educational forces, a sentiment has been aroused until the Supreme Court has construed the same law as a mandatory law. Taxes were levied and collected for four-months schools. A few feared the results, but educational enthusiasts in North Carolina were working from bottom to top, meeting farmers under trees in groves, and getting near the people everywhere, until now there is a change. The six-months school law was written in party platforms, was submitted to the votes of the people, and was carried by a majority of 100,000. In Avery County there was only one vote against it, and that man explained his vote by saying he was dissatisfied with local conditions. This will not remain a dead letter law. The legislature of 1919 in sixty days found its chief purpose and duty to respond to the sentiment by furnishing the machinery. This is of great significance especially at a period when men thought we were in the poorest condition to do anything.

Of the one hundred and twenty men in the House and fifty in the Senate there was only one who opposed it in any way, and that one merely thought that the time had *perhaps* not yet come for action. He was an old man, hence cautious, and when his proposal for postponement came it was met with a storm of disapproval.

Indulge me for a few moments while I, as chairman of the committee, explain why there was any doubt about the machinery. The chief danger the men found in trying to work out the scheme, in trying to write the law so that it would be a state-wide law, was this: there were two ideas, one was local, the other State; that is, should the State bear the burden, or shift it on to the county. There are some small counties that are very wealthy because they have large wealthy towns in them, and some large counties with little wealth. Durham and Dare illustrate these two extremes.

In Dare the taxes would be almost confiscatory. It was nothing but right that Durham should help Dare. There was a fight inaugurated by the superintendents of city schools. They saw a chance to lengthen the term of the city schools. The decision was cast upon the chairman and the committee had to decide between the policies. There was no doubt about the stand. It is not a local policy but a state-wide policy. You cannot draw the line; if there is any system to make it even wider, it would perhaps be wiser, but the State boundaries are the largest boundaries possible. The education of the Dare boy is as important to the large towns as the education of the boys in these towns. He may be needed in the towns. Who controls the positions in your city?

Leaders, in the church and state, more often come from the country than from the city. Even from the standpoint of self-interest, there is only one sensible thing to do; from the broader standpoint there is only one thing possible. It is unsafe and dangerous to leave either the city boy or the country boy uneducated. Therefore, the law enacted by the legislature was based on a state-wide policy. It provides for every child in the State longer terms, and for the teachers better salaries, hence for the schools better teachers. Public sentiment in North Carolina is so thoroughly aroused that this law will work.

The question of the teachers' salaries must receive especial attention. You and I, citizens of North Carolina, are responsible for the kind of teachers we have and in order to get the best we must pay them well. Men who vote and women who are going to vote, must pay them better salaries. The situation demands fewer flowers and more facts, for it is a stubborn situation we are facing. The training of the child is the most useful thing to the State, the work, perhaps, the greatest of all, but are we treating it as if it were?

Here are two advertisements that appeared side by side in a journal: "Wanted—a barber, wages \$30 a week." "Wanted—a teacher of Latin, mathematics, applied science, English literature and the branches, salary \$65 per month."

The *Literary Digest* has been spreading abroad the following startling but significant, stories whose truth is vouched for:

"In a certain town of Illinois, for instance, the average wage of fifteen miners for one month was \$217, while the average monthly salary of fifteen teachers in the same town was \$55. In another town a miner, who, by the way, was an enemy alien, drew more than \$2,700 last year, while the salary of the high school principal in the same town was \$765. We welcome with all our hearts the long-belated recognition that is being given to the man who works with his hands. We believe that this same workingman will be the first to join with us in asking better pay for those who teach his children.

"No wonder there are fifty thousand vacancies in the teaching forces of the schools. No wonder the ranks are being filled with weak men and with immature women who merely use the profession as a stepping-stone to something better. No wonder there are thirty thousand teachers in the United States who have had no schooling beyond the eighth grammar grade. Small wonder indeed, that seven million of our school children are being trained by teachers, mere boys and girls themselves, who have had no professional education whatever."

The city of Durham boasts the finest school in the State. The janitor, who, by the way, is a very nice colored man, receives more pay than most of the teachers. Some of the teachers are receiving less than the scrubwomen.

We are going to change this in North Carolina. We have the best raw material to be found anywhere, and we can turn out the best products of manhood and womanhood in the world if we will. Many leaders of the nation have gone out from North Carolina. We have cause to feel proud of such lawyers as the Fullers, and Junius Parker, of such educators as Alderman and Henry Louis Smith, of a number of doctors of great reputation and of leaders in other professions and in business. There is an abundance of raw material, but it must be made up into a more finished product, and this is the work of the teacher.

There was a meeting on Olympus of all who claimed they served humanity. Jupiter was presiding. The judges were to decide who was the greatest. All came, one by one. The lawyer presented his plea for justice; the physician told of his healing art, the minister of his moral truths, the farmer showed the products for feeding and clothing the world. Jupiter observed an old man standing at one side and asked him what his claims were. He answered, "Nothing, all these are my pupils. I am their teacher, I came today to watch them as they presented their cases." The judges with one consent, awarded the prize to him. The application is beautiful.

Young women, you are called to this field of service. The work you are starting out to do is to be compared only to the work of the man of God. The field is perhaps unequaled anywhere else in the world. You are fortunate indeed in being called to this service here and now in North Carolina.

Now that I have shown you your field, do you realize what lies before you? Fathers and mothers are entrusting body, soul, heart, and brain of their children to you. All depends upon the method in which you discharge your duties. If you do your duty well, then the illiterate father's child on the seat by the millionaire's child will go out equipped with the same ideas of the duties of citizenship, and together they will make a new world.

Take the little child and make him what you will. You and I as citizens of the republic cannot long shirk the situation. Teach him

the things men and women should be taught—to reverence religion, to hate infidelity and wrong and love right. It is yours to send them out strong in character. The raw material is in your hand. The hope of the nation is in your keeping.

Take the raw material and use it, train it, equip it, give them opportunity, and the men you turn out will lead here and elsewhere and will enable us not only to take our place in the lead of our own nation, but to take the lead in making the world safe for democracy and to make the world that which Providence divined it to be.

*The Emergency in Rural Education**

Prepared by J. Y. JOYNER, *Chairman of Committee on Rural Education, N. E. A.*

THE MAGNITUDE OF THE PROBLEM

OF the total school population of the nation 58.5 per cent is rural. In many distinctly agricultural states, a much larger per cent of the population is rural, reaching as high at 80 per cent in the group of agricultural states known as the "Southern States."

A reliable authority estimates that five-sixths of the ministers, six-sevenths of the college professors of the entire country, three-fourths of the men in authority in city churches, and about the same proportion of the influential men of affairs in the city—merchants, manufacturers, bankers, lawyers—were born and reared in rural regions. Twenty-six of the twenty-seven presidents of the United States were country boys.

While this may be an exaggeration, it is sufficiently in accord with past and present observation to indicate that the city is largely dependent upon the country-side for the renewal of its population, for its leadership in all lines of business, commercial and professional, for its civic righteousness, for its spiritual guidance, for the preservation and perpetuation of the best in its civilization. Truly has Emerson, the great American philosopher said, "If the cities were not reinforced from the fields they would have rotted, exploded, and disappeared long ago."

From such evidence, the supreme importance of rural education is apparent. In the light of such facts rural education must be recognized and dealt with as an urban as well as a rural problem, as a national as well as a state and local problem.

THE PRESENT STATUS OF RURAL EDUCATION

The following is a conservative statement of the status of rural education in the nation, based upon the most reliable available sources of information.

1. The average annual school term of the rural school is 137.7 days; 46.6 days—more than two months—less than that of the urban school and considerably less than that of most of the European countries.

2. Fifty-eight and one-half per cent of the total school population and 62.3 per cent of the total school enrolment is rural, but only 45.5 per cent of the total annual expenditures for teachers' salaries in the United States is for salaries of rural teachers. The rural teacher's salary, therefore, is much less than the average salary for the entire country, less than the salary of the urban teacher, and less than the salaries of teachers in most European countries.

*Reprint from N. E. A. publication.

3. About 80 per cent of the rural schools are one-teacher schools with required instruction in seven or eight grades, with from twenty-five to thirty-five daily recitations, with an average recitation period of from ten to fifteen minutes.

4. About 2.3 of the rural school teachers teach not more than one year in the same school.

5. Practically all the one-teacher rural schools, and a large majority of the other rural schools, are taught by teachers without professional training. Thousands of these teachers, perhaps a majority of them, are without even high school training; many of them are inexperienced boys and girls from sixteen to nineteen years of age.

6. Illiteracy is twice as great in rural as in urban territory, and three times as great among children of native-born parents as among children of foreign-born parents.

7. Forty states have county supervision of rural schools by county superintendents, 82 per cent of whom have no assistance of any sort in supervision. The average number of school buildings per county under the supervision of the county superintendent is 84, the average of teachers 132.

8. Only a very small percentage of country boys and girls have any opportunity for high school instruction. Comparatively few of them ever complete the elementary grades.

9. With only a few rare exceptions, the courses of instruction in rural schools have no relation to the special needs of the rural community and are without any correlation between the indoor studies and the outdoor life. They do not include nature study, agriculture, household economics, or other subjects especially adapted to the needs of country life and to vocational preparation therefor.

10. The schools are generally poorly equipped in buildings, grounds, furniture, and apparatus.

RURAL EDUCATION A NATIONAL EMERGENCY

This statement shows the rural schools to be sadly deficient in the chief essentials of efficient schools—terms, teachers, buildings, equipment, supervision, organization and administration, courses of instruction. This condition of rural education constitutes a national emergency and demands the fullest cooperation of community, state and nation for its immediate relief. The task is too great and too difficult to be performed successfully without federal support.

In a democracy every child is the community's child, the state's child. The obligation for his proper education for the greatest service to community, state, and nation is, therefore, a three-fold obligation to be equitably apportioned among them. More than half the nation's children are enrolled in rural schools taught for a short

period of years by untrained, poorly paid, peripatetic teachers, in poor buildings, poorly equipped. *The safety and strength of a democracy are determined by the intelligence and character of the masses of its people.* Civilization is no stronger than its weakest link. Manifestly the weakest link in the chain of the nation's education and civilization is the rural school. It must be strengthened, let the cost be what may. It is the task and the duty of the nation to do its part in strengthening the rural school. Rural education presents the greatest problem in American education. The rural school must be made adequate to its task of educating properly the rural population. *If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail.* To make the rural school adequate to its task will require the expenditure of much larger sums of money than heretofore—larger than most of the rural states and communities alone can provide—and will necessitate much costly and difficult redirection and readjustment of its work.

READJUSTMENTS IN RURAL EDUCATION

The content of any course of instruction should be determined by the purpose of that course. In rural education, one main purpose of instruction should be to prepare country folks to make the most of and to get the most out of country life and country things for themselves and for others; to make life in the country as profitable, as comfortable, as healthful, as beautiful, as joyous, as satisfying as life anywhere, that country folks may love it more and be more content to live it. The course of instruction in rural schools should be adapted, therefore, to the special as well as to the general needs of the country people and should give a knowledge, and appreciation, and a mastery of country things and country environment. The fundamental needs of country folk, of course, are the fundamental needs of humanity, economic, social, and spiritual, but the material needs and the means of supplying these are so different in the country from what they are in town and city, and the specific needs of country and city life are so different as to necessitate differences in the courses of study, in the types of school, and in the training of teachers.

RURAL EDUCATION MUST MINISTER TO ECONOMIC NEEDS

The chief sources of the wealth in the country, and for that matter, in the world, are soil, plant, and animal. The chief business of the country is farming. The economic needs of the country and of the world must be met by the wise and intelligent handling of these fundamentals. The efficiency of farming depends upon a knowledge of these and of the means of handling them most intelligently and profitably. Yet such has been and is now the inefficiency of rural education that the farmers who live closest to these greatest sources of wealth often know least about them and get least out of them. The majority of our

farmers have been getting enough out of them to supply the bare necessities of the meagerest life and have therefore had nothing left to contribute to the wealth of the community, or to supply good schools, good churches, good houses, and other necessities for the intellectual, social, and spiritual needs of the community. The need was never before so great to teach the country folk how to make the most out of these three great sources of wealth—soil, plant, and animal. The kindly old Earth, the mother of our race, alone can heal the material wounds of this worldwide war and repair its awful waste. The times call for greatest emphasis on rural education upon preparation for increased production and conservation of all of these elements of wealth.

Should not country boys and girls be taught in country schools by teachers prepared to teach them the simple principles of soil conservation, of fertilization, of tillage and drainage, and their practical application to efficient farming? Should they not be given a knowledge of plant life and of its adaptation to soil environment, and of how to grow plants and to handle them most profitably? Of animals, how to keep them, how to care for them and how to get the most out of them? How much time does the country school give to the study of these—how much does the country teacher know about them?

Health, food, raiment, shelter—these are the elemental needs of life everywhere. They are more easily supplied in the country than elsewhere and yet, on the whole, more poorly supplied there. How much does the country teacher know about these essentials? How much does the country school teach about them? Sanitation, food selection and preparation, canning, sewing, dressmaking, millinery, home-making and decoration should have a place in the education of the country girls in the country schools.

You may cry "Back to the Country," "Stay on the farm," "Stop the Disastrous Drain of the City upon the Best Blood of the Country," but until you teach the country boys in the country school and home how to make money out of soil and plant and animal by better farming and better marketing, to command in the country the modern conveniences of life and to break up its isolation and barrenness; until you teach the country girls in the country schools how to save and to use the money to make country life and country homes as comfortable, as healthful, as beautiful, as attractive, as sociable, as life and home anywhere else, your cry will be all in vain. Good houses, good churches, good schools, good roads, good vehicles, good clothes, modern conveniences and all other things that reduce drudgery, break up the isolation, add to the sociability, the comfort, the beauty and attractiveness of country life cost good money, and the country boys and girls must be taught in the country schools how to make it out of soil, plant and animal, and how to use it for the enrichment of country life. Ninety-five per cent of these boys and girls never see the inside of any other but the country school.

RURAL EDUCATION MUST MINISTER TO SOCIAL NEEDS

Rural education must minister not alone to the economic needs of country life. Through bread-and-butter studies, through vocational training for country life, it must supply the means for meeting its economic needs, but it must do more than this. It must also supply the means for meeting of social needs. The country school must be adequately equipped in building, grounds, and teachers to be a social and recreational as well as an intellectual and industrial center for the country community. And the country teacher must be prepared for social and recreational leadership and instruction. It must never be forgotten that the making of men is more important than the making of money, that life is more than meat and the body more than raiment.

RURAL EDUCATION MUST MINISTER TO SPIRITUAL NEEDS

Finally rural education, through the country school, must be made to minister to the spiritual needs of the country people and the country teacher must be prepared for this. This term is used not in its restricted religious sense, but in its broadest sense, comprehending the imaginative, the emotional, the esthetic—in a word, all that is “likest God in man”—spiritual in its primal significance. The country child through the country school, should be taught “To dress and to keep the Garden.” He might be taught to transform it into a veritable Eden again. Instead, through neglect of his education and training, he is allowed to grow up to kill birds, to destroy the trees, to trample down the flowers, to waste the soil, to defile the streams, to mar the beauty of forest and field.

How many country children, how many country teachers know even the names and use of the commonest trees and plants and flowers, can even recognize the wild birds and their songs—in a word, know or feel aught of the miracle and the mystery of forest, field, and firmament?

Oh, the pity of it! Oh, the folly of it! Oh, the tragedy of it! For the lack of teaching, the majority of our country children pass from the cradle to the grave surrounded by this revelation of the glory and the beauty of God in his wonderful Book of Nature, with eyes that see not, with ears that hear not, with hearts that understand not. To them that Book is sealed, to them the world is a dull and ugly place. The infinite harmonies of earth and heaven—the very music of the spheres—if heard at all by them are but discordant and common place noises.

The heart grows sick sometimes in watching the little country child in the towns and cities rushing to the moving picture show, seeking to satisfy his famished soul with the poor husks of imitation and artificiality, while in the country whence he came there moves before his eyes God's great moving picture show—its scenes shifted every moment by His own hands for the delectation of his children, and in the midst

of it all this poor child moves with unseeing eye, with unkindled imagination, with unmoved heart.

How long, oh, how long, before we shall teach these country children in the country schools to understand and appreciate these mysteries and melodies of heaven and earth—that they may enter fully into the rich heritage prepared for them from the beginning of the world. Heaven lies about them and they see it not.

“ 'Tis heaven alone that is given away,
'Tis only God may be had for the asking;
There is no price set on the lavish summer
And June may be had by the poorest comer.
And what is so rare as a day in June?”

NEW TYPE OF COUNTRY SCHOOLS

For such rural education a new type of country school must be provided. For such instruction a new type of country teacher must be trained—a country school with house enough, land enough, teachers enough of the right sort, children enough, money enough, equipment of every sort enough to furnish cultural, occupational and recreational training for country boys and girls at home, to fit them for more profitable, more comfortable, more efficient, more complete living in the country, to prepare them to make the most of and to get the most out of all that is about them and to put the most into the life around them—in a word, a country school that shall be adequately equipped for adequately ministering to all the needs of the country and that shall become the social, intellectual, industrial center of the whole community—the unifying, uplifting force of its life.

To do its work, the country school must be made a permanent influence. At present the prevailing type of country school is a transient, unpermanent influence because of a transient, shifting population and of transient, shifting teachers. Statistics seem to indicate that about two-thirds of the teachers in the country schools teach not more than one year in the same school. Rural education of the right sort for and country community must, of necessity be an organic growth of many years out of the life and needs of that community. Permanency and continuity, therefore, are absolutely essential to success. To make the school a permanent, continuous influence, a permanent or, at least, a long-tenured teaching force is necessary. The rural school of the new type, therefore, like the Danish school, must have its teachers' home, and its resident principal employed for life or during good behavior.

A NEW TYPE OF COUNTRY TEACHER

The new type of country teacher must have a special training for her special work—training that will give her a knowledge of country things,

country people, country needs, a sympathy with them, a love and an appreciation of them. Above all the country teacher must have rural-mindedness, a sympathetic attitude of mind and soul toward country life and country things born of a knowledge of them, scientific and practical, love and appreciation of them. As some one has expressed it, "She must have the smell of the sweetgum buds in her soul."

Such a country teacher is beyond price. The virtue of rural mindedness passes out to her into the children that touch the hem of her garment. Though they may forget many things that she taught, there shall abide with them the "Vision splendid" of the country and the country life. It shall never "Fade into the light of common day." They will never forget how their hearts burned within them as they walked along the way with her in God's great Out-of-doors.

OTHER AGENCIES FOR RURAL EDUCATION

There are other agencies for rural education such as the country church, with its human-hearted, rural-minded, whole-time resident pastor, recognizing as its mission the salvation of the whole man—body, mind and soul; the country doctor of the "William Maclure" type; the farmers clubs and other organizations of farmers and farm women; the boys and girls country clubs; the farm and home demonstration agents; and other agencies for organization and socialization of country life. All of these should be organized around the country school into a country community, economically efficient, financially prosperous, spiritualized and socialized by good schools and good churches, with homes, clean, comfortable, healthful, and beautiful, with a permanent population, cultured, contented, and happy.

