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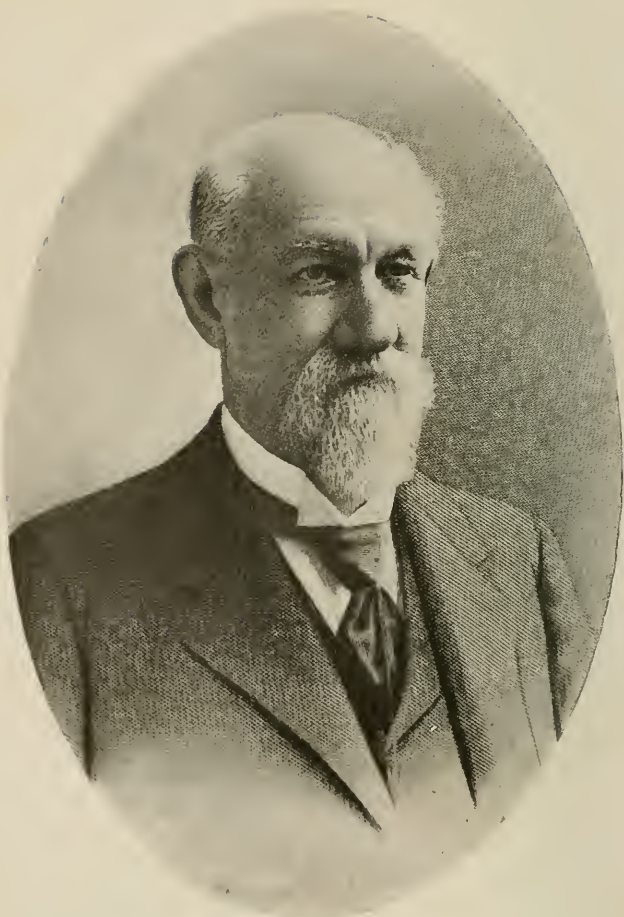
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# The Training School Quarterly

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No. 1

## WHAT WE STAND FOR

ROBERT H. WRIGHT.

I have been requested to write an article for THE QUARTERLY on a subject that will of necessity call for so many things from the essence of my own life that I feel that I cannot comply with the request. I am willing, however, to give a few of the fundamental principles upon which the officers and teachers have stood for the past ten years. The results show that they have stood upon a secure foundation.

First, may I say that from the very beginning I have had a clear conception of the purpose of this school, and with all of the tenacity of my nature I have held to this purpose and have refused at all times to be pulled away by the tempter when he came with bright promises of reward if I would give up the purpose or even deviate slightly from the course planned. So you see our purpose, our aim, has not been changing. Let me say also that the spirit of the Board of Trustees has been all any one could ask. They have given their thought and energy to the material side and have left the professional side to the teachers and officers. Our trustees have shown that they have a correct idea of the powers and duties of school trustees. If their example were followed by all boards of trustees we would have better schools and fewer wrangles.

In building up a new school or managing an established institution there are a few great principles that should be kept in mind constantly. One of these is that the theories of education are not usable. They are founded upon conditions that exist only in the minds of men. Human society is not logical. It is composed of all types and its members are constantly changing. But there is running through human society a desire for better things. People are willing to have things that elevate done for them or done to them. They will accept any good thing if it will function. But a good thing will not work unless it touches human life as it is found in the every-day man. It has been necessary, therefore, for us to abandon accepted educational theories and study North Carolina home-life conditions. When we saw conditions as they existed in our State then we saw our problem, namely: To prepare the young women who come to us out of those conditions to go back to our people as teachers, take hold of existing conditions, and lead our people forward to something better. Each teacher must be an instructor of children and a leader of people. If the former is well done the latter is easily obtained.

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In our work we have realized that the student body of today is only a means of accomplishing the real purpose of the school. By this is meant we are working for the children of our State and our students are our means of reaching the children. We work for North Carolina childhood through the student body of today. We have had the needs of the children in mind in our efforts to train teachers. Our work *with* our students is *for* our children.


There must come into a work of this nature a spirit of self-negation. Let me explain. The Training School and its work must always be bigger than any individual connected with the school. To accomplish this has been one of our most difficult tasks. To bury one's self in the mass that the whole may be strong to many natures is almost an impossible undertaking. And yet by team work and by team work alone, great things in education are brought to pass. As I have often said the first requisite for a new teacher is that he work whole-heartedly with the others. A brilliant scholar without the spirit of hearty coöperation is a misfit in our faculty; for school teaching is a coöperative business. This does not mean that individuality or personality must be destroyed. They must be fostered. In a democracy individuality and personality are expressed most perfectly through coöperative activity. With us there has been a high regard for the rights and opinions of others.

This spirit has not only existed among teachers and their coworkers, between officers and teachers, but has found lodgment in the minds of teachers and officers in their attitude toward the students as well. A proper regard for the rights and opinions of others is the highest type of self-respect. The operation of this idea has caused the teachers' schedules to be carefully scrutinized and often re-arranged. It has caused us to be solicitous of the comforts of our coworkers for it is an injustice to expect the best of others until you have given them the best opportunity possible under the circumstances. Remove the shackles if you want free action. It also means that the management has given to each teacher as far as possible full freedom in his work, so he has been able to do the work in his way. My teaching must be done in my way.

Health is more important than learning. We have fully realized that palatable, nourishing food served in an attractive way is necessary if we wish to get the best mental effort from the students. We have, therefore, made an especial effort to see that our students have food that satisfies and nourishes. The same idea has been carried into the home life. If one is not so environed that his mind is at ease, he cannot



ROBERT H. WRIGHT



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concentrate his mental powers upon his school work. Good food and proper living conditions are essential for the best mental efforts.

All that I have written would give us only mechanical efforts if love is left out of the scheme. The one thing that makes for success in this school more than any other one thing is the spirit of the school. That indefinable, indescribable something that we call the Atmosphere of the school. This is the very essence of the inner life, and it is rooted in love. Love for the cause, love for the children of North Carolina, love for the work we have to do, and faith in our undertakings. It is that love born of the higher impulses for the good of humanity. It is an unselfish love. It is the spirit of the man reaching out and yearning to be of service to his fellowman. Its greatest significance is found embodied in our motto "To Serve."

This is only a part of the hitherto unrevealed spirit that has been buried down in our lives. There is more, much more in the well, but it has always seemed good to me never to pump the well dry, but to hold back at least some of life's waters for reserve. We have many great things in store for the school when the time is ripe to bring them to the surface. The next ten years should show greater progress than the past ten have revealed. Our people are almost ready for us to go by leaps and bounds where we have been creeping. We are ready to spring forth just as soon as the State gives the signal. Our work is the most vital in the State for it is closer to the hearts and the everyday lives of our people than any other type of educational work, because we work for North Carolina childhood.

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## *ARE WE MAKING GOOD?*

C. W. WILSON

A Normal School has not made good in its work unless the finished product which it turns out, its graduates, are succeeding in their work as school teachers. The test of its efficiency is not in the numbers enrolled, the course of study, the amount of information imparted, nor the general physical equipment, but in the ability of its graduates to go out into the field and properly interpret the life of the people, to evaluate their standards and ideals, to understand their problems, and to become a part of the community life and activities in sympathy, interest and love. When this is done it is easy and a joy to teach and inspire the children and to lead the people of the community to realize any standards of attainment that the teacher may set.

For ten years the Training School has been at work at the job of preparing teachers, and has turned out 399 graduates. What are these young women doing? Are they measuring up to the standards set forth by the President in the preceding article, and summarized above? Is their work functioning successfully out in the field of active service? These questions and the answers thereto are of greater concern to the officers and faculty of this school than to any one else, and they are kept constantly in mind in every phase of the work.

Let us go out into their schools and the communities in which they work for the answers to these questions. But, as we go, it may be well to keep in mind this reservation, viz: We do not claim that *every* graduate measures up to the most rigid standards of success in every respect from the very beginning of her teaching experience, but we do believe a very small percentage falls short.

A large majority of the 399 graduates are teaching in the rural and village schools, while some are teaching in the special-charter graded schools. Most of them are doing primary work, and the balance are at work in the intermediate or grammar grades, some of whom serve as principals of their schools. A visit to their schools reveals the fact that they are using what they got in their training. That is reflected in all their work, but they are intelligently adapting it to local conditions with decided skill. They have a clear grasp of the subject matter, a sympathetic understanding of children, and self-confidence in the method of procedure. They feel at ease and are at home in the regular work of the class-room.

But more gratifying than this is the keen initiative, and the fine spirit and attitude that pervades all their work and kindles inspiration and enthusiasm in both pupils and patrons. In the work of shaping character and directing the life activities of childhood, and in leading the community to realize a happier, more satisfying, and more prosperous life, this spirit of enthusiasm and sympathetic interest is a larger asset than the possession of a great mass of facts.

But you want proof? The proof lies in the success of the effort. Has it succeeded? Go with me to a one-teacher school in the back corner of an eastern county. There is the dilapidated one-room school house, unpainted, improperly lighted, few window panes in the windows, no window shades, no pictures, an old rusty stove with its rickety pipe in the middle of the floor, no desks for pupils or teacher, the crudest and most uncomfortable sort of benches all defaced by the jack-knife of the bigger boys, and goods-box seats for some. No school spirit could survive in such quarters. The whole place is utterly neglected by the

community and despised by every child. You see the picture and, in your imagination, you hear the boys swearing on the school grounds at recess, and deep down in your hearts you have more respect for them because they do swear at such conditions.

One of the Training School graduates took charge of that school the first year after she graduated. With the help of the pupils, she cleaned up the place and opened school. In three weeks she had organized a Betterment Society and raised enough money to purchase window shades. The women induced the School Committee to put in the window lights and some benches with backs. By box parties she raised money to purchase a few pictures and maps. She then proposed to paint the school house with her own hands, if the Committee and Betterment Society would furnish the paint. They furnished it and before Christmas the children were attending school in a painted school house with better furniture, a clean floor, and a nicely kept yard.

It did not stop here: the community caught the spirit, homes were painted, premises cleaned up, and they had a higher self-respect and a larger love for their neighbors.

Another graduate had accepted the intermediate work in a three-teacher school. She, alone, arrived a week before the date of opening, but nothing daunted, began to make a survey of the school district. Before the opening day she knew all the patrons and pupils of the school, had invited the children and patrons to help clean up the school building and grounds one day, and she managed to convert the day of school cleaning into a day of gladness for all, a real community picnic, which was more than a picnic, because there was something useful and of personal interest planned for each one to do. She had captured the community and won success before the other teachers arrived. But she had done more than that. Out of this beginning the community learned how to be happy together and converted many of the dreary days of the winter that followed into days of wholesome fun.

Two of our graduates working together in a two-teacher school directed the school children in a study of the products and resources of the school community. They collected fifty odd varieties of useful and edible plants growing in the community, and tabulated the natural resources. The children made, out of the school hours, many articles of wearing apparel and a number of useful things for the home and farm. The patrons of the school were astounded to find that they actually possessed such a variety of resources and, seeing this, they began with new courage and hope to develop their wealth.

I have seen the dull routine life of a number of rural communities completely made over and anew by the work of others who have been

trained here. Through organized effort they have provided games for the children, and fun and entertainment for the grown-ups, converting monotony into pleasure and rejuvenating both old and young with new hopes and wholesome ambition.

As teachers and social workers in mill communities, some have achieved such success as lead to their employment for twelve months in the year at flattering salaries.

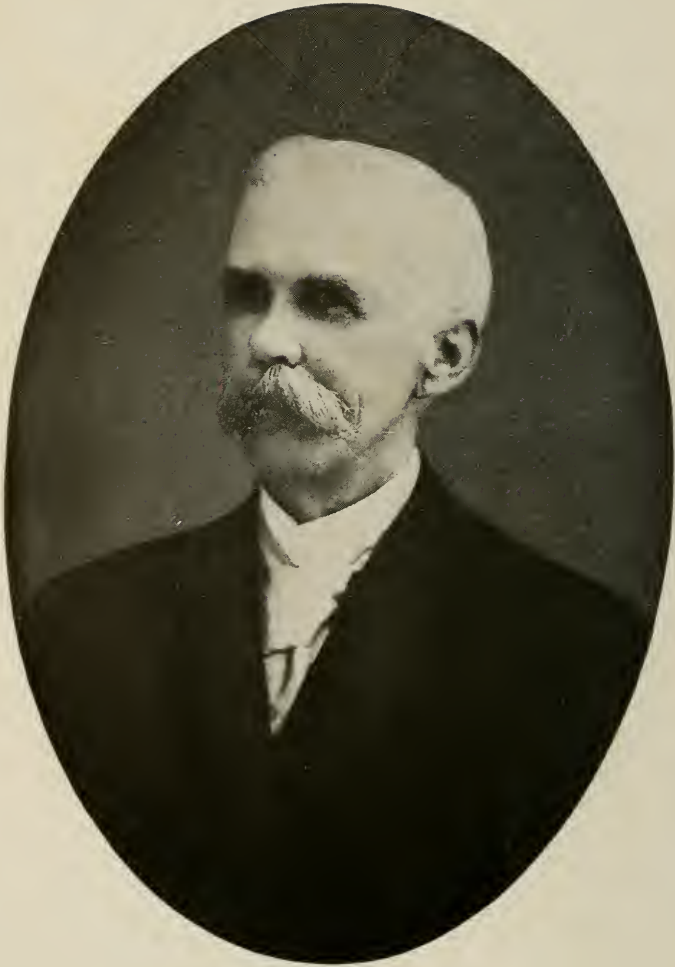
What these few have done, has been duplicated by scores of others, each in her own way in slightly different environment. And besides this sort of thing mentioned above, school districts have been consolidated, Sunday school and church work have been inspired with new life, homes have been blessed, community and individual standards have been elevated, life itself has taken on a more buoyant faith in God and humanity, and childhood has fallen heir to all these blessings through the work and inspiration of the Training School graduates.

What the Superintendents say of their work cannot be told here but hear just one or two expressions: One Superintendent says "the very best teaching I ever saw done was by a Training School girl, and it was in her first year's work. She was utilizing the principles of Psychology with the skill of a veteran." Another says: "We want twenty of your next graduating class. Those we have from your school have put such a fine spirit into the work that they have spoiled us." Another Superintendent said to the teachers of his county in general session: "I want to commend to every one of you the work of Misses so and so. Visit their schools and observe their work. I wish I had in every school in this county just the same sort of spirit that I find in those schools in which the Training School graduates are teaching."

Unsolicited expressions like these are coming every week from those who are in position to know what our girls are doing and the Training School is justly proud of her finished product.

It is good to know that they are doing good work in the class-room, but it is a far greater joy to know that they carry to their work a fine optimistic professional spirit and get hold of the community problems and interests in such a way as to stamp their own optimism and hope and aspiration upon children and patrons alike and lead all to a fuller and happier and more helpful life.





WILLIAM H. RAGSDALE

1914  
15  
1904

## THE BEGINNINGS OF THE SCHOOL

SALLIE JOYNER DAVIS

Some fifteen years ago, in a group meeting of the Northeast Division of the County Superintendents, a discussion of the lack of trained teachers turned to the need of another normal school in the State. There was already one, but the demands for teachers were greater than any one institution could meet. There was a feeling that there should be a teacher-training school in the eastern part of the State. How much discussion there was is not known, but the idea was dropped and it appears to have lodged in the fertile brain of Mr. Ragsdale, the Superintendent of Pitt County. It may have been that he gave expression to the idea; certain it is, that he came away from the meeting with it. Friends of Mr. Ragsdale remember that when he took up with an idea it became an obsession and he talked it early and late—making opportunities, never waiting for them. In the evolution of the idea of a normal school, he did much to popularize it.

It was not long after this before the educational leaders of the eastern part of the State were all agreed that the time was ripe for the establishment of a school somewhere in the east. A bill for the same was presented to the General Assembly of 1905. Its failure gained a great deal of free advertisement for the movement and when the succeeding Legislature met, forces from another quarter were ready to carry on the fight. In the early part of the session Mr. Ragsdale and Governor Jarvis wrote a bill which was introduced by a fellow-townsmen, Senator Fleming, under whose wise leadership it was passed and ratified, March 8, 1907. The act creating the school appropriated \$15,000 for the equipment of the buildings and authorized the State Board of Education to locate it in some eastern town.

The three sponsors of the bill were truly representatives of their town and county for, while it was under discussion, Greenville and Pitt County sent its citizens in large numbers to Raleigh to press the passage of the bill. It was the same enthusiasm and coöperation of town and county that secured the location of the school. On May 7th the people of Greenville, with only one dissenting vote, pledged \$50,000 of bonds. Greenville was small, its people were closely allied in interests, and it was not a difficult matter to crystalize sentiment in favor of school bonds. With the county it was another matter; as it is a large one, its population was widely scattered and communication was slow. It was a problem of how to get the question of bonds before the people. When the workers turned to Governor Jarvis he was ready with a plan

that has been eminently successful whenever any sort of drive in the county was needed. "If you will guarantee to follow my directions," said he, "I will guarantee to secure the school for you."

For the first time in the history of the county the schoolhouse became the real educational center of every community, the leaders of the county became the propagandists of a great cause, and in three weeks the most intensive educational campaign in the county was put across. The bonds were carried, and on the 14th of May, 1907, the people of Pitt by a very large majority voted to issue and sell \$50,000 of bonds. Later, jointly with the town of Greenville, they presented to the State of North Carolina a gift of \$100,000 to be used in the purchase of a site and the erection of buildings of a normal school, if it should be located in Greenville. This free gift, offered by a people with no hope of material returns, was an expression of its faith that a teacher, rightly trained, truly becomes a benefactor of mankind.

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## THE MATERIAL GROWTH OF THE SCHOOL

MARIA D. GRAHAM

To one who has been intimately connected with the Training School since its beginning, its growth, materially and otherwise, has been more noticeable, perhaps, than to one less interested. Innumerable little comforts have been added here and there which might seem trifles to outsiders, but they are of great importance to those who live in the school. For instance, there was great rejoicing the first year of the school when the board walks were laid and it was no longer necessary to pull up the hill on Fifth Street through sand nearly shoe deep. Later there was greater joy when the last of the board walks was replaced with concrete. At present prices, the value of the shoe leather saved by the concrete walks during the last five years would equal the cost of the walks. While our library facilities are still meager and our postoffice is not yet ideal, both are great improvements over what we had in the early days of the school.

Because of the lack of funds, the school has not been able to grow in the number of buildings as it should have grown; and as a natural consequence the number of pupils enrolled has been forced to remain almost at a standstill for some time. And yet the growth of the school has been more rapid than was expected by many, and it has also been greater than a number of people in the State yet realize. This growth is due to the fact that through Governor Jarvis's foresight the town of Green-



ville and the county of Pitt placed such confidence in the school at the start that the State could not for long withhold its full appreciation and hearty support.

