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THE PRESIDENT OF THE N. C. TEACHERS ASSEMBLY, S. B. UNDERWOOD

M. E. J.

Samuel Bobbitt Underwood, president of the North Carolina Teachers Assembly for 1920, knows the schools of the State, of every kind and degree, knows the teachers of the State, from college presidents to the teacher of the one-teacher school in the swamp, and knows the folks who send their children to school, and the little folks who go to school. His breeding, home training, his training in the schools, and his experience, have all worked together to fit him eminently for leadership of all the teaching forces in North Carolina, and of leading them so that all those whom these are teaching shall never be lost sight of.

He has run the gamut of school positions from the little one-teacher school in the swamps to that of county superintendency, and he went through all the stages in the rise. When the nominating committee presented his name for the presidency, following the precedent of having the retiring vice president become president, there was no protest from any one. In the past there have been threats of breaking this precedent and it is sometimes the storm center. But this year all seemed pleased.

A review of Mr. Underwood's career reveals the secret of this understanding of people. His record in schools, both as teacher and as student, is sufficient explanation of his understanding of schools.

He was prepared for college at Trinity Park High School. He was graduated from Trinity College in 1906, but began with the class of 1905. He began his teaching career before this. He dropped out of school one year, during which he was principal of a two-teacher school in Camden County. During one summer vacation he taught a one-teacher school in Dare County. While in college he taught an English class in Trinity Park School. When he left college, therefore, it was natural that he should continue in school work.

His first position after leaving college in 1906-07, was in Southern College, Florida, where he taught English. He stayed there only one year. It is significant that this is the only year he has taught in another State. He was superintendent of schools in Hertford for three years, 1907-10. He was also principal of the high school in Hertford. He whimsically claims that this gave him a chance to see two important sides of a question at the same time: the principal in him would argue

with the superintendent. In 1910-11 he was headmaster of Trinity Park High School. But the public school appealed to him more than the private school. He accepted the superintendency of Kinston Schools, and stayed there from 1911 to 1914. In 1914 he became superintendent of Pitt County Schools and by virtue of this position, also a member of the faculty of East Carolina Teachers Training School.

He is the son of a Methodist preacher, Rev. J. E. Underwood, who for many years has been one of the leading men in the North Carolina Conference. Mr. Underwood was born in Stanly County, October 19, 1885, but his life has been spent in the Eastern Conference. He says his home has been from Bath to Burlington, from Pasquotank to Person, instead of from Murphy to Manteo, or from Currituck to Cherokee.

He was married in December 1906 to Miss Eloise Lister of Pasquotank County. They have one son, "Sam, Junior," who is his father in miniature. The father is his boy's chum.

This is perhaps not the place to comment on the effects of the itinerancy on the preacher's son, but it is in place to mention two effects: adaptability, and the opportunity to know people of different communities and stations in life. Sam Underwood is another added to the long list of examples who have exploded the old idea in regard to preachers' sons. He is a good man, not only morally, but a religious man; a man of spirituality. While in college he was president of the Young Men's Christian Association. He has always been active in church work. He was delegate to the General Conference of 1918. He has been lay leader in the Greenville Methodist Church. He is teacher of a class in Sunday School that is composed of 99 Training School young women. When he was in college he seriously considered becoming a preacher but he believed strongly in the divine call to the ministry, and his call seemed to be stronger for teaching.

He seems never to have been tempted to any work in life that was not a calling; the three that appealed to him were the ministry, journalism and teaching, all of which are calls to service. He was editor of the *Trinity Archive* when a Senior in college, and showed real ability as an editor. He later became a regular contributor to the *Charlotte Observer*, filling a column under the title "Scribblings of an Idler." This column was filled with comments on life and people as he saw them, and these were in an easy philosophical style, full of whimsical, subtle humor. When asked why he does not write more now his excuse is "too busy, too many things to do to take time to write about them."

He was a leader in other things when he was still in college. He was president of the Columbian Literary Society; he was debater in the

intersociety debate; and a member of the Debate Council. He was a member of the Trinity College Historical Society. He was winner of the Wiley Gray medal, which is awarded to the winner in the commencement oratorical contest. He is a member of the "9019," the organization that stands for a high standard in both scholarship and conduct. He has recently been elected a member of the Phi Beta Kappa Society which has just been organized at Trinity.