WHERE MEN WILL LOVE TO LIVE

In such a community men will love to live because they find life worth living there. To such a community the tired, restless multitudes shall turn at last for rest and relief from the stir and strife and strain of city life.

In such communities must be preserved at last the salt for the salvation of all American civilization. For such rural education, for such rural schools, for such rural teachers, for such rural communities, we must preach a crusade. Let them cost what they may, they are cheap at any price. They will not come in one generation, for all the greatest things in civilization are of longest growth. This generation may be well content to sow in faith the seeds, assured that from them shall grow some day finer flowers and more abundant fruit.

For such schools, for such teachers, for such education, for the rural population, vastly more money must be expended but they will be worth more than they cost.

INEQUALITY OF EDUCATIONAL OPPORTUNITY

An examination of the 1913 Report of the U. S. Bureau of the Census on Wealth and Taxation shows that, with the exception of a few of the sparsely populated mining states of the Pacific Coast, the per capita wealth of the states is in inverse proportion to their percentage of rural population; *e. g.* the East South Central States with 81.3 per cent rural population—the most rural group of states—has an average per capita wealth of \$890, while the New England States with 16.7 per cent rural population—the least rural group—has an average per capita wealth of \$1,744.

The U. S. Census also shows that this most rural group of states has the largest percentage of illiteracy and that per capita wealth is in direct proportion to the percentage of intelligence or literacy.

Because of the sparsity of the population scattered over wider territory, the inaccessibility to school centres without expensive transportation and for other evident reasons inherent in rural environment and in the more expensive nature of efficient rural education, the per capita cost of education for the rural population is greater than that of education for the urban population. The states and sections of this nation, therefore, in which the need and the cost of education are greatest have the least wealth with which to provide it.

THE COUNTRY CHILD DESERVES AN EQUAL CHANCE

The evidence shows that the country child in our democracy does not now have an equal chance with the city child, nor with the country child in many European countries, for education and preparation for citizenship and service in community, state, and nation. He deserves it. The safety of our democracy demands that he have it. Because of the unequal distribution of wealth and population and the unequal cost of education, it is evident that he cannot have it without the financial cooperation of the whole nation through Federal appropriation.

FEDERAL APPROPRIATION FOR ELEMENTARY SCHOOLS NECESSARY FOR
EQUALIZATION OF EDUCATIONAL OPPORTUNITY

With this inequality of wealth, population and cost of education in this nation with its wide extent of territory, its diversity of climate, natural resources and races, there can be no equalization of educational opportunity for all the children of the nation irrespective of who they are or where they live without the aid of the whole nation through federal appropriation distributed to each part of the nation according to the needs of each and to the willingness of each to help itself according to its ability. The federal government is already making large appropriations for vocational education and for the training of teachers

of vocational subjects. There is even more reason and even more need for large federal appropriations for elementary and secondary education and for the training of teachers for elementary and secondary schools. The vocational schools reach but a small part of the children—the elementary and secondary schools reach all.

EQUALITY OF OPPORTUNITY THE CARDINAL PRINCIPLE OF DEMOCRACY AND
INTELLIGENCE ITS SAFEGUARD

Equality of opportunity is the cardinal principle of democracy. Intelligence alone can preserve it and make it safe for the nation and the world. But equality of opportunity and intelligence are impossible without equality of educational opportunity for all the children of all the people of all the nation. The evidence forces the conclusion that equality of educational opportunity has not been provided for all the children of all the people of this democratic nation, and that it can never be provided without financial federal coöperation through large federal appropriations. This nation will be unworthy of its proud place as the leading democracy in a democratized world and unable to hold that place unless it give to every child within its borders an equal chance through equality of educational opportunity "to burgeon out all that is within him."

SENATE BILL 4987 INTRODUCED IN THE SENATE OF THE UNITED STATES BY
SENATOR SMITH, OF GEORGIA, PROVIDES FOR COOPERATION WITH THE
STATES THROUGH FEDERAL APPROPRIATION FOR EQUALIZATION
OF EDUCATIONAL OPPORTUNITY

Senate bill 4987, introduced in the Senate of the United States on October 10, 1918, by Senator Smith, of Georgia, provides for an annual federal appropriation of fifty million dollars for coöperation with the states through the educational machinery of each state to aid in 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 graduation, and through consolidation and supervision, the rural schools and schools in sparsely settled localities." This appropriation is to be apportioned to the states in the proportion of the number of teachers of the public schools of the respective states to the total number of teachers in the United States. No state can share in the apportionment until it has made provision for a legal school term of at least twenty-four weeks in each year, and provided for the enforcement of an adequate compulsory attendance law; and provided that the basic language of instruction in the common school branches in all schools—public and private—shall be the English language only. This bill also provides for an annual federal appropriation of fifteen million dollars "to coöperate with the states in

preparing teachers for the schools, particularly the rural schools." It further provides that no money appropriated shall be paid to any state unless a sum equally as large has been provided by said state or by local authorities or by both for the purposes for which it is appropriated.

APPEAL TO YOUR SENATORS AND CONGRESSMEN TO SUPPORT
SENATE BILL 4987

The enactment of this bill into law will be of incalculable service and assistance in stimulating and in improving the public schools of the nation in strengthening them in their weak places, and in equalizing educational opportunities for all children of the nation, especially the country children.

Realizing that the need was never before so great and so urgent for an equalization of educational opportunity for all the children of the nation, for adequate preparation through education for the larger duties, the greater privileges, the harder tasks of American citizenship in a newly democratized world, the Committee on Rural Education of the National Education Association Commission on the Emergency in Education, appeals to every lover of justice, equality of opportunity, and democracy, and especially to every believer of equality of educational opportunity of the country children, to support with every ounce of influence that he can exert or command, this wise, far-reaching constructive educational measure.

H. W. Chase, President of the University of North Carolina

DR. CHASE was born in Groveland, Mass., thirty-six years ago, and was educated in the public schools of that town and at Dartmouth College, from which he received the A.B. degree. He began his work for the A.M. degree in 1904, but left before it was conferred. Requirements for the degree, however, he received while teaching, and it was conferred in 1908.

He was a graduate student in psychology under Stanley Hall, 1908-10, at Clark University, Worcester, Mass., and received the Ph.D. degree in psychology from that institution in 1910. In the summer of that year he began his association with the University of North Carolina as Professor of the Philosophy of Education. In 1915 his title became Professor of Psychology.

Following the death of Dr. Edward K. Graham, Dr. Chase was named as acting Dean of the College of Liberal Arts upon the appointment of Prof. M. H. Stacy as Chairman of the Faculty in 1918. He held that position until the death of Professor Stacy when he became Chairman of the Faculty.

Dr. Chase has made a favorable impression upon the executive committee of the board of trustees, with which he has been in conference frequently since he has been chairman of the faculty. His appearance before the legislative committees in the General Assembly of 1919 likewise called forth favorable comment.

Chapel Hill, June 16.—The news received here from Raleigh tonight that Doctor H. M. Chase, was elected President of the State University, was received by the University community with a genuine feeling of satisfaction. The announcement was made public just at the close of the commencement debate and produced prolonged applause. As acting dean of the University Dr. Chase fast gained favor and as acting president this spring he won the hearty approval and sympathy of the faculty and students.

[Editorial from News and Observer.]

There is every reason to believe that the trustees of the University made no mistake in electing Dr. Harry W. Chase president of that institution. The board is a representative North Carolina board. It is composed of men who crave the best things for North Carolina in all respects and who fully comprehend the exalted nature of the position that they were called upon to fill. They acted only after the most careful investigation and thought.

Dr. Chase is a scholar of unquestioned ability and solid achievement. An A.B. of Dartmouth, a Ph.D. of Clark, member of the faculty of the University for ten years, a frequent contributor to educational



HARRY WOODBURN CHASE, PH.D.
President of the University of North Carolina

journals, his scholarship has been recognized by his election to membership in the American Psychological Association, the Southern Society for Philosophy and Psychology of which he has been secretary since 1917, the Society of College Teachers of Education, and other organizations. Although still a young man, he has had the scholastic training and has developed the skill in what may be termed university technique, which every man ought to have who assumes to lead a great university into broader spheres of usefulness.

The new University president has also demonstrated his capacity as an administrator. Reports from the University, and it is certain that this information was one of the controlling considerations with the trustees, were that Dr. Chase as acting chairman of the faculty grew rapidly upon the admiration and respect of his associates. The latent power of leadership in him responded quickly and generously to the first opportunity that offered for its display. Professors and students soon began to think and speak of him as a suitable successor to Dr. Graham.

Equipped in scholarship, personality, character and executive and administrative capacity, President Chase starts upon his career as head of North Carolina's greatest educational institution with every promise of success.

No man in the State has a greater opportunity for serving the State. Hardly any part of the University's career has been so critical and important as will be the coming years. It would be lamentable in the extreme if it failed in any respect to fill the large place in the life of the State that it may fairly be expected to fill or if it did not meet adequately the new conditions and the increased demands. A weighty responsibility has been placed upon the shoulders of Dr. Chase. But he has given every evidence of being prepared to measure up to it and the State may look forward, we believe, with confidence to a thoroughly successful period of the University's history.

Byways in the Teaching of English

S. ELIZABETH DAVIS

THE scholastic year 1918-19 has been, from a professional standpoint, one of the happiest and most successful of my career. I have been wondering whether any suggestions growing out of my experiences at the Training School might prove helpful to young teachers who seek in these pages guidance along the path which leads to achievement in the difficult art of teaching.

First, however, I wish to say very earnestly to those interested and to any other chance reader, the following things. In teaching, as in any work which calls into play all the resources of the mind and spirit—to say nothing of the body—one must, emphatically, work out one's own salvation. The Training School may plant ideas; the QUARTERLY may water, to keep them fresh; but it is God that gives the increase. And the spirit of God works in our world only in coöperation with the human spirit. The ideas which I may possibly be able to give to an inexperienced teacher cannot be mechanically transferred from my field of endeavor to that teacher's field. No "methods" will avail until they have received the image and superscription of the individual who would make use of them. The plans and devices by means of which I have managed to secure some gratifying results at the Training School would require considerable modification if applied to more elementary grades. But perhaps a thoughtful consideration of these plans may help the young teacher to grasp certain general principles in regard to the teaching of English; and when one has grasped certain basic principles, the rest is easy.

Now then. I have been trying for a number of years to learn how to teach English. I do not know how to teach English—an admission which I make with less reluctance because of the fact that no one knows how to teach English. But I have learned a few things about teaching English, and these few things I would most gladly share, if I could, with beginners in the wonderful art.

For a number of years I "taught" English in the orthodox way. I assigned lessons; my pupils "got" the lessons; then they "said" the lessons. Their facility in memorizing rules was a thing to wonder at. Their themes were neat, except for the red ink which I found it necessary to apply. All went well. No one seemed to expect correctness, or anything, indeed, except glibness in memorizing theory. But in my heart I pondered. Red ink did not avail, nor the giving and getting of text book lessons. What, then, was the solution of the problem which was uppermost in my mind; viz: How may theory be transferred to practice, in oral and written English? Since red ink did not avail, I would withhold red ink a season; since the giving and getting

and reciting of lessons led mainly to self-delusion, I would—audacious idea!—I would—yes, I would sometimes omit the “lesson,” throwing the pupils absolutely upon their own initiative. I sighed; this determination meant work without ceasing, toward the destruction of a dependent attitude upon the part of the pupils and the construction of an independent attitude. In a word, I knew that if I succeeded in the hazardous undertaking to which I was committed by my desperate realization of the futility of ordinary methods of teaching English, it must be by dint of giving to my pupils, in an *indirect* way, everything that was in me. This giving must be unobtrusive. The pupils must not realize, at first, that they were receiving anything. Their whole attitude must be changed. They must cease to think so much of pleasing the teacher, of outshining their classmates, and, most important of all, of merely getting lessons. They must in some way be made to realize that the English lesson is usually a means to an end and not an end in itself.

All this sounds very easy. Try it.

When I first threw my pupils upon their own initiative, I felt as one might feel who should throw little children into a river to teach them to swim, and stand, responsible for life or death, upon the bank. They were confused, uncomfortable, helpless, frightened. Here the comparison breaks down for whereas in the case of the children some would be drowned, the academic students at the Training School, came through without the loss of one. Each one, I believe, received credit for some part of the year's work.

It should be explained here that the academic classes are composed of students who have not access to good high schools at home.

The supreme end in the teaching of English, as I conceive it, is to center the pupil's strength on his own individual needs, rather than the needs of the class as a whole; to turn his thoughts inward, rather than outward; to give him the lead in his own development; to set him to watching his own progress; to fill him with enthusiastic longing for self-improvement;—in a word, to set before him, as Bacon set before himself, his own example.

The first thing to secure is improved habits in speech and writing. If English teachers would throw the supreme emphasis on the formation of good habits in speech and writing, all the rest would be added unto their pupils. For months the process of habit-formation is a tedious and thankless one. Then comes the blossoming of clear, correct, and often beautiful, expression. The delight and wonder of the pupils in their own work when at last one is able to say, “Here is a page of beautiful English” is a thing worth living to see. And when this point is reached the battle is won. The ideal is fixed, for life.

As for all the little ways, and big ways, in which my pupils and I worked together at the Training School to secure, in some measure, these

desired results, I have not space to touch upon many of them. I can only mention a few which stand out because of their effectiveness.

I seldom assigned a lesson at the end of the week. The pupils used their own judgment as to the week-end work, making a little written report in class at the beginning of each week of work done during the week-end. They were judged, not so much by what they said they had done, as by the clearness and correctness of their statements, and the visible results of their efforts. Room for deception? No. It requires very little knowledge of human nature, it seems to me, to distinguish between genuine work in English, and what is called, in academic circles, "bluff." The final conviction, on the part of a weak pupil that "bluff" doesn't pay, is as wholesome, certainly as a lesson in coherence or *conciliation*. The pupils came to take very great pride in these week-end reports as evidenced by the large number displayed in the exhibits.

At the beginning of the year's work these week-end reports, as well as other little things written in class, were subjected to a searching scrutiny, right on the spot. In other words, I walked around the room, and exercised the teacher's prerogative of looking over the pupils' shoulders. Every mistake was weeded out, right then and there. If a pupil were careless, she was ruthlessly required to copy the work, on the spot. Everything copied from the board, for the note books, was subjected to this same rigid scrutiny. Absolute accuracy was expected. Pupils soon learn what is expected of them, and they will usually do what is expected *if it is expected hard enough*. Another thing. Not one pupil in ten will be accurate, unless accuracy is rigidly required. Loose habits of a life are not lightly laid aside, and in some cases severity was necessary. It took some pupils almost a year to learn that they must conform to a certain standard of carefulness and accuracy.

Another phase of the work which was emphasized was letter-writing. Real letters were written to real people, corrected and copied when necessary, and usually mailed. The burden of such correction is intolerable when letters are written by the whole class; the letters of high school pupils, at first, are more inane, even, than their themes. This difficulty was surmounted by having the pupils take turns, three or four each week, in each class, handing in letters for inspection. The teacher of composition should not deteriorate into an over-worked drudge. It isn't becoming and it does no good.

The most helpful feature of the year's work, perhaps, was the devising, on the part of pupils and teacher together, of plans for self-improvement in English, aside from class room work, and the organization of little Self-Improvement Clubs, for the putting into practice of these plans. If pupils are not to work outside of the English class room for self-improvement in English, the English teacher labors in vain. Each student in the academic classes at the Training School drew up a list of

plans for self-improvement. A committee was appointed in each class to select the best plans, and the teacher rounded them into final shape. Here are some of them :

1. Keeping constantly in mind the motto of my English class, "Trifles make perfection, but perfection is no trifle."

2. Using an authoritative dictionary in all of my studying, and consulting it freely.

3. Definitely increasing my reading vocabulary to the extent of several new words each day; making many of these words my very own by adding them to my speaking and writing vocabularies.

4. Writing letters, even to my "home-folks," as carefully as if they were to be inspected by my English teacher. Using a dictionary as often as necessary in writing letters, remembering that self-respect demands good spelling.

5. Using as good English in all written work, in all subjects, as I should do in any regular English work.

6. Reading as broadly as my time permits, and reading only good books, papers, and magazines, with earnest desire to become able to appreciate them.

7. Trying my best to "get the sense" of everything I read. Asking myself, "What does this mean? What is the central thought in this?"

8. Reading aloud a few stanzas or paragraphs each day, trying to pronounce correctly and distinctly, and trying to bring out the author's meaning.

9. Making outlines of things I read, and speeches I hear.

10. Forming little Self-improvement Clubs, which shall fine each member one cent for any bad English used; or if not joining such a club, at least correcting my roommate when she uses bad English, and having her in turn correct me.

11. Writing bits of English (if only a few sentences) outside of class, and having them corrected by some competent person.

12. Keeping a little private note book, with individual errors and corrections made, special points emphasized by my English teacher, words consciously added to my vocabulary, correct forms of words I have misspelled, quotations selected according to my own taste, personal impressions, etc.

13. Copying accurately.

14. Observing closely the speech of educated people, and trying to speak correctly myself at all times.

15. Finding out my own individual weaknesses and concentrating on them.

16. Talking over with some one all the new ideas obtained in my English course and elsewhere.

17. Putting into my own words the meaning of what I read.

18. Studying at least one paragraph or stanza a day with reference not only to meaning and spirit, but form (i. e., noticing carefully all its mechanical features—sentence-structure, punctuation, etc.)

19. Trying with all my strength to learn to think clearly, knowing that "clear expression naturally follows clear thinking."

20. Asking myself, after I have written what I intend for a sentence, if it really is a sentence; i. e., if it expresses a complete thought—if it has a subject and a predicate.

21. Keeping up with the affairs of today, that I may be able to converse intelligently.
22. Comparing different pieces of literature.
23. Brooding over and memorizing fine passages of literature.
24. Striving to improve myself in every way I know of, in body, mind, and character, knowing that all improvements in every direction, will be reflected in my English.

These plans proved to be exceedingly helpful to the students, many of whom selected those best fitted for their individual needs, and, under the indirect supervision of the teacher, struggled every day to make their English conform to the standard set before them. They were made to feel that getting rid of a bad habit in speech or writing, and forming a good one, was infinitely more important than learning any lesson whatever.

Great latitude was granted in the selection of books for supplementary reading. A list of one hundred and ten of the books in the library best adapted to these particular students was given, each student copying neatly and correctly into her note book a list of the books, together with the names of the authors. Having this list for ready reference served to familiarize the student with at least the titles of good books and the names of good authors. Under the guidance of the teacher each student selected her own parallel reading. Twice during each term written reports were made in class on these books. The results were good.