The General Assembly of 1907 ratified an act establishing the East Carolina Teachers Training School and appropriated the *enormous* sum of \$15,000 towards said school. Nevertheless, spurred on by Governor Jarvis and his strong body of coworkers, the citizens of Greenville and Pitt County, by their unprecedented liberality in the gift of \$100,000 for the construction of buildings, made the school a reality. Forty-seven and one-half acres of land were purchased; July 2, 1908, ground was broken; and on October 5, 1909, the school opened its doors to students. At that time six buildings had been completed: a girls' dormitory, a boys' dormitory, including an apartment for the president of the school and his family, an administration building, kitchen and dining-room, laundry and power plant, and infirmary.

The General Assembly of 1909, by an appropriation of \$50,000 for building and equipment, made possible the construction of the last two buildings and the equipment of all the buildings. This same assembly also appropriated \$13,000 for maintenance for 1909 and \$25,000 for maintenance for 1910.

The General Assembly of 1911 made no appropriation for any building to be done during the next two years, but it did increase the maintenance fund to \$45,000 per year.

In 1913 the maintenance fund received no increase but an appropriation of \$40,000 was made for building and equipment, and \$6,000 in addition was paid to offset a debt contracted for various necessary items. The above \$40,000 was expended in adding and furnishing a wing to the east dormitory and in building and equipping a wing to the administration building, in enlarging the laundry and power plant, and in purchasing a lot and building a home for the president of the school. Forty thousand dollars then went further than \$100,000 can go today. That same year a four-room model school was erected on the grounds but the cost was defrayed by the town of Greenville. In five years time the school had proved that it was meeting a real need, and the State had learned to look upon it as a good investment for its money.

In 1915 the maintenance fund was increased to \$50,000 per year, and \$18,000 was appropriated to meet an indebtedness incurred the year before in the erection and furnishing of wings to buildings mentioned above.

On April 1, 1915, the roof of the dining-room was destroyed by fire. A loss of only one week from school work was sustained. The summer following a modern kitchen was erected and the dining-room was en-

larged and fixed over. As a result, the present school dining-room excels all other school dining halls in the State in beauty and convenience. The improvements cost only \$2,500 more than the amount received as insurance.

The General Assembly of 1917 appropriated \$60,000 a year for maintenance and \$200,000 for buildings and equipment, the latter to be paid within six years. Part of this appropriation has already been utilized in purchasing the model school from the town, in adding an upper story to it, and in equipping well the school throughout. A new circulating hot-water system has also been installed in the school proper, by which hundreds of gallons of water may be saved in a year's time. In the near future the east dormitory is to be completed, making room for 60 more girls. A second wing is to be added to the administration building, and the assembly hall is to be enlarged and made more attractive. When this building program is completed the six original buildings will be in the form planned ten years ago.

The General Assembly of 1919 appropriated \$65,000 for the annual maintenance of the school and made the \$200,000 appropriated for buildings in 1917 immediately available.

The fact that the school has grown in state favor is indicated by increased appropriations as cited above. These increased appropriations in turn have enabled the board of trustees of the school to enlarge and better equip the institution. Furthermore, this external growth of the school has been accompanied by development along other lines. From a force of teachers and officers which together numbered fifteen, the school has grown until it now has a force of thirty-six—twenty-eight teachers and eight officers. Every department has expanded in the number of teachers and number of courses offered.

The number of pupils enrolled during the regular school year has increased from 174 to 325. The total number enrolled since the school began in 1909 is 6,061; the number turned away is over 2,000. This fall alone fully 250 were refused admission because of lack of room. Our field of patronage has spread from a section of Eastern Carolina until it includes nearly the whole State. We now have in school girls from 52 counties.

Now, at the end of ten years of faithful service, we believe that the State has confidence in our performing well the task we have assumed. But does it realize that the sum total of all the teachers turned out annually by this school and by the various colleges in the State falls very far short of meeting the demand for two thousand or more new teachers each year? If teaching school in North Carolina is ever to become a profession, only trained teachers should be allowed to teach in the hum-

blest school. To supply the number of trained teachers needed, the State should support from four to six normal schools similar to East Carolina Teachers Training School, each of which should graduate two hundred or more teachers each year. If the State does realize this great immediate need in education, the growth of the Training School will be much more rapid during its second decade than it has been during the first.

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## THE PROFESSIONAL GROWTH

H. E. AUSTIN

In October, 1909, the Training School was a stranger among the educational institutions of the State and in the community it was to serve. When it opened its doors for the reception of its first pupils its place in the educational work of the State, the real nature of the work it was to do, was but dimly understood. In the minds of most people it was simply to be a school. What that school was to be, how it was to function in the lives of the people, what it was to mean to the child-life of the State, had not even been dreamed of except by a few gifted with the vision of seers, and even they as "through a glass darkly."

The decade just passed is a story of professional achievement, the story of how a school unknown has won a place in the confidence of the people, the school officials of the State, and the nation; how it has established itself as an essential factor in the education of the children of North Carolina.

To be a real force, meeting the vital needs of the community, a school must thoroughly understand the life of that community, and be ever ready and capable of responding to its needs.

To be responsive, it must ever be ready for and capable of adjusting itself to the demands of the life about it.

To keep our ear close to the ground, our feet ever in touch with good mother earth, has ever been the purpose of the Training School.

Our material and professional growth is but the natural consequence of this attitude. It is an index that our school is organic.

To one associated with the school from its opening, the review of the ten years passed over is most interesting. The heights gained, the obstructions passed, the difficulties overcome, the thread that joins all are revealed and seen in their true relations. One of the real significant things, one that, next to the wise leadership of our clear-headed, far-sighted, and devoted president, has played a most essential part in the professional development of the school and its steady progress, is the fact that twelve of the eighteen teachers and officers who were with us

the first year of the school, and ten here at the opening of the school, are connected with the school today.

Every department, with the exception of Piano, has in it the teacher who was with it at the beginning, a teacher who has consistently and earnestly been bending every energy in sympathetic coöperation with the others, to make the ideals of the school realities in the lives of the people. Thus, uninterruptedly, the work has gone on, gaining momentum as the years have knit the spirits of these workers together in a closer bond of sympathy and of understanding.

As a consequence there has been developed at the Training School a spirit peculiar to it—inspiring to those who come in contact with it, carried wherever a pupil or Training School teacher goes, recognized by school officials throughout our State, felt by the communities where our graduates work, an ideal that cannot be described, but which we can only feel, a hint of which might be seen in Tennyson's last stanza of "Merlin and the Gleam":

"O, Young Mariner,  
Down to the haven,  
Call your companions,  
Launch your vessel,  
And crowd your canvas,  
And ere it vanishes  
Over the margin,  
After it; follow it;  
Follow the Gleam."

It is this spirit and the thing that it signifies that to my mind has been the most remarkable development of our first ten years.

As a consequence, the Training School is coming to mean something vital and the people of North Carolina are coming to have a truer concept, not only of our school, but of teaching and teachers and life.

This is indicated in a measure by the type of work requested of our faculty.

In the early years our community work was to "break up" schools and officiate as commencement orators. Now they are asking us to come into their communities and advise their teachers and assist them to solve their community problems. Now we are asked to instruct classes in the required Reading Circle work and to act as "consulting engineers."

To meet the needs of the communities into which our graduates go, and enable our pupils to take their rightful place and hold it in these communities, has required expansion and adjustments in departments and the addition of new departments.

Our Pedagogy Department is an illustration. The first year its needs were met by one teacher giving part time to this particular work, making known the fundamental principles of good teaching.

Today that department requires as many teachers as we had during the first year in the Training School. It includes two Practice Schools; one of seven grades, affiliated with the Greenville Public School system; the other a three-room Rural School, affiliated with the Pitt County Public Schools. This gives the Training School not only a complete but a unique system of schools where our pupils may not only be instructed in the theory, but also receive practice in the art of teaching in real schools which are component parts of real public school systems.

A further study of our history reveals no less important, but not so striking, illustration of the growth and development and the purpose of the school to meet the actual needs of the communities, and that is, the changing of courses.

The one-year courses, created to fill a certain demand on the part of school officers and prospective teachers, are no longer given except during the summer term, for the need has ceased to exist because of changes made in the requirements for the certification of teachers.

New departments have been added or expanded. The Home Economics work now calls for the whole time of a teacher. In the early days this teacher had the responsibility of the management of the school dining-room in addition to her class work. Now the dining-room management requires full time also.

Recognizing the value and place of community singing in the social life of a community and the need of singing as a community asset, Public School Music with folk-songs and games was added, and is now making its influence felt in an ever-widening circle. This was done during the first summer term.

The school early recognized the piano as a social factor and the ability to play it an opportunity to bring pleasure to the home circle and for service in religious work and in other community gatherings.

The science work in the school has changed its emphasis in several of the courses as the needs of the homes and communities have come to be better appreciated and conditions realized.

Chemistry and Physics, that formerly occupied a place in our program, have given way to increased attention to health needs and the problems most directly concerned with the fundamental demands of the home in living and making a living.

When Mr. Roosevelt was President he appointed Mr. Taft the first Governor General of the Philippine Islands, and just as Mr. Taft was

sailing from San Francisco he received a letter from President Roosevelt in which was the following sentence:

"The one thing supremely worth having is the opportunity, coupled with the capacity, to do a thing worthily and well, the doing of which in its vital importance touches all human kind."

It seems to me that this may well apply to the Training School at this time, and in my opinion fits our work in North Carolina. The growing consciousness that we have the opportunity and the belief that we have the "ability to do a thing worthily and well, the doing of which in its vital importance will touch all human kind," is the great gift that the ten years has brought to the faculty of our school to assist them in their work of teacher training.

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## *THE NEIGHBORHOOD AS IT WAS AND IS*

KATE W. LEWIS

Before the memory of what was here before the school was placed here grows dim, it is well to reflect on the past and the changes that have come to this end of town since the Training School was located here so that future generations may realize the changes. Even now it is difficult for those who live near the spot to recall what it was. Fifth Street stopped two blocks east of Evans Street, at Reid Street. From Reid Street east was a large field and narrow woods with dense underbrush. Many of our friends delight to tell us about the splendid 'possum hunts they had on these grounds. About where our Model School is now located was the town's slaughter pen, and this part of the ravine was known as "Buzzard's Roost." The undergrowth was so thick that persons hunting twelve feet apart were completely hidden from each other.

In front of the school, near Fourth Street, there were only two or three houses and a tall, shaky footbridge extended across the ravine, and a rough steep path led to these houses. One of these houses was formerly the home of Mr. Yellowley, who at one time owned all this property. This house was supposed to be haunted, and for this or other reasons it was not occupied for several years. There was a fence around it, and tall weeds and underbrush grew up and gave it a most deserted, haunted look. It has since been remodeled.

Forty-seven and one-half acres of this property, on the south side of what is now Fifth Street, was bought at \$200 an acre for the location of the Training School.

I mentioned before that Fifth Street stopped two blocks east of Evans Street, so the first thing to be done was to continue the road from Five Points out to the end of the school grounds, and this remained the terminus of the road for many years. Those of us who knew Greenville while the buildings were being erected remember this as a very sandy road. The walking-loving public strolled to the new school every Sunday afternoon and considered it quite a long walk, whereas we now feel that we are very near the business part of town. As a matter of fact, it is five minutes walk to the main business street. After one of these walks a friend of mine came in and announced to a group of young people that she had discovered the loveliest little path through the woods and would show it to the ones who loved the woods best. This was the same path that we now use, extending from the culvert through the woods to West Dormitory. At that time it could scarcely be seen, and after crossing the "branch" we had to make our way through thick underbrush.

Directly in front of the buildings were fields of cotton and corn, and those remained there for about four years after the school opened. A number of houses have sprung up in these fields, and among the first of these was the home of our president, and the home of a member of our faculty.

Back of the school was "Sam White's field." Mr. White bought this property for a small sum, held it a number of years, and now a small lot will bring between fifteen hundred and two thousand dollars. Mr. White was anxious to make this a most desirable residence section. He offered a lot to each church that would build a home for its minister. He was interested in the class of people who bought homes here and the type of houses they put up. Two members of our faculty were among the first to build, about six years ago, and their houses set a high standard. Eighth and Ninth streets built up rapidly. Two other members of the faculty built later.

When the school was built the town was growing west, but for a time the school turned this growth east. One of the first improvements that came directly because of the school was the Five Points Drug Store. The building is the same, but the appearance was greatly improved. Just before the school opened, Dr. Moye, one of Greenville's progressive citizens, saw the possibilities in this location for a good drug store. He understood school girls and wanted to make this an attractive place for them, so he leased the building, remodelled it and changed the entrance from Evans Street to a corner entrance. He then put in attractive

modern apparatus and bright lights. I well remember with what pride he showed it to a crowd of us who had been out of town while it was being remodeled.

Many changes from Five Points to the school are now apparent. We all rejoiced to see the wooden building opposite the market torn down; the vacant lot is a relief. This building was the old "Rainbow Stables," a low type of negro dance hall and restaurant and a good fire-trap. From this corner east there was only one building on Fifth Street, the old Academy, that had been moved from the Evans Street school grounds.

A convict camp was stationed on the present High School grounds at the time the Training School opened, but, of course, that did not linger long.

I have been thinking mostly of this part of Greenville in the past and how far out the town people considered the school, for there were no other attractions to this end of town. Since the town has built up in front of and back of the school, it no longer seems a thing apart. Splendid asphalt pavements have taken the place of the sandy roads.

As we approach the school grounds from Fifth Street we take pride in showing our friends the new High School building on the left, and beyond this the beautiful homes on the opposite hill. A small part of the property across from the school will now bring as much as was paid for the forty-seven and one-half acres in our grounds. For instance, one corner lot in front of the school, 75 x 150 feet, recently brought \$3,000. The lot adjoining the president's lot is held for \$5,000. Recently the vacant lots opposite the Model School were sold, bringing much more than the owners ever hoped to realize on them. East of the school has not been opened up and in this direction we can walk out of our grounds into the real country. There we find the most beautiful walks and attractive spots to sit on the hillside and listen to the little stream below. Thus we still have the advantage of the country on one side, but at the same time of having the town on three sides.

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### *WHY I RETURNED*

BIRDIE MCKINNEY

The writer of this, unlike other members of the first faculty, does not have an intimate knowledge of the school during the entire period of ten years. Instead, her opinions have been formed from knowledge gained during the first two years of the school, three summer sessions, and the present fall term—the actual time she has spent as a teacher in the



school. While absent working elsewhere, feelings and impressions gained during those first two years, when the school was going through its formative stages, lingered. It seems as if the perspective gained from getting out of the school after once being in it has given me the power to see it more clearly than if I had stayed here all the time. I can measure the growth, can judge the change, can feel more sensitively the spirit, perhaps, even though I do not know so intimately just how these have grown. I find that I am conscious of the spirit that permeates the school more than anything else, and everything seems to me to grow out of or come back to that. Then and now I find it the same in kind, but growing richer and fuller as time passes.

The fact that the school was established for one purpose, which grew out of one specific need, gave it a distinct individuality from the very beginning, and all who had any connection with it realized this fully. All know well the story of the founding. About twelve years ago there were in eastern North Carolina some foresighted men who realized the great need of better teachers in the rural schools. Out of their realization of this need and their untiring efforts to meet it came this institution. Upon the first faculty devolved the duty of planning courses of study and creating an atmosphere about the institution which would develop the young women who came here into the right sort of leaders for the little children back in their communities.

Probably it is not amiss to say right here that the faculty, keenly alive to their responsibility and opportunity, went to work with a rare degree of coöperation and consecration. Most of them were natives of North Carolina, and they welcomed their new task in the hope of justifying the faith of the first promoters of such an institution. Just as that first group of faculty and officers were bound to no traditions from the outside, so they were determined not to establish here any precedent to be slavishly followed. One example of their determination not to follow their own precedents is the revision of the course of study every two years. This is evidence of an open-minded endeavor to throw away nonessentials and to meet new conditions. Out of the prevailing sentiment during the early days of the school grew its motto, "To Serve," and this one idea dominated the whole group of teachers. As new members have come into the faculty they, too, have caught the spirit of helpfulness and have found joy in a wholesome atmosphere where the policy is not one of imposing tasks but of offering opportunities. Teachers and officers have offered their best in such a sincere faith that the girls could but accept the service and become imbued with the same spirit. All this goes back to the spirit in which the institution was founded.

Growing out of this spirit, the work of the school, through the young women who come under its influence, cannot fail to prove so genuine and fine that it will lead to the highest and best for themselves and for the State. Thus will the idealism of its builders be translated with increasing power into reality.

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### WHY WE ARE LOYAL

PATTIE DOWELL, '11

A careful engineer will not agree to run a new engine until he has tested it. The prudent farmer will not invest large sums of money in a piece of machinery that he knows nothing about. Just so, the status of the East Carolina Teachers Training School is measured by the quality of material that it produces. If I were to attempt to characterize the attitude of the students who have graduated from this school in one word, perhaps I could find no more appropriate term than that of *loyalty*. Every girl I know feels a personal debt of gratitude for the influences wrought upon her life.

Our Alma Mater is not deceptive in her promises. She does not attempt to train teachers to occupy the very highest stations in life, necessarily, but she does train them to be good women, to realize that there are ideals to be attained which make character-building of paramount importance. Her students are not sent out into the world as citizens whose education is finished, but as citizens whose preparation for life is just beginning.

Never shall I forget how eagerly we awaited the formal opening of the Teacher Training School for eastern North Carolina. We could hardly wait for the day to come.

The old jitney that carried us over the mountains of plastering, barrels, and other debris in an effort to get us across the campus nearly turned over with us several times.

We did not begin our school year in complete comfort as an older institution might have done. There were enough beds and bath-tubs, but there were no rugs, chairs, tables, or other household luxuries. When meal-time came we stood around tables and ate with our fingers.

A few classrooms had chairs in them. Right here I want to say, however, that we were completely surprised at the rapidity and dispatch with which these necessities were supplied to us. Typical of Training School spirit, nothing was long withheld from us that involved the good of our school.

The faculty of our school is entirely responsible for the healthy atmosphere that permeated the place. They encouraged us, and enabled us to continue our progress toward a correct valuation of human relationships.

After two years of abiding faith and confidence, the first graduating class, upon whom had fallen the honor and responsibility of laying the foundation upon which succeeding generations might build, was sent out into the world with ambition and determination to make good, and a great deal depended upon their doing so.

The number of graduates has increased steadily and rapidly since the class of '11 made her debut, until now there are few sections in North Carolina not represented and we have a number in other States where the Training School is represented. And they are in demand now. Superintendents and representative citizens everywhere are alert to the fact that our graduates are capable of competing with graduates from any other North Carolina school or college, and although they do not have just as high scholarship, they do make as practical, well-rounded teachers. The Training School has never boasted of her scholastic attainments, but prefers, rather, efficiency in the humanizing effects upon life, to instil into each child we teach an appreciation of the beautiful through our interpretation of it and feeling for it.

Training School graduates are loyal to their mother school in many ways. Almost without an exception those who have gone out from the institution are loyal to the Master and to his teachings. The church has an important place in their lives.