Wherever he has lived he has been placed in positions of leadership. He is now Vice-President of the Greenville Rotary Club, a member of the Board of Directors of the Chamber of Commerce, and chairman of Greenville Associated Charities. During the war he was active in many of the drives, especially those in which the people were asked to give outright. As Pitt County Chairman of United War Work, the drive was remarkably successful in spite of severe handicaps. He was secretary of the Soldiers Business Commission, and was on committees in the Red Cross Drives.

He is also affiliated with State and National organizations. He is a member of the North Carolina Social Service Conference, and of the National Educational Association. He had a part on the program of the recent meeting of the Superintendents Division of N. E. A., meeting in Cleveland.

This is not intended as a eulogy, it is not boasting, but an honest effort to show the people of North Carolina what sort of a man the president of the Teachers Assembly actually is; a review of his career, an enumeration of his qualifications, and an account of some of the things he has done. There is no pretence, no posing, no bluffing in the man. What he is, he is.

He is clear-headed and practical, with good sound common sense, and with a keen sense of humor. He can size up a situation swiftly and surely, and size up the people who handle situations just as surely. He is a man of keen intellect, a student of books and theories as well as of people, and he knows how to bring the two together, to get the practical out of the theoretical, and to make the theoretical practical. People believe in him and they like him personally. He does not antagonize. He is quick to catch the other person's point of view and gets attention for his own in turn. "Will it work?" is one of his tests of a plan, "It *can* be done, but one must take into consideration certain things," and he proceeds to take them into consideration.

His heart is in the work for the rural schools, and he knows well that where his heart is there should he be also. He has repeatedly been offered positions that to many seemed far more attractive and that would

lead to greater honor, but he has not been tempted to change. He has started out to do certain things in Pitt County and for rural schools and he is determined to do them. He has convictions that he is right about his notions and feels that he has no right to forsake things he has started before he completes them.

The corner-stone of his faith in the rural schools is made of two ideas: consolidation, meaning few but good schools; and good teachers. He knows that these two go together. The good teachers will not go to the small isolated schools. Consolidation he knows is obliged to mean transportation, and it means large, well-equipped schoolhouses. Gradually he has worked to bring communities together so that the people will be willing to bring their schools together. Each year changes are made. The first truck in the county was started the fall of 1918. Now there are several.

The work that is being done in Pitt County is another story that is still in the making. That will be an interesting chapter within itself, but it is another chapter.

He is a valuable member of the faculty of the East Carolina Teachers Training School. He is the connecting link between the schools in which the students of this school will teach and the school in which they are getting their training. He realizes fully the need for teachers, and for trained teachers.

It is well for North Carolina teachers that they have this progressive, well-balanced, sane leader to guide them in this year, 1920.

*A BROADER STATE POLICY**

ROBERT HERRING WRIGHT

Teacher training is a State problem. It is neither a town nor a county problem. It is my purpose to deal with the question of securing efficient teachers for our public schools and I shall deal with it from the standpoint of the State.

We have recently passed through an era of erecting small buildings and we are now coming into an era of consolidation. It is becoming more and more clear to all that we must have fewer but bigger and better schools.

The one room school will no doubt stay with us until our State is thoroughly supplied with good roads and then it will join others of its kind in making a three, four or five-room school. The little school at

*Address delivered before Association of County Superintendents, North Carolina Teachers Assembly.

best is an inferior school and therefore it does not attract the best teachers. The one-room school is one of our problems and it will continue to be a problem during the active career of this generation of school officials.

The school house is one of the teacher's workshops. I call it *one* of her workshops because the school teacher does not confine her efforts to the activities that cluster around the school building. Our people today are spending and preparing to spend more money than ever before in the history of North Carolina on school buildings and equipment. We should see to it that these new buildings are put up and equipped in a way that will give the greatest possible returns for the money spent. We should therefore have as a part of the State Department of Education a Bureau of School Architecture. This Bureau should be able to give, free of charge, to the boards of education the best advice on all matters connected with school house construction, lighting, heating, ventilation, equipment, etc. The outside of these structures does not need the attention of the architect as much as the inside. We have had enough exterior decorations, now we need some interior conveniences. While we want the buildings to be pleasing to the eye from the outside we need much more to have them usable within.

But enough of the buildings. Let us go inside and see what we find in the way of teachers. I shall deal only with the schools for the white people.