Each student was required to make a bookmark, using as a basis the table of contents of Dr. C. Alphonso Smith's little book, *What Can Literature Do For Me?* Some of these bookmarks were surprisingly artistic, considering the fact that very few of the students had studied art, or even had lessons in public school drawing. Each bookmark contained these words lettered according to the student's taste and ability:

WHAT CAN LITERATURE DO FOR ME?

1. It can give me an outlet.
2. It can keep before me the vision of the ideal.
3. It can give me a better knowledge of human nature.
4. It can restore the past to me.
5. It can show me the glory of the commonplace.
6. It can give me the mastery of my own language.

Each student was permitted to select her own design for decorating her bookmark. Those who found it impossible to originate or copy a design, cut one from a postcard or elsewhere, and pasted it on. The effect was not bad, and the inspiration of Dr. Smith's words was unmarred. The six items quoted above were used as criteria for judging each piece of literature read, viz: Does it give me an outlet? Does it keep before me the vision of the ideal? Etc.

Each class had a motto, each a watchword. These things, constantly reiterated, had, I feel sure, a tremendous effect on the students. One class had for its watchword *Initiative*, and for its motto, "Good English every day, and good every day English." Another had for its watchword *Grit*, and for its motto, "Trifles make perfection, but perfection is no trifle."

I wish there were space to discuss the dictionary drill which formed an important feature of the work. This drill was given in class. Children should be taught in the elementary schools how to use a dictionary, but if they are not, the high schools must make good the deficiency. Ask any member of the academic classes who is her best friend. She will respond, *Webster!* It is difficult to form in a pupil the dictionary habit, but it may be done within a year, and a more useful habit it is hard to conceive.

My closing wish is that the "heaven-sent moments" necessary for skill in teaching may be frequently vouchsafed to all teachers to whom these words may come.

Exhibit of Work Done in High School English

ON the morning of May 17, after the A class had given a program in chapel, an exhibit of their year's work in English was displayed in Miss Elizabeth Davis's classroom. This exhibit remained on display until commencement, when the B class added their exhibit. Mr. Wilson's classroom, just across the hall, was used for this purpose. These classrooms are large, airy, of uniform size, and in every way adapted to such a purpose. Just before commencement the A class, in order to advertise their exhibit, placed in the lower hall of the Administration Building a large poster, bearing in letters of purple the words *Follow the Purple*. To this poster streamers of purple and white ribbon were attached (purple and white are the colors of the class) and festooned along the halls and up the stairway, the colors led to the doors which opened upon the A class exhibit. Not to be outdistanced, the B class placed at intervals along the corridors, down at the postoffice in the basement—everywhere—large posters in Yale blue and white, their colors, calling attention to the B exhibit.

The two exhibits were similar in character, though of course that of the B class showed, on the whole, more maturity. The A exhibit was placed against a background of solid purple; the B's used a background of white, bordered with Yale blue. The effect was attractive, in either case.

The principal features of the exhibits were displays of the following:

- Week-end reports
- Letters
- Examination papers
- Illustrated stories, letters, articles
- Character studies
- Outlines
- Synopses
- Note books
- Quotation books
- Class songs
- Class mottoes
- Class souvenirs
- Class watchwords
- Bookmarks.

Each group of articles displayed was designated by an appropriate poster into the lettering of which a great deal of painstaking work had gone.

The rooms were decorated, of course, with the pennant and banner of the A and B classes, respectively; and each room was beautified with fancy baskets, filled with class flowers—the sweet pea for the A's and the ragged robin for the B's.

Beneath a poster reading "Our Best Friends," the B class displayed a copy of Webster's *Secondary School Dictionary*, and a copy of Woolley's *Handbook of Composition*.

The illustrated work was emphasized by unusually attractive posters, calling attention of the public to "Our Masterpieces." These bits of work represented our efforts in composition for a period of several weeks. All the time necessary was granted for the production of these stories, articles, etc., and in most cases they really embody the best thought we are capable of, at our present stage of development.

The note and quotation books selected by the classes for exhibit had been variously opened, so as to show as many phases of this type of work as possible; they were then ranged along the chalk tray below the blackboards, and held in place with purple and blue ribbons.

Each class had on display a decorated copy of its class song. The A class song was done in artistic lettering, with a design of sweet peas for marginal decoration. The B class had a copy of their song with the music to which it is sung. It was ornamented with a conventional design in Yale blue.

The bookmarks were done in fancy lettering, with various decorative designs in color.

It is impossible to describe more fully here these exhibits, but this sketchy attempt has been made in the hope that an idea may be given to some inexperienced teacher, whereby she may arouse enthusiasm. The academic students of the Training School cannot recall their past year's work without proud memories of the exhibits which gave visible proof to the world of the faithful work of the year. If those interested will read, in addition to this brief description, the above article in this number of the QUARTERLY entitled *Byways in Teaching English*, the purpose and scope of these exhibits may be made more clear.

Commencement of 1919

- Sunday, June 1, 11:30 A. M.—Commencement Sermon:
REV. W. A. LAMBETH, High Point, N. C.
8:30 P. M.—Young Women's Christian Association
Sermon:
REV. M. L. KESLER, Thomasville, N. C.
- Monday, June 2, 8:30 P. M.—Music Recital.
- Tuesday, June 3, 10:00 A. M.—Meeting of Board of Trustees.
Meeting of Alumnae Association.
7:00 P. M.—Class Day Exercises.
9:00 P. M.—Alumnae Dinner.
- Wed., June 4, 10:30 A. M.—Address:
HON. VICTOR S. BRYANT.
11:30 A. M.—Graduating Exercises.

THE commencement exercises for the year 1919, which marked the close of the tenth regular year of the school, were exceptionally fine. The graduating class, the ninth class, was the largest sent out from the school. The weather was ideal, neither too hot nor too cool; good audiences attended and yet there was not a disagreeable crush; there were a goodly number of visitors from a distance, and a large and loyal band of alumnae. The music was beautiful. The annual commencement sermon was one of the most appropriate ever delivered at the school; the sermon before the Y. W. C. A. was fine and wholesome; the annual address was strong, practical, and timely. Everything was full of life and spirit, challenging to action.

COMMENCEMENT SUNDAY

ORDER OF SERVICE, JUNE 1, 11:00 A. M.

Hymn—"America"
Prayer—REV. S. K. PHILLIPS
Anthem—"Almighty Lord" *Mascagni*
Announcements—
Scripture Lesson—
Annual Sermon—REV. W. A. LAMBETH
Anthem—"How Beautiful Upon the Mountains"—*Harker*
Benediction—

SERMON BEFORE THE GRADUATING CLASS

Rev. W. A. Lambeth, of High Point, preached the commencement sermon. His theme was the call to service and it was indeed a clarion call, not only to every member of the graduating class, but to all who heard it. It was a call for each member of the class to consecrate herself to the service of humanity; he urged them to make the first day of June their consecration day, just as the fifth of June is national con-

secration day, because the men of the nation were on that day called upon to consecrate themselves to their country.

Rev. S. K. Phillips read as Scripture lesson the tenth chapter of John.

The sermon made a profound impression on all who heard it. It was delivered with eloquence and force. The charm of the preacher was compelling. The sermon seemed very short so intense was the interest. The wonderful imagery, effective stories, and bits of quotations and touches from human life made every truth thrill with life and reality.

The preacher began by telling a story, from the Spanish-American war, of some mules and horses that were being landed from a transport; they were dropped into the water some distance away to swim ashore, but became confused, and were scattering, so that they would go out to sea and be drowned, when a bugler sounded a call, gathered them together, and all swam safely ashore.

"I aspire to be one of God's buglers to sound His call to you." Some he said, might feel they were being pushed off from the shore, as they leave the school that has carried them thus far, and they may feel the need of help now especially. He urged them to respond to the call through three things especially: Identification, usefulness and self-realization.

Identification with Christ is necessary for true service. One must bear the badge of ownership, must become His, must bear His yoke. In calling upon the young women to renew their vows he called out personally the names of the first and the last girl on the class roll, "Blanche May Alligood" and "Lucile Marie Worsley." He urged all the young women not to wait to be made conscripts, but to be volunteers. "I wish I could look into the eyes of each of you and see the sense of high mission for something."

He referred to the glorified expression on the face of Parsifal, the look that was the sign of a high calling. "If you close your eyes and see the face of the Highest, put your hands over your ears and hear the voice of the Highest, then you are heeding the calling from the bondage of selfishness to the dreams of world helpfulness, the Master has come and calleth you."

In passing to the second call, that to usefulness, he told the story of Gov. Aycock, who said, "I love my county better than any other county, I love my State better than any other State, my country better than any other country, and my world better than any other world." He spoke of the time when the next world meant more to Christians than this world, when Christians knew the names of the streets there better than of the back streets here; when in looking for Heaven they forgot earth. A better time has come now that we know that *there* and *now* are important, and ask ourselves what we are here for *now*. He told the story of the one little boy who failed to raise his hand when all the others did when asked if they did not want to go to Heaven, and said "Not yet."

Our answer is the same. We should not be anxious to get there before the mansions are ready for us, before we are expected, before our work here is done. Susan B. Anthony said, "Be ashamed to die until you have done something for womankind."

Tolstoi asked a peasant at work what he would do if he knew that he would die that night; he answered, "I would plow." That answer contains a sermon. Lloyd George replied to an English woman who asked him what she could do to help in the war, "Do just what you are doing, only do it better." This is the answer of the church. Evolutionists used to ask, "Where did we come from?" Theologians asked, "Where are we going to?" The Christian of today asks, "What are we here for now?"

He referred to the phrase "I am the Door," which occurs in the Scripture lesson, and said that the doors in the modern church should swing both ways, inward for consecration and worship, and outward for service in the world outside; "enter for worship, depart for service." There are two sets of nerves, the sensory nerves for the outside world, and the motor nerves, to carry sensations to parts of the body, and both of these are necessary.

He told of an old umbrella mender who had slept on a pile of crosssties with some tramps that had gone forth to beg for their breakfast, while he went forth to earn his; the old man said that before he would live as the tramps lived he would go and jump in the water and drown himself, saying "Here goes nothing." "Earn your right to space and time; if not, jump in the river and say, 'Here goes nothing,' " was the preacher's advice.

The new type of Christianity, he said, turns a deaf ear to no human need. The thousands of babies that have been dying each year because of ignorance and neglect are now getting attention, and we shudder at the loss as we did at the loss in battle. Nothing that is human is foreign. Never again will be said, "the public be damned." But with McAdoo, all say, "the public be pleased." When Carnegie was asked what his business was, he did not reply that it was steel, or stocks and bonds, but this, "To do all the good I can." To make or to marry fortune is not such a superlative achievement; too many can do that. He spoke of the great rich endowments of a Caruso, of a Geraldine Farrar, and that they were making the most of what nature has done for them in their art careers, which have blessed the world.

"Take life as you find it, but be careful what you leave it." "Augustus Cæsar found Rome mud, but left it marble; the citizens of this city found it mud, but they have left it asphalt." The preacher here told stories of service, of those that were helpful to others. He asked the young women to take a pledge that each would be so filled with the idea of service that the school could say this of her, even when they did not know where she was, "She is helping somebody." He referred to the

first sermon he ever really heard so that it stayed with him, and impressed him so that he could not forget it; a sermon by Lyman Abbott, preached at Trinity commencement, on the dominating power of service and equipment for service. God's way of calling to service is through usefulness. The part may be a minor part in the orchestra of life, but it is important.

The third call to service is through self-realization. He quoted from President Wilson's booklet on "When a Man comes to Himself," in which he says he comes to himself only when he forgets himself and his personal interests in the interests of others. He told for illustration stories of the French, who were proud to give all for France, and of others who made great sacrifice for others, forgetting self. This is the highest pinnacle to which human beings ever rise. A life-saving captain, when told that he might not be able to go to a boat in distress, said, "We have to go to them, but we don't have to come back." That is the spirit of the American soldier, those who sleep in Belgium and France. "You'll never find yourself except through the crimson way of self-sacrifice," but he begged people not to call it self-sacrifice, but to call it self-realization.

A negro woman prayed this prayer when her soldier son returned: "O Lord, don't let the look of glory go out of Jim's face." If you ardently love anybody or anything it is a joy. He told the story of the little girl who was carrying a heavy baby; when some one asked her if it was a bit heavy, she replied: "Why, no, he's my brother." He read from Frank Crane a wonderful bit paying tribute to the dear old mother, petted and loved by the child, who was trying to pay the mother back for the years of love and care.

Gethsemane has been called "the rose garden of our Lord." He spoke of the fact that Livingston, after all the hardships he had endured and the sacrifices he had made in Africa, said, "I never made a sacrifice." He told the story of the Scotch Fusileers, the first to go over the top. When the colonel called for volunteers, he turned his back while they decided; when he turned around the line was unbroken, and he expressed disappointment that not one should volunteer, and to his amazement found that every man had volunteered.

He begged the young women that every single one should volunteer when they were called upon to go out of the trenches of protection of the school, that they go over the top of right, and gave them the assurance of God's word: "Lo, I am with you always." He closed by repeating the text, "The master cometh and calleth for Thee."

SERMON BEFORE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Dr. M. L. Kesler, superintendent of the Thomasville Orphanage, and one of the leading ministers of the Baptist church in the State, preached

a strong, practical sermon before the Young Women's Association. His theme was "Unselfishness and Happiness." His text was "It is more blessed to give than to receive." He assured the young women that he was not going to take up a collection, nor was he going to analyze the types of selfishness, the cruder forms of which are obvious to all. He treated the theme constructively. He first showed the necessity for unselfishness in the social organization of the world. "As civilization has advanced, a bill of rights has grown up, becoming more clearly defined as time goes on." The difference between having a right and asserting the right to things is the difference between gross selfishness, and unselfish consideration for the fact that others have the same rights. The shortest, most direct route to happiness, and that, after all, he said, is perhaps the supreme aim of human being, is to look after your neighbor. He referred to the Scriptural reading, wherein the question is asked "Who is my neighbor," saying the reply was one of the shrewdest turns ever given to a question.

Each one, he believes, should ask himself searching questions as to the kind of neighbor he is, and what he and his family mean to the neighborhood. The things that greatly concern human beings are these: what we think of ourselves, what others think of us, and what we think of other people. It is far better to spend more time thinking well of other people. Be sure you are right, then drive straight ahead, thinking of others and not of self.

He spoke of the bad effect of too much morbid introspection, when the thoughts are turned inward, instead of outward.

He said he did not mean to make a health talk, especially, but that the doctors and those working on the question of health recognized that the minds of patients should be turned upon outside things, away from their own troubles and ills, and this is the secret of many of the cures. The teaching in the schools now is working a revolution along that line. The mind that turns too much on its own process instead of on the thing it is attempting to do, becomes weakened and loses power. The artist recognizes this, the carpenter, and all others, who do things skilfully. All awkwardness is lost when one is not self-conscious, and puts the whole mind on the supreme mental effort of the moment.

He pleaded with the girls to keep their own personality, to do things in their own way, not trying to be like some one else. He spoke of the things that make people self-conscious. He begged the young women to be ready for the responsibilities that are coming to them, to take life seriously, not to be flippant and shallow, but to be worthy of the highest. He said that he would not discuss the subject of suffrage, which is only one of the symptoms showing that women are finding themselves, but it is coming, and women must be ready to meet it and meet it so that they can help in the big tasks.

He closed by reaching back to his text, and driving home the lesson that happiness is to be gained only by the giving of self.

The music under the direction of Miss Muffly was especially beautiful.

CLASS DAY EXERCISES

PROGRAM

Song—"Stars and Stripes Forever"	<i>School</i>
Welcome Address	<i>Marian Morrison</i>
Flag Exercise—	
"Star-Spangled Banner"	<i>School</i>
American's Creed	<i>Senior Class</i>
Poem—"Old Glory"	<i>Ruby Giles</i>
Camp Songs	<i>School</i>
Class History	<i>Ina McGlohon</i>
Class Prophecy	<i>Rena Harrison</i>
Class Poem	<i>Edith Bertotti</i>
Last Will and Testament	<i>Marie Worsley</i>
Presentation of Gifts	
Drill	<i>Senior Class</i>
Lowering of Flag	
Song—"Taps"	<i>Senior Class</i>

At seven o'clock in the evening, the Class Day exercises of 1919 took place on the front campus. These exercises were unique and interesting. After the welcoming address by Miss Marian Morrison, Reidsville, the president, the audience sang "Star Spangled Banner." During the singing a very beautiful flag, a gift of the class to the school, was raised. It was a most impressive ceremony. The crowd was visibly touched by the symbol of our nation for which we have been called on to give freely of our blood and treasure. After a reading of the poem, "Old Glory," by Miss Ruby Giles, Marion, then followed the reading of the class history by Miss Ida McGlohon, Winterville, the class prophecy by Miss Rena Harrison, Belhaven, the class poem by Miss Edith Bertotti, Wilmington, and the last will and testament of the class by Miss Marie Worsley, Rocky Mount.

In keeping with a precedent established by the first graduating class, eight years ago, the class of 1919 presented to the school the gifts—the new scenery used in the class play, the flag and flagpole, two hundred and fifty dollars in Liberty Bonds and something over four hundred dollars in money to be added to the Loan Fund of the school. President Wright accepted these gifts for the school, and took the occasion to make his farewell talk to the class. The exercises closed with the lowering of the flag while the class sang "Taps." There is no occasion connected with the Commencement of each year more thoroughly enjoyed by the student body and the alumnae than this feature of it. The exercises are always an index of the personnel of the class, and year after year there is something different and effective. The military feature this year was in keeping with both the class and conditions.

THE TRAINING SCHOOL QUARTERLY

COMMENCEMENT DAY

ORDER OF EXERCISES

March—Ponticale	<i>Gounod</i>
IOLA FINCH, FANNIE MAE FINCH	
Prayer—REV. C. H. BASCOM	
Chorus—"Hail to The Heroes"	<i>Verdi</i>
Piano—"A la Bien Aime"	<i>Schütt</i>
Chorus—"Charming Spring"	<i>Felix Mendelssohn</i>
Address—HON. VICTOR S. BRYANT	
Presentation of Diplomas and Bibles	
Parting Quotation—	<i>Henry Van Dyke</i>
HELEN MCLAWHORN	
Chorus—"Annie Laurie"	<i>Lady John Scott</i>
Announcements	
Chorus—"America Triumphant"	<i>Clifford Demarest</i>
Benediction	

"We are perfectly willing to trust the future of this school in the hands of this class," is what President Wright said to the class of seventy-four young women to whom he presented diplomas on June 4. He sent them out into the world to be guided by their two mottoes, the school motto, "To serve," and their class motto, "Never give up." This is the largest class that has been graduated from this school. Three others will complete their work in August and that will mean the class of 1919 numbers 77.

According to the custom of the school from its beginning he presented Bibles with the diplomas. "The Bible to guide them through life, as consolation in time of trouble, and realizing that this Book is the record of the Great Teacher," he exhorted them to follow its teachings.