They are giving their all, strength and mind, making themselves community leaders by taking an active part in world reconstruction, by participation in Y. W. C. A., Y. M. C. A., Red Cross and other interests, and by arousing communities through the medium of school, oftentimes to interest and activity, believing that nowhere is the opportunity for developing potent influences so great as in the heart of a child.

Furthermore, they are loyal in business life, honest and considerate of others. Their income is usually converted into something that will build up the country or city that gives her support. Aside from being interested in every good enterprise for the betterment of the community, our girls are true to their home life. Their firesides are the "abiding place of the affections," where ease, comfort and love may be found. Note the personnel of an audience at a lecture in any representative community, and you will possibly find some teachers in the crowd. If volunteers are enlisted for specific duties, observe the teachers who respond.

So I say "The proof of the pudding is in the eating." I do not believe that I am over-estimating the worth or value of the average Training School graduate. Whatever she may have accomplished is a direct result of the ideals maintained and upheld by our faculty and trustees. Of course, all of us have not made phenomenal successes, some of us have not even been rewarded for "distinguished and meritorious service." We have not discovered a single Martin Luther, Frances Willard, or Wilson, not yet, but in combined efforts there must be strength and constantly increasing momentum toward the things that abide, and surely, to this extent at least, faith in our E. C. T. S. has been justified.

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### *THE SPIRIT THAT PERVADES THE DORMITORY*

KATE R. BECKWITH

The Educational Campaign led by McIver, Aycock, Alderman, Claxton and Joyner, was beginning to show results. The distance between "educated aristocracy" and "ignorant masses," was growing steadily less. The leaven of leveling by lifting was at work. In July, 1908, "ground was broken" for the East Carolina Teachers Training School. October, 1909, found six of its buildings nearing completion. October 4, 1919, marked the end of its first decade. What of it?

From rural to urban existence; from mud-path to concrete pavement via board walks; from being "sandwiched" between an "old field" in front and a baseball park in the rear to being "situated" between handsome residential sections of the prosperous city of Greenville; from a hammock of trees interlocked with bramble, bush, and vine—haunt of snake and "crap shooter"—to the Training School Park boasting its more than fifty varieties of selected trees shading its evergreen carpet of mosses, lichens, grasses, and creeping, berry-laden vines; from the barren waste of the West Dormitory Court to the "Sunshine Garden" where always, winter or summer, blossoms gladden the eye; from a corn field graded to its sterile subsoil to a broad expanse of grass-covered campus; from the Training School Diamond where its "co-Ed" Nine (Masculine Gender, please) wrestled with the Greenville Nine for Baseball honors to a vegetable garden; from the wingless East Dormitory and Administration buildings of 1909 to these structures as they now appear; from corn ridges on the West Campus to Tennis Courts; from the "free-to-all" Sunday promenade, when old and young, male and female "irrespective of color, race, or previous condition of

servitude" thronged the walks and buildings of this new and untried institution, to the quiet seclusion of "school grounds for school girls"; from "Mail-call" in crowded Dormitory corridor to well-regulated School Postoffice; from the improvised Infirmary, i.e. rooms in the West nearest the Lady Principal's, to the "real thing" domiciled in its own home with the school physician, Dr. Laughinghouse, and Miss Beaman in charge even that first summer; from *no* parlor at all to one with a seating capacity of—well *twenty*, anyway; from the customary Saturday evening "social" when the boys and girls met in the West Dormitory Corridor for "Shoo-lie-loo," "Clapping-in-and Clapping-out," and "Public Courtship" to the just partition of the week-end evening holiday among Class, Literary Society, and Y. W. C. A. meetings, in all of which social needs are met; from a homeless Association to its attractive third-floor hall; from teachers rooming here and there among students to a "Teacher's Dormitory"; from the Play Spirit's crude expression in "Rock that Cradle my Sugar-lump," to its adaptation of rhythmic folk-dance, Basket Ball, Tennis and Volley Ball; from the idea that windows are but mouths to a campus-wide trash basket to the realization that they are inlets for God's free air and sunlight; from the darkness of the Lady Principal's solitary way through heat or cold, through weather fair or foul on her evening missions from building to building to a campus "light-as-day"; from no telephonic communication to the installation of eight instruments; from kerosene lantern and lamp the first few weeks to electric light; from Chaos and Confusion to Order and Routine.

Such transitions, while they prove the progress made during the first ten years of East Carolina Teachers Training School existence and argue greater achievements for the future, are but "straws in the wind" as compared to that more subtle, more virile, far-reaching manifestation of the Spirit of Change which transformed Training School Students from an assemblage of individuals with dominant *self*-interests into a Student-body blended, harmonious, actuated by a oneness of purpose whose fundamental principle is Unselfishness—*Service*.

This, we think, is the distinguishing mark of the Training School. This stamps its individuality. This accounts for its dormitories filled without recourse to newspaper notoriety and salaried solicitor. Its product is its advertisement; its sincerity, its attraction.

But what, one asks, has been the principle through whose operation this work has been effected? Unchangeableness of Purpose, on the one hand, and a constantly expanding Policy to meet the growing needs of the School and the righteous demands of the public which it seeks to serve.

Designed by the Legislature as a necessary means of furnishing *trained* teachers, the East Carolina Teachers Training School on October 5, 1909, opened its doors to men and women "who-intend-to-teach-school," and they came, 174 of them during 1909-1910. "Co-Ed" it was in the beginning. "Co-Ed" it remains in legal status, but the male ingredient has progressed to actual self-annihilation since one-fingered one-purpose, pointing with dogged persistence to a School-house door, forced the conviction that the Training School is neither a stumbling-block nor yet a stepping-stone to Pulpit, Bar or Dissecting room.

In this purpose there has been "no Variableness nor Shadow of turning," despite the stimulus the flatterer essayed to give in saying "College" instead of School, despite repeated demands for Art and Business Departments, despite the oft-times sneering query, "When are you going to change your course and raise your institution to the standard of an A-1 College?"

Fortunately for the preservation of Training School autonomy there entered with these first students "*Frazier's Mule*" (Peace to his ashes, since his shining example is no longer needed), who for five long years went "straight ahead" leading the vanguard to a successful issue out of this mystic maze of would-be diverting influences.

Individual, group and student-body, one after the other, had caught his spirit and embodied it in a singleness of Purpose and a devotion to duty which must continue to project itself with ever-increasing strength into each successive student-body as it enlists under the Training School banner.

A corps of teachers was never more fortunate in the character of student material than was the 1909-1910 Faculty of the East Carolina Teachers Training School when these 174 young men and women came as pioneers in the State's new enterprise. Young, vigorous, eager they were. Grounds, buildings, furnishings (what there were of them) "management," teachers and pupils—all *new*—all "Freshmen" together.

Among these was Pattie Dowell—first student to register; first in the Y. W. C. A.; first to receive the School's diploma from the hands of Dr. J. Y. Joyner. Since her graduation, through continuous service in the State's public schools, she maintains "unbroken connection" with her Alma Mater, who with pride recognizes in her *quondam* pupil an active partner in her broadening work. Thus while "the old order changeth giving place to new," the likeness still remains.

All ideas of "rights"—all notions of "privilege" were as individualistic as quills on a porcupine. "The Hill" bristled with "I," "My," "Mine's." Everybody, an egoist. Plenty of work, no correlation. But

the Purpose was there and the Policy was cautiously unfolding to meet, then as now, the present need.

This Policy has been:—To guide, not to govern; to apportion time into daily “balanced rations” of work and play; to mete Justice to all, Special privilege to none; to dignify useful labor; to place responsibility for his right-living on the student, himself; to *trust* the student to measure up the standard Honor holds.

In a word, to *show him the way, then give him his head.* ↵

Has this policy worked?

Perhaps the most evident sign of a purely psychic change in the school *as a whole* is the passing of “privilege discussions.”

Having reached its high-water mark midway the decade, its ebb-tide set in with a force that has well-nigh swept “personal,” “class” and “special” privilege into the realm of Equal-Justice-to-all-Special-Privilege-to-none. Strange, but true, those who found the line-up for march into this fullness of freedom most galling were those who came, as a rule, from a sojourn in some school or “college” where chaperones, “duty-teachers,” mail censorship, and “policing” maintained their time-worn sway.

Experience proves that there is in the doctrine of *self-control* a stimulus that puts one on his mettle to do his best. The very difficulty in self-mastery whets the appetite, and awakens self-respect. Who plays the passive puppet’s part in managing hands however skilled, turned, twisted and tossed to the manager’s will, remains but a passive puppet still. Each succeeding year has brought its just percentage of fine material; each has left more leaven than its predecessor to lighten the incoming lump. Nor is the end in sight, nor will be. We press on to an ever-receding goal.

Out of what was but an assemblage of human beings, many of whom were yet in doubt about their educational needs, came the classes, the Young Women’s Christian Association, the Sidney Lanier, Edgar Allan Poe, and Jarvis Literary societies, and the Athletic Association, each to function in character building processes, each more and more helpful and loyal through the years.

These ten have been busy years. Student energy has not been dissipated nor let die, but it has been so directed along lines of conservation and construction that each outgoing class has left behind some permanent memorial to its activities and has carried with it a warrant of perpetual partnership in the work of its Alma Mater. This is evidenced by walls adorned with picture and frieze; campus dotted with class and society flower plots; Student Loan Funds; and “Old Glory”

floating in graceful majesty over all. Destructive agencies have been held in check by a tendency through school economy to conserve the good.

From 1909 to 1919 the faculty and student enrollments have increased over 100 per cent. Small wonder then that some of us look with reason to a Greater Training School.

Not toward the *setting* sun but veritably where the sun of progress beckons—*eastward*—the course of the East Carolina Teachers Training School takes its steady way.

The fitting of brick and mortar into buildings soon to be erected will be but a visible sign of the intangible but powerful vital forces remanshaling with Purpose and Policy, unchanged in essence, to do a giant's part in answering the "Macedonian Cry" for more teachers and better ones in the schools of North Carolina.

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## THE HEALTH RECORD

DR. CHARLES O'H. LAUGHINGHOUSE

I have been asked to write an article for the TRAINING SCHOOL QUARTERLY appertaining to health conditions in the school covering the period of the last ten years. Much can be said regarding this subject, but I understand that space is at a premium in this issue, hence I will confine myself to the glaring facts.

1. It is with a great deal of pride that I am able to record the well-nigh miraculous fact that up to this writing we have not had within the school a single death among the student body or the faculty.

2. We have had smallpox, typhoid fever, scarlet fever, measles, chicken pox, mumps, in fact all the contagious and infectious diseases incident to the human family, and with the exception of influenza during the fall of 1918, the school has been entirely free of epidemics. We have never had more than two cases of smallpox or scarlet fever at a time, we have never had more than four or six cases of measles at a time; in fact the health record shows no epidemics of any kind.

3. When the school first started over 90 per cent of the student-body received initial vaccinations for smallpox, today less than 10 per cent come to the school without smallpox vaccination scars.

The Medical Department began to vaccinate the student body against typhoid fever about five years ago. At that time 100 per cent of the student-body stood in need of and received typhoid vaccination. Today over 70 per cent of the student-body comes into the school with the history of having been vaccinated against both smallpox and typhoid fever.



This is particularly interesting in that it proves beyond any question of a doubt that the gospel of preventive medicine is very thoroughly permeating this good Southland of ours.

The student body of the Training School goes out into the world deeply impressed with the fact that 685 babies die in the United States every day, that out of every four babies that are born in the South, one dies under one year of age. That 630,000 preventable deaths occur in the United States every year, or 1,726 every 24 hours—twelve Lusitanias a week; that there are 2,900,000 persons constantly sick in this country, meaning the loss of over three billion dollars a year, enough to build seven Panama canals. They come to their work as teachers with the knowledge that tuberculosis alone costs more than the expense of the entire Federal Government. They know that typhoid fever costs the United States \$350,000,000 a year. They know that three millions of cases of sickness occur in the South every year causing a loss of over \$100,000,000 annually. They know that 892,000 persons, taken at random in the United States show 34 per cent suffering from hookworm and that South Carolina alone suffers the loss of \$35,000,000 annually from the lowered vitality of her workers due to the disease. They know, too, that 190,000 persons in the United States are constantly ill from syphilis, while 30 per cent of the insanity of this country is due to this disease.

The student body is constantly impressed with the danger of over-eating. They know that a large proportion of America's citizenship dig their graves with their teeth. They are given the knowledge of the horrors incident to alcoholism, they realize the insanity, the feeble-mindedness, the nervous wreckage that the off-spring of alcoholics suffer. They know that a sound mind must have a sound body, that physical perfection brings clean thoughts and high ideals. They are impressed, deeply impressed, with the fact that health brings happiness, through clean living, abstemiousness and proper exercise.

These teachings regarding the physical welfare of human beings come not only from the Medical Department, but from every class room and from every corner of the school, so much so that the individual who goes out into the world from this school, trained to meet the demands of teaching is sufficiently familiar with the ravages of preventable diseases to make us know there will be driven into the life of the coming citizenship of the South such a realization of the meaning of preventing disease, that e'er long malaria will be banished, as will hookworm. Typhoid fever and smallpox will be a disgrace. Whooping cough and measles will be kept at home, and possibly tuberculosis will meet through the teachings of the Alumnae of this school a new generation who will know how to conquer the Great White Plague.

## *THE SCHOOL AND THE TOWN*

[The Statements below are quoted from HON. F. C. HARDING, a citizen of Greenville who knows the school and a member of the Board of Trustees of the school.]

East Carolina Teachers Training School in its relation to Greenville and its community, has amply justified the faith and hope of its early fathers. The spirit of comradeship between faculty and townspeople has been a strong factor in the building of a broader structure for the social life of the community. The personnel of the faculty in its touch with the citizenship of the town and county has quickened and broadened Greenville's community life.

The School has given Greenville a new vision, or if Greenville had a vision before, the School has added clearness and purpose to the community's former vision.

Greenville for ten years has had an unprecedented era of material growth and financial prosperity—but far greater than this has been Greenville's progress in building a broader and better social life based on intellectual culture and refinement touched with a higher sense of social and commercial integrity. For this splendid parallel Greenville and its community is indebted to East Carolina Teachers Training School.

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## *THE SCHOOL AS THE BOARD OF TRUSTEES SEE IT*

Y. T. ORMOND, Chairman of Executive Committee

All great movements and undertakings that have for their purpose the elevation of the race and the promotion of the common good have their inception in the brain of some individual. It is a tribute to our race that when the time becomes ripe for advancement along some particular line of endeavor, there arises some choice spirit with a broader vision and higher ideals which materialize into great forces which are projected into the world for its betterment.

So, the East Carolina Teachers Training School was conceived in the mind of such an individual. Prof. W. H. Ragsdale, who, by his long, and intimate relations with the public schools as county superintendent of Pitt County, had been brought to a realization that the weak point in the system was the lack of trained teachers, and that the schools could never be brought to any degree of efficiency until this vital defect was remedied; and he realized further that upon the State devolved



YANCEY T. ORMOND

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the duty of providing for the training of such teachers as a part of her public schools system, and that it was not only her duty, but the part of wisdom, to provide for her youth, for whom she had assumed the obligation of providing primary education, skilled instructors.

Having conceived this idea it became to him a living and vital issue and with the aid of all who were like-minded he succeeded in seeing his hopes fully realized, and thus was the East Carolina Training School conceived and born, it being authorized and chartered by the Legislature at the session of 1907.

It might be interesting here to recount the history of the establishment of the school, but this is not my part and I leave it for others. Sufficient to say that the bill chartering the school carried an appropriation of only \$15,000.00 and it was only through the liberal donation of Pitt County and Greenville of \$98,000.00 as an inducement for its location, that enabled the trustees to construct and equip the institution and have it prepared for its opening in October, 1909. It has never happened before nor since that the State has acquired so valuable property with so small an investment. With only the small appropriation of \$15,000.00 she became the owner of a beautiful site of forty acres of land on which was built and equipped the two dormitories known as the East and West Dormitories, and the Administration Building. To the East Dormitory and to the Administration Building there have been since added other wings.

So this institution was conceived in a spirit of service to the State through the public schools, its projectors believing that through no other channel could she render so valuable service and one which would so promote the welfare of the State. And it has been the fixed and steady purpose of the Board of Trustees to keep it true to its original conception, fully realizing that her field of teacher training is worthy of her highest endeavor and sufficient to tax her capacity.

The most potential and influential spirit that had to do with fixing the policy and standard of the School was that "Grand Old Man," Ex. Gov. T. J. Jarvis, who became a member of the Board of Trustees in the very beginning and devoted the last years of his life to its construction and development. His devotion to the School was beautiful. He loved every brick that went into its construction and every foot of land covered by it. Yea, every girl that entered its precincts and every individual that contributed to its success were the objects of his affection. It was indeed a privilege to have been associated with him in these days. From the beginning to his death he was Chairman of the Executive Committee, upon which Committee were the chief responsi-

bilities of the School in those early days, and he never permitted anything to interfere with his duty in this respect. His highest ideal for the School was:

First. That it should attain the highest possible degree of efficiency as a school for the training of teachers for the common schools.

Second. That its advantages should be within the reach of every girl seeking them.

In these he always had the sympathy and support of the entire Board of Trustees.

But whatever should be the ideals and policies of the Trustees these had to be worked out, visualized, and materialized, by the Head, or President of the Institution. None recognized this more completely than did the Executive Committee upon whom was the responsibility of making the selection. But somehow we were unerringly directed in the selection of the present occupant of this position whose wise and successful administration has in every way justified the wisdom of the choice. For ten years Robert H. Wright has presided over the institution with such wisdom and ability that it has succeeded far beyond the hopes of its truest friends. In full and complete accord and sympathy with the policies of the Board, he has by his wisdom and indefatigable energies brought the School to its present high degree of attainment and efficiency.

But his accomplishments and success have been made possible only because of the loyal and efficient corps of teachers that have stood by him and so faithfully supported him in all things that tended to contribute to the success and welfare of the School. I think it a very significant fact, in this connection, that all of the teachers who came to it at the beginning are still in its employ, except two, one of whom has died and the other married. It is true that many others have since been added to the faculty that have been just as true and faithful and have made large contributions to the success of the School, yet it is a tribute to the wisdom of their selection that those should have remained so long with the school.

I wish I could here mention all who have contributed to the success of the School, but to do so would require more time than I have to give and make this article too long. But I cannot resist the mentioning of the remarkable record of the business department, which enables the School to furnish board to the pupils, which includes room rent, lights, heat, laundry and medical fee for \$150.00 per year, without loss. This is a record which I think is worthy of mention and one which I am sure will not be increased in efficiency by and through any Central Purchasing Agency which may be inaugurated by the State.

I cannot close without mentioning the very fine spirit of loyalty and service which prevails among the student body. In the observance of the true and loyal spirit to the Institution that prevails, one is reminded that "The King can do no wrong."

From the first it has been the custom of each graduating class to donate a sum of money to the Student Loan Fund to be loaned to needy students. The entire sum thus donated amounts to \$2,193.50, which I think is rather a remarkable showing when we consider the limited resources of the donors. But the motto of the School is "We Serve" and the spirit of the motto pervades the whole school.