There are 11,730 teachers in North Carolina—rural 9,520, urban 2,210. There are 1,519 graduates from Normal schools; of these 924 are in the country and 595 are in the towns. There are 2,393 who have attended normal school exclusive of summer schools but have not graduated. This leaves 7,818 without normal training except the training that some have received by attending summer schools. The best data we can get shows that about 3,000 white teachers have not had normal training. That means that at least 25% of those who are teaching have had no training for the work.

Information obtained from 75 counties in our State would indicate that there are now 1,762 teachers who have had no experience before this year and that there are 862 schools without teachers. In other words the State needs 862 teachers more this year than are now available and the State has 1,762 people teaching for the first time. We need annually therefore 2,624 new teachers. May I repeat this? We need 2,624 recruits each year.

The total number of graduates in 1919 from twenty-three institutions of learning doing work beyond the high school is 630. There should be

added to this number perhaps 150 from the nine institutions not reporting, making a total of 780. Of the 630 graduates, 51 men and 322 women or a total of 373 took some work in education. These twenty-three institutions of learning refused this fall for the lack of room admission to 1,405 applicants. We are confronted with the fact that there are not enough institutions of learning in our State to accommodate the boys and the girls who wish to go off to school. North Carolina must have more or larger colleges and normal schools if she is to educate the youth of this generation.

But back to the teaching profession. We need annually 2,624 recruits and we are preparing 373. We are preparing one for every seven we need. Is it not clear why teachers are scarce? And yet we are refusing to educate, for lack of accommodation, 1,405. Make teachers out of these and we will still lack 846 of having enough trained teachers to meet the annual demand. This is 66 more than all the graduates in our institutions of higher learning. If all who were graduated from our colleges and other institutions this year had gone into the schools as teachers we would still have 455 schools without teachers. I am assuming that the 373 who took some work in education are teaching this fall.

It is perfectly plain when we know the facts that our state must build more normal schools. There is at present pressing demand for more schools to educate the boys and girls who wish to pursue their work beyond the high school course. At least 1,405 were left at home this fall because they had nowhere to go. These figures are taken from denominational colleges, private schools and State institutions. There is no reason for college jealousy but there is every reason why we all should be adding to our schools that the youth of our State may have a chance to attend college or normal school.

Public education is the State's duty. It is therefore imperative that the State prepare teachers for the public schools. And this cannot be done unless the State enlarges her present facilities. We should complete the normal school at Greenville and build three or four more at once. Each of these should be made large enough to accommodate five or six hundred students. This building program should be undertaken by the next General Assembly. We cannot afford to wait, for our children are growing into manhood and womanhood while we debate the question.

Never before in the history of our people have we needed an educated—an enlightened—citizenship like we need it today. The world is suffering now as never before on account of the ignorance and the super-

stitution of the masses; for never before has human safety and happiness depended so much upon universal education. Governments in the future are to be by the masses and not by the selected few and if all the people are not educated then the governments must remain unstable. We cannot make the world safe for democracy if the people of the world are in ignorance. An educated citizenship is the very foundation of a democratic government. We not only owe it to North Carolina but to the United States, yes, and to the world, to educate thoroughly the present generation of children in our State; for the citizen of tomorrow will be more than a citizen of this State or of this nation; he will be a citizen of the world. And the educated man or woman only will be able to do his full part in the generation to come. That is true today and does not belong to tomorrow. But it will be more necessary tomorrow than today.

If you men, the educational leaders in North Carolina's 100 counties, will begin *now* to push a movement for more normal schools you will be using your energies where our State needs you most. You will be doing foundation work for the public. You will be serving the present generation of children in the best way possible. You will be able to have the schools built.

Our people have clearly shown in the last two years that they can and will do what they want to do, especially when they see it is for the common good, for the common safety. We need schools to train teachers just as acutely as we needed cantonments to train soldiers for the battle lines of France. If we neglect the duties at home we will lose the fruits of our victories in Europe.

Since there are 3,000 people teaching without any preparation for the work it becomes clearly evident that we must adopt some permanent policy that will give these people an opportunity to study during vacation. It seems to me that the wise thing to do is to divide the calendar year into four equal school terms and arrange a course of study for the summer term that will meet the needs of these untrained teachers. This course of study should be so planned that a given teacher may come from summer to summer and do constructive work. This summer work should be of such a nature that when the student completes a definite amount the State Board of Examiners and Institute Conductors will be justified in issuing to her a certificate. We must help those in the profession that have not been properly trained for the work, and I am firmly convinced that we should do a full term's work during the summer. This summer work should be of just as serious nature as the work of any other term. The house-party and summer school outing

must be things of the past. There should be no more diversion from work in summer term than there is in any other term. My idea is that our State schools shall run during the summer for real, serious, constructive work and that the student who completes a summer term with satisfactory grades shall be given as much credit as the student who completes any other term of work.