The young women who received diplomas are as follows:

Blanche Mae Alligood, Beaufort
Lucy Vivian Barrow, Greene
Alice Berleen Blake, Cumberland
Nellie Rawls Blanchard, Gates
Vera Evangeline Bennett, Pamlico
Edith Emily Bertotti, Pender
Katherine S. Boney, Lenoir
Lydia Mae Cartwright, Pasquotank
Zelota Elizabeth Cobb, Edgecombe
Lillian Jane Cole, Moore
Lois Martha Daniel, Granville
Norma Beatrice Dupree, Pitt
Ida Etheridge, Johnston
Reba Mason Everette, Martin
Fannie Mae Finch, Vance
Iola Val Finch, Vance
Rosa Marie Forbes, Pitt
Mildred Lucia Frye, Franklin

Lottie Ethel Futrelle, Northampton
Mary Lee Gallup, Cumberland
Lillian Gardner, Pitt
Ruby Emma Gles, McDowell
Annie Lorena Harrison, Beaufort
Mary Cortis Hart, Pitt
Lois Benjamin Hester, Granville
Rhoda Lillie M. Hewitt, Onslow
Elsie Lucretia Hines, Buncombe
Ruth Hooks, Wayne
Bonnie Clyde Howard, Guilford
Bettie Starr Howell, Northampton
Ruth Isabelle Hoyle, Vance
Letha Mae Jarman, Alamance
Vivian Bryant Jenkins, Edgecombe
Dorothy Lee Johnson, Pitt
Mary Spencer Johnson, Lenoir
Alla May Jordan, Wake

Margaret B. Kilpatrick, Craven	Robertta Harriss Patterson, Halifax
Sarah C. Lister, Northampton	Patty Burges Perry, Warren
Mattie May McArthur, Lenior	Vivian Ola Sawyer, Pamlico
Ina Inez McGlohon, Pitt	Elizabeth Speir, Pitt
Helen McLawhorn, Craven	Anna Virginia Spencer, Anson
Katie Lee McLean, Moore	Eva Cameron Steagall, Anson
Mary Cole McLean, Moore	Annie Gray Stokes, Bertie
Martha E. Mercer, Edgecombe	Mary Louise Tucker, Perquimans
Ivy Ruth Modlin, Bertie	Delphia Leona Tyson, Pitt
Marian Morrison, Rockingham	Lydia Eliza Tyson, Pitt
Thelma Cyrena Mumford, Virginia	Rosa Mae Van Hook, Person
Susan Adelaide Newsom, Halifax	Elizabeth Wagstaff, Person
Laura Wise Newton, Person	Mamie Frances Walker, Nash
Pattie Elizabeth Nixon, Chowan	Mary Eliza Whitehurst, Pitt
Sara Louise Nixon, Chowan	Ruth Cheatham Whitfield, Franklin
Mary Evelyn Outland, Northampton	Annie Margaret Wilkinson, Halifax
Eva Belle Outlaw, Duplin	Marie R. Winslow, Perquimans
Isabelle Paddison, Pender	Ruby Captolia Worthington, Pitt
Mary Leona Patterson, Wake	Lula Marie Worsley, Edgecombe

PARTING QUOTATION, *Henry Van Dyke*

These are the gifts I ask
 Of thee, Spirit serene:
 Strength for the daily task,
 Courage to face the road,
 Good cheer to help me bear the traveler's load,
 And, for the hours of rest that come between,
 An inward joy in all things heard and seen.
 These are the sins I fain
 Would have thee take away:
 Malice, and cold disdain,
 Hot anger, sullen hate,
 Scorn of the lowly, envy of the great,
 And discontent that casts a shadow gray
 On all the brightness of the common day.

These are the things I prize
 And hold of dearest worth:
 Light of the sapphire skies,
 Peace of the silent hills,
 Shelter of forests, comfort of the grass,
 Music of birds, murmur of little rills,
 Shadow of clouds that swiftly pass,
 And, after showers,
 The smell of flowers
 And of the good brown earth,—
 And best of all, along the way, friendship and mirth.

So let me keep
 These treasures of the humble heart
 In true possession, owning them by love.

GIFTS FROM CLASS OF NINETEEN AND NINETEEN

Six hundred and fifty dollars in money and bonds is the amount the class left the school: \$400 for the Student Loan Fund, directly, and \$250 in government bonds. The beautiful flag and flagpole in front of the Administration, as emblematic of their patriotic spirit, is the material gift that is left as a reminder of them. In addition to these gifts they left to the school the scenery that they had made for their Senior play. In announcing the gifts, President Wright said "These young women have shown themselves true patriots. These gifts represent a beautiful spirit, much work and sacrifice, and a desire to do something for some one else."

ADDRESS BY VICTOR S. BRYANT

President Wright introduced the commencement speaker, Hon. Victor S. Bryant, chairman of the House Committee on Education in the General Assembly of North Carolina for 1919. Mr. F. C. Harding, a member of the Board of Trustees of this school and of the Executive Committee, was chairman of the Senate Committee on Education. To these two he gave credit for leadership in the educational legislation enacted by the General Assembly.

In planning this commencement which closes the first decade of the history of the school, he said he had made it a point to have only North Carolinians. As this is an institution that bends every effort to the education of the childhood of our State, turning back to the State well-trained and efficient teachers, it seemed fitting to have as commencement speaker one who had the educational affairs of the State at heart. He deemed himself fortunate in securing as the speaker the man who was the champion of the Educational Bill passed by the last General Assembly of North Carolina, the best educational law North Carolina has ever written on her statute books. So well did he do his work that it went through the General Assembly without a single vote being cast against it.

Mr. Bryant's speech is published in full in the front pages of this issue of the QUARTERLY. He spoke without manuscript, and from only brief notes, but the notes in his speech were taken carefully, hence the speech as given in this is almost a verbatim report. The newspapers' comment on the speech was as follows:

Mr. Bryant delivered a strong, practical, and illuminating address. He gave facts and figures which made all who heard him realize fully just the situation that North Carolina has to face today and he made clear what she has to do to improve conditions. As chairman of the education committee for the House in the General Assembly for 1919, as champion for the best educational bill which North Carolina ever has enacted, and which passed without a dissenting vote, he spoke as one of authority. He gave explanations of conditions, without making excuses or without reflecting on anyone in the

past, but he made it clear that we could not depend on our past or our present for a great future, it had to come through an educated citizenship, and educated citizenship depends on teachers.

When he first arose he gave brief glimpses of attractive and important subjects that lured him from the theme he had chosen, questions of statesmanship that confront us today, questions of material progress, world wide problems, topics that should be placed before women as they are on the eve of coming into practical participation in affairs through the ballot. All these he passed by and dared to talk shop, to talk about the teacher, the needs for teachers, the need for better salaries for teachers, and the many problems that confront the State educationally. The theme was the opportunities and duties teachers owe to the State, and the obligations the State owes the teachers.

As Mr. Bryant looked at the seventy-four very young looking and very good looking women he said that he was disillusioned about some things after coming to the Training School. He had expected visions of gray hairs, wrinkles, and spectacles, and thought teaching and training of teachers meant dealing with mature women. Such were the ideas he had while working on the problems of teachers while in the Assembly. While he was working for teachers, for more attractive compensation, for better conditions, he could have added another statute, and in the light of what he saw here some legislation should be enacted in the future that will keep the girls in the schoolroom. But this could perhaps be only by increasing the age of matrimony to thirty-five or forty years. A substitute for this could be to make the man who takes the teacher from the schoolroom pay the State for the tuition and the loss. He admitted that he had not realized the real danger that causes the shortage of teachers.

GROWTH OF THE SCHOOL IN TEN YEARS

In making announcements President Wright called attention to the fact that when this class has all completed the work, that will make a total of 399 who have been graduated from this school, thus making an average of over forty a year for the nine classes. The total enrollment for the ten years of the school has been over 5,000, counting the enrollment year by year. This marks the close of the tenth year since the school opened. President Wright briefly reviewed the history of the school, calling attention to the changes that have taken place. The school has taken delight in proving that it can do what it is told is impossible for it to do, just as it has made blue grass grow on the campus.

In closing he said that he wished the people to realize that when the school granted diplomas to students it was not only passing on the scholarship, but on their attitude and fitness for teaching as well. He called attention to some very fine exhibits from the academic classes showing their classroom work. These exhibits were open to the public during the week.

MEETING OF THE BOARD OF TRUSTEES

The Board of Trustees met on June 3, in the Administration room of the main building. The new president of the board, Dr. Brooks, of Raleigh, Mr. F. C. Harding, of Greenville, Mr. Martin McAuley, of Columbus County, Mr. J. W. Hines, of Rocky Mount, Mr. Y. T. Ormand, Kinston, were present. Several matters of vital importance received attention. The board approved the idea of having a supervisor for keeping up with the students after they go out from the school, helping them to get adjusted to the actual teaching, and reporting on them. The idea will be put into actual effect one year from now. This means that the supervisor will become a member of the faculty of the Training School in the fall of 1920.

The land lying to the east of the campus is to be purchased by the school. In the plans for future building the next dormitory will be placed to the east of the present East Dormitory. The new plat of land gives an extension that will keep the campus well proportioned.

Resolutions were passed expressing appreciation of the service of Dr. J. Y. Joyner for his more than ten years service as chairman of the Board of Trustees. Resolutions were passed expressing appreciation for the ten years of service rendered by the president and the members of the faculty and officers who were charter members of the faculty.

THE ALUMNÆ BANQUET

The Alumnæ banquet was held in the dining hall of the Training School at nine o'clock, following the Class Day exercises. The hall was beautifully decorated; the chief color note in the decorations was pink, and pink roses were in evidence everywhere. The evening dresses of the young women gave an additional air of festivity to the hall.

There were about seventy-five of the Alumnæ present in addition to the graduating class, numbering 77; the faculty and officers of the school, and a few guests were present.

Mrs. Carey Warren, of Greenville, of the Class of 1912, better known to the old students as "Marjorie Davis," was toastmistress. She presided with grace and ease. Each of the classes of the past gave, through its president or some representative, a special word of greeting to the new class that was being initiated into the Alumnæ Association.

Mrs. Warren called attention to the fact that this closes the first ten years of the school. President Wright, when called on for a word reviewed some of the significant things during the ten years, and told some of the things that the school proposes to do.

Miss Luella Lancaster, president of the Alumnæ Association, gave an excellent and appropriate talk.

THE MUSIC RECITAL

PART I

<i>Schubert</i>	Marche Militaire (2 Pianos)
	HELEN WATSON, IOLA FINCH
	ALICE BEST, FEROL LITTLE
<i>Moszkowski</i>	Serenata
	NORMA DUPREE
<i>Coombs</i>	By The Rosy Cliffs of Devon
<i>Godard</i>	Berceuse from "Jocelyn"
	RUTH WHITFIELD
<i>Schubert</i>	Scherzo in B Flat
	LILLIAN GARDNER
<i>Mendelssohn</i>	Consolation
	Confidence
	FANNIE MAY FINCH
<i>Heller</i>	Curious Story
	MAYBELLE PRIVOTT
<i>Händel</i>	Gavotte in B Flat
	CHRISTINE EVANS
<i>Taubert</i>	Cradle Song
	CHORUS

PART II

<i>Chaminade</i>	Le Matin (2 Pianos)
	PATTIE NIXON, LILLIAN GARDNER
<i>Nevin</i>	Barchetta
	FEROL LITTLE
<i>Gurlitt</i>	Butterfly
	MIRIAM BURBAOE
<i>Lynes</i>	God Keep You, Dearest
	BLANCHE ALLIGOOD
<i>Chopin</i>	Waltz in D Flat
	CARRIE EVANS
<i>Poldini</i>	Marche Mignonne
	PATTIE NIXON
<i>Grieg</i>	Papillon
	MYRTLE MOORE
<i>Victor Herbert</i>	Gipsy Serenade
<i>Rogers</i>	A Love Note
	ETHEL MADEY
<i>Reinhold</i>	Impromptu
	IVY MODLIN
<i>Von Weber</i>	Invitation to the Dance (2 Pianos)
	MYRTLE MOORE, IVY MODLIN

The Training School Quarterly

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FACULTY EDITOR.....MAMIE E. JENKINS

SUMMER TERM EDITORS

VIRGINIA PICFORD

RUTH LIVERMAN

VOL. VI

JULY, AUGUST, SEPTEMBER

No. 2

Editorials

Summer Term Satisfactory

This has perhaps, in many respects, been the most satisfactory summer term the school has ever had. Practically all who have registered have registered for the full term, as credit will be given by neither the State nor the school for any time less than seven weeks attendance. This removes all of the groups who have been coming and going during the summer terms of the past. There are still some individuals who come and go, but not many. Another advantage is that only those who could be accommodated in the dormitories were admitted. Heretofore there have been a number who roomed out in town and took their meals in the dining hall, or who boarded in town also.

There is an increased air of seriousness this summer that is perhaps more universal than heretofore, though there is always an atmosphere of work at the Training School and during the summer term especially.

Summer Students Working for Credit

The number of students that have been in the school before and are working for regular credits in the school is noteworthy. Forty-nine registered for the first term of the Junior class, and thirty-five for the third term. (The second and the third term of the Junior class have been given in alternate summers, hence there is no second term of this class offered this summer.) A number of these will doubtless return to the school until they complete the full Junior work, and some of them will enter the Senior class in time.

A progressive course of study giving a chance for conscious, planned development, is what the school has always offered the summer students, and they have always advised the students to take consecutive courses. Haphazard study, attendance just for the sake of fulfilling the minimum requirements of the law, is less than worthless and has been discouraged.

The law requiring teachers to attend either a summer school or an institute is not for the sake of imposing punishment on teachers, but for the sake of prodding the indolent or indifferent teacher to bestir herself and keep brushed up so that she can get and give more. A marked change is noticeable in the attitude of the teacher. Whether or not it is because she has prospects of being better paid and therefore is taking pride in proving she is worth more, or whether it is because she feels that she cannot compete with the teachers who do study and keep up, it is difficult to say, but the fact remains that there is improvement. One fact remains, teachers are planning their work for credits, more than formerly, and with a look to the future. They are still eager for any methods or devices, anything that will help them in the actual schoolroom, but they are also more conscious of the fact that they need the fundamentals, the principles.

**Personnel Student
Body**

The personnel of the summer student body is always interesting, and never seems to be the same any two summers. This summer the number of young girls just out of high schools that are studying here is a matter worthy of comment. There are about twenty per cent more students that are under twenty-one than there are over twenty-one. Only about a third of the student body is over twenty-one. Hardly fifty per cent have taught. This means that considerably over a hundred new teachers will go into the schoolroom the first time next fall.

There are more high school graduates this fall registered for the regular Junior courses than ever before. That is a good sign. Most of these intend to pursue a regular progressive course of study, going forward year by year. These younger students have a quickness for response, and a dash that is inspiring to the older, more cautious and conservative, experienced teachers; the older ones hold back and give the weight of experience to their more venturesome classmates. In this connection, therefore, there is good team work being done.

**Nine Delegates to
the Y. W. C. A.
Conference**

Nine representatives from this school attended the Young Women's Christian Association Conference at Blue Ridge. Four were sent as regular delegates, that is, the Association paid a portion of their expenses, and five went as volunteers, paying all of their own expenses. These young women were as follows: Delegates, Marguerite Hensley, Ruby Mercer,

Nonie Johnson, and Inez Frazier. The five who went of their own accord were: Ruby Daughtridge, Elizabeth Bass, Callie Ruffin, Roland Martin and one other.

**Maryland's Plan
for Teacher Train-
ing**

Maryland has a plan that will go into effect in the fall, the beginning of the school year, by which a system of exchange between the seniors in the normal school and the teachers in the rural schools is inaugurated. These will exchange places for one term, thereby enabling the student-teachers to put into actual practice in the real situation their normal school training, and the teachers to go into the normal school directly from their practical experience and get help in meeting their problems. This will work for the good of both, and the schools will reap the benefit.

President Wright, of this school, is given credit for this idea. Some years ago when the superintendent of Maryland, M. Bates Stephens, visited this school the plan was suggested, and Mr. Wright has hammered on it from time to time.

This seems to be an ideal way of getting practical experience and training combined, and the experiment will be watched with great interest. We promise to keep up with it and report to the readers of the *QUARTERLY* the progress.

Ten Years of Service

This school has reached the end of its first ten years—ten full years of service, all the year around service. This means four terms a year—fall, winter, spring, and summer—with only six weeks of vacation each year, just time enough for housecleaning, going over machinery, and shutting down for a careful investigation of every part of the plant so that it may be in working order for the next forty-six weeks.

At the end of every ten years the nation takes the census; at the end of our first ten years seems a convenient time for our census taking.

We cannot refrain from taking an inventory, checking up our accounts with the world, taking stock, listing our assets and liabilities, as we look back on the ten years and compare our present estate with that of ten years ago. We can judge fairly well the use we have made of the capital we started with, and, after doing this, we can better plan for the decade ahead. The facts and figures from the records tell a story of achievement in numbers that would convince the most skeptical that we have been at work. While we have never made any attempt to boost our numbers, we have had, ever since the doors were opened the third year, more applicants than we could accommodate, and some years have turned away half as many as were admitted. There has never been a

solicitor in the field to get students. The advertisement that the school counts on the most is the students who go out from the school.

Five thousand eight hundred and ninety-six have been enrolled during the ten years. This does not mean that this many different students have been in school here, but this is the total enrollment. A rough estimate based on casual observation of old and new students each year shows that this means, at the lowest, 3,500 young women; 2,639 of the 5,896 have been enrolled during the three consecutive terms making the regular year; 3,257 have been enrolled during the summer term. 399 have graduated from the school. Note that this is an average of forty-four a year.

The number that have taught in North Carolina is practically the same as the number enrolled. Counting is easy, but the results of these figures it is impossible to estimate or even to guess at wildly. But this petty known indicates a vast unknown.

Our numbers have never dropped below our capacity in spite of the war and the shortage of teachers. We expected to feel a marked difference in numbers as other occupations lured girls away from the school-room, but there has been no perceptible evil effect.

The building has been confined largely to enlarging the buildings here at the opening, according to the original plan. There were six buildings on the campus when the school opened. Two others have been added; a modern school building for the Model School, and the president's residence. Additions have been made to all the other buildings except the Infirmary and the West Dormitory. Plans are now well under way for completing the buildings according to the original plan, and then we will have to begin a new era of building.

The campus has worn off that newness; the back of the campus is now a beautiful, open, well kept stretch of woods, instead of a snaky wilderness; the front campus is a lovely grassy lawn, dotted with shrubs and plants large enough to be decorative, and with trees large enough to attract the birds and to furnish spots of shade.

The faculty has grown from the eight members that met with the president at the first faculty meeting at the opening, to the twenty-five now. It is significant that of the original eight six have stayed the entire ten years, and one of the other two has returned to the faculty. What other school can say that at the end of ten years only one of the original faculty was lacking? The official staff has grown accordingly. Few new departments have been added, but the original departments have been extended and developed. The pedagogy department for instance has expanded from one-half of one man's time to three full-time teachers, the county and city school superintendents, and a seven-teacher graded school. The chief work of these first years has been getting the foundations laid. The reputation is now established, the school has developed an individuality, and has proved its right to existence.