During the ten years of its existence the School has graduated 399 young women and given instruction to about 6,000 others. All of the graduates have made, or are making wonderful contributions, as trained instructors, to the efficiency of the public schools of the State, and many of the others are rendering valuable services to this end.

The work of this school and its services to the State are being appreciated more and more as the years pass and as they are understood. Its capacity for accomodation is around three hundred and double that number seek its advantages annually. It should be increased to six hundred as soon as possible and to the accomplishment of this task the Board of Trustees and administration have turned their faces.

The public schools of the State need the product of this Institution at this time, if possible, more than ever before, and if the State is wise and alive to its chiefest interest it will foster and cultivate to the fullest an Institution so vitally connected with the welfare and development of the children of the State.

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### *THE DECENNIAL NUMBER*

This number of the TRAINING SCHOOL QUARTERLY is a decennial number, not to mark the end of the first decade, but the beginning of the second. It is sincere effort to catch and preserve impressions, memories of conditions as they were, the signs of growth during a definite period, and that elusive something called spirit. It is not a faithful record of historical events, though some of the historical facts are given, nor does it pretend to be an analysis of all the elements that have contributed to the success of the school, although there is an attempt at some analysis. It is a collective interpretation, as something of the spirit, purpose, history, and growth, is given from the point of view of different ones of the group connected with the school from the beginning.

The same president, eight of ten members of the faculty, and the same lady principal, are here at the beginning of the second ten year period who were here at the opening of the school in the fall of 1909. This means far more than it seems at first glance. The institution was founded on faith in a great cause, and the founders seemed inspired. Those founders were closely connected with the school through the first years. The president caught the vision from them and accepted the trust to carry out their dreams and ideals, and that first group that gathered here caught the spirit, too, and they realized that it was theirs with the president, to make the dreams and visions come true. Most of those in the group were North Carolinians who knew how gigantic the task. It took optimism and imagination to see beyond what was here. The buildings were here, the campus was here, and the students were soon here, but they did not see merely these.

There is something in the spirit of the institution that is the strongest thing about it, and this has been here from the beginning. It has been strong enough to keep the president in spite of attractive offers, allurements where personalities were strong, and other inducements. It has held teachers here who have known there was more money in other places, where there would perhaps be more attractive surroundings, and where there would be more personal glory and honor. Even more than this, it has kept some in the profession who have had temptations to go into other fields where the call has been strong.

Something of the secret of the success of the institution may be caught from following the articles in this number; they are all but parts of one whole.

President Wright states some of the principles for which we have stood throughout the years, and gives our ideals. Mr. Wilson tells the story of what the students who go out from the school are doing and shows they are proving our success. Miss Davis gives the beginning of the school. Miss Graham gives the facts and figures showing the material growth. Mr. Austin shows how the school has expanded and grown professionally. Miss Lewis, the only one who knew the spot before the school opened, pictures it then and now. Miss McKinney who left the school at the end of the second year, but has taught during summer terms, and is now one of us again, tells why she returned to us. Mrs. Beckwith gives the spirit that pervades the home-life of the school, which is the same as that in every phase of the school life.

Dr. Laughinghouse as school physician gives the health record.

It is the privilege of the editor, Miss Jenkins, to blend all into one.



Pattie Dowell, a member of the first graduating class and the first student to register at the Training School, gives expression to what she feels about the school. Mr. Y. T. Ormond, who has been a member of the Board of Trustees from the beginning, which is more than the ten years, is spokesman for the Board of Trustees. Mr. F. C. Harding, one who worked untiringly for the establishment of the school, has been a member of the Board for several years and is at present on the Executive Committee, knows well the place the school has taken in the community.

All of these blended into one make the whole series one.

# The Training School Quarterly

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FACULTY EDITOR.....MAMIE E. JENKINS

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## EDITORIALS

### *This Number*

The section of the quarterly usually devoted to articles on a variety of subjects is this time filled with a series centered around one idea. The unity and harmony is unbroken, but the one special topic is treated in many different ways and shown from many different angles so that the variety is still kept. The QUARTERLY is merely the mouthpiece of the school. We make no pretense of going beyond what the school is doing. It is no scheme for advertising the school or for giving publicity to any of its features. Its editor keeps one ear at the listening post and interprets what she hears, or gets others to interpret it. The idea of this number did not grow out of a feeling that the time had come to celebrate because of great success. Throughout the school, in all departments and with everybody, there seemed to be an inclination to check up what has been done, judge it, and revise, keeping the best and rejecting where better could replace what was not good or only good. This is the same tendency seen and felt throughout the whole educational world.

Rarely can so large a group look back to the very beginning of anything and trace it through a full decade, but this was possible here, and now seemed the opportune time.

Others in the faculty have worked as hard for the success of the school and have meant as much to its success, and have been in the school almost from the first, but only those who were here to open the doors have contributed to this number.

## *THE BOARD OF TRUSTEES*

Four members of the Board of Trustees, Y. T. Ormond, B. W. Bannerman, R. B. White, and J. B. Leigh, have been on the Board from the beginning. For more than ten years, because the work of the Board had to begin some time before the opening, these have worked for the school. Dr. J. Y. Joyner was president of the Board of Trustees all these years. He almost closed the first decade with us, but does not begin the second. Without that wise leadership and careful consideration that the Board has given, the school could not have advanced. They have known where to encourage, where to work, what to leave to others to do, giving free rein, and where to advise. No handicaps have they ever put upon any of the officials or faculty. They have given and received unbounded faith and confidence. The chairman of the Executive Committee is spokesman in this number for the Board.

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## *EXPRESSION OF APPRECIATION FOR LONG SERVICE*

The Board of Trustees, at their annual meeting passed resolutions of appreciation for the long service rendered by those who came into the school the first year and have been connected with it ever since. This includes those who were associated with the school at the opening and those who came the first summer, all who have remained as regular members of the faculty and official staff, ever since the first year.

The resolutions, which explain themselves, were mailed to each of those mentioned, and were accompanied by a check. These tokens of appreciation are very gratifying to the recipient.

The resolutions are as follows:

Whereas, the East Carolina Teachers Training School is just completing the first decade of its existence, in which time its career has been one of unusual accomplishment and achievement, and in its sphere of operation has rendered to the State a service that is unsurpassed by any other institution; and,

Whereas, the unprecedented success of the institution has only been made possible through the wise, judicious and able administration of President Robert H. Wright, assisted by his able and efficient corps of teachers, officers and employees, who, by their loyalty and faithfulness, have contributed largely to the success of the institution: Therefore, be it

*Resolved*, That we, the members of the Board of Trustees, duly assembled, do hereby tender to President Wright and his very efficient assistants, who have so faithfully and loyally supported him in his administration, our grateful appreciation for their services, and especially do we wish to mention President Robert H. Wright, Professors C. W. Wilson, H. E. Austin, M. D. Graham

M. E. Jenkins, K. W. Lewis, S. J. Davis, L. R. Meadows, and M. R. B. Muffly and Kate R. Beckwith, Lady Principal, M. R. Beaman, Superintendent of the Infirmary, Dr. Chas. O.H. Laughinghouse, School Physician, and Miss Emma R. Jones, Secretary, who came to this school during the first year of its operation and have remained in continuous service; and we therefore appropriate from the maintenance fund of the institution the sum of \$25 each, and the Treasurer is hereby authorized and directed to pay said sum of money to each of the above named as a token of our appreciation of their long, continuous and faithful service.

Respectfully submitted,

Y. T. ORMOND.

Adopted by unanimous vote of the board.

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### *THE ORGANIZATIONS IN THE SCHOOL*

The organizations among the students are few, but so diversified in their purposes and nature that there is little crossing or duplication.

The organizations are as follows:

The Young Women's Christian Association.

Two Literary Societies.

The Athletic League.

The Classes.

The Red Cross.

Whatever is done in the school is done through one or more of these organizations. It has been found that these fit into the life here, and these so far have been able to take care of all activities and interests. For example, in the War Savings Campaigns during the war the school was one hundred per cent, but there was not a separate organization; the classes took hold of the matter and handled it efficiently. In the United War Work Campaign, the Y. W. C. A. took the lead. At one time the two literary societies formed what was really a campus improvement association, but no separate organization was needed. No story-telling league is needed because each organization uses stories as they need them. No dramatic club need to be organized because the others take care of the dramatic features.

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### *REVISING THE COURSE OF STUDY*

It has been the custom in this school to revise the course of study every two or three years. Every subject, every course, is carefully scrutinized, suggestions from outside, especially from the students who have gone out from us, from the superintendents, and from those in the State Department of Education, are given careful consideration,

and such changes as seem advisable and practicable are made. This is the year for the revision and the faculty is at work, both as a whole and through committees, on this problem. By the next issue of the *QUARTERLY* there will be some interesting reports. There is a demand for a correspondence course for those teachers who have been attempting to take the Reading Circle Course alone. There is also a demand for certain special courses during the summer term that will prepare principals for the two and three-teacher schools, and as supervisors.

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President Wright sent out a questionnaire recently to all the young women who graduated from this school prior to 1916, for the purpose of finding out the average number of years the graduates of the school had taught. The answers revealed a number of interesting facts. Below are listed, class by class, the findings:

	<i>No. in</i>	<i>No.</i>	<i>Years</i>		<i>Teaching</i>
	<i>Class</i>	<i>Reporting</i>	<i>Taught</i>	<i>Married</i>	<i>Now</i>
Class of 1911 -----	17	9	4 $\frac{4}{9}$	4	3
Class of 1912 -----	13	13	4 $\frac{8}{13}$	5	2
Class of 1913 -----	30	21	4 $\frac{13}{20}$	7	9
Class of 1914 -----	37	27	4	5	10
Class of 1915 -----	45	33	3 $\frac{2}{11}$	7	10

Four of the entire number have not taught at all. Some of the further facts and figures about this are given in the Department of the Alumnæ. A number have gone into some other work besides teaching.

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### *A SHORT CAREER REQUIRES TRAINING*

If the average teaching life of the American teacher is approximately five years, there should be no question about the standard of teaching she should have before entering upon her five years career. There should be no wasted time learning the business after she enters. Those in other professions and in business are still mere beginners when teachers have run through to the end of their careers. This is the argument for allowing only those who have training in class-room management and in pedagogical principles to enter the profession, and it is unanswerable argument.

## DEPARTMENT OF SUGGESTIONS

### *Cultivating a Critical Attitude in the Children*

A critical attitude is necessary in order to secure good results from the children.

By saying that we want a critical attitude I mean that we want the children to pay strict attention to what their classmates are saying and doing. It is also necessary for them to have their eyes and ears open so that they can judge when errors are made by others in the class and be ready to correct these errors in the right spirit and manner. They should be fair and open-minded in these corrections and not merely correct mistakes to find fault. A critical attitude was shown by the children of the 4th grade throughout an entire language lesson.

Before the class began the teacher had the fable, "The Arab and His Camel" written on the board, without any punctuation.

The children's attention was called to the story and the teacher asked if the story looked exactly right to them. Immediately the children showed disapproval, and almost every child's hand went up and each was eager to tell what he saw wrong with the story.

The children had been studying the use of capitals and certain punctuation marks, particularly periods, the question mark, quotation marks, and some special uses of the comma. These were especially emphasized throughout the lesson.

Different children were called on to go to the board and make the corrections they thought should be made. The first thing the children noticed wrong with the story was that the important words in the title did not begin with capitals.

One child went to the board and put a question mark at the end of the following sentence:

"I pray thee, master, let me put my head within the tent, for it is cold without."

The correction did not suit the class and there followed a general discussion about question marks. A number of children thought that a question mark belonged at the end of that sentence because they said it was asking to do something. The teacher succeeded in getting them to see that, "*let me put my head in the tent,*" was not a question but a request in another form. She read the sentence aloud and asked if it was really a question or an appeal to the Master to let the camel inside the tent.

At first they put quotation marks around "*he said*," but the teacher questioned them about this and they saw that *he said* was not anything that the Arab had spoken to the camel, therefore it did not belong in quotation marks.

In many instances the teacher told the children to listen as she read aloud certain sentences and to be ready to judge how to punctuate the sentences by the way she read them. By reading the sentences aloud in this way, she impressed upon the minds of the children, that they could not get the right meaning out of this story unless they had it punctuated correctly. When they did not have sentences punctuated right she would read them aloud according to the way they were punctuated. Then she would ask if they thought the part she had read sounded exactly right. Almost immediately, they saw that their punctuation marks were not right.

The children realized that to get the real meaning of this story, it had to be first punctuated right. There was a discussion about quotation marks in this sentence: "'You may also put your forelegs within,' said the Arab moving a little to make room, for the tent was very small." One child went to the board and put quotation marks around the whole sentence. The teacher called their attention to the fact that, "*said the Arab, moving a little to make room, for the tent was very small*," was not anything that had been spoken.

The children were given a chance to criticize their own work on the board, as well as that of the other members of the class. For instance, after a child had finished his work on the board, the teacher told him to look at his work carefully and think whether or not it was punctuated correctly. By letting the child judge where his own mistakes were and by giving him a chance to correct them himself, he began to be more careful of the corrections he made.

After the child had stood off and weighed his own work carefully he was quicker to see his own mistakes than he would have been if some other child had made the corrections. If a child could not see his mistakes others were called on to find them for him. Throughout this entire work the children showed a helpful attitude. It was a step in teaching them to judge all statements that are made, and in teaching them to criticize their work and the work of the class in a sympathetic way.

### *Ants As a Language Topic*

"Ants" was the topic for language in the third grade at the Model School for about two weeks. During this time the language periods were used as conversational lessons in which children and teacher talked together for special purposes: (1) to help the children to overcome their timidity; (2) to stimulate children to think before expressing thought; (3) to help the teacher to discover prevalent errors; (4) to strengthen the social feeling between teacher and pupil. Nature study is one of the best fields for getting material for this language work. It has the advantage of furnishing content matter that the child needs to know. We can thus kill two birds with one stone, by teaching nature study and getting language results. In thinking of something that could be used for this we selected the study of Ants.

We chose the ant as the first type of insect study to be followed later by the study of other insects, so that the child would finally get a general idea of an insect and of insect life. We took up the ant first because it is such an interesting insect to study on account of its thrift and strength and because it is easier to make a comparison between the habit of the ant and of people. The subject of ants, as all other nature study, was given to teach the child to be a closer observer of nature and to appreciate it more.

The general outline we used for the study of ants was as follows:

I. Kinds of homes: (1) rocks; (2) planks; (3) underground; (4) trees.

II. Comparison of these homes: (1) grooves under rocks; (2) grooves under planks; (3) rooms connected by halls; (4) under bark.

III. Advantages of different kinds of homes: 1, rocks: (a) heat and moisture; 2, planks: (a) moisture; 3, underground: (a) various rooms; 4, trees: (a) rooms.

IV. Adaptability: (1) ability to live under any conditions.

V. Migration from home to home: (1) work of different ants.

VI. Food: (1) other insects; (2) various seed; (3) way carried.

VII. Structure: (1) three body parts.

In developing this topic most of the material was gathered by asking questions from the children's own observations. The only exception was about the homes under the rocks, and most of this had to be given them as there are so few rocks in Pitt County for ants to build under, they had not had the chance to observe these. Here is one example of the type of questions used: "When there are many ants' nests together, do they all belong to one family?" In answering this question the children brought out some good points. For instance, they



said that the homes belong to one family of ants and they gave proof of this by telling how these homes are connected by underground channels. They also told of the various uses of the rooms underground, for storing food, for the young, for rest rooms, etc.

The children were greatly interested, especially in how dependent the ants are on the aphids, "ants' cows," for food, and how dependent the aphids are on the ants for protection, and the way the ants take the aphid's eggs to their homes during winter.

In closing up the work the children wrote sentences about the ant's home, food, and other things that they had noticed about the ant that particularly interested them. In this way I secured excellent language results in having the children to compare the sentences as to neatness, meaning and thought.

CAROLINE FITZGERALD, '20.

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### *"Harvest" As a Language Topic*

The harvest was the central theme around which I grouped a number of coöperative language lessons in the second grade at the model school. The central aim of this work was to give the child a better appreciation and a more thorough knowledge of harvest; also to increase his conversational powers. These lessons were of three types: first, purely conversational; second, written work based on the oral work; and third, original stories and dramatization of ideas.

I had planned to take the grade for a walk to a farm before beginning my work, but rain prevented, so, as a substitute to introduce my topic, we took the imaginary trip to a farm. On this trip we learned what the farmer was doing at this time of year.

The growth, harvest, and storage of cotton, corn, fruits, and vegetables were taken up in detail in the series of lessons which followed. I began with cotton because that is the most important crop in this section. I told the story of "King Cotton" to impress upon them the importance of cotton. As a summary to this group of lessons I told "The Story of Calico," which is the different processes from the cotton seed to the cloth. The children thought corn was next in importance because we use it for food. I told the story of "The First Corn," to introduce the topic. We took up fruits, because, even though they are not raised so much here, they knew much about fruits, and apples especially, as there was a carload of mountain apples in town that week. "The Big Red Apple" was told to summarize this topic. Vegetables were classified in the leaf, root, vine, and stem families.

The making of corn booklets added to the interest of the work because

it gave the children a chance to work with their fingers. They cut a stalk of corn and pasted on the back of the booklets. They cut silhouettes of a sack of corn, the farmer planting corn, the farmer hoeing corn, and a table with a bowl of corn on it. Under these, they wrote these sentences: "This is seed corn." "We plant corn." "We hoe corn." "We eat corn." A harvest poster was made from the best cuttings and drawings of fruits and vegetables made during the drawing period. Such words as *corn*, *cotton*, *farm*, and *plant*, were taught in the spelling lessons. Then they were allowed to write *corn* and *cotton* on a little square of paper, and the best were posted in the fields so the farmer would know where to plant his crops.

The farm on the sand table was the pride of the class. They made a farm house, barn, chicken house, and well. The house was built upon a hill and had a large yard, planted in grass, and a hedge was placed around the yard. The barn, and barnyard, and the poultry house and yard, were some distance back of the house. A duck pond was placed in the poultry yard. Chickens and ducks were moulded out of clay and placed in the poultry yard. At the right of the house the children made the garden with a potato bank in it. At the left of the house was a lane leading up to the barn from the main road, and along the lane the orchard, red with apples, could be seen. Across the road in front of the house were the corn, cotton and tobacco fields, enclosed by fences of twine and splints, made in connection with their number work. A truck loaded with cotton was in the cotton field. Shocks of corn and piles of pumpkins were in the cornfield, and a tobacco barn was built in the tobacco field. The public road was wide and made of sand and clay. The real lessons on the sand table came in placing things. The fact that good roads were needed in the country because the farmer has to carry his products to market, was brought out by the children. The things for the farm were made before school and in the busy work period.