One thing, above all others, that can be said of the school is that for the ten years it has clung tenaciously to the one purpose for which it was established. Not once has its leader, with those associated with him, lost sight of the fact that this school came into being for the special purpose of training teachers to teach in the primary and elementary schools of the State. Ever before us has been the vision of the thousands of children in the rural districts and small towns of North Carolina.

"To serve" was the motto we chose that first year, and we can conscientiously say that we have tried, with all the faith and power that was in us, to live up to it, for the motto gives our sole right to existence. The motto leaves a broad field of service possible, but the charter limits very definitely our field of service. When we of East Carolina Training School say "To serve" we always have a mental reservation somewhat like this: "To serve the State of North Carolina, and the nation, and the world of nations, by taking from the high schools young women who are going to teach, and giving them two years of such training as will fit them to make efficient teachers in the elementary schools." Every phrase in this has sufficient suggestiveness to furnish a starting point for discussion, or full treatises on education, but the purpose now is not to interpret what this *may* mean. The attempt is only made to show some things the school has done, and some things it has stood for throughout these ten years, and by these one can see how the school has interpreted its mission, and its motto.

We make no extravagant claims about what we have accomplished; we know that we have not brought about a millenium, but we do know that he have worked honestly, earnestly, continually, and zealously for the children of North Carolina. We have tried to see the schools and conditions as they actually exist, and to know the young women who come here for training as they really are. We have not dealt with ideal situations, nor with theoretical conditions; neither have we based our work on what the students who come to us ought to know, according to mapped out courses of study. We have worked to make conditions better, and to put teachers into schools and into communities who will help to build up both.

No claim has ever been made that we could make a *good* teacher out of a person who has little knowledge and background, or out of one whose only claim to registration is "seventeen years old and going to teach next year." The claim has been made, however, that, if such a person is bent and determined to teach next year, and she can get a place, we could make a better teacher of her than she would have been if she had not come to the school.

As to "standards," the school has had standards, and high standards, but not the old standards by which a school has too often been judged, the amount of classical lore a student has gone over, the number of books studied, and the actual time spent on subjects. An honest and

earnest effort has been made to get at what a girl can do. She is naturally judged somewhat by what she has done, but occasionally a young woman comes who has not had the advantages of a modern high school, has not covered the full amount of work, is weak in form that depended on drill, but she is mature, she has a good mind, she has ability, and with careful assistance she is able to catch up with those who started the race without handicaps. Sometimes a girl who has failed to find herself, has been drifting along doing little in high school, catches inspiration in a new place, and drives ahead.

There have been, and still are, in the summer term, courses offered that are frankly emergency courses, but when the need for these courses passes they are abandoned. The summer term in the school has been one of the most important factors of the school in assisting the teachers of the State to become better teachers. Note the fact that it is a summer *term* not a summer *school*, and the word *school* is used only when the student body is referred to as *school*. This is not something separate and apart from the work of the other terms. The work of this term counts for as much as that of any other term. All of the courses offered are continuous, progressive courses, and credits are given for the completion of any unit of work. Every August diplomas are given students who have been able to complete during the regular year all but the last term of their Senior year. Some students have made the first year of the two years professional course during summer terms and have entered the Senior year thoroughly prepared. Students who have come from high schools that do not complete the required work for entrance to the professional course come in the summer term and make up the deficiencies and thus save themselves a full year in school.

But the chief work of the summer term has been to take the teachers straight from the schools with their unsolved problems in mind, and they come here to try to find the solution; they come for inspiration, for getting at the root of things, for getting more knowledge or getting it in a new way, for a deeper understanding of principles, for a chance to increase their power. They go straight back into these same school-rooms, and put into practice immediately what they get here. Three thousand two hundred and fifty-seven teachers have been enrolled at summer terms, many of whom have come back summer after summer, stronger, more confident, every time, going forward with progressive courses. We have been able to get from these some idea of what the school means to the teacher in actual service.

Some few have dropped in who thought the requirements of the law could be met with little effort, just by sleeping and eating in the vicinity of the school for two weeks and by sitting on classes the minimum number of hours, but, thanks to the law-making powers, that is no longer accepted as "attendance," but even before the law was changed, the number was growing fewer every year. There is no "campus course" here,

and there are few distractions, so those who are not in earnest find no inducement to return. Some teachers of the so-called "half-baked" variety have gone out from here, of course. The school has not found a sure recipe for making and baking teachers that always turns out the same. The ingredients for teacher-making cannot be standardized as are the ingredients of bread, therefore, the finished product cannot always be the same, and none would have it so. There have been disappointments in young women from whom the school had every right to expect much, but there have been equally as many pleasant surprises.

There are some claims we feel that we have a right to make. The young women we send out go forth with increased respect for the profession of teaching; they have a vision and little children are the figures in the vision; they have some idea of what they are going into, and some knack of handling situations; they have working principles, and have applied them sufficiently to know how to work them; they have the power of creating their own devices, or of adapting the ideas of others, and have some sense of obligation to the community in which they work, and to society.

The above is no attempt to write a history of the ten years, but to indicate some of the things that we have tried to do and to interpret the spirit. There is nothing new in it, we have been repeating over and over throughout these years our aims and ideals, but reiteration makes an impression. The first decade has been spent on beginnings, marking out the trail and setting the pace. Henceforth the way seems open and the school is ready to "carry on."

Suggestions

Write Your Own Plays and Pageants

The dearth of desirable material for entertainments is a source of much worry to the average teacher. What play shall she give for her community? What entertainment for her school? In her endeavor to solve her problem she seeks the play catalogue, plays are ordered, and they arrive. To her sorrow, she finds the big prize play totally lacking in those qualities that make it worth while for her purposes. The school entertainment made up of a medley of songs and recitations is good occasionally, and the parents of little Johnnie and Susie are always entertained when their children do the singing and reciting, but the community soon grows tired of this type of entertainment and prefers something that is more of a unit and seems to have some purpose to it. If a child is given only Mother Goose rhymes to read his interest stagnates and his literary appreciation does not grow; so it is with a community. You then should recognize this and be guided in your choice of material for entertainments accordingly.

You, as a teacher, acknowledge the fact that education should develop one's appreciation of truth and the beautiful in music, nature, and art, yet when your community asks you for an entertainment that will help them to develop along these lines you give them a stone instead of life-building bread. Are you being true to your ideal of good teaching? The tastes and ideals of an entire town can be uplifted by a series of carefully planned and worth-while entertainments.

In the summer of 1918 when the call came from our Red Cross for every loyal American to get to work, we organized in the town of Enfield a dramatic club of seven members, each of whom pledged his time and talent to the raising of funds for the Red Cross. Two weeks were squandered in the reading of prize plays, but in vain did we read. In desperation, six members cried, "Write" and the seventh wrote. Result: a four-act comedy; scene, in Halifax County; characters, drawn from life; events, imaginary. The time spent in planning and writing the play was only three days. It was presented with great success in a number of towns.

The recipe this writer uses in writing a play may be of interest. One main character comes into mind; he is seen in a number of different situations; these situations involve other characters, and they begin to develop certain peculiar traits of character; suddenly, the plot, with its climax at the end of the third act in a four act comedy, or at the end of the second act in a three act comedy, seems to unfold itself. Each character must remain true to type all the way through: for instance, if a typical college woman who lives on an exalted plane

comes into the first act, she must maintain that same plane until the final curtain; if Sambo is a dunce in act one he would hardly become wise in act two, unless the events of the story cause the miraculous change. No minor characters should have a place in the play unless they help to tangle or unravel the main plot. After every detail of the plot is carefully planned, then comes the actual writing out of the dialogue. The more rapid this writing the more satisfactory the results. The play must amuse, entertain, and at the same time, be worth while.

Every community in North Carolina abounds in folk-lore. At many a cross-road in North Carolina there is dormant abundant material for an historical play or pageant. The stories of Black-Beard, of John Paul's visit to the home of Willie Jones, of the Edenton tea-party, of the Croatan mystery, of Sir Walter Raleigh, of the Mecklenburg declaration, of the Ku Klux Klan—all these and many more furnish excellent material for school entertainments. Talks with the older people will often reveal a vast wealth of such material. The exact string of facts is not necessary. First, hear the tales, then read up on the history so that you may get the exact historical background; then mingle tales and history with imagination and dramatic sense, and the result will prove satisfactory.

The dramatization of familiar fairy tales is very simple and always proves successful for school entertainments. This is certainly the safest ground for amateurs. This division of the story naturally determines the acts, and, as the plot puts the climax in the right place, practically the only consideration is the dialogue.

In our club, we had little time for practicing and wished to get up something quickly for the purpose of raising funds, therefore sometimes we wrote the play so that grown people could take all the parts. We did this with Cinderella, two grown people taking all the parts, one lady acting the roles of the elder sister, the fairy godmother, and the prince; another taking the part of Cinderella's younger sister, and the king's herald. The success of a double role depends entirely upon the skill of the actors. Double parts are beyond the ability of the average child.

The stories dear to children never cease to charm. Dramatizations of King Arthur, and the stories of Frances Burnett and of Louisa Alcott, make a stronger appeal than a tacky party or Black Sambo minstrel. The party and minstrel, however, have a place, of course.

As there is such a wealth of usable material within the reach of every teacher, why not use a little of it? If you arrange your own plays you are sure to please your community.

The club helps to arouse interest; takes some of the burden from the shoulders of the teachers, and may eventually lead to a community theatre.

URMA BRITT.

Life in a Teacherage

I have lived in a teacherage for the past three terms and am planning to spend next year there. I had been fortunate in having pleasant, congenial boarding places before this experience, but I would not think of exchanging the pleasure and freedom of having my own little home, the satisfaction of having the things to eat that I really like, and the privilege of living my own life in my own way for the old way of being in the home of someone else and having to adapt myself to their way of living. The economy of this arrangement also proved very satisfactory to us.

During the summer of 1916 two of the one teacher schools of Chowan County were consolidated into a three teacher school. Here, as in many other places, there was a problem about living arrangements. A home for the teachers seemed to be the solution to the problem, but there were no funds for building the house. Just across the road from the new building stood one of the old buildings in good condition. Why not use it?

This was just an ordinary one-teacher building, with which most North Carolinians are more or less familiar. It had a vestibule across the front, which was changed into a small entrance with a large closet on each side. The schoolroom proper was divided into three rooms, one large one, which served as living room during the day, and by using folding cots, as bedroom at night. The other rooms were used as dining room and kitchen, having a built-in buffet for dining room and cabinet for kitchen. The people furnished this home with everything necessary for living purposes except bed clothing and table linen. They even furnished us with wood.

I was one of the three who were the first to live in this teacherage, and of course, wondered how we were going to like this altogether new way of living. The fact that we have lived there three years proves that we liked it.

Some wondered if we would not be afraid there, but as a family lived only about fifty or sixty feet from the teacherage, there was no need of fear. Furthermore, we know how to use a pistol and the people around know that we have one, which in itself is a protection.

Our expenses have averaged just about \$5.50 each per month. We did our own work, dividing our duties in three parts, that of house-keeper, cook and helper, changing about once each week. In this way none of us had much to do at any one time. One of the things which helped to make our expenses less was the fact that our neighbors' gardens were ours. Also many products from their hog killings and sometimes canned vegetables and fruits found their way to our table. As each of us had studied domestic science, we really enjoyed planning and preparing our own meals.

We enjoyed our little home, for that is what it really meant to us, and the great wonder to me is that more teacherages are not built. Much has been said about what to do with the one-teacher building. Does this offer any suggestion on that problem?

This school has long had the name of Champion Branch, but after we got everything straightened out and in working order, our county board honored us by giving it a new name, the name it is now known by—the Enterprise School.

KATE FLEETWOOD.

An Armenian Play

Last March, when our community was asked to contribute one hundred dollars to the Armenians, the teachers of our school, Redwood, Durham County, were asked to take the lead. Were we to raise this money, or were we going to fall down on this allotment? These were two vital questions that confronted us. We knew this meant success or failure, so we determined to succeed. The people of our community said that they were tired of giving. They also said that when they saw teachers coming towards them it signified money. Now, it was our duty as teachers to show them that they could never do their "bit" by giving and sacrificing only at home.

The first thing we did was to study and carry out some scheme in order to bring our community together to discuss and study the conditions in Armenia—a scheme that would arouse the enthusiasm and sympathy of the people.

We decided to give an Armenian play, but could not succeed in finding one; so we decided to revise an old Red Cross play that we happened to have. In the play the characters were all saving money for various things, but in the end were persuaded to give it to the Armenians. In revising this play, we took particular pains to bring out the Armenian drive and substitute Armenia for Red Cross.

The pupils were certainly willing and enthusiastic in the work and practice on this play. Every child told his father or mother of the conditions of this "far off" country—Armenia. They also begged their mothers and fathers for at least a nickel to give to this "great cause." We decided to give the play free of charge and appeal to the hearts and pocketbooks after the play.

Our worry over not having a big audience was certainly needless, because on the night of the play, the halls and auditorium were full and overflowing. All present seemed to take in the meaning of the play and were made to realize that they had not been doing their duty towards their suffering allies. I think that all present gave as liberally as they could afford. In this way we went over the top in our allotment for the Armenian drive.

ANNIE PERRY.

War Work I Helped With

Because I wanted to have a place in the past war and because it was impossible for me to go to France, I began to look around to find my work here at home. Finding out the interesting things about people, their work and their ambitions, has always been a hobby of mine, so I saw my opportunity for service to others and benefit to myself in the work of the Y. W. C. A. Because no organization of the kind was near my home I spent the winter with an aunt, who lives not far from Camp Lee, Virginia, and there I became a member of and worker in the Association.

The officials of all welfare associations were well aware that all work and no play made not only Jack a dull boy but also caused the soldiers to lose interest in their work. So entertainments were planned for them and it is here that my work came in; for I had the privilege of serving on one of the committees for planning these parties so they should be home-like and thereby cause the men to want to come to them rather than seek other forms of entertainment they might choose.

These affairs were given each Friday night. Games were played, chorus singing done, and some light refreshments were served, soup and crackers, coffee and sandwiches or punch and bonbons. Every type of man imaginable was represented at these parties, men from all sections of the country, and it was interesting to contrast the difference in personal appearance, in accent and in the conversation of these representatives of the four great sections of our country.

A part of my duty was to see that every guest had a pleasant evening. In doing this I often found men who would not enter into the spirit of the times at first, but after a while they really seemed to enjoy them. This fact I learned later was because some of them did not know how to make friends or become acquainted with people.

Aside from doing things for the well soldiers we had a certain duty to perform toward the wounded men in the Base Hospital. On Sunday afternoons and during the week occasionally the members of the Association went to the hospital carrying fruit, flowers, candy, books, and anything else we had that might add a personal touch to the various wards. Unless one has done this kind of thing he cannot know just how those wounded men feel toward their visitors. Why, their faces would just beam when they saw us coming and the thought came to me that we were living the Golden Rule by doing things for other women's sons, husbands, brothers and sweethearts that we should be glad to have others do for ours when they were in distress and we could not reach them. So real joy came to us through the knowledge that we were really helping someone.

I have been speaking from the social standpoint, but now let me say a word about the devotional side. From four-thirty until six on Sunday

afternoons we held simple vesper services. There was not a single man or woman present who did not enter into the spirit of these services heartily. Someone from the outside always brought us a message. Two of these I remember particularly, one, a discussion of Dr. Henry Cabot Lodge's book "What Men Live By," and the second a report of a speech given in New York on "Is America Truly Democratic?"

When I gave up my work to go back to school it was with a feeling that I was a bigger, broader-minded human being for having mingled with the people who will be the heroes of the history which has been made and is still in the making.

ETTA ROWLAND.

"A Chicken Drive"

"A chicken drive"—did you ever hear of such a thing? This was the means of bringing us in a comfortable sum to spend for our school, the Daniel's School, Lincoln County.

Some of the larger pupils and the teachers were talking one day about how to raise money to make our rooms more attractive. It was suggested, partly in fun, that the children could bring chickens and we could sell them. This remark, made in jest, was taken seriously and was the beginning of our chicken drive. The pupils responded so readily and seemed so enthusiastic that we asked each for a chicken. In a few days we had forty chickens, for practically every family had given one. Some who did not want to part with a chicken, sent the value of one in money. We took our chickens to market and sold them. Altogether our "chicken drive," as the children called it, amounted to about \$49.25.

We felt rich. The people had donated liberally to help remodel the school building and equip it with heavy furniture, and we had hesitated to ask for money right at the first of school, although there were two old rooms that looked shabby beside their new neighbors. Now our chicken drive gave us funds enough to carry out our plans for improving our rooms, which was done, and how happy we all were! We felt so elated over our success in raising money that we had entertainments of various kinds during the year, by which means something over \$300 was made. With this we purchased brooms, dust-pans, floor oil, cement for floor of porch, water coolers, teachers' chairs, lamps, etc., and also finished paying for piano bought just before school began.

Many teachers complain that the community does not cooperate with them. Our community had done such fine things for the school that we felt that the teachers themselves must show the people that they could do something. So, under the leadership of the principal, much was done for the school. It is needless to say that teachers and people appreciated each other.

BESSIE DAUGHTRY,
Teacher Primary Grades.

Getting the Cooperation of the People in My Community

I found that getting into my neighborhood before school opened and learning the people helped me more than any other one thing during my first year in teaching. I went to my school three days before time for the opening, visited the home of every child that would be in my room. As a result, all three of the committee and about a dozen women helped with our opening exercises. I knew something about every child in my room. I had a clear idea of the homes they came from and we were not strangers when we began work. We had the confidence of the people and they never failed to help us out in anything of interest to the school.

Among those who were always at hand was a Civil War veteran, an old man unable to work. His little grandchild was in school and he was very much interested in her, often coming with her in the morning and remaining through the opening exercises. He also came two or three afternoons during the week to go home with her. He always took very great interest in our work, often staying through the entire afternoon. His presence did not seem to interfere with the children at all. They made him an honorary member of their Literary Society. He told them stories of the war and the part he played in it, and answered questions the children would ask about the war and old times. His talks were not long and tiresome to the children—they really seemed to feel as if he was one of them, and he had the knack of making them feel that they were living through the scenes he lived over again in telling his stories.

One means of getting the community together, no doubt, was when we organized a Literary Society, called the Edgar Allan Poe Society, (the name that seemed to me to make it a part of the Training School). This society met twice a month. Once each month we gave a simple program. We tried to get the children so they would get up and do something in public. This society included every child in school and several honorary members. The wives of the committeemen were honorary members and were regular attendants. The little folks dramatized stories and recited some of the poems they had had in class. The older children often told stories or read suitable selections. We usually tried to have something that came appropriate to that month, as Arbor Day, Washington's Birthday, Thanksgiving, etc. The children did good chorus singing, so we had good music. The principal taught piano. She encouraged the children to work hard so they could get up good music to play in society. We usually had a number of visitors as audience. We invited the people of the community to act as judges, and we never had any trouble in getting them to serve.