Original stories and the dramatization of ideas furnished an excellent opportunity to let the imitative and play instinct which is especially strong in children assert itself. To get originality and at the same time to carry on the farm work, I let the children imagine they were something on the farm. One was a pumpkin, another a cotton seed, another a big red apple, still another a horse or chicken, and so on. When every pupil had selected his part, each one told all he could about himself in some such way as this:

"I am a piece of johnny-cake. I was made from corn. The corn grew in the field. When it was ripe big ears were picked and the corn

was taken to the mill. Here it was ground into meal. The meal was then taken by the cook and mixed with water and baking powder and salt. Then it was put into the oven and baked into a johnny-cake for dinner."

A thinking game based on the dramatization of the farmer and his work made an interesting lesson. For illustration, one pupil goes to the front of the class and says: "I am the farmer." "What am I doing?" (Acts the part he is representing.) The other pupils then guess by asking complete questions:

"Are you picking cotton?"

"No, I am not picking cotton."

"Are you digging potatoes?"

"No, I am not digging potatoes."

"Are you hoeing corn?"

"Yes, I am hoeing corn."

The purpose of such a game, it must be clear, is two-fold. It gives an opportunity for self-expression and it helps to overcome the "aint" habit, by training the tongue in the the use of the right form. Many other such lessons may be easily worked out.

A phase of work like this furnishes an excellent opportunity for close sequence in number work, drawing, writing, and spelling.

I thoroughly enjoyed this work, and I feel as if the children know more about harvest and appreciate the farm life more.

MARGUERITTE HENSLEY, '20.

### *Greek and Roman History For Background*

We should make a study of the Greeks and Romans for a part of the European background of American history, because Greek and Roman history is necessary to furnish the right kind of background for American history. The big problem that has continued to face us throughout generations up to the present, has been the priceless debt that we Americans, along with all the other nations of the globe, owe to the Greeks and Romans. We can easily connect the study of these, because the customs and manners of the Romans were copied from the Greeks. This study in the sixth grade in the Model School has proved to be both interesting and profitable.

In teaching about the Greeks and Romans we held in mind that Greek civilization is the greatest that was ever known; and through the Greek civilization the Romans obtained theirs, and through the Roman civilization the Britains theirs, and we Americans have obtained ours from

these. If the Greek and Roman civilization had not been destroyed we would have been more highly civilized, and their civilization would have reached us earlier. The aim of our teaching was to present the lessons in such a way that they would not seem unrelated to American history.

There was abundant opportunity for correlating history with other subjects. These subjects in turn needed the enrichment of the background to enable the children to get the most from them. This study of Greek and Roman history furnishes a rich background for literature. If it had not been for the background gained in their study in history the children could not have understood "The Iliad."

We did not, however, lose sight of our chief aim—we were working for the sake of American history. The children seemed to take great interest in these lessons. They became saturated with the Greek and Roman spirit and invariably came back to what we Americans owed to the Greeks and Romans, and frequently made new discoveries. There was opportunity for fine picture study. We used some of the famous pictures of the Greeks and Romans. Picture study furnishes excellent material for language work. We made drawings of the Roman amphitheater and a house on the blackboard to illustrate just how the Romans built their houses, and their manners and customs. Other phases of our work were illustrated on the blackboard.

One of the most interesting lessons on the Romans we had was the lesson about the Roman remains, such as the amphitheater, Colosseum, Roman homes, Roman cities that had been buried, statuary, roads, walls and aqueducts. The pictures of these made them seem real.

The children studied the European conditions geographically as well as historically. We made a map study of Southern Europe because it was necessary to know the extent of the empires and what countries were conquered. We tried to make the children feel just as if they were living during this age, and this made the Greeks and Romans more vivid and real.

ORENE HOLLOWELL, '20.

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### *How the Iliad Was Taught in the Sixth Grade*

The Iliad was studied for about two weeks in the sixth grade as a piece of literature.

The children had a very clear understanding of the home life of the Greeks, their ways of carrying on their wars, and their amusements, or social life. This formed a definite background for the Iliad. We used the story as told in Free and Treadwell's Sixth Reader.

As an introduction to the story, I told the children very briefly the most striking facts about Homer, and in the same lesson they reproduced the story in written form.

The reading book takes up the story in the tenth year of the war. This was supplemented with the story of the cause of the war. Briefly this was given as follows:

King Priam, King of Troy, having been told by a priest that his son Paris would bring trouble on him and the people of Troy, sends the baby out on the mountain side to die. Paris was rescued by an old shepherd and reared very carefully, and grew up to be a beautiful youth.

A feast was being held among the goddesses and one goddess, Discord, became angry because she was left out, and she tossed among the goddesses a golden apple on which was written, "*To the fairest.*" Three goddesses claimed the apple—Athena, Hera and Aphrodite. Paris was called upon to judge as to which should have the apple. Each goddess promised him a gift if he would decide in her favor; Athena promised wisdom, Hera, power, and Aphrodite, the most beautiful woman on earth for his wife. Paris chose Aphrodite.

Soon afterwards games were being held at Troy in which King Priam invited all the young men to take part. Paris, one among the number, won the prize and his father because he was so proud of him received him back and made him prince of Troy.

Paris set out to find the woman for his wife. He crossed over to Greece and came to the King's court. King Menelaus was away and Paris saw Helen, the King's wife, and decided she was the woman Aphrodite had promised him. He persuaded her to return with him, and when King Menelaus returned he became angry. He and his brother Agamemnon gathered an army and crossed over to Troy. They camped outside the walls on the plains surrounding Troy. The war continued for nine years, neither side being victorious.

After the cause of the war had been given the children were ready to begin the story in their books which is an account of the real fighting.

The lessons were assigned according to the big divisions in the story as they are given in Free and Treadwell's Reader. These headings are thus:

- I. The strife between Achilles and Agamemnon.
- II. The Assembly.
- III. The combat between Menelaus and Paris.
- IV. Hector and Andromache.
- V. The fierce battle between the armies.
- VI. The heroic deeds of Patroclus.

VII. The death of Hector.

VIII. Games in honor of Patroclus.

IX. The ransom and burial of Hector.

In order to stimulate the curiosity of the children and to keep their interest up, I gave them some definite thing to read for in each lesson.

Chapter I. The obvious thing in this section was the fight between Achilles and Agamemnon. This I knew would be easy for the children to get without any guidance. In order to get them to think more intensely I asked them to see what this quarrel was about and why it was a misfortune to the Greek army. They soon discovered the great disaster that befell the Greek army when Achilles left.

Chapter II. After Achilles leaves the Greek army they are called together in an assembly. A very important question is brought up that will decide whether the war is to cease or continue. In the assembly the morale of the Greek army is restored. I wanted the children to get a deeper meaning of the chapter than merely the question before the assembly, so I told them to see what effect the settling of this question had upon the Greek army.

Chapter III. The title tells the story of the chapter itself. We find the gods and goddesses playing a great part in this fight between Menelaus and Paris. This led back to our introduction as was always the case, when it was a contest between these.

Chapter IV. They had seen the great heroes of only the Greek side, but now they turn to one of the greatest heroes of the Trojan side, Hector. Their sympathies likewise swayed to the Trojan side.

Chapter V. gives an account of the real fighting between the armies. This did not require anything to stimulate interest because the action in the chapter was sufficiently strong.

Chapter VI. gives the deeds performed by another great Greek warrior, telling how he saved the Greek army from destruction. They easily saw this.

Chapter VII needed very little teaching because it was merely a continuation of Chapter IV. The children felt this and with just a few suggestions they led the lesson themselves.

Chapter VIII. This in some respects was the most interesting lesson of all the story, because the children, having studied Greek games in their history, entered into the discussion with great interest and enthusiasm. They had very decided opinions as to the conduct of the contestants and expressed themselves freely as to the sportsmanlike conduct, using such expressions as "That wasn't fair," "That was breaking the rules of the game." They became the umpire or referee.

I tried to hold in the minds of the children throughout the story the fact that although Paris was the man who caused the story, still there were many heroes who played a greater part in the real fighting than Paris did. I tried also to keep constantly before them the vivid picture of the struggle between the goddesses on each side, especially Athena, who always came to the aid of the Greeks. The Greeks were on the side of right and justice. The Trojans were the offenders. The children's sympathy was often for Hector or some Trojan hero, but not for their cause.

When the story had been finished in their reader they still did not know how the war finally ended, so I told them the story of how Troy was finally captured and the Greeks triumphant, which is the story of the Trojan horse.

As a summary of the entire story of the Iliad, we made together an outline and put it on the board. The purpose of this summary was to get each unit of work in connected form.

KATHLEEN VAUGHN, '20.

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### *Sir Walter Raleigh*

The purpose of giving the story of Sir Walter Raleigh in the fourth grade was twofold; to teach the first English Settlement in America and to give the children a good, clear conception of Courtlife in England during Queen Elizabeth's reign. The study of Columbus had just been completed, so this gave a good introduction. The questions led right up to the new story. Such as these were asked: What people in England do you suppose followed Columbus to America? Why? What people are living in America today? They saw that just as Columbus led the way for the Spanish people to come to America, the English also had a leader and this great man was Walter Raleigh.

In preparing the story of Sir Walter Raleigh, I found that the first and best thing I could do to get it myself was to write the whole story of Raleigh in the most interesting form, suitable for a fourth grade child. After writing the story, I then divided it into four lessons, each lesson being a separate unit, though very closely connected. The lessons were:

- I. Early life.
- II. School days at Oxford and military life.
- III. In England.
- IV. His expeditions and death.

After studying the story very carefully we made the following outline, which grew out of the four big topics:

- I. Early life.
  - a. Time of birth.
  - b. Home.
  - c. Father's work.
  - d. Amusements.
    1. Riding horseback.
    2. Wrestling.
    3. Swimming.
    4. Boating.
    5. Listening to sailors.
    6. Visiting his brothers.
  - e. School life at home.
  - f. Appearance.
- II. School days at Oxford.
  - a. The journey.
  - b. Studies.
  - c. Liked by college boys.
- III. Military life.
  - a. War in France.
  - b. War in Holland.
    1. Made captain of his company.
    2. Fight with Spanish people.
    3. Time spent in Holland.
- IV. In London.
  - a. He meets Queen Elizabeth.
  - b. Made a knight.
  - c. Made captain of the guard.
- V. His expeditions.
  - a. Permission from the Queen.
  - b. First colony.
    1. Sir Humphrey commander.
    2. Landed on coast of Newfoundland.
    3. Lost at sea.
  - c. Explorers.
    1. Find a place to build homes.
    2. Country.
    3. People.



*d.* New Colony.

1. Landed on Roanoke Island.
2. Lane, Governor.
3. Their hardships.
4. People become dissatisfied.
5. Their return to England.

*e.* Another Colony.

1. White, Governor.
2. The new city.
3. Birth of Virginia Dare.
4. White goes back to England.
5. People disappear.
6. White returns.

## V. His last days.

- a.* Death of Queen Elizabeth.
- b.* In prison.
- c.* His death.

To make a more vivid impression, I first presented the story orally, laying special emphasis on certain parts, as: "Raleigh's amusements," and "Courtlife in England during Queen Elizabeth's reign." The fact that Raleigh put his velvet cloak over the mud for his gracious Queen and the rewards he received, which were: the diamond ring, made a knight, and made captain of the guard, appealed to the children more than any other part of the story. I made use of all picturesque scenes by telling little incidents which I thought would appeal to the fourth grade child. Some of these were: "His great delight in riding horseback and visiting his brothers"; "riding to Oxford in a stagecoach"; "the battle with twenty Spanish soldiers"; "writing on the window glass with his diamond ring"; and "smoking the first tobacco in England." These incidents were very small and to me were not so necessary, but through them the children understood the story much better.

When I came to an interesting part or a picturesque scene in telling the story the children would say, "Let us play that." So when we finished the story we dramatized one scene. The children selected the part they wanted to play, which was Raleigh laying the coat down for Queen Elizabeth and the rewards he received. They chose the characters, the most important ones being Raleigh and Queen Elizabeth. We had the walk for the Queen and on each side were the guards. Following the Queen came the Lords and Ladies of her Court. The Queen passed and went on down to her boat, then sent for the man who had a muddy coat.

When he appeared before her, she gave him a diamond ring. Later she made him a knight and captain of the guard. The children enjoyed the dramatization and it was a great help to them. They made up the conversation and understood the story far more than they would have done otherwise.

FANNIE L. JACKSON, '20.

### *A Reading Lesson in the First Grade*

In a reading lesson which I taught at the Model School, I tried to bring in the many different principles we had discussed in class. The subject was, "The Five Little Pigs." The day preceding we studied about the three little pussy cats; to introduce my lesson, I told them that we would leave the pussy cats and talk about another interesting story and this is the story I told, counting the little pigs on my fingers, beginning with my thumb.



This little pig went to market,



This little pig stayed home,



This little pig had roast beef,



This little pig had none,



This little pig said "Wee-wee,"

And he went home.

Every child seemed very much interested in this story and I asked several questions about it in order to get them to bring out each thought. I repeated the rhyme again allowing the children to say it with me. Then I suggested that I might draw the little pigs on the blackboard telling what each did *as I drew*. Thus:

Went to the market.

Stayed home.

Had roast beef.

Wee-wee.

Following the pictures we developed the story on the blackboard, sentence by sentence, by getting contributions from different children. In the first sentence I put the drawing of the pig instead of the word, because that was the principal new word, but substituted the word in all others. After it was finished it was in this form:

This little pig (drawing) went to market,

This little pig stayed home,

This little pig had roast beef,

This little pig had none,

This little pig said, "Wee-wee,"

And he went home.

I asked several children to read the rhyme as a whole, then different ones read one sentence telling about one pig. While they read these I held the pointer under each sentence so that they could see it as a whole and not jump from word to word. Then again I called on one child to read the rhyme in order to get the whole story in an organized form. I pointed to such phrases as, *went to market*, *stayed home*, *had roast beef*, etc., and asked them to find it in another place on the board. Without any hesitation they found each phrase.

Then there were several words in the rhyme that began with letters the children had had in phonics. These were *h*, *m*, *w*, and *p*, so we picked out as many words for each as we could find, drilling for only a few minutes.

h	m	w	p
had	market	wee-wee	pig
he			
home			

We had seven new words in our lesson so, in order to make these emphatic, we used word cards, with each word written on a card in script. After drilling on these from their seats I asked that each child come to

the front for a word race. For the first race two girls competed with two boys and the others acted as judges. Then we had all of the boys to take sides against all of the girls, but as there were more girls than boys the girls of course, won. The score was kept on the board and if a boy or girl guessed correctly but talked too loud his score was given to the opposite side.

As the time was up I asked the children to take their seats, and then I called on one child to read the rhyme as a whole in order to summarize the lesson.

For the assignment I promised them that we would read the story from our books and learn more about the five little pigs.

Then as a last step the rhyme was sung from their reading books.

HELEN ELLIOTT, '20.

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### *Teaching Drawing in Three Grades*

This is the first time that one student teacher has taught all the drawing in the three grades at the Model School. I considered it a great privilege to be able to teach this in the three grades for the reason that the enthusiasm and spirit with which I started was carried into the three grades. This made the work more interesting for me, and I think the children enjoyed it more. By teaching the six lessons a week, I was kept busy preparing my material, and I know I got more out of my work, and was more interested in it than I would have been if I had only taught two lessons a week. I understand now how the drawing and paper-cutting varies in the three grades, and how it is alike in some respects. From my experience in the three grades I have a clearer idea of what to expect from an average pupil in each grade.

The kinds of work are sometimes different. While the children in the second and third grades were using paste and scissors, and doing construction work, the children in the first grade, who could not do this, were learning to use their crayons correctly. Most of the drawing and paper-cutting in the first, second, and third grades of the Model School this fall has been centered around Nature Study. The ways of handling the topic varied in each grade merely according to the ability of the children.

The children in the first grade were having conversation lessons about their homes and the different things around their homes. This gave us an opportunity to bring in the drawing in connection with the home or rather nature around the home. The first lesson I had in this grade was the drawing of the grasses around their homes. This led up to the

drawing of the pointed top tree—cedar or holly—which is the most common and the one they see around their homes. Later they used this same pointed top tree in making a landscape scene, showing the difference between sky and land, and in having the tree growing down in the ground or placing it above the ground line. Some of the children had a tendency to want the trunk of the tree to grow on top of the land, instead of letting a part grow in the ground. Of course, I had to emphasize strongly the point that the tree grew in the ground, and not on top.

In the second and third grades the nature work was carried on, but in a different way. In these grades the children had had more experiences, had observed more closely, naturally knew more about trees and grasses and therefore, they could take more advanced work.

My first lesson in the second grade was having the children to draw the cat-tail, which is a kind of grass. It is always best to have the real thing before them, if possible, so I had a real cat-tail in the front of the room. They drew the cat-tail with the green leaves and brown head, using crayola. The main point that I emphasized in this lesson was the characteristic growth. In the next lesson, they cut cat-tails free hand out of the colored paper and pasted the different parts together as they should be. This lesson led to simple designing.

In the third grade, I found that the children were in need of spelling pads, so we did not take up our Nature Study work in there the first lesson, but went to work to make the thing that they needed. On the front of their spelling pads they made a simple design, which made it attractive on the outside. For the inside they tore sheets of tablet paper lengthwise down the center, making a long narrow pad, and fastened them together by sewing with raffia. The second lesson we carried on our nature work, but this time departed from the idea of grasses. I had the children cut sunflowers and mount them on the colored paper. They made an attractive sunflower border for their room from these cuttings.

The only time that we departed from our main topic, Nature, in all the grades was when Hallowe'en work was touched upon a little, but we had only one lesson in each grade. In the first grade they drew a simple picture of three Brownies in a row, standing perfectly still. In the second and third grades the children were able to draw action figures of the Brownies. This kind of work develops the child's originality, but should not be carried to the extreme.

MARTHA RATCLIFFE, '20.

### *Teaching Denominate Numbers*

It was very clear to me why denominate numbers should be taught in the grades, but it was also clear to me that it would be difficult to make the children realize the importance of denominate numbers unless the subject were made practical. So naturally my first question was how I could make denominate numbers practical to the children and at the same time make it interesting.

In order to make denominate numbers practical I tried to have the children do as much real measuring and weighing as I could. We took up the table for Linear measure first. In this I had the children first estimate distances then measure those distances. We brought the health chart in with this work by having the children measure the height of each other and weigh each other. The chart called for their heights in inches, so this gave an opportunity for drill work in reduction. After this we took up very rapidly addition, subtraction, multiplication, and division of denominate numbers. All of this was made very interesting by having races between the boys and girls. My class-room order was very much improved by allowing those who had been paying attention, and who had not been noisy to help in the measuring. I found that the best way to keep all of the children at work was to give them quick oral and written drills on reduction ascending and descending and on addition, subtraction, multiplication, and division of denominate numbers.

In teaching dry and liquid measures we measured real things, trying to bring out again to the children the importance of knowing how to measure things accurately. One day when we measured some oats we brought out the difference between the size of the dry quart and the liquid quart measures. Next we weighed a bushel of oats. In this we compared the two ways of measuring grains, potatoes, etc., that is, by measuring them and weighing them, and then found that it is much more accurate and saves time to weigh such things. Problems in everyday life were given them to bring in each day instead of giving those in the book which seemed unreal. The results from these papers showed that the children knew how to apply what they had learned.

ANNIE LOU ALSTON, '20.

## REVIEWS

This department is for the purpose of guiding teachers and those interested in educational literature to treasures that need only a guide. There is a world of free or inexpensive material that would be invaluable if people only knew. The mails are flooded with bulletins, news sheets, pamphlets, many of which are useless to most of us, but many of which we would like to have. We sort and sift this material and from it gather those things that seem to us to be of special value, and then we give the gist of it, or comments on it so that the reader may see whether or not he wishes it. If he does, he knows where to write for it.

We do not as a rule, review books. The teachers of North Carolina have mapped out for them the required reading course. This is about all the average teacher has money to buy or time to assimilate. She has little opportunity to choose for herself. She is, however, always on the hunt for short, cheap, and practical material. It is true that much of it seems to be reprint but it is not a work of supererogation because it is selected material.

EDITOR.

The bulletin, *the Rural Teacher of Nebraska*, Number 20, Bureau of Education, shows the conditions in Nebraska to be so much like those in North Carolina that we are giving space to a detailed review.

From this bulletin can be secured an exact status of the rural school teachers of Nebraska in regard to their academic and professional preparation, their teaching experience and length of service, their sex, age, and nationality, and such contributory factors in teaching efficiency as salary, living conditions, and the like. The survey is, in fact, a study of the preparation and efficiency of rural school teachers, which may be considered typical of similar studies which might be made in other states. The main object of making this study was to procure reliable information on the education, experience, and general character of the rural teaching force, together with first hand knowledge of some of the conditions contributing to the home and school environment of these teachers. This knowledge was obtained by means of a questionnaire. It in no way represents theory or generalization, but is an array of facts on the rural teaching force of the State of Nebraska as given by the teachers themselves.

In that State in districts having less than twenty pupils of school age four months of school is imperative; in districts having between twenty and seventy-five pupils, inclusive, eight months is the minimum; and in districts having more than seventy-five pupils nine months is required by law.

From the earliest days attention has been given to securing duly qualified and prepared teachers. The district board, the county superintendent, and finally the State, through its system of uniform examinations, have in turn, been entrusted with the power to examine candidates and indicate their fitness for teaching. But the training of teachers in the sense of a special teacher for a special task, as applied to rural schools, may be truly regarded as an innovation too little tested and tried to predict fully what the ultimate plan will be in this respect.

When normal schools were first introduced into this country they were intended solely to prepare teachers for the common schools. Very early, however, in the history of Nebraska's normals practically all the graduates began to find places in the elementary departments of village and city schools, where the demand for normal trained teachers has constantly exceeded the supply. The result has been that a very small number of persons have returned to the rural communities to teach, and the establishment of new normal schools has only added to the stream of teachers entering the city and town positions.

In recent years the rural life movement throughout the nation has brought a feeling among the country folk that the State normals should send a reasonable proportion of their finished product back into the rural schools with a training that fits them especially for solving the problems of agricultural and farm life. In 1915 the first district legislation was effected making it obligatory for all Nebraska State normals to furnish definite rural teacher preparation. The law specifies, "There shall be established in the State normal schools of Nebraska a course of study for rural teachers that shall contain thorough instruction in the common school subjects, rural sociology, management, and organization of rural schools, observation, consideration of how to organize a rural school and make a school-house a social center, manual training, sanitary sciences, household economics, agriculture, and vocal music. The course shall cover two years, and mature students may enter directly from tenth grade, and upon completion of said course may be granted county certificates under the rules to be prescribed by the State Superintendent of Public Instruction."

Interpreting the study of the rural school teacher of Nebraska in terms of medians, averages, and highest percentages, the following may be said relative to the status of the rural teacher for the school year that the study was made:

The rural teacher was a young teacher twenty-one years of age, who had lived approximately an equal number of years in both country and town. From the replies on nationality it was evident that her foreign lineage was near rather than remote. Her education was received in her



own State and consisted of one summer beyond eight years of elementary and four years of high school training. She held a county second grade certificate. The list of subjects that she had studied was comprehensive. She felt most proficient in arithmetic, and liked to teach it best.\* She had no preparation for the industrial subjects, did not teach them, and believed that their introduction into the rural school course was a burden to the already over-crowded program. She had no training in social service work. Her expectancy in the teaching profession was 1.85 terms. She hoped to become a grade teacher in town.

This teacher's yearly income was \$445.28. She paid \$114.80 for board, did her own janitor work, without extra pay, and spent her vacation at home or attending summer school. She would have been glad to add to her income through some commercial pursuit. Her institute expenses and teacher's periodicals amounted to \$15.28 per year. She lived in a family of two children. She occupied a room by herself, but it was not heated and there were no bath conveniences. She did not spend the week end in the district unless forced to do so by weather or traveling conditions. She took some part in the organizations of the community. The organizations that appealed to her most were community and self-improvement clubs and religious societies. She believed that consolidation was the thing most needed for the betterment of rural school conditions.

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Library Leaflet Number six, *Stories for Young Children*, issued by the Bureau of Education, is a list of stories prepared by the Literature Committee of 1918 of the International Kindergarten Union. The stories listed are divided into three groups, those adapted to the kindergarten, and those for first and second grades, respectively. In making the selection of stories the committee observed, in general, certain standards. The stories chosen must have universal appeal, contrasting elements, consecutive events, balance, and climax. The stories must convince, by producing a definite effect, the satisfaction of the inevitable, and the final triumph of good, and be expressed in direct and rhythmic language. As they are intended for young children, the stories should be based on natural, or desirable experiences of the years from four to eight. The best type of story for this purpose is the repetitive, but not forced, and free from monotony. It was also agreed that for kindergarten age all stories of subtle symbolism or worldly wise conversation or suggestion should be avoided, but that the quality should be dramatic, full of vivid action, with only necessary description and little explanation.

What is to be done? There has been a case in the courts of N. C. that shows the dilemma we are in because of the shortage of teachers. There is a law in the State that forces every child between the ages of 6 and 14 years to attend school at least six months each year. There is now machinery for enforcing this law so that if a parent does not require his child to go to school he is subject to arrest. Still there are not enough teachers to teach the schools, therefore it is impossible for some children to keep the law. This is the problem to be solved.

The *Greensboro News* gives a vivid picture of the trial using imagination freely. There has recently been in Greensboro a case that shows the dilemma. The names of Governor Bickett and Superintendent Brooks, and the other members of the State Board of Education, and Superintendent Foust of the Guilford County Schools, were pictured in the court as defendants to answer charges.

In the prisoner's dock were about one dozen gentlemen of the Hall School district, Guilford County, who were summoned for violation of the compulsory attendance school law. In one section of the court-room were about 40 children who had been deprived of the opportunity of attending school.

The evidence was quickly unfolded by the act adopted by the Legislature of 1919, that parents should send their children to school between the ages of 6 and 14 years at least six months each year. Hall school had not been operated for more than a year, and the children were practically without schools. The Superintendent of Public Welfare got out warrants for the parents for failure to send their children to school. But the parents insisted that the State and County Educational Authorities should be summoned as witnesses for the defense.

One of the fathers was imagined as addressing the Court: "Your Honor, please, how could I send Tommie and Lizzie and Bertha and Bill to school when there wasn't any school, at least no school in operation? If, your Honor, please, will not the State and County Educational forces have to provide us with a school that will function before we can be compelled to send our children to school? Last winter no teachers could be secured and we had no schools."

"Well, what you have said is quite true," replied the Judge. "But we may have to penalize the Governor, the State Superintendent of Education, the County Superintendent of Education and some other officials for failure to provide facilities for those poor children."

Hall school of Guilford County was not in operation last winter because teachers could not be obtained. The prospects of getting teachers is far from bright this winter. The solution of the Hall School district

problem may be found in consolidation. For example Hall, Rocky Knoll, Concord and Summer School districts might be consolidated into one district.

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*Training Little Children. Suggestions For Parents.* Bulletin 39, 1919, Bureau of Education.

This bulletin contains articles by experts on all subjects connected with child study and child training, and would be of inestimable value to a mother.

There is no time in the child's life when training is more necessary than the ages from 3 to 6.

The plunge into school is so sudden, whereas, the child should be prepared gradually. The majority of the mothers do not live near a kindergarten. Many of the kindergarten activities may provide profitable amusements. Much of the training should be preparing the child to enter school.

A few modern ideas of child training treated are: "Walks and talks with the children," "Training the senses," "Developing the senses," "Developing imagination," "Number work preparation," "Building up virtues," "Developing ideas," "Character training," "Utilizing instincts," "Effective punishment," and "Provide them with a plenty to do."

Early education should be based on sound principles of child study. The child of this age is very impressionable, therefore, one should see that he receives only right impressions. The child is also very inquisitive, and this is the greatest aid to education. Some valuable advice is: "Let the child live with you;" "Explain as fully as possible the questions he may ask."

The following is a set of rules which will be very valuable to mothers:

1. Never issue a don't without a do.
2. Take care that his activities do not develop into license.
3. Give punishment much consideration.
4. When a child is naughty be sure the cause isn't a physical one.
5. Learn the instincts of the child.
6. Be consistent.
7. Answer questions truthfully.
8. Avoid useless negatives.
9. Do not threaten.
10. Keep the child occupied.
11. Begin early to form habits.
12. Cultivate a sense of humor in yourself and child.

For the past five years the Department of the Interior, through the Bureau of Education, has been waging a nation-wide campaign for better rural schools and the improvement of country life. Among the agencies employed in this work has been a series of conferences throughout the country.

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The *National Conference on Rural Education and Country Life* was held at Berea College, Berea, Ky., November 25 to 28, 1919.

This is the sixteenth conference to be held for better rural schools and the improvement of country life. The central thought of the Conference was what our rural schools must be and do to meet after-war conditions. Several Governors, ten to twelve State Superintendents of Public Instruction, many City and County Superintendents of Schools, Presidents of State Normal Schools, Colleges and Universities and many prominent club women, business and professional men, administrative school officers and progressive farmers were invited and many of them were present and took part on the program.

One of the conditions that demanded attention is that the population is greatly increasing while the food supply is decreasing. The menace of hunger therefore is turning the Nation to the rural school as the only instrument capable of averting wide spread disaster.

President Eggleston says that the rural school should help solve these problems.

## ALUMNAE DEPARTMENT

FANNIE LEE SPEIR, *Alumnae Editor*

### CLASS OF 1919

The members of the class of 1919 are teaching as follows:

Blanche Alligood, primary work, Pollocksville, Jones County.

Edith Bertotti, Wilmington.

Nellie Rawles Blanchard, Vance County.

Vera Bennett, Oriental.

Alice Blake, Granville County.

Katherine Boney, fourth grade work, Hickory.

Lydia Mae Cartwright, primary work, Wayne County.

Zelota Cobb, third and fourth grades, Pinetops.

Lillian Cole, unreported.

Lois Daniel, fourth, fifth and sixth grades, Enon School, Granville County.

Norma Dupree, piano, drawing and public school music, Leggetts, Edgecombe County.

Ida Etheridge, Selma.

Reba Everette, Edgecombe County.

Fannie Mae Finch (Mrs. Bunn), South Rocky Mount Graded School.

Iola Finch, third and fourth grades in Farm-life School, Middleburg, Vance County.

Rosa Forbes, primary work, near Stokes, Pitt County.

Lottie Futrelle, primary work.

Mary Lee Gallup, third grade, Fayetteville.

Lillian Gardner, Pink Hill.

Ruby Giles, primary work, Kinston.

Millie Harrell, near Williamston, Martin County.

Rena Harrison, primary work, New Hill, Wake County.

Mary Hart, intermediate work, Patrick Henry School, Durham County.

Lois Hester, near Oxford.

Lillie Hewitt, principal of two-teacher school, Tillery.

Elsie Hines, second grade, Burlington.

Ruth Hooks, third and fourth grades, Grifton School.

Bonnie Howard, third grade, Belmont School.

Ruth Hoyle, Epsom School, Vance County.

Letha Jarman, unreported.

Vivian Jenkins, intermediate work, Macclesfield.

Dorothy Johnson, primary work, Engleside School, Franklin County.

Mary Johnson, second grade, Washington, N. C.

Alla Mae Jordan, principal of two-teacher school, New Hill, Wake County.

Blanche Kilpatrick, not teaching.

Ferol Little, second and third grades, Arthur School, Pitt County.

Mattie McArthur, primary work, Barwick School, Lenoir County.

Ina McGlohon, fifth grade, High Point Graded School.

Helen McLawhorn, fifth and sixth grades, Bethel, Pitt County.

Mary McLean, not teaching, working in father's office in Aberdeen.

Katie Lee McLean, fourth grade work, Mt. Gilead School.

Martha Mercer, principal, "Busy Workers" School, Edgecombe County.

Ivy Modlin, grammar grade work, Rocky Mount.

Marian Morrison, second grade, Burlington.

Thelma Mumford, fifth and sixth grades, Grifton.

Addie Newsome, intermediate work, Knightdale School.

Laura Newton, primary work, Grifton.

Pattie Nixon, near Rocky Mount.

Sara Nixon, near Rocky Mount.

Mary Outland, primary work, Chowan High School, Chowan County.

Eva Outlaw, at home.

Isabelle Paddison, Winfall.

Bertie Patterson, unreported.

Leona Patterson, primary work, three-teacher school, near Laurinburg, Scotland County.

Patty Perry, fourth grade, Rosemary School.

Vivian Sawyer, principal of Bayboro School.

Virginia Spencer, second grade, Rosemary School.

Eva Steagall, sixth grade, Smithfield.

Annie Gray Stokes, second, third and fourth grades, Windsor.

Mary Tucker, first grade, Belhaven.

Lyda Tyson, second and third grades, Jacksonville School, Onslow County.

Lena Tyson, Edgecombe County.

Rosa Vanhook, fourth and fifth grades, Hillsboro School.

Elizabeth Wagstaff, Franklin County.

Mamie Walker, fourth and fifth grades, Red Oak Farm-life School.

Mary Whitehurst, first grade, Jacksonville.

Ruth Whitfield, first grade, Dunn.

Annie Wilkinson, first grade, New Bern.

Marie Winslow, Winfall School.

Marie Worsley, principal, two-teacher school, Edgecombe County.

Ruby Worthington, principal of two-teacher school near Stokes, Pitt County.

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Elizabeth Spier, '19, was married on October 9 to Mr. Roy Davenport, of Winterville. The ceremony was performed in the Memorial Baptist Church in Greenville. Immediately after the ceremony they left for a trip to Washington and New York. For this winter they will live with her mother, but will later keep house on their farm just outside of Winterville.

Fannie Mae Finch was married in August to Mr. Bunn, principal of the South Rocky Mount Graded School. She is teaching in the school.

May Sawyer was married in the early summer, soon after her school closed, to Mr. Seth Swindell, of Pinetown, Beaufort County. They are living in Portsmouth, Va.

#### CLASS OF 1918

Several of the class of 1918 have recently married. Mattie Poin Dexter was married October 25 to Dr. Lane, of Smithfield. She is continuing her work. She has been very successful, and was offered a very flattering salary to return.

Lucy Buffaloe was married in August.

Sadie Dew married Mr. Helms, of Wilson. She is keeping house.

President Wright sent out a questionnaire to the members of the first five classes for the purpose of finding out the average number of years these had taught.

The answers contained a great deal of interesting news, which is given below:

#### CLASS OF 1911

Of the class of 1911 there are only four now teaching, six are married, and one is doing other work.

Those married are as follows:

Louise Fleming—Mrs. L. B. Fleming, Greenville, N. C.

Jennie Crichton Williams—Mrs. Edmund Wilkins Lewis, Jackson, N. C.

Grace McGuire Bishop—Mrs. R. P. Dew, Wilson, N. C.

Esther Lum Ellington—Mrs. Ernest I. Fleming, 131 N. Pearl Street, Rocky Mount, N. C.

Sallie Faison Peirce—Mrs. Edward Banks Gibson, Edgemore, 1308,

Conn. Ave., Washington, D. C. (She assisted in Montessori Schools of New York and Boston, also Red Cross work.)

Vada Highsmith—Mrs. McCullen, Clinton, N. C.

Those teaching are:

Margaret Sheppard Blow, second grade in Evans Street School, Greenville, N. C.

Nellie Pender, 3d grade in Evans Street School, Greenville, N. C.

Pattie Simmons Dowell, Ayden, N. C.

Ila Lydia Bulluck, Raleigh Schools, 517 Halifax Street, Raleigh, N. C.

One, Lillie Roberta Tucker, is a government employee in Washington, 1224 11th St., N. W., Washington, D. C.

#### CLASS OF 1912

Of the class of 1912, five are married, one teaching, and seven doing other work.

The following are married:

Eula I. Proctor—Mrs. F. L. Greathouse, Nashville, N. C.

Marguerite Davis—Mrs. C. M. Warren, Greenville, N. C.

Sarah L. Waller—Mrs. G. N. Taylor, Roanoke Rapids, N. C.

Mattie M. King—Mrs. L. W. Gaylord, Greenville, N. C.

Hilda Critcher—Mrs. R. G. Rowlett.

Those teaching are:

Edna C. Campbell, San Marcos, Texas.

Sarah Waller Taylor continues her work in the Roanoke Rapids Schools. She has taught there ever since her graduation and has been eminently successful. Her husband was in overseas service during the war.

The six doing other work are as follows:

Mamie L. Williams is working in the bank at Warrenton.

Nora B. Mason is in Edenton taking training for nursing.

Minnie Best Dail is at home with her mother in Snow Hill.

Georgia L. Scott has enlisted as a student nurse in the U. S. General Hospital, Staten Island, N. Y.

Allie Estelle Greene is librarian in the Greenville High School, Greenville.

Nannie I. Bowling is keeping books for the Reflector Company, Greenville.



## CLASS OF 1913

Of the class of 1913, there are eleven teaching, seven are married, and three are doing other work.

Those married are as follows:

Annie Lena White—Mrs. Stephen J. Hawes, Belhaven, N. C.  
 Hattie Sue Taylor—Mrs. Kenneth G. Hite, Rocky Mount, N. C.  
 Josephine Fleming Little—Mrs. H. M. Phillips, Greenville, N. C.  
 Mary Lucy Dupree—Mrs. John F. Lynch, Duke, N. C.  
 Mary Wilmot Moore—Mrs. W. L. Nobles, Greenville, N. C.  
 Harriet Ann Whitehurst—Mrs. N. E. Winslow, Scotland Neck, N. C.  
 Alice Cornelia Medlin—Mrs. A. G. Carter, Rosemary, N. C.

Those doing other work are:

Eloise Ellington, secretary of Red Cross, Greenville, N. C.

Lalla Pritchard, Swansboro, has at times done private coaching and has had music pupils.

Those teaching are:

Ethel Clyde Perry, Plymouth.

Sarah Elizabeth Shell, Kinston.

Hattie Johnson Weeks, Winston-Salem, 708 S. Main Street.