I felt that my chief claim to success my first year was due to the fact that I did get the coöperation of the people of the community.

ADA M. CREDLE, '17.

How One Boy Became Interested in School

"I can't never do what I want to, it is always what the teacher wants."

I was walking around the room giving individual attention where needed, when the above reason was given me for not doing some work I had assigned. The time has been when I would have resented this and thought it impudence; but something in the serious little face of the boy put me to thinking. He was older than his classmates, but not as well up on his work. He felt too big for the work I had assigned. From that day I racked my brain to think of what to give the class that would help them and at the same time interest him. I found him easy to please, if I would lead him—but he simply would not be driven.

His English papers were very poor at first. He did not use capital letters for his own name. I got him to notice how other people wrote their names and told him to have more respect for himself if he wanted to be respected by others. I found that he was sensitive and proud. It is needless to say I never had to call his attention to that many times.

He was especially fond of writing letters. On one occasion I had them write their fathers, telling where they wanted to spend their vacation. They had to decide for themselves where they wanted to go and why. He liked to write to real folks and tell them real things he did and wanted to do. He was a farm boy and liked to write about his mule and plow. He would bring that mule in whenever possible.

Putting him on Friday afternoon programs was another way of developing his individuality. He always said he did not want to be put on, but I could tell by the expression on his face, how pleased he was. It was hard for him, though. One of his classmates was especially bright, and he tried hard to get his part up as well as this boy. He was the most willing worker I ever saw; if one once gained his love he never tired trying to do what one wanted him to do. And he had never cared for school before. His mother said he always wanted to stay at home and work. This same boy before long was saying "If you want me to do it, I will try."

MARY GATLING.

The Advantages of Remaining in Your Home Town

FROM THE TEACHER'S STANDPOINT

The advantages of teaching in one's home town are many, and below I shall give some that come within my experience. As I am the only teacher who has been in our school from its beginning, the new principals and teachers naturally turn to me for information as to the former management and customs of the school. Occasionally, former pupils, seeking employment or applying for college entrance, need a complete record of their work and I have been of service in supplying this.

Because I know each boy and girl, not only as a pupil but as an individual, I feel a deeper interest in these boys and girls, who are to become the men and women of our town, than would be possible for a new teacher to feel.

Someone may say there are objections to remaining in one's home town. To these, I say, the tactful teacher will find a way to overcome the objections. She will wait to be approached by the new principal before giving advice lest she seem too officious. Another may suggest the danger of the teacher's becoming involved in personal affairs, I answer that the teacher, who has the good of her work at heart, will not allow her feelings to control her actions in such affairs, but will rather use her influence in bringing about a harmonious settlement of any difficulties.

HELEN GILLAM.

Making the Children Feel at Ease

One of the first problems for a teacher to solve is, to make the children feel at ease. Beginning the past year in school, I had two little boys who came to school for their first time. They were very timid and frightened looking for the first two days. I didn't say very much to them but watched them each time I told stories. I knew this was the trouble I had to overcome with these two boys.

Many children before they begin school have been told by their parents or older people that if they do wrong in school they will be punished. This causes the children to have a horror and dislike for the school and their teacher.

At the beginning of my school session I always make it a point to select a story I think the children will like. I believe this is a very good way to make the children and teacher feel at ease. MARY WILLEY.

The Pie Party

We had a nice two-teacher school building in our community and we wanted a piano, so we got together and talked it up, and finally decided to buy one on time, the teachers and ladies promising to raise two-thirds of the money.

As the other schools had been having box parties we wanted to give something new. At first it was rather difficult to decide just what kind of an entertainment to give. We wanted to show folks what we could do with the piano, so we had the piano sent out.

One of the ladies made the suggestion that we give a musical, then afterwards have a pie party. We were very much pleased with this suggestion and at once went to work to give this entertainment.

The girls were asked to make one pie each—any kind of a pie—such as lemon, apple, mince or peach. Some of the girls made fancy pies. We had about sixteen pies in all. We gave our musical first then sold the pies. The person paying the most for a pie got it and had the privilege of eating it with the lady who contributed it. This was something entirely different from anything that had ever been given near us and the people enjoyed it very much indeed, and we found at the close of the evening that we had realized a good sum of money—more than enough to make our first payment.

LAURA HOLLOWELL.

Mother Oak's Daughter

Mother White Oak lived on a bank above Tar river on the last bluff before we reached the sea. The rolling yellow water was at her feet on one side and around her were fields of sweet potatoes and cotton. Along the river and the edge of the field grew other trees—tulip, cypress, sweet gum, and especially water oaks, so she had plenty of neighbors.

One could easily know Mother White Oak from her neighbors, even in winter when she did not wear her pale-lined leafy cloak. Always she had a short, pale gray trunk, its branches broken into shallow fissures and scaly ridges, and her lower branches broad and spreading. She looked strong and dignified as if she could stand a great deal. Summer and winter she wore a long gray veil of Spanish moss and in the gay springtime pink and silver gauze before she put on her long green summer cloak with its pale lining.

Mother Oak had a large family of children, so many she could not find names for each one so she called them all acorns. Each one had a little cradle and the wind rocked them all to sleep. The little acorns did not stay at home very long but in the fall went out in the world to seek their fortunes. Each acorn was wrapped in a traveling case in which Mother Oak had also placed a lunch. Many of the little acorns just stayed near Mother Oak. Some of them grew well, boys stepped on some, squirrels carried away many to store for winter and that was as far as they went.

One little acorn was carried away by a blue-jay and dropped at a corner of a fence when the jay went to find out about the noise in the pine tree. The little acorn lay on the soft ground for a long time, then he carefully put one little white foot through the opening of his wrapping case. The ground was very soft and the little acorn pushed his foot deeper down, down, drawn by that force by which the great earth draws all plants, small and large, to its heart. Then the little acorn spread out the two thick rich leaves Mother Oak had put in his traveling case. They made an excellent lunch for him until he could make his own food. One deep, strong root grew like an anchor into the ground

and many tiny rootlets and root hairs spread out around it and sent up water from the ground.

Now the little acorn had a tiny cloak of leaves. It was not like the cloaks we wear—oh, no, it was a magic cloak. Each little leafy part gathered in sunshine and air, mixed it with the water sent up by the roots and so the little plant was fed. It grew slowly, much more slowly than a little boy or girl grows; when it was a year old it was not nearly so large as you are when you are ten.

An oak tree does not have to grow quickly, because it has a very long time to grow for its life time is much longer than human life.

So this little acorn grew and grew. He wore a pale lined green cloak in summer and a gauzy silver and pink one in spring and a plain grey bark dress in winter, but he never wore the long veil of Spanish moss because he did not live near the river fogs and the Spanish moss is another story, anyway. The little oak wore mistletoe on its branches, which grew there as the tree itself did out of the ground, and the oak tree fed the weaker plant; but the mistletoe is another story. So it came about that the little acorn grew to a strong dignified tree like Mother Oak.

MYRTIE MORSE.

Reviews

Educational Work of the Boy Scouts, by Lorne W. Barclay, Director of the Department of Education, Boy Scouts of America, gives some interesting facts concerning the scout movement. Scouting was started in the United States in 1910 and since that time it has spread, until now there is not a single state, and scarcely a county, in the country in which it is not firmly established. Its popularity is well merited, for it not only trains the boys morally, mentally, physically, spiritually, but Dean Russell, of Columbia University, claims that it is the "most significant educational contribution of our time." It is centered around the boys' interests and teaches them in such an attractive manner that they learn unconsciously. Furthermore, as one professor so truthfully expressed it, "Scouting has done what no scheme has ever done before—made the boy want to learn."

The main purpose of the movement is to develop character. It strives to plant, deep down in the hearts of the boys, high ideals of "courage and honor, cheerfulness and kindness, loyalty and obedience, cleanliness of mind and body, faithfulness to duty, devotion to country, reverence to God." The scout is trained to take care of himself and others, to think quickly and to act quickly in an emergency, to be able to bear responsibility. Because of this training he becomes a good citizen and, if necessary, a good soldier. (The Boy Scouts proved themselves indeed little soldiers during the late war, in their active coöperation with all the great patriotic agencies.) The importance of the scout movement has taken such a hold on the country that such schools as the Universities of Columbia, California, Virginia, Wisconsin, Boston, and New York, are offering courses in scoutcraft and recreational leadership. This is well, for, under able leaders, the boys, taken at their most impressionable age, may become noble citizens, the pride of America.

MARY VANN O'BRIANT.

The American Spirit In Education, by C. R. Mann, Chairman Advisory Board Committee on Education and Special Training, War Department. This bulletin gives the evolution of the American spirit as it has expressed itself in different types of schools. America inherited most of its educational spirit from Europe in the early ages but from then until now it has gradually adapted this spirit more closely to the needs of life and to the spirit of service in America. The war through which we have just passed has afforded unusual impetus to unify the life and work and education of America more completely than has ever before been possible. The life of Benjamin Franklin is used as a good illustration of this American spirit of education. His power of expression was not a gift of the gods, which sprang full-grown from the brain of a genius but it was the result which he acquired to satisfy a personal need in his every-day life.

Industrial education is chosen as a type which Americans have paid much attention to. The public responsibility for *industrial* education first appeared in the Elizabethan age when the rich people were taxed for the purpose of training poor children so that they might become economically productive and self-supporting. This spirit has gradually become more and more impressed upon the people as they see the real necessity of such responsibility. The eighteenth century was characterized by a gradual development of industrial production accompanied by a widespread discussion of ways and means of enlightening workers. The century was thus a period of incubation of

ideas which soon began to express themselves in material form. During the early years of the nineteenth century progress consisted in the achievement of the ideals that developed during the previous century through trade journals and magazines, county fairs, and several schools for training in the mechanic arts. The young Nation had become industrially independent. The latter part of the nineteenth century was marked by the rapid growth in industry and increase in inventions. Along with this was growing a great interest in educational reform. Several schools for training in industrial arts were established by funds which were voluntary gifts to this cause. The foundation of a distinctively American system of Education had been laid. The Civil War caused an increasing progress in this movement because it made clear the importance of industrial production in the development of national strength. The one thing which hindered the progress in the educational spirit before the war was that idea of the old college traditions and signs that manual labor is unbecoming to a gentleman. This check in progress was somewhat removed after the experiences of war.

It is made clear that the progress that was made during the present war was possible because the management of the schools was centralized in a single organization under military control. Since then the control of education has been vested in privately owned and managed institutions. Therefore, we can plainly see the need of some coördination of the varied elements of control. The one great task of our nation today is to establish a federal educational council or department of education in order to unify the school system. If such an organization should be accomplished, education will advance rapidly toward the realization of a national school which may safely serve as a protection of a lasting democracy. OLLIE MOORE, '20.

Rural Education, H. W. Foght. Bulletin No. 7, 1919, Bureau of Education. (Below is given in brief the substance of this valuable study. It supplements the article by Dr. Joyner, printed elsewhere in this issue. Rural education and the war emergency show that the war has served to accentuate many marked weaknesses in our rural school system.

The Commissioner of Education reports that about one-half of the nation's children are enrolled in the village and open-country schools. So far as the open-country schools are concerned, fully two hundred thousand of these schools may still be classed as one-room schools of the pioneer type, which but poorly meet the needs of modern agricultural life. Recent educational surveys have disclosed that in certain states the level of school education must be measured by about six and one-half years of school attendance for the villages and less than five years for the rural districts. This perhaps means that the entire course actually covers only that time. Such limited education cannot furnish the intelligent leadership required at this present time.

A general reconstruction of rural education is likely. The World War brought home to the general public what educators have long known, that there are in the United States between five and a half and six million illiterate adults, and that more than one-half of these people live in rural sections where there are little or no school facilities.

The war emergency, therefore, found rural education poorly organized to cope with problems of war and the reconstruction period which will follow. The period of isolation in American rural life is gone, and the period of international commercial agriculture is at hand. This demands an organized agricultural life based on the right type of educated leadership, and this can come only through the best kind of rural school education.

Federal aid is needed for rural education. The war emergency attracted the best teachers to government activities and the draft called many of the best men teachers to the country's standard, therefore progress in education was handicapped. Many of these teachers will never return to the school-room. These conditions are too serious for the ordinary locality to have to handle, but should be left for national consideration.

To aid development of education the national system must include the following: (1) All year schools organized to meet the needs of all people; (2) teachers of good academic and professional preparation and broad teaching experience; (3) teaching process, preparing the people to meet the responsibilities which confront them.

There has, however, been progress in the administration of rural schools. School organization has developed in different sections of the United States. In pioneer days school organizations was wholly a community enterprise, each family supporting its own school. From these often far-separated group centers, school organization began as an outward development. This has given the country three distinct types of school organization—district, town, and county. Professional supervision of rural schools must come. Some real progress is being made in many states in professional supervision. In some there are expert supervisors working under the direction of the county and district superintendents. In others there are the so-called "helping teachers," or "supervising teachers." This is bearing good fruit. A better type of school consolidation is coming into being. It is probably safe to say that the period of experimentation in school consolidation has passed. The movement has now been accepted as good national policy.

The consolidated schools of Iowa are, most of them, of excellent type. The following is a summary of school consolidation in that State: Up to June 30, 1917, 235 consolidated districts were organized. Thirty-five thousand boys and girls have passed from the one-room school to a standard graded school. The advantages of the standard high school have been given to 6,500 boys and girls. About 3,700 of these high school boys and girls are from rural districts. The rural school course of study must be distinctive. Fortunately, many states are beginning to plan distinctive courses for the rural schools. Louisiana and Montana may also be mentioned as having attained marked success in their distinctive rural courses.

The teaching rewards must be greater. Salaries ought, accordingly, to be based on the kind of certificate held. There should in every state be a legal minimum salary for each type of certificate. Similarly a second year in the same school community ought to be awarded with a State grant of a definite sum, say \$5 per month; a third year with double the above sum; and the fourth and each subsequent year with treble the first sum.

Several commissions have been organized during the year for the advancement of rural education and life. The most important of these organizations are here noticed:

The National Country Life Commission. Committee on study of consolidation and rural high schools in the United States and Canada.

The Bureau of Education Committee on rural course of study.

The committee on Rural Education appointed by the National Education Association at its regular summer session. The committee comprises representative educators headed by our own Dr. J. Y. Joyner.

A number of publications on rural and agricultural education have been compiled and distributed by the Bureau of Education during the past year. There are thirteen bulletins of the bureau on rural and agricultural education; these are listed at the end of the bulletin.

RUTH LIVERMAN.

In a French Looking Glass, by David T. Mason, in *The Saturday Evening Post* of May 31, 1919, gives a most interesting account of the American soldiers as seen by the French school children. This article was evidently written to let the American people know what the French thought of them, the impressions they made.

When the American Expeditionary Forces went to France in October, 1917, there were about eighteen hundred Engineer Forestry troops. Several thousand of these were sent to different parts of the Landes. One battalion was stationed at Pontenx-les-Forge, a village on the Atlantic about sixty miles southwest of Bordeaux. During their stay here, the French people of that community were very friendly toward them, and the American boys were especially kind to the girls, mothers, and children. In Pontenx, the writer became acquainted with the schoolmaster and his wife. In January of 1919, the schoolmaster had his children to write compositions describing the visit of the American soldiers. They did not know they would get into the hands of Americans, so they expressed their own opinions freely. It is translations of these compositions that are published in this article.

The subject of the compositions given the children to write about the boys of this battalion, was: "American soldiers have been with us more than a year. What shall we say of them in after years to our children?" Judging from the similarity of the forms of many of the letters, there must have been some questions suggested to the children by the teacher. These were probably something like the following:

What are some of the things that impressed you most, on the arrival of the American soldiers?

What are the habits or characteristics of the soldiers?

What are the things that we French have learned from them that will help us considerably in our future?

This must have been given in Language work. The letters were written by children from nine to thirteen years, but they must have had considerable help as their expressions are such as would come from high school students, or the translators used great freedom in turning the letters into English. They were translated so as to give the thought of the children, but were evidently put into the translators' own words, by a professor in the University of California and his students in French. The general impressions of most of the school children were as follows:

"The Americans were very kind, generous, loving, lovable, neat, and clean." Children would naturally think they were kind and generous because the soldiers often gave them cakes, candy, and even dolls when they could get them.

"They were especially thoughtful of their mothers and people at home."

"They are a very industrious people, knowing how to use large machinery in place of their hands, keeping them from getting tired like the French people do."

"They are larger and stronger built than the French are."

"They are not scared of adventures and don't mind spending money."

"They are sometimes a little too intemperate and gluttonous about their eating."

A number of them gave their first impressions of the soldiers, and some things that they said of their arrival were:

"I said to myself the day the Americans arrived, 'It is good, the action which America is taking. She remembers LaFayette and Rochambeau.'"

"When the Americans arrived they had no sawmills, so they went out at night to operate the little French sawmills in the vicinity."

"The Americans came to defend us against Germany, who for a time threatened Paris."

What they said of the disposition of the Americans is significant:

"The Americans have great love for their mothers. They are very grateful for favors, polite, well mannered, industrious, but some are intemperate."

"The Americans are good. They give candy to the children, spoiling them a little too much."

"The Americans do not mind spending their money. They are over fond of eating."

"The Americans are light-hearted, they often laugh uproariously."

The cleanliness of the Americans impressed them greatly:

"The Americans take a shower bath and brush their teeth every morning. This has taught us to be clean."

"Every morning, I see them washing and rinsing their mouths; it does not matter whether it rains or freezes."

The ways the Americans have helped us:

"The Americans have taught us many things and especially in industry."

"At an American sawmill, nearly everything is worked by steam or horses and ours is worked by hand."

"We have learned especially from them the use of large machines."

Time and again, reference is made of the fact that the Americans work without getting tired. And are impressed with the fact that they make the machinery do the work.

FEROL E. LITTLE, '19.

Education in Great Britain and Ireland is a bulletin, by I. L. Kandel, issued by the Department of Interior, Bureau of Education. In this we find by the enactment on August 8 of the Fisher Educational Bill the first step has been made toward the realization of the program of social, economic, and educational reconstruction that is to follow the war. There is a division of schools as follows:

Elementary
Secondary
Continuation

The curriculum of the elementary school is practically on a parallel with the elementary schools of America. The compulsory law forces attendance from 5 to 14 years of age without exemption. There are nursery schools which provide for the care of children from 2 to 5 whose mothers are employed.

The aim of the secondary schools is a liberal education, with a wide curriculum including literature, science, mathematics, art and practical work. It is semi-vocational providing a gradual ascent to a vocation after the age of 16.

The continuation or evening schools are provided for those from 14 to 18 who are employed. Attendance is compulsory up to the age of 18 with some

exemptions, viz, those who have completed secondary schools and those who have passed matriculation examinations for University.

Realizing the importance of the national asset, school children, medical inspection is required at four periods of the school life:—at entrance, in the third year, in the sixth year, and at leaving.