Mamie Ruth Tunstall, music, Rocky Mount.

Mary Newby White, Rich Square.

Bettie Pearl Fleming, 1013 Evans Street, Greenville.

Mary Elizabeth Weeks, Graham.

Louie Delle Pittman, Selma.

Annie Josephine Tillery, Roanoke Rapids.

Viola Rebecca Dixon, Shelby.

## CLASS OF 1914

Of the class of 1914, five are married, eleven are still teaching, and eleven are doing other work.

The following are married:

Mary E. Smith—Mrs. Eugene Clark, Clarkton.

Anna L. Stanfield—Mrs. S. J. Averett, Norlina.

Lela M. Deans—Mrs. Will Rhodes, Wilson.

Carrie E. Manning—Mrs. Otho A. Daniels, Oxford.

Luella Lancaster—Mrs. Leland Stancell, R. F. D., Greenville.

The following are teaching:

Annie E. Smaw, principal Joyner School, near Greenville.

Rosa Mae Wootton, Chicod.

Minnie G. Myers, Charlotte.

Lula A. Fountain, Rocky Mount.

Annie Dare Hardy, Raleigh.

Mae Belle Cobb, Belmont.

Gladys M. Fleming, Watertown, Tenn.

Sadie Jones Nichols, Princeton.

Rachel Blanche Lancaster, Kinston.

Agnes L. Pegram, Henderson.

Luella Lancaster Stancell is teaching the intermediate grades in the Joyner School.

Mary E. Weston is doing government work in Washington, D. C.

Blanche Gold Everett is at her home in Palmyra this winter.

Mary E. Doub has charge of store-room in the State Hospital, Dix Hill, Raleigh. Her uncle, Dr. Albert Anderson, is superintendent.

Kate C. Watkins is a stenographer in Danville, Va.

Emma L. Cobb is rural primary supervisor in Edgecombe County.

Essie L. Woolard is keeping books at Everetts, N. C.

Mattie Hughes Bright is a stenographer in Washington, N. C.

Marion F. Alston is doing clerical work at the A. and E. in West Raleigh.

Helen Daniel is a stenographer in Henderson.

Nina A. Gatling is with the Lyceum and Redpath Chautauqua.

#### CLASS OF 1915

From the class of 1915 eight are married, eighteen teaching, and seven doing other work.

Those married are as follows:

Mildred Davis Brooks—Mrs. H. E. Walker, Crewe, Va.

Mary Bernice Fagan—Mrs. Frank Jordan, Dardens.

Julia Norfleet Jordan—Mrs. Hugh K. Oberg, 111 32d Street, Newport News, Va.

Valera Addie Perkins—Mrs. W. L. Sterling, 633 Linden Ave., Portsmouth, Va.

Bessie Faison Perrett—Mrs. Albert R. Hicks, Jr., Faison, N. C.

Elizabeth Plummer Spencer—Mrs. L. P. Thomas, Farmville, N. C.

Kate E. Sawyer—Mrs. S. R. Jackson, Grifton, N. C.

Laura J. White—Mrs. G. H. Roebuck, Stokes, N. C.

Those teaching are:

Alice Champ Tillery, New Bern.

Pattie Mae Johnson (160 S. Broad Street), Winston-Salem.

Clara Gladys Griffin, Old Fort.

Rachel Eugenia Howard, Elon College.

Lula Pearle Davis, Leechville.

Emma Janie Brown, Rich Square (R. F. D. 2).

Mary Eleanor Bridgman, Lake Landing.

Mary Lois Reid, Garysburg.

Esther Swann Brown, Swan Quarter.

Ella Mae White, Spring Hope.

Vera Mae Waters, Pactolus.

Fannie Ruth Proctor, Rocky Mount, Edgecombe Co. (215 Franklin Street).

Christine Benedict Johnson, Greenville.

Mabel Clara Davis, Dunn.

Emma Robertson, Kinston.

Irene White, Scotland Neck.

Leona Frances Cox, Richlands.

Ethel Bertice Finch, Ayden.

Those doing other work are:

Elizabeth Violet Hooks is at Peabody College, Nashville, Tenn., studying.

Louise Moore holds a position in the United States Treasury (address 210 East Capitol Street), Washington, D. C.

Helen Christine Tyson, Greenville, N. C., is now doing office work.

Gelene Ijames is keeping house at Mocksville, N. C.

Katherine E. Tillery is doing government work in Washington, D. C.

Sallie Frances Jackson is doing clerical work in Greenville.

Lela Carr Newman is in Raleigh, keeping house for her father.

Jessie Daniels, '16, attended both terms of summer school at George Peabody College and expects to go back next summer. She is teaching the fourth grade in her home town, Keysville, Va., again this year. Her principal said this of her, "I consider her one of my very best teachers."

The Training School is well represented in Kinston this year. Blanche Lancaster, '14; Mavis Evans, '14; Nelle White, '16; Ophelia O'Brien, '17; Fannie Lee Speir, '17; Nelle Ray, '18; Ruth Cook, '18; Elizabeth Hathaway, '18; and Ruby Giles, '19, are teaching there.

Ophelia O'Brien is teaching the fourth grade and likes her work fine.

Ruby Giles is as charmed with her first graders as they are with her. She is getting splendid results from her grade, especially in drawing.

Blanche Lancaster is doing ungraded work in the grammar school.

Mavis Evans is teaching in the second grade. She says she has the worst children in school, but loves them just the same.

Nelle White, Ruth Cook, and Elizabeth Hathaway are doing splendid work in the fifth grades.

Nelle Ray and Fannie Lee Speir are doing third-grade work. Because of insufficient room space, they occupy the same room, one teaching in the morning and the other in the afternoon, alternating monthly. There is quite a bit of friendly rivalry between the two rooms that is beneficial to both.

The following girls are teaching in the Lenoir County Schools: Gladys Bonner (ex-student), at Moss Hill School, Blanche Satterthwaite, '17, at Sand Hill School, and Jennie Taylor, '17, at Oak Dale. Their schools have just begun and so we have no account of their work.

Lillian Gardner, '19, is teaching at Pink Hill, and Alice Outland, '18, at Farm Valley School.

Susie Barnes, '16, now Mrs. Joe Harper, is teaching at Pinetops.

Julia Elliott, '17, stopped by the Training School during opening week on her way to Ayden, where she is teaching.

Annie Bishop, '16, is teaching at Marshall, N. C., in Madison County. She has intermediate work in a three-teacher school. She began work in July and has a term of eight months.

Fannie Bishop, '18, taught a first and second grade near Pamlico Beach for two months during the summer. She is now teaching at Crisp, near Macclesfield.

The following are the alumnae that teach in Edgecombe County:

Mrs. Joe Harper, Pinetops.

Miss Zelota Cobb, Pinetops.

Miss Viola Kilpatrick, Pinetops.

Miss Mattie Cox, Tarboro, Route 4.

Miss Norma Dupree, Tarboro, Route 4.

Miss Vivian Jenkins, Macclesfield.

Miss Nannie M. Brown, Tarboro.

Miss Willie Wilson, Conetoe.

Miss Sadie Thompson, Conetoe.

Miss Marie Worsley, Fountain.

Miss Ruth Proctor, Rocky Mount.

Miss Fanny Bishop, Macclesfield.

Miss Leona Tyson, Macclesfield.

Miss Martha Mercer, Speed.

Miss Reba Everett, Bethel.

Miss Sophia Jarman, Tarboro.

Miss Lula Fountain, Rocky Mount.

Miss Lula Quinn, Rocky Mount.

Miss Elizabeth Southerland, Tarboro.

Miss Emma Cobb, Tarboro.

Miss Virginia Sledge, Tarboro.

## SCHOOL ACTIVITIES

### Y. W. C. A.

The membership campaign for the Y. W. C. A. was carried on differently this way from the way in which it has been done heretofore. The girls met in birthday groups on the campus.

An Executive Council member explained the Young Women's Christian Association and the relation of the local to the National Association. After this a drive was made for membership. The number that joined that night was 280, but since then thirty more have enlisted, making a total of 258. We are planning to enroll the entire school during the year. This is over ninety per cent of the students. Practically all the girls who board in the dormitory are members.

On the first Saturday evening of the school year the Y. W. C. A. gave a reception on the front campus. Games were played in which all took part. The girls were divided into groups according to their birthdays. Each group gave a stunt. October won the prize for giving the best one. Punch was served.

Each Friday evening, prayer services are held by the Y. W. C. A. Different girls lead each week. These meetings are well attended.

The first Friday evening the president, Margueritte Hensley, gave a welcome to the new girls. Irma Fuqua then told what the Y. W. C. A. had meant to her. Edith Matthews explained the work of the Y. W.

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Our W. Y. C. A. is planning to take a part in the raising of the World Fellowship fund. This fund is to be a gift from the students of America to the students of the world. All of the Associations together are trying to secure at least one-half million dollars for this fund. Our part is \$75. We have not made any definite plans yet as to the way this money is to be raised, but we are sure we can and will raise it.

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The Y. W. C. A. is observing the Fellowship Week of prayer, November 9 to 15. The girls meet in the auditorium each morning at 7:15. These meetings are interesting and attended well.

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Groups of girls on each hall meet on Thursday evening for the purpose of studying the Sunday School lessons. The girls that have charge of these groups are Nonie Johnson, Lucy Moore, Ruby Garris, Irma Fuqua, Lila Faircloth, and Ruby Mercer. Different girls lead each week. Nearly every girl in school goes to one of these meetings. The attendance at Sunday school this fall has been excellent.

## VESPER SERVICES.

The Sunday evening Vesper Services are always interesting.

President Wright conducted the first Sunday evening vesper services of the fall term. His theme was that the Kingdom of God is within each one, but it will express itself in active service for humanity. Christianity, he believes, is being tested as it never was before. We are living in the greatest era in the history of the world. He gave graphic comparisons showing the great sacrifice of both life and money made in the recent war, and then asked the pertinent question, "What is it all for?" The cause was because certain leaders knew to do good but did not do it; some who were supposed to be Christians failed.

He showed that we pay every year almost as big a price in life and property because of sin and neglect. "Real Christianity expresses itself socially." "Knowledge is power, but if it is unused, unserviceable, and stops with the knowing merely, it is not power." Much of the sickness of the world is due to the failure of the Christians who know better. If we know what to do and do it not for the good of humanity, if Christianity does not take hold of one and put him to work, then it is a failure, because it does not follow the principles and practice of Christ. When people or nations fail to use their leadership for the highest ends, then it is taken away from them.

President Wright then made the statement that he fully believes this Nation is the chosen one for leading the world to higher ideals, because we have taken the side of those treated unjustly and have unselfishly tried to help the nations of the world to freedom.

On October 5th, Miss Graham led our vesper services. Her subject was "Like Begets Like." She took some of the qualities of Christ and showed how he stood out as the perfect man. She gave specific ways in which the girls could attain Christian balance.

Rev. George Atkinson, President of the Normal and Industrial Institution at Salisbury, N. C., conducted the vesper services on the evening of October 12. His subject was "Win Christ." He told how we are all working to win something to make a record or reach a standard. He showed how some people try to win records in the social world, some great wealth, others, places in politics, and some, standards in Education. Even education, he said was a failure within itself. He made clear that only those working to win Christ win true success.

Mr. Meadows was the leader on October 19. His theme was the three words, "More than Conquerors." He explained fully the difference between this and being merely conquerors. Prayer and work he gave as the means by which one can become more than conquerors.

The annual recognition services were held on the evening of October

26. The beautiful candle service is the ceremony used every year. The president and members of the council stand with lighted candles and the new girls pass by and light their candles from these. After this the new girls sing "Let the Lower Lights be Burning."

Mr. Underwood made the talk of the evening. "The Glory of the Commonplace," was the subject he chose, taking the lesson on the Transfiguration as the scripture reading. The mountain top experiences would enable one to come back into the valley to work. "One cannot live always at high tide emotionally." The mountains are for inspiration, "If great visions are not followed by service, there is something wrong with the vision." "Worship consists of more than adoration or exaltation." "The commonplace is through and through with the vision of the master."

When a man tells you he has seen God watch his life. Jesus Christ preached social service. He would have railed out against child labor, and would have worked for better living conditions. He always took a stand against injustice in any form. He would have advocated running water in country homes. He would have fought against disease and the things that bring disease. "I have come that ye might have life, and that more abundant." "If he has given power of any sort that is an invitation to use it," and every day and all the time.

He said that the war is not yet won; the question of right and justice are still being fought out, and we are fighting as never before to get justice. The treaty is not perfect, but it is the best possible under the circumstances. The League of Nations he believes is too magnificent to be grasped. He has firm faith that the fight that won on the battlefield will be the one that will win in the end.

At the close he brought the lesson directly home to the young women, showing them how they could get the type of Christianity that counts for the highest. He mentioned many things that seem little within themselves but mean much, such as getting to meals on time, getting up lessons, coming to services, refraining from saying unkind things. He begged them not to have just Sunday religion.

If the world war has taught anything it is that people who know to do things must do them. Be sure you both know and do, was his parting admonition.

The services on November 2 were conducted by a group of girls. They gave a very interesting and helpful program.

Judge F. M. Wooten made a talk on November 9, on the subject "Your Influence." He showed how we all could influence some one either for good or evil. He used for example the women of the Bible and history showing in contrast those of different influences.

The Publicity Department of the Y. W. C. A. had hand books printed last spring. These books were sent to the new girls during the summer. The "Big Sister" movement was carried out in sending them.

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### *Literary Societies*

EDGAR ALLEN POE

On the 10th of Oct., 1919, the new girls received invitations to the initiation exercises. Of course the new girls had been very inquisitive, as to the form of our initiation. They were expecting queer things to happen on this night, but the "Poe's Black Cat" did not appear as it usually did on this night.

Instead of going through the hazing process, the girls were escorted in groups of ten, to the third floor.

A very interesting program was prepared for the night. Mr. Meadows made a brief talk to the society, on, "What this Society should mean to us." Mrs. Meadows rendered an instrumental solo. Callie Ruffin sang a solo, "Will you Come." After this the girls were invited into the recreation hall, where cream and cake were served. The room was beautifully decorated in the Poe colors.

At the second meeting all of the officers, except president, business manager and assistant editor of the Training School Quarterly, were elected. These were elected last spring.

The officers are: President, Irma Fuqua; Vice-president, Ethel Pittman; Secretary, Helen Bahnsen; Treasurer, Louise Whichard; Critic, Margueritte Hensley; Door-keeper, Anna Belle Wood; Business Manager, Quarterly, Gladys Baum; assistant editor, Quarterly, Blanche Farabow.

On Oct. 29th the society decided to adopt an Armenian baby for one year.

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SIDNEY LANIER.

The officers of the Sidney Lanier Literary Society this year are: President, Thelma Elliot; Vice-President, Mildred Reed; Secretary, Myrtie Rice; Treasurer, Marie Lowry; Sergeant at Arms, Clara Waters; Critic, Helen Stewart.

The initiation, which took place the 9th of October, was very dignified and impressive. An address of welcome was made by the president. The following program was rendered:

Instrumental Solo	-----	<i>Miss Myrtle Moore</i>
Quartette	-----	<i>Misses Bonner, Faircloth, Hollowell and Odom.</i>
Stories	-----	<i>Mrs. Ransom.</i>



Miss Fannie Jackson has been elected marshal in Miss Bessie Jernigan's place.

The Advisory Committee is composed of Miss Mamie Jenkins, Miss Mary Bertolet and Miss Birdie McKinney. Miss McKinney was asked to serve in Miss Comfort's place.

Interesting letters were received during the summer from little René Beaux, the French orphan the society adopted a year ago. There was great delight over the picture received of René with his little brother and sister.

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## CLASSES

### *Officers of Senior Class*

Mildred McCotter	-----	President
Martha Ratcliffe	-----	Vice President
Kathleen Vaughan	-----	Secretary
Harriet Thomason	-----	Treasurer
Nonie Johnson	-----	Critic
Miss Nellie Maupin	-----	Class Adviser

### *Officers of the Junior Class*

Helen Bahnsen	-----	President
Mary Sumner	-----	Vice-President
Thelma Leonard	-----	Secretary
Ethel Brothers	-----	Treasurer
Emily Langley	-----	Door-keeper

### *Officers of the Second Year Academic, or B Class*

Inez Frazier	-----	President
Christine Evans	-----	Vice-President
Louise Whichard	-----	Secretary
Katie Harris	-----	Treasurer
Miss Mamie E. Jenkins	-----	Adviser

### *First Year Academic, or A Class*

Hattie Moore	-----	President
Bonnie Boswell	-----	Vice-President
Clara Gilliam	-----	Secretary
Viola Remmer	-----	Treasurer
Mary Finch	-----	Critic
Bessie Bishop	-----	Door-keeper

## SCHOOL NEWS AND NOTES

### *Celebration of Tenth Anniversary of Opening*

The tenth anniversary of the opening of the Training School, was celebrated on the evening of October 4.

Hon. F. C. Harding, a member of the Board of Trustees, and a man who worked zealously for the establishment of the school and who knows every step of its history, delivered the address.

The first part of the program consisted of a number of choruses sung by the school, and one sung by the glee club. This musical program fittingly began with "Carolina" and closed with "America."

President Wright gave a picture of the school ten years ago, when a few home-sick girls and boys gathered in the new buildings which were only partially equipped and furnished, and of the sandy, unattractive walk to town, and contrasted conditions with those of today. "Sand has given place to asphalt and planks to concrete." He said that the school had grown constantly and as fast as the appropriations from the General Assembly would let us grow; the student-body has been stronger and better every year. As many have been refused admission as have been enrolled in the school.

The president paid tribute to the founders of the school. The three who worked untiringly, continuously for the establishment of the school, Senator Fleming, Governor Jarvis and Mr. Ragsdale, have all been claimed by death, but their faith and works are now being abundantly rewarded. President Wright said that the school had gone straight ahead doing the one thing for which it was established, that is, training teachers for the public schools of North Carolina, and thus it had been rendering the greatest service possible to the Nation, because it was working for the uplift of the rising generation and for better citizenship for the United States and for the world. A service flag could not show with justice who the workers in this school had been, for all had been working for a better Nation. He explained that the exercises were for the purpose of calling attention to the ten years of service rendered by the school.

Senator Harding, he introduced as a man who had given his life to public service, and as one of the leading citizens of the community and State—one who has always been peculiarly interested in the institution and a "loyal friend to the cause of right and justice."

When Mr. Harding arose he said that it was with a feeling of sadness, but he realized that the men who first caught the vision, the spirits of the wise father of the school, Gov. Jarvis, the fine champion of the rights of the school, James Fleming, and the wise director, Prof. Ragsdale,

were present. He reviewed in detail some of the work that was done in getting the school for Greenville; Pitt County realized in the beginning what the State now realizes, but did not realize ten years ago. The faith of the town and county was shown in the fact that they contributed \$100,000, whereas the State appropriated only \$15,000. The State has shown its faith by its last appropriation, which was \$200,000 for improvements. In the beginning the attitude of the State seemed to be that if the institution made good it would come to the rescue, and it has done this. He spoke of the plan Governor Jarvis outlined and of the faith he had in the ultimate support of the State. Gov. Jarvis made his coworkers see the educational process that was necessary before the question of bonds could be placed before the people. The result was that the people of the town and county gave as a free gift to the State of North Carolina \$100,000.