The minimum salary for elementary teachers is \$500 for men and \$450 for women, with increases provided at stated intervals. The salaries in secondary schools are higher according to position and number years of service.

The superannuation act of 1918 is provided for those teachers who have reached the age of 60 after 30 years of service under certain conditions as laid out in the law.

The text of the Fisher bill is given in full in the bulletin, also the text of an education act for Scotland, which is similar in many points to the English bill.

Ireland, affected by the rise in standards of education in England and Scotland, has found the need of elevating its standards, but progress is handicapped by the political upheaval. LENNA FLEETWOOD.

Thrift in the Schools is a pamphlet giving an outline of a course study for Elementary Schools. This pamphlet, prepared by the Savings Division, War Loan Organization, is full of excellent ideas for training the children in thought and habits of thrift for every grade, and has both direct and correlated lessons. This outline is flexible enough to be adapted to the school systems of all localities. With wise administration it should contribute in a large way towards making the future men and women of America a permanently thrifty people. In the first of the pamphlet five definitions are given; the outstanding ones are these:

1. Thrift is care and prudence in the management of one's affairs.
2. Thrift means to get the most for one's time, the most for one's strength, and the most for one's money.

The purpose of thrift is: "To give the child a broad understanding of the specific facts and underlying principles of thrift, to train him in habits of conservation and in the wise use of all his resources, and to create through schools a public sentiment in favor of thrift and economy."

These three methods of presentation are given: Direct presentation of thrift, correlation of subject matter on thrift; and habit formation. Each subject furnishes opportunity for lessons: "Conservation, in geography," "Opportunity in Biography," "Coöperation in history and civics," "Industry and ideals of thrift in literature," "Earnings, savings, and investments in Arithmetic," "Hygiene and Sanitation in Physiology," "Economy and right use of foods in cooking;" and enthusiasm, concentration and singleness of purpose in all subjects. A few principles of personal thrift are: Learning how to keep healthy, how to save time, energy, money, and materials, how to spend wisely and how to invest money intelligently.

Following this is a very practical outline of direct instruction and correlated study for each grade. Of course, no teacher should follow this pamphlet and teach it just as it is given, but every teacher should have the ability to accept things that will help her and reject the things that will not. Real practice in thrift is the goal which every one should strive to reach, and

this pamphlet gives many excellent suggestions that will help the teacher; she should not be satisfied with merely talking about thrift, but should see that every child in the room is putting into practice the things that probably may seem trivial to her now, but are the means of making men and women of America thrifty.

The last part of this pamphlet is taken up entirely with very useful and practical arithmetic problems, problems that can be adapted to any and every locality. This pamphlet is issued for the purpose of helping the people of America, and should be in the hands of every teacher.

GLENNIE WOODARD, '19.

Alumnæ Notes

FANNIE LEE SPEIR, *Editor*

Foreword from the New Editor

DEAR GIRLS OF THE ALUMNÆ: Our number has grown until now we number three hundred and ninety-nine (399) strong. We are big in numbers; lets be big in works; and make the "Alumnæ News" a real live, wide-awake department.

In the general plan of the Training School QUARTERLY we have been requested to "feature the Alumnæ Department especially." To do this we will want to know where you are and what you are doing. Send ideas that you have worked out successfully, experiments that you have tried, and unique devices for different effects that you have used.

Remember the next number of the QUARTERLY is ready for the press about the first week in November. We will want an account of that excellent exhibit you had at the fair; we will want to publish some of the plans for Thanksgiving programs you had; and we will want to know what success you had with your party to raise money. Please send them in!

Now girls, those of you who were at commencement Alumnæ meeting this year took advantage of my unavoidable absence and thrust this work upon me. I shall serve you in the capacity of Alumnæ editor the very best I can, but my efforts without yours will amount to nothing. There are numerous ways you can help and quite a number of them have already been mentioned. Another way you can help is by sending in an account of some other member. Don't be afraid of repetition, for we can use two reports, but if there is no report you see what a position we are in.

Yours to serve,

FANNIE LEE SPEIR.

The Alumnæ department of the QUARTERLY should be truly representative of the Alumnæ of the East Carolina Teachers Training School. Henceforth, it will not be merely jottings of news such as the Alumnæ editor and the faculty editor can get together by much effort, and by keeping eyes and ears open all the time. The faculty editor will retire as much as possible into the background and let the Alumnæ do with it what they will.

You have again chosen one of your number to represent you, or to take the lead. You should support her, send in reports of what you are doing: news that will be of interest to the other Alumnæ, and suggestions. Most of all, suggestions as to what you want in the QUARTERLY. It may be that you feel that the work of suggestions from the student-teachers fresh from their work in the Model School overshadow what is

sent in by the Alumnae. If so, it will be well to have a part of the Alumnae section given up to suggestions from the Alumnae.

The Alumnae should be one hundred per cent on the subscription list. If the QUARTERLY is not worth your money, and you do not care enough about it to sit down and renew your subscription, there must be something the matter, either with the magazine or with you. Help us to find out what it is and let us know. All we want is to help you to help yourselves.

New Officers

At ten o'clock on the morning of June 3 the Alumnae Association met, transacted the very interesting business of the year and elected the following officers for the new year: President, Miss Louise Smaw, '16, Henderson; first vice-president, Mrs. Carey Warren, '12, Greenville; second vice-president, Miss Mattie Bright, '14, Washington; secretary, Miss Ernestine Forbes, '15, Greenville; treasurer, Miss Bess Tillitt, '18, new member of the Executive Board, Miss Nell Pender, '11, Greenville; Alumnae editor of the QUARTERLY, Miss Fannie Lee Speir, '17, Winterville.

The banquet is reported in Commencement News. This year the school furnished the banquet. It was altogether a delightful affair. The faculty committee that attended to it was composed of Mrs. Jeter, Misses Lewis and Miss Scobey.

Sixty-four registered in the Alumnae book during commencement. Others may have been present at some time during commencement but as their names are not on record they are perhaps lacking in the News.

June was indeed the month of marriages for the Alumnae.

Alice Harvey Herring, '16, was married on June 12 to William Taylor Ellsworth, of Rocky Mount. *The News and Observer* gave a full account of the wedding, and had her picture in the Sunday paper for June 15. She will live in Rocky Mount. Mr. Ellsworth is a popular conductor on the Atlantic Coast Line Railroad.

Bettie Spencer, '15, was married on June 11, in Washington, N. C., to Mr. L. P. Thomas, of Farmville. They went immediately on a trip to New York and Washington, and on their return stopped in Lynchburg to visit the father and mother of Mr. Thomas.

Gertrude Boney, '16, was married in the month of June, to Mr. Claude Owens, a business man of Fountain. She has been teaching in Fountain and will continue to live there.

Vera Bunch, '18, was married June 25 to Mr. J. Dennis Sitterson. The announcement card gave their home as High Point after July third.

Alice Medlin, '13, was married in June to the pastor of the Baptist

church at Rosemary. She has been teaching in Rosemary, her home town, for some time. Her superintendent says that she was one of his very best.

Bessie Cason, '17, was married in June. The Greenville papers had a full report of showers that were given in her honor.

Judging from the number of the Alumnæ that are going to "rest" next year or have "unsettled plans," but will not listen to teaching propositions, there will be many more marriages to report in the next issue.

Juanita Dixon Lane, '11, continued to teach while her husband served in the army as chaplain. He was separated from her right at the very start of her married life, and he has not yet returned from overseas. He has one of the scholarships which enabled him to pursue a course of study on the other side. She attended commencement.

Sarah Waller Taylor, '12, taught in the Roanoke Rapids School last year while her husband was serving in the 113th artillery, Capt. Cox's battalion. Her husband has returned but she will continue her teaching.

Sadie Exum Williams, '12, of Wilmington, whose husband, Ensign E. F. Williams, did such splendid work in a flotilla of submarine destroyers, was here to attend commencement. She was visiting relatives in Greenville.

Eula Proctor Greathouse, '12, who has been living in Rocky Mount, will move to Nashville to live. She is one of the loyal and true ones to old E. C. T. T. S., always on hand for commencement, and doing whatever she can for the Alumnæ and school.

Margaret Davis Warren, '12, was toastmistress at the banquet.

Nannie Bowling, '12, attended the commencement exercises.

Estelle Greene, '12, was present at commencement.

Hattie Whitehurst Winslow, '13, visited her father's home across the street during commencement week. She was on hand for the exercises. She has a dear little son, who spends some of his time at his grandfather's.

Willie Lee Smith, '13, reports a fine year's work in Greenville, South Carolina.

Josephine Tillery, '13, will be supervisor of writing in the schools in Roanoke Rapids next year. She is attending the Palmer School of Writing, in New York City, this summer.

The class of '14 always sends a good representation to commencement. The following were here this year: Mattie Bright, Emma Cobb, Mae Belle Cobb, Rosa Mae Wooten, Luella Lancaster, and Annie Smaw.

Gladys Fleming is spending the summer in Tennessee and is attending summer school.

Miss Graham, the class adviser of the class of '14, received a budget of letters from some members of the class and from these we have gathered the following information:

Essie Woolard has accepted a position in a bank at her home at Everetts, N. C. She says she likes office work very much but often gets lonesome for the little Virgies and Willies, so she may be teaching again next year.

Helen Daniel tells us that she has lost both brother and father this year so she can't help being heart broken. She is teaching in North Henderson city schools, second grade, and she says she had rather do that than anything else.

Mary Weston writes: The report that the "Teachers Agency" should be called the "Matrimonial Agency" proves false in my case. I taught four years and am still going on.

Lula Fountain gives an interesting report of herself:

I am still teaching third grade in the Rocky Mount graded school. You should see my grade. I have 36 of the dearest little children you ever saw. It is a real pleasure to teach them. We have had several entertainments this year. At Easter time we gave an egg hunt; after that we had a Spring program, and invited several of the grades in our building and the children's parents in to see it. We gave a little play, and the children were all excited because they had on costumes that had been made especially for this little play.

I am real busy these days in helping the High School get up a pageant. It is to be in June. We are taking in the history of Edgecombe and Nash counties. I have been made chairman of two committees—the committees that have charge of the Tournament Scene and the Ku Klux Klan.

I hope to get to go to the commencement this year, but can't well exactly as our commencement is to be about the same time as the one in Greenville.

It is always a great pleasure to me when I get the QUARTERLY; then I can see what they are doing at our dear old Alma Mater.

LULA FOUNTAIN.

Here is an interesting letter from one of the '14 girls:

WINSTON-SALEM, May 27, 1919.

DEAR GIRLS—At last your letters found me after following me all over, La., Fla., Ala., Ga., Miss., Tenn., S. C., and N. C. You see I am traveling for the Redpath Chautauqua and Lyceum Bureau. I haven't any special territory and Redpath keeps me on the jump from one State to another. I like this work just fine as it keeps me out doors and I have to work with only the best people in a town. Of course I meet some "disagreeable" things while

on the road but I can see the "funny side" now and have a good laugh. I'd never teach again even though I used to think I might become a great First Grade teacher.

I have about fifteen more towns to make in North Carolina and then I expect to be sent to the Pacific Coast, won't that be fine? How I wish I could tell you about Louisiana. Really, girls, when I got down in that French Settlement where they do not speak English I felt as though I were in France. Maybe some day I can meet you at old E. C. T. T. S. and then I have something to talk about.

I'd be so glad to hear from you girls. Write me Greenwood, S. C., Box 67, and if you ever want a Lyceum or Chautauqua for your town call on me and you shall have a good one.

NINA GATLING.

Commencement visitors from Class '15 were as follows: Ethel Finch, Ruth Proctor, Mabel Cuthrell, Ernestine and Rueblle Forbes and Christine Tyson.

Ruth Proctor, '15, sends the following program of the Dixie High School commencement, Edgecombe County. From this you can judge the kind of work that she and her sister, Mrs. Eula Proctor Greathouse, '12, have been doing. The proof that she continues to teach there must be that she is very successful in her work.

FRIDAY, MAY 30TH, 10:30 A. M.

- I. March
 - 1. Flag Salute
 - 2. School Song
 - II. Folk Dances
 - 1. Dance of Greeting
 - 2. I See You
 - III. Club Songs
 - 1. Canning Club
 - 2. Pig Club
 - 3. Sewing Club
 - Chorus
 - IV. Folk Dances
 - 1. Shoemaker's Dance
 - 2. Ace of Diamonds
 - 3. May Pole
 - V. Awarding of Diplomas, etc.
 - VI. Intermission
- 12 O'CLOCK
- VII. Address
 - VIII. Picnic Dinner
 - IX. Weighing and Measuring Babies
Athletics

Mabel Cuthrell writes that the year was so broken she hardly feels she has done a full year's work. "We had to change Primary teachers three times. Mrs. Pitts, (Sue Walston) first had it, but when Mr. Pitts came from camp she resigned and Kate Tillery took her place, but resigned to accept a government position in Washington City. I had intermediate work in the Macclesfield State High School. We bought a nice

\$450 piano by just going out and asking the people for the money. I was referee of the girls' basket ball team and we had a few match games with other schools of the county. I am considering attending summer school in Washington as I can't afford to go where I want to,—Knoxville, Tenn."

The Class of '16 was represented at commencement by a goodly number. This class was honored by having one of its number, Louise Smaw, elected as president. Louise was here and accepted the honor. She won a scholarship to Peabody College for Teachers. Others present were: Ella Bonner, Trilby Smith, Eva Pridgen, Viola Gaskins, Bloomer Vaughan, Gladys Warren and Lida Taylor.

The following girls of the Class of 1917 attended the commencement exercises, most of them staying in the dormitory. They had a jolly good time enjoying their reunion and discussing their experiences since their last reunion, in 1918:

Lizzie Stewart, (the first one to arrive on the scene), Jennie McGlohou, Bessie Cason, (her last appearance as Miss Cason), Vivian Case, Lucille Bulluck, Nannie Mack Brown, Sne Walston Pitts, Lou Ellen Dupree, Julia Elliott, Virginia Suther, Lillie Mae Whitehead, Ophelia O'Brian, Fannie Lee Speir, and Mary Cowell.

All these except two have been teaching and report a good year in the schoolroom. Vivian Case is working in a bank at Farmville and Lucille Bulluck in her brother's store in Rocky Mount. This class is honored by having one of its members as Alumnae editor.

Good reports have come to the Training School of the excellent work that Virginia Sledge has been doing with fourth grade in the Graded School at Tarboro, North Carolina.

Ada Credle, '17, who is attending the Training School during the summer term, reports a delightful year in Moore County.

Ophelia O'Brian wrote the following interesting report of herself:

I taught at Grangers, Lenoir County, seven months without interruption, not even influenza stopped me. Miss Sloope, a Charlotte girl, helped me and we had a very successful year. Our school closed the middle of May with an entertainment consisting of songs, games, recitations and a music recital by the music pupils. The school work has been delightful. Only six grades for two teachers,— domestic science and music.

I am not coming back next year, as this is my second year here, and it seems unwise to stay too long in the same place. I don't think I will attend summer school as I have been doing special work, under our supervisor, with the idea of not attending in view. You know we don't any of us get rich teaching, and summer schools are expensive. I would like to go, however. I have not yet accepted a school for next year.

Wishing the Association all success, I am, Faithful and loyal,

OPHELIA O'BRIAN.

Ophelia will teach fourth grade in the Kinston schools next year, is the latest news.

THE CLASS OF 1918 enjoyed very greatly their partial reunion at commencement. A number were absent because their schools had not closed, and others who had been teaching in Pitt County or near by, but who live at some distance, felt that they could not afford to return so short a time after leaving.

At the meeting "under the holly trees" on Monday morning, the girls gave most interesting accounts of themselves, and reported interesting items of the absent ones. Letters were read from many absent. A number were here throughout commencement and were guests in the school. Others were here for a part of the time. Some came in to the commencement exercises. Those who were guests in the dormitory were as follows: India Elliott, Clellie Ferrell, Ruth Fenton, Jessie Howard, Louise Croom, Pattie Farmer, Lula Ballance, Sophia Cooper, Sallie Best, Willie Wilson, Estelle O'Berry Moore, Camille Robinson, Eula Peterson, Burwell Patterson, Olive Lang, Lelah Parker, Lena Griffin, Helen Lyon, and Cora Lancaster. Willie Jackson, Lucy Jenkins and Irene Fleming were in town and came out to exercises. Bernie Allen and Ethel McGlohon and Thelma Bryan (Mrs. George B. Cherry) attended some of the exercises.

Monday a very attractive luncheon, especially for the class of 1918, was served at a long table which was decorated with sweet peas. Mrs. Jeter arranged for the luncheon and Miss Jenkins, the class adviser, presided.

Time and again the girls met together, but one time was just before the exercises on Wednesday morning. It was like an experience meeting. Some of the reports from the girls are given below:

Elsie Morgan wrote from Kinston that her school had not closed. She had enjoyed her work there very much, but as she did not go there until March she felt that she did not accomplish what she had dreamed of doing her first year. Later news came that she had accepted a place in Wilson for next year. Fine reports of her work have come in from others.

Ethel Smith sent in her regrets at not being able to be with the class: "I have been teaching at Quinerly, near Grifton, the first and second grades. I have enjoyed the year's work very much. I feel that I have made many mistakes but I hope to profit by them another year."

Louise Mewborn wrote that she had intended coming but that her mother was ill and she could not leave her. She wrote that she had enjoyed the year's work.

Vera Bunch was married on June 25 to Mr. J. Dennis Sitterson. The announcement card gave her home as High Point after July 3. She left the schoolroom feeling that she was in love with the work. She wrote: "I taught at Mt. Gould, about twenty miles from my home,

Windsor. My little pupils were just as sweet as could be. I taught fourth and fifth grades. I think I got enough pleasure from the work to pay for the hard work I put into it. Of course, there were some hard days, but they were soon forgotten. If I were going to teach I think should like to go back to the same place. The community was a good one in which to work. They offered me a considerable increase in salary."

Alice Outland wrote that she had had a very successful year teaching in Lenoir County, six miles from Kinston. She intends to return to the same place.

Elizabeth Hutchins could not come because the schools in Tarboro were not out. The news comes that she has perhaps a chance to study next year at Peabody College.

Sarah Williams wrote from her home, Newton, that she had expected to come but that her brother arrived from France so she could not leave home. She did not teach the first of the year, but the latter part of the year she filled a vacancy in the seventh and eighth grades in the Stony Point School. She says she was carried away with the work. She is to be principal of a three-teacher school next year but did not say where it was.

Burwell Patterson had a great time at Hollister, teaching with two other Training School girls, and she feels gratified at the results of the year's work, considering that they had to close down for about eight weeks. This is a nine months school but they taught only about six and a half months. She is teaching for two months at Hollister this summer. Next year she will go into a graded school and teach first grade only. At Hollister they have very attractive school grounds. They had a fine commencement. Their Senior play was a great success; they made \$106.38 which they spent fixing up a furnace.