Mr. Harding paid tribute to the president of the school, saying that one of the greatest benefits the community had derived from having the school located here is the fact that the distinguished man at the head had been added to the citizenship of the town. He referred to the many temptations that had come to the president to go to other and larger institutions, and for a larger salary, but he had remained because he had his heart set on seeing this institution carry out the real purpose for which it was established. If this purpose had not been tenaciously held to by the guiding hands of the school, the school would have soon been changed. He said that he knew of many temptations to turn aside but the president has been firm in his belief that the original design and spirit of the school and has been kept the school to this one purpose.

The speaker showed vividly the difference between the results if the school had trained only for personal culture and the results now when in the cross-roads and the cities and the towns those trained here are the instruments for training the boys and girls of the State and "making clear the intellectual operations of thousands." Here he paused to prophesy: "If we train you merely to become cultured men and women without a purpose beyond, we shall get nothing; but if we train you so that you go out and train the children so that they may catch a higher purpose, a higher vision, the school becomes a reservoir through which the State can reach the people, the boys and girls, North Carolina will pour out her millions for the school." North Carolina is catching a new vision as the Nation is and the world is; America is changing the world. He cited examples of the broadening of plans and ideals in the Nation. Among these he spoke of the new department of education in the Federal Government. In the educational changes North Carolina is taking the lead. He referred to the change in the constitution, and the

action of the last General Assembly that gives North Carolina the best school laws she has ever had.

He closed by making the young women realize that they were the agents for carrying out these laws. He impressed upon the young women the big responsibilities and glorious opportunities that rest upon them, and the school.

In dismissing the audience President Wright invited them to be present ten years hence at the next big celebration, at the close of the second decade.

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### *Illustrated Lecture on Consolidation*

Mr. George Howard, superintendent of Edgecombe County Schools, made a most excellent talk at the Training School recently on the ways and means of getting fewer and better schools. This progressive superintendent has been doing remarkable work in his county and has pictures showing the old one-teacher schools, and the up-to-date consolidated schools, the trucks and wagons bringing the children to school. These pictures within themselves are sufficient to convince even the most casual observer of the wisdom of consolidating. Although there are still one-teacher schools in Edgecombe County, the superintendent is determined not to stop until he has planted one good school where three poor ones have been or are now.

Edgecombe was one of the first counties in the State to have school wagons, and one of the first to use motor trucks for transporting the children from a distance to the schools. The problem of transportation is one of the most important to be faced whenever the question of consolidation comes up. Mr. Howard has learned by experience and by careful observation how to handle this question. He is perhaps the best authority in the State on this. He has visited the schools of the middle West where they have spent money and time to work out this problem, and where the results can be seen. He gave pictures showing the schools he has visited.

Mr. Howard made the same talk during the summer term and so much interest was shown that he was invited to come again. The students here now come from communities that are having to settle this question and Mr. Howard can help them.

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### *Visit From Dr. L. A. Williams*

Dr. L. A. Williams, of the University, while here attending the High School Conference, made a talk to the students of the Training School, which was enjoyed very greatly. He told "an honest-to-goodness true

story" that had a great truth that was not lost on the students. They enjoyed the story and caught the lesson immediately.

The story was this: a ring of Young America stood around a small, embarrassed, but aristocratic puppy, and a shiftless village social outcast, coming up showed his appreciation of aristocratic dogdom, and told the owner to take him home and keep him there, "he won't never amount to nothing if you keep him on the street." The lessons of heredity and environment were easily driven home after the graphic telling of the charming story.

"If you wish children to be lovers of music, keep them in a musical atmosphere, or their inherited tastes 'won't never amount to nothing.' There has never been born into the world a bad child, or a lazy one; we teachers have been guilty of developing badness or laziness. The prevention of badness is developing goodness. An inheritance is great and those who have inherited royalty should be grateful, but the inheritance must be developed or it counts for little," was the point he drove home.

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### *Practice Teaching at the Joyner School*

The Joyner School is now really and truly a part of the Training School. This has been partly true for the past two years, but until now it has been impracticable for the student-teachers to do any observation and practice teaching there. Now the question of transportation has been settled so that seven girls can be carried out in a car every day. This work began on the morning of November 11.

The teachers of the Joyner School this year have become critic teachers, just as those in the Model School. The preparation work of the girls is checked up by members of the faculty in the school.

The critic teachers in the Joyner School are as follows: Principal, Miss Annie Smaw, of the class of 1914; Teacher of the intermediate grades, Mrs. Leland Stancell, formerly Miss Luella Lancaster, of the class of 1914; Teacher of the primary grades, Miss Lizzie Smith, of the class of 1918. Mrs. L. R. Meadows is the music teacher. She spends two mornings a week at the school.

This is the report that came from the Joyner School on the first day:

"The second Tuesday in November proved to be a day of great importance to all interested in the Joyner School. This day had been looked forward to for quite a while. Now at last seven girls came, accompanied by Misses McFadyen, and in the afternoon Misses Davis and Graham came. The first week was spent in observation, and teaching began the second week. On that first morning the pupils were naturally curious to know if the Training School ladies were going to teach them,

and they had the feeling that it would have been better if they had spent more time on the preparation of the day's assignments. It is needless to say that the Joyner School teachers also had a feeling of uncertainty as to how the day would terminate.

"In each room two girls with one extra in the primary grades, were assigned to do observation work for the remainder of the week so they would be ready to begin teaching the second week."

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On Friday evening, November '7, a basket party was given at the Joyner School and \$75 was made. The money will be spent for things the school needs, but the question is what is most needed. Swinging lamps, rope swings, pictures, and song-books are some of the things they intend to have.

The school owns a school pig, presented by Mr. Leland Stancell. There was much excitement over the gift and the building of the pen was a matter of great concern. The pig is fed on the scraps from the lunch baskets. The lessons in thrift and sanitation are some of the blessings already obtained from owning a pig, and the children expect to get a good price for it later.

A program in Indian Life was presented on the Friday before Thanksgiving. This was given early so the teachers planning to attend the Teachers Assembly during Thanksgiving week.

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### *Enrollment in the Training School*

The enrollment in the school for the fall term is 282. This means that every available space is occupied. 250 were refused admission because of the lack of room. Two years ago there were a few more enrolled, but there were rooms in the neighborhood that could be rented reasonably. Now there are only a very few rooms available and most of these at prices that are prohibitive.

The counties represented this year number 52, and are as follows: Anson, Beaufort, Bertie, Burke, Camden, Cabarrus, Carteret, Caswell, Catawba, Chowan, Cumberland, Currituck, Dare, Davie, Duplin, Durham, Edgecombe, Franklin, Gates, Granville, Greene, Halifax, Harnett, Hertford, Hyde, Johnston, Jones, Lenoir, Martin, Moore, Nash, Northampton, Onslow, Orange, Pamlico, Pasquotank, Pender, Perquimans, Person, Pitt, Robeson, Rockingham, Sampson, Tyrrell, Union, Vance, Wake, Warren, Wayne, Wilson, and Yancey.

There are three girls from Virginia and one from Pennsylvania.

### *Improvements*

A modern hot water system, costing \$10,000, was installed in the school during the summer. The old system was worn out; new pipes and equipment had to be added, it was deemed wise to have the best possible equipment installed. The hot water is now only eighteen inches from each spigot all the time. There is thus a great saving in water.

A meissonnier piano, the small piano for school room purposes, has been placed in the Model School. This is very convenient in teaching public school music. On certain days the piano is used for the public school music and on other days piano lessons are given at the Model School. Heretofore the piano pupils from the Model School have not been able to take lessons in the school and hence have had to be inconvenienced more than the pupils in the other schools.

A lantern with 600 slides has been purchased for the Model School. This will mean much to the school.

A rest room has been furnished for the teachers.

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### MEADOWS-HILL

Mr. Leon R. Meadows and Miss Lida Hill, both of whom have been in the faculty of this school for some years, were married on September 3, 1919. The following account of the wedding is from the *Columbia State*.

Special to The State:

Darlington, Sept. 6.—Beautiful in its simplicity was the wedding ceremony performed at the First Baptist Church of Darlington at 6 o'clock Wednesday afternoon when Miss Lida Hill was married to Leon Renfroe Meadows. A pretty and unique feature of this wedding was that all the attendants of the bride were members of her family.

Four brothers of the bride, Dr. C. C. Hill of Darlington, Bert Hill and Arthur Hill of Darlington, and Harry Hill of Washington, were ushers. The bridal party entered to the strains of the wedding march from "Tannhauser," with Mrs. W. E. Vernon at the organ. The little ring bearer was Frank Harrison of Georgia, a nephew of the bride, and the dainty little flower girl was Sara Hill of Florida, a niece. Miss Mary Hill of Darlington, another niece, was the dainty maid of honor. The bride's only sister, Mrs. Harrison, was dame of honor. The bride entered with another brother, Carl Hill, of Florida, and was met at the altar by the groom and his best man, Guy Oakes. The handsome wedding gown and bridal veil were unusually becoming and the bride never looked lovelier than on this occasion. A very attractive musical program was rendered just before the wedding ceremony in which Mrs. H. L.

Weeks sang a beautiful solo, "Berceuse," and Wiley Rhodes sang Schubert's "Serenade." During the ceremony "To a Wild Rose" was softly played, and Mendelssohn's wedding march was used as recessional. The wedding ceremony was performed by the bride's pastor, the Rev. H. L. Weeks.

After a wedding trip this young couple will be at home to their friends at Greenville, N. C., where the groom is a successful teacher.

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The executive committee of the Board of Trustees met the last of October for the purpose of inspecting the work on the improvements that had been made during the summer and getting things in shape for the proposed building.

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Miss Hattie Parrott, one of the State Examiners and Institute Conductors, visited the school during the fall. Miss Parrott has charge of the certification in this district.

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Miss Miriam McFadyen is president of the Woman's Club of Greenville. This club is a progressive, wide-awake club. It is doing a great work for the town. During the summer the club rented and furnished a rest room so that the people coming in from the country could have a place to go to when they came to town. This has been very successful so far. The club is offering a Lyceum course during the winter.

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Mr. Austin recently had a great tribute paid him by the postoffice force. A letter was dropped into the postoffice addressed to "Santa Clause, Doll Department, North Pole." This was turned over to Mr. Austin. This was the request: "I want a doll carriage and a doll baby 6 or 7 ft. high. I want her so she can wink and shut her eye and some fectionaries."

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The churches in the town of Greenville gave receptions to the students on one Monday evening near the opening of school. Every student was invited to some one of these receptions and all attended and reported a good time. Each group tried to prove that theirs was the most enjoyable.

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The students are allowed to attend the moving picture show on Monday afternoon when there is an especially attractive picture shown. They have enjoyed this privilege several times this fall.



An Armenian orphan has been adopted by the students of the Training School. President Wright read a letter from Dr. Brooks in which he urged the need of help from America for the Armenians. The students responded at once and quickly raised the amount necessary, which is \$60, and sent it to headquarters.

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A letter was recently received from the mother of the little French girl that the students and faculty supported with money made picking cotton last fall.

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### *Hallowe'en Party*

On Hallowe'en night the Seniors gave to the School a party. It was given especially for the new girls.

The fun started at the supper hour. The dining-room was decorated in Jack O'Lanterns and harvest scenes. The girls realized fully that Hallowe'en was here when they went into the dining-room and found a beautiful place card at each place, and varieties of fruit occupying the center of the table. The lights flashed on and off frequently during the meal, and ghosts and witches appeared, stalking around the hall, leading off new girls and members of the faculty.

At 8:30 the new girls assembled in front of the main building, from which they were escorted by ghosts and witches into the assembly hall. There a short program was given. The most interesting feature was a ghost story told by Mrs. R. E. Ranson.

From the assembly hall the girls were led into the halls, and from one room to another, where there were many amusement features, fortune telling, apple bobbing, and other Hallowe'en sports.

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Mrs. R. E. Ranson is telling to the children stories regularly. They are very interesting and of great educational value. She, with the help of Miss Muffy and the teachers, are getting up a very pretty and interesting pageant, to be given as a Christmas entertainment by the Greenville schools. The Model School teachers and pupils are doing their part and are very greatly interested in it.

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The Conference of High School School Teachers for the Northeastern District of North Carolina met at the Training School on October 31 and November 1. Mr. N. W. Walker, State Inspector, presided over the meetings. There was a fine attendance and a good program. The discussions were interesting.

Two of the most important questions before the meeting were those of vocational training in the high schools and the curriculum. Many of the troubles are due to the fact that all are required to take the same course, and that is due to the small number in each school. After all, consolidation is the first essential for solving the problems.

Mr. T. E. Browne explained fully the Smith-Hughes bill.

Dr. Cooke, of the State College for Women, led the discussion about the curriculum.

Mr. A. T. Allen explained certification.

The dinner given by the Training School, complimentary to the members of the Conference, was the special social feature of the occasion. The people of the school considered it a great privilege to have these guests, and enjoyed the Conference.

The following resolutions were adopted by the Conference:

*Resolved*, That the Conference of High School Principals and Superintendents of the Northeastern District in session assembled in Greenville, October 30-November 1, 1919, hereby express our thanks and appreciation to President Wright and the faculty of the East Carolina Teachers Training School for the use of the Training School buildings for the sessions of the Conference, for their kindness and hospitality in providing the excellent dinner to the members, and for their special efforts to secure hotel accommodations for all in attendance; and to the young ladies of the Domestic Science Department for the luncheon with which they so delightfully served our Conference.

*Resolved further*, That this Conference express our full confidence in the ability and integrity of the State Board of Examiners and Institute Conductors and pledge our united support and coöperation to said board in their efforts to elevate and standardize the teaching profession of the State.

E. J. COLTRANE,

GEO. W. BRADSHAW,

S. J. HUSKETH,

*Committee.*

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### *Armistice Day Celebration*

Armistice Day was celebrated at the Training School in a befitting manner. The Senior class had charge of a program reviewing the war and Mr. Meadows, the only member of the faculty who was in active service, made an excellent talk on the meaning of the signing of the armistice.

Miss Mildred McCotter, president of the class, made the announcements.

Patriotic songs and war songs were sung by the class and the school. The program was as follows:

Song—Hail to the Heroes, by the Seniors; A brief review of the war, and the causes of the war, Miss Ruby Garris; The Nations at war and when and why they entered, Miss Lila Faircloth; The reasons the United States entered the war, Miss Elizabeth Bass. A group of war songs was sung by the school; Address—What the signing of the Armistice meant to the World, Mr. L. R. Meadows; Songs sung by the Seniors; the Marseillaise, Rule Britannia. Reading of war poems, Misses Martha Ratcliffe, Gladys Baum, Kathleen Vaughn, and Blanche Farabow; The Star-Spangled Banner.

Mr. Meadows in the beginning of his talk gave a picture of the scene in camp just one year ago. He then attempted to tell the meaning of the armistice, as he said, "as logically as brevity permits and as brief as logic permits." He gave five distinct things that the signing of the armistice meant, and these were:

Cessation of fighting, victory for the Allies, victory over kaiserism and all the word implies, the coming to leadership of a man who had been a school-teacher and the League of Nations. This last he gave as the tangible thing that we can cling to.

Mr. Meadows devoted some time to a discussion of the League of Nations. He gave the history of various attempts to formulate or to have accepted some kind of league for the prevention of further wars. He showed that there had been a development of the idea, that it was an evolution, and not merely the work of one man. For centuries there have been such attempts. He then showed some of the chief arguments for and against the League of Nations, giving six points on each side.

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### *The Building Program*

The building program for this year is such as to have completed according to the original plans the Administration Building and the East dormitory. This means that a wing will be added to the East Dormitory, making that building like the West Dormitory. The other wing will be added to the Administration Building, and the auditorium will be extended farther back. There will be a number of changes within this building. The entire front of the building will be turned into executive offices with a reception room. The library will be moved where there will be more room and better accommodations. There will be additional classrooms and some rearrangement of departments for the sake of convenience.

When these buildings are completed that will mark the completion of all the original buildings that the school opened with, and the next building will be adding those that are entirely new.

### *Red Cross*

The Training School Red Cross Auxiliary was organized November 5th. Mrs. Kate R. Beckwith, chairman of the Pitt County Chapter, was present and made a short talk stating the purpose of organizing the Auxiliary.

The officers elected were:

Margueritte Hensley -----	Chairman
Martha Ratcliff -----	Secretary
Caroline Fitzgerald -----	Treasurer
Kathleen Vaughn -----	Chairman of Publicity Committee
Irma Fuqua -----	Chairman of Membership Committee

The enrollment was 260, the Senior Class and "B" class being 100 per cent strong.

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### *Faculty Notes*

Mr. L. R. Meadows, after nearly two years' war leave, returned to the school this fall. He was in the Intelligence Department serving in the military work in connection with the Red Cross. Most of his work was in Camp Sevier and Camp Gordon.

Miss Birdie McKinney, who was a regular member of the faculty for the first two years, and had taught here during several summer terms, is taking Miss Comfort's place in the department of Mathematics.

Miss Martha Lancaster, of the class of 1916, is critic teacher of the third grade at the Model School for this year in Miss Whiteside's place.

The Reading Study courses for the Pitt County teachers are conducted by members of the Training School faculty. Miss Ray has charge of the primary division, Miss Maupin, of the elementary teachers, Mr. Wilson of the mixed group, Mr. Austin of the one-teacher schools and Mr. Swanson, of the high school teachers. These classes meet every two weeks until the series of ten lessons is completed.

Mr Austin is conducting the classes in Agriculture in the Arthur School. He spends every Monday in the school.

Miss Ola Ross is at her desk in the library and once again doing the secretarial work of the bursar's office, after a year's leave of absence. Miss Elizabeth Stell, who took her place for the year, is stenographer in the State Department of Education in Raleigh.

Miss Emma Jones, who for a number of years was secretary to the president, but left the school during the war to become a yeowoman in

the Navy, has resigned from the Navy and has a position in the offices of the Virginian Railroad in Norfolk. Miss Willa Ray has the position of the president's secretary permanently.

Miss Mabel Comfort, of the Mathematics Department, has a year's leave of absence and is spending it in Berkeley, California. She is taking a course in Business, especially accounting. She writes interestingly of her experiences in the wonderland around San Francisco.

Miss Whiteside has a year's leave of absence in order to complete her work for a degree at Peabody College for Teachers. She is having a fine year.

Mrs. Kate R. Beckwith is chairman of the Pitt County Chapter of the Red Cross. Mr. Austin still has charge of the Home Service work for the county. The annual roll call was very successful in this county.

A letter was recently received from the mother of the little French orphan girl that the school took to support for this year. The money for this was made by picking cotton. The letter was a gracious note of appreciation. The picture of the little girl was promised.



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