Clellie Ferrell says: "It fell to my happy lot to teach in the Eureka School, in Wayne County, and I know I was fortunate enough to have the best boarding place in the State. I taught first and second grades, and I enjoyed the work very much indeed. While I know my mistakes were many, I feel stronger for another year. I was offered a position there another year with only one grade and with increased salary, but my plans are not settled."

Helen Lyon was planning to teach in the mountains during the summer. She enjoyed her work teaching first and second grades in the Roxobel School. She told the girls all about Sallie Tyler's illness and death.

India Elliott enjoyed teaching near her home, and intends to teach there again next year.

Olive Lang was not sure whether or not she would return to the place she had last year—the third and fourth grades in the Creekville School, near Conway.

Eula Peterson was principal of the Cedar Creek School, Cumberland, and expects to return there next year. She was looking for two Training School girls to take back with her. It speaks well for her work that the committee trusted her to select these teachers. She has had a considerable increase in salary offered her as an inducement to return.

Sophia Cooper had a fine year at Heathsville. She began as primary teacher but she says just as she began to feel at home with her little tots the "flu" epidemic caused the principal to give up her work, and she was called to fill that vacancy. She says: "I felt awfully skittish when I first faced the eighth grade, but they were fine and I got along well. I was asked to return, but have not yet decided what to do."

Lelah Parker, who has been one of the eight teachers in the Lucama High School, Wilson County, expects to return there next year and is planning a Domestic Science Class. She says: "The people were lovely to us, and I know I had the best community and the best superintendent in North Carolina. We lived in a teacherage and had a lady principal. I organized a society in my room and named it the Edgar Allan Poe Society. We had a program every Friday afternoon. We had a great deal of written composition, as the children were weak in this. In January we had a box party, and made \$83 clear. We bought a tennis net, basket ball goals and balls. Our high school girls played seven match games and won six."

Sallie Best says: "I have been teaching in Eureka this year and had a very pleasant year; I enjoyed working with the little tots. I had third grade work and music."

Nannie Clapp is teaching in a summer school at Whitakers.

Irene Fleming reports a very delightful year spent teaching in Watertown, Tennessee.

Summer School News and Notes

FACULTY FOR THE SUMMER TERM

Mr. C. W. Wilson is Director of the Summer Term. He has held this position for several years. A number of the regular faculty remained for the summer. Mr. H. G. Swanson, superintendent of the Greenville schools, who is a member of the faculty but does not teach during the other terms, is giving a regular course in Pedagogy.

Mr. S. B. Underwood, superintendent of Pitt County and a member of the faculty has large classes in School Administration and School Law. The other regular teachers remaining are: Mr. H. E. Austin, Science; Miss Alice V. Wilson, Science; Miss Mamie E. Jenkins, English; Miss Annie Ray, Primary Methods; Miss Nellie Maupin, Pedagogy; Miss Kate Lewis, Drawing; Miss May R. B. Muffly, Public School Music; Miss Miriam McFadyen, Principal of the Model School, critic teacher; Miss Agnes Whiteside, critic teacher, Model School.

Miss Birdie McKinney, of Reidsville, who has been principal of the Wilson High School, becomes a regular member of the faculty again this summer. She will teach Mathematics next winter. She was a charter member of the Training School faculty.

Mr. H. B. Smith, superintendent of the New Bern Schools, is teaching English. He has been in the summer faculty several times.

Miss Elizabeth Bogle, of Lenoir City, Tenn., who has been War Emergency City Household Demonstration Agent in Winston-Salem, is teaching Household Economics here for the second summer.

Mr. A. M. Proctor, superintendent of the Roanoke Rapids Schools, is teaching History.

Mr. A. H. Allen, superintendent of the Reidsville Schools, is teaching Mathematics and History.

Miss Edna Miller, of Rochester, New York, has the piano pupils.

Miss Sallie Hammet, of the Durham Schools, is critic teacher in the Model School.

Miss Maude Beatty is teaching writing. This has not been taught in the Training School in separate classes since the first years of the school, but the course will perhaps prove so popular that it will be repeated.

The officers of the school remain the year around, hence Mrs. Beckwith, Mrs. Jeter, Miss Beaman, Mr. Spilman, and Misses Ray and Stell are in their regular places.

Miss Frances Jeter is assisting Mrs. Jeter.

Two hundred and seventy students are enrolled during the summer term. These are from 44 counties, and three states. The enrollment by counties is given below:

PITT, 25—Rose Burris, Annie Carroll, Annie Clark, Estelle Collins, Carey C. Cox, Leona Cox, Lottie Ellis, Nannie Lee Elks, Ruby Ezzell, Hattie Holmes, Christine Johnston, Weslie Laughinghouse, Ferol Little, Mrs. Lillie J. Manning, Ethel McArthur, Lucy G. Moore, Katie Munford, Annie Belle Quinerly, Bert Quinerly, Lillie Satterfield, Bettie Spau, Myrtle Tucker, Vermelle Worthington, M. Addie Johnston, Annie Venters.

DUPLIN, 22—Estelle Alderman, Alma R. Batts, Nora Blackmore, Olga Evelyn Davis, Bertha Dixon, Aileen Draughon, Sudie Fountain, Carrie M. Howard, Virginia Johnson, Eunice Lanier, Celia V. Maxwell, Lula Mercer, Virginia Pigford, Kathleen Rogers, Mary Lou Wallace, Lillie Bell Ward, Norma Ward, Hattie Wells, Helen Wells, Ruth Wilkins, Ollie Mae Clark, Annie T. Wells.

HALIFAX, 20—Winnie Boseman, Urma Britt, Mamie Butts, Viola Butts, Lucy Hayes, Kate Johnston, Lee Vann, Elizabeth W. Lucas, Mamie L. Matthews, Geraldine Moore, Ollie Moore, Sue Best Overstreet, Mary Willey, Elmira Wommack, Mabel Wommack, Belle Wood, Mary Harrell, Ethel Madry, Bernedyne Summerell, Lillian Purvis.

SAMPSON, 14—Mrs. Llewellyn Beaman, Frances Clifton, Bessie Daughtry, Mary Daughtry, Monnie Downing, Eunice Fisher, Nellie Fisher, Esther Gilbert, Cleone Hobbs, Azile Johnson, Mary Lee Lowe, Ella M. Parker, Pearl Parker, Mabel Rivers.

ONslow, 13—Annie Arthur, Minnie Beasley, Mary E. Brown, Annie Cavenaugh, Virginia Davis, Millie L. Everett, Sallie Gillette, Mary A. Hurst, Carrie Midgett, Creasie Millis, Nancy J. Morris, Bertha Morton, Leona M. Winstead.

BEAUFORT, 13—Mary Davenport, Armezia Gerrard, Ida B. Guthrie, Elizabeth Harvey, Nellie Hollande, Dora Lee Jordan, Ophelia Latham, Edna D. Moore, Pearl Prescott, Lillian Roe Purser, Myrtle Taylor, Emily Turnage, Eva Gurganus.

BLADEN, 12—Docia Butler, Johnnie Cain, Flavon Edge, Louise Jessup, Carrie Johnson, Lula McDuffie, Ruby Porter, Octavia Rice, Kate Shaw, Ethel Squires, Eva Louise Tatum, Aleen Woodburn.

CHOWAN, 14—Vera Baxter, Goldie Bunch, Ida R. Bunch, Wessie Evans, Katie Fleetwood, Lenna Fleetwood, Linie Foxwell, Laura Hollowell, Inez Perry, Mabelle Privott, Ellie H. Rountree, Cornie Ward, Mattie Sanders, Mrs. Sarah Bunch.

NORTHAMPTON, 12—Rachel Allen, Nettie Bridgers, Ellen Bryant, Beatrice Futrelle, Lillian Johnson, Audrey Parker, Mary Ellen Read, Etta Rowland, Boyd C. Storey, Mattie Vann, Irva G. Winslow, Emma J. Brown.

NASH, 10—Beulah Coley, Pearl Siddie Everette, Annie Harper, May Joyner, Nancy Joyner, Katie Young Sears, Nannie Strickland, Marguerette Tyree, Ada Valentine, Debbie Vick.

BERTIE, 10—Lillian Byrum, Sallie Early, Jessie Flythe, Helen E. Gillam, Clara W. Goode, Millie Harrell, Pattie Lawrence, Margaret E. Sallenger, Nora Todd, May Phelps, Blanche Burden, Erma Peele.

CRAVEN, 10—Mattie Lou Barwick, Mary Connor, Ida Forrest, Thelma Hawkins, Bessie Henderson, Minnie Joyner, Lillie Mae Nelson, Ada Stubbs, Thelma Williams, Mamie E. Brown.

HYDE, 10—Margaret B. Ballance, Elva Byrd, Ada Credle, Agnes Gibbs, Thelma Jennette, Blanche Murray, Rosa Selby, Mildred Swindell, Helen M. Lavender, Lillian Swindell.

GATES, 7—Mabel Blanchard, Sarah M. Blanchard, Aillene Harrell, Elizabeth Hobbs, Maude Hofter, Elsie Simpson, Zoe Sawyer, Elsie Simpson.

HERTFORD, 7—Effie Early, Mary Gatling, Mary Jernigan, Joe Kiff, Daisy Modlin, Bertha Powell, Eva Wynne.

WASHINGTON, 7—Caroline Furlough, Gwendolyn James, Mattie Liverman, Cora Leigh Marriner, Annie Mizell, Alethia Swindell, Nellie Tarkenton, Bessie Barnes, Callie Barnes.

LENIOR, 6—Mary Cauley, Rebecca Croom, Lucile Fordham, Hoppie Harper, Gretchen Sutton, Thelma Sutton.

MARTIN, 6—Alice M. Alligood, Eva Gladys Ange, Julia Belcher, Mattie Mizelle, Rhoda Peel, Bertha Ward.

PENDER, 6—Vistula Burton, Ruth O. Dobson, Myrtle Ellen Horrell, Gussie Raynor, Mollie Raynor, Ethel Southerland.

JOHNSTON, 5—Myrtie Bass, Alice Grice, Flora Lee, Loma Massingill, Julia S. Rose.

PERQUIMANS, 6—Manola Jolliff, Wilma Jolliff, Mattie Lou Perry, Lillie Pthistic, Sallie E. Winslow, Nora Chappell.

EDOECOME, 5—Mrs. Helen A. Knight, Joe Reba Moore, Mamie N. C. Pridgen, Cornelia Stallings, May Vick.

GREENE, 5—Mrs. W. B. Carraway, Allyne Dawson, Clyde Hunt, Emma Phelps, Johnnie Patrick.

TYRRELL, 4—Reba Alexander, Mattie Brickhouse, Lillian Dillon, Ruth Liverman.

CUMBERLAND, 3—Janie Graham, Eugenia Melvin, Eula Smith.

PAMLICO, 3—Ola T. Keel, Gertrude Martin, Glennie Woodard.

ROBESON, 3—Sallie Inman, Lizzie Page, Esther Willoughby.

WAYNE, 4—Rosa Hooks, Mary Catherine Matthews, Alice Wilkinson, Kate J. Kornegay.

BRUNSWICK, 2—Eula Powell, Mattie E. Powell.

CASWELL, 2—Edna McGuire, Frances Walker.

DARE, 2—Edith Meekins, Mamie Meekins.

DURHAM, 2—Mary Ann Glenn, Annie Lee Perry.

FRANKLIN, 2—Lanie Horton, Lallie Smith.

PASQUOTANK, 2—Lillian Lee Spence, Della Williams.

WARREN, 2—Alice Hardy, Pearl Floyd.

WILSON, 2—Elizabeth Bass, Mary Vann O'Briant.

CARTARET, 1—Gladys Pelletier.

CURRITUCK, 1—Zuma Ballance.

GRANVILLE, 1—Fuller, Effie.

HARNETT, 1—Georgia Barnes.

JONES, 1—Minnie W. Hurst.

PERSON, 1—Mabel Harris.

VANCE, 1—Helen L. Wicker.

WAKE, 1—Alice Banks.

VIRGINIA—Ruby A Banks, Norfolk County, Ellen Moss, Norfolk, Mae D. Osborne, Richmond.

MASSACHUSETTS—Myrtle Morse, Framington.

Mr. George Howard, superintendent of the Edgecombe School, gave an illustrated lecture on the evening of June 14, on the subject of Consolidation of Schools. He showed many interesting lantern slides showing what had been done in Edgecombe County. The pictures of the trucks and of the old and new school buildings, and the stories he told of the changes taking place, what has already been done, and what is going to be done in the very near future, made one realize that Edgecombe County would soon be a consolidated county. The advantages of the system are not even questioned now, therefore he spent his time showing how it could be done. He gave much valuable advice about transportation.

Miss Mary Shotwell, director of the campaign for teaching Thrift, visited the school at the beginning of the summer term, and impressed upon the authorities the importance of teaching thrift during the term. The plan is to have the subject brought out especially in correlation with other subjects, rather than giving it a place by itself. The opportunities for developing the idea through other subjects are great, and the lessons far more impressive.

Miss Hattie Parrott, of the State Board of Examiners and Institute Conductors, spent several days in the school at the beginning of the term, advising the students what to do about certificates, and helping them in any and every way she could.

Miss Mollie Heath, of the New Bern Schools, who was one of the critic teachers in the summer term in 1916, made a short visit to the school the last week in June.

Superintendents and principals are calling out for teachers. One county sent in a call for 80 teachers from this school.

Director C. W. Wilson paid a visit to Elizabeth City recently for the purpose of inspecting the Normal School for the Negroes. He is a member of the Board of Trustees of this institution.

National President Wright attended the meeting of the National Educational Association which met in Milwaukee, June 29, to July 7.

FOURTH OF JULY CELEBRATION

The Fourth of July was celebrated at the Training School in the afternoon by a patriotic program and a patriotic address by Mr. A. M. Proctor, of Roanoke Rapids, a member of the summer school faculty.

The program was as follows:

Songs	THE SCHOOL
The Anvil Chorus	
Speed Our Republic	
The American Creed	THE SCHOOL LED BY THE "H" CLASS
Reading of Extracts from President Wilson's	
Flag Day Speech	MISS ELIZABETH BASS
Three Camp Songs	JUNIOR CLASS ("C 1")
Fritzie Boy	
Stars and Stripes Forever	
When the Great Red Dawn is Shining	
Reading of Flag Poem by Frank Stanton	
Patrick Henry's Speech (on the Graphophone)	
Address	A. M. PROCTOR

C. W. Wilson, Director of the Summer School, introduced Mr. Proctor.

Mr. Proctor read in the beginning Secretary Lane's famous speech on "The Makers of the Flag," and followed this up with a strong talk to the young women, showing them the increased responsibilities that were placed upon women today and how women would be compelled to meet these responsibilities and were becoming more and more makers of the flag.

While the talk was serious, progressive, and full of profound thought, yet it was by no means solemn. Witty stories, well told and aptly applied, were sprinkled throughout the talk. He would get the girls in a gale of laughter, and then swiftly turn their thoughts to the serious application.

He reminded his audience of the fact that history was full of the deeds of men, and had very little to say about the deeds of women, but women were beginning to assume credit for the position they have long held. Changes are taking place so rapidly that the future of woman will be vastly different. Reformations and revisals are going on. A woman cannot retire beyond the walls of her home, because home-making has gone beyond the home. The old way of being able to concentrate all the home-making in the home has gone. Clothing, food, and necessities

that used to be produced in the home now come from outside. Life has become complicated. The health of the family, the education, the morals—all that concerns the children reaches out so that the true home-maker must concern herself about all these things everywhere. Women should be on school boards, and in all places where the problems of the home and family are considered especially.

We have outgrown the Monroe Doctrine and we have outgrown the old attitude towards woman. The question is, will you rise to the emergency? You will, of course, make mistakes, even as men have done. Women will have to learn a number of things. She will have to become more democratic than the average woman has been, if she is to do her part, will have to give up her old petty jealousies and rivalry with her neighbors. She must cultivate a spirit of open-mindedness, must learn to see two sides of a question; get the point of view of others.

"A" CLASS ENTERTAINS JUNIORS

(This was the last of class social affairs, and was too late to get in the spring issue of the QUARTERLY.)

The First Year Academic Class, better known in school circles as the "A" class of the Training School, entertained their "sister class," the Juniors, on Saturday evening, with a most attractive and unique entertainment, followed by a social hour. The faculty were among the invited guests with the Juniors.

After the guests assembled in the auditorium the "A" class came out on the stage in school girl style and seated themselves informally on sofa pillows, the floor, anywhere, for an informal class meeting. Miss Gertrude Stokeley, the class president, presided. When the minutes were called for, Miss Lillie Mae Dawson, secretary, unfolded a long roll of minutes which stretched out on the floor, and reported startling news from both classes, including jokes, personalities, and other items that kept the girls roaring with laughter.

The program was very cleverly introduced at the time when the question of what they should do to entertain the Juniors came up. Someone proposed that they give a "stunt" party, and as each stunt was suggested it was given, as if in mere preparation for what they were going to do later. In this way songs, recitations, and dramatizations were given. Misses Gertrude Stokeley and Lillie Mae Dawson impersonated the class adviser of the "A" and Junior classes, respectively. Miss Lucy Kornegay impersonated one other member of the faculty both classes have for teacher.

A few toasts were given to the Juniors, whereupon someone asked what was the object of having toasts without refreshments. Then someone suggested that they serve refreshments as they had fifty cents in the treasury and that would buy ten ice-cream cones, and they could

earn the remainder of the money weeding the campus. The Juniors were then invited into a room embowered with the flowers and the purple and gold and white colors of the Junior and "A" classes.

Here much excitement was created by the guests finding the souvenirs that had been prepared for each Junior and member of the faculty. Punch and wafers were then served by Misses Athleen Whichard, Christine Evans, Inez Frazier, and Ophelia Latham; and the remainder of the evening was spent in dancing and merry making.

Y. W. C. A. SERVICES

Each Sunday evening the Y. W. C. A. services are conducted in the auditorium.

On the first Sunday of the summer term, Mr. J. H. Allen led. Prof. C. W. Wilson led on the evening of June 29. Mr. S. B. Underwood was in charge July 6. Pres. Wright led one evening, Mr. H. B. Smith once, and Mr. A. M. Proctor once.

Mrs. Kate Brew Vaughn spoke on the evening of July 7 on the subject of "Keeping Fit." Mrs. Vaughn is associated with the State Department of Health and is doing effective work in arousing the women to thought and action on health topics. Her talk was timely, practical, and made an impression.

Mr. Frederick William Wile, the Chautauqua speaker of Thursday evening, talked to the students of the Training School at the Assembly hour on Friday morning. He spoke on the same subject as that of his lecture, the understanding between the British and the American, but developed more fully how history can be taught so that all the greatness of the Revolutionary period can be preserved and handed down to the children and yet so that there may be no feeling of hostility towards the English left in the hearts of the children. He explained that the great thinking people of England have always understood the Americans and our position and that our troubles with England grew under a German king and that he had to hire Hessian troops to fight us.

It meant a great deal to the young women of the school to have this great writer to interpret the English to them. All who heard him felt that he was speaking with authority and sympathetic understanding.

JOYNER



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