North Carolina has made wonderful progress in the last decade and I hope no one will interpret anything that I have said as fault finding criticism. Our State has gone forward perhaps more rapidly than any other State in the Union. The truth never hurts a people but makes them free. What I have attempted to do is to get the facts before us so we may map out a plan based upon intelligence and not upon any theory spun from the mind of man. Theories are necessary as goals for our attainment, but they rarely ever meet existing conditions, for theories are based upon conditions and these conditions exist only in the minds of men. We are confronted with certain facts in our State and it is our duty to take these facts and work out from them an educational scheme that will give us improved conditions and better facilities for educating the children of our State. Let us go forward.

THE TEACHER'S OPPORTUNITY AND RESPONSIBILITY

E. H. NORMAN, *President Baltimore Business College*

It is a great honor, and I esteem it to be a great privilege to have been asked to visit my native State for the purpose of addressing this splendid audience of future school teachers. I wish first of all to congratulate you on your choice of a profession. There is no field of endeavor more honored, more sacred or one in which you could render to your State and the nation a superior service. I know of no man better qualified to preside over the destinies of this great institution than your president and my dear friend, Robert H. Wright. He is singularly endowed with those qualities of head and heart that peculiarly fit him to be your chief and counsellor, and for you and for him I sincerely hope may be vouchsafed the richest blessings of Divine Providence.

The last few years in this State and throughout the South, have been years of great activity, along all lines, including education, commerce, and prohibition. Marvelous changes have taken place in North Carolina since I left the State. Perhaps the most noteworthy of these changes was the enactment of the Prohibition Bill. Just what connection or influence my leaving the State had with the adoption of prohibition I have

not been able to ascertain. Your president may know, but out of the goodness of his heart and in consideration of my feelings he refuses to tell.

I am informed that on state occasions, you no longer hear the beautiful strains of Carolina! Carolina! Heaven's blessings attend her! but that instead the bands play and the people sing:

Hush, little barroom,
Don't you cry;
You'll be a drug store
By and by.

There was a time, many years ago, when it would have been most appropriate and fitting, to sing and play that classic selection "Everybody Works But the Teacher." But conditions have changed and this is no longer the tune of the South, and the "Weary Willies" have been forced to "take up their beds and walk."

In preparing yourselves, as you are now doing, for the profession of public school teaching, what could be more appropriate than that you should be transplanted for a while into the rich, invigorating soil of this admirable Teachers Training School, that you may gain strength of body, richness of mind, and nobility of character, so that when you return to your respective homes to take up the profession of teaching, and appear before the thousands of children who are the future hope and strength of the nation, you may be able to shed into their young and receptive hearts a fragrance and a beauty that had hitherto been unknown to you and to them.

The field you have chosen for your future work though differing in some respects from the original Garden of Eden, is in many essentials quite similar. We are told that in the Garden of Eden there dwelt a serpent, Satan by name. The functions of his Satanic majesty seemed to be to dethrone truth and enthrone falsehood, destroy happiness and establish misery, discredit good and extol evil, stifle progress and encourage retrogression, to pull down, but never to build.

You will find in every community some men who stand for all the Satan of old hoped to accomplish. I refer to the knocker, the fault finder, the man who sees nothing good in any new movement, who thinks the methods of one hundred years ago are good enough for today. He is opposed to modern educational advancement, but why he does not know. He objects to placing trained teachers in our schools. He sees no difference between the real teacher and the lesson hearer. He thinks the man or woman who can solve problems for children, just as good as a teacher as the person who has been specially trained to teach

children to think and to solve problems for themselves. He sees no good in training schools for teachers, and considers it an unpardonable sin that they should be expected to study and keep abreast of the times. Why teachers should be appointed on account of merit rather than political pull or favoritism, he does not know. Why they should be paid according to their worth, or why they should be offered an increase in salary, as an incentive for them to reach established standards of efficiency, is beyond his dull comprehension.

I have no patience with these self-appointed critics who strut up and down the land, trying to block educational progress and finding fault with school methods in general and public school teachers in particular. When I see them engaged in this unholy occupation, I feel like exclaiming in the language of the Saviour who said: "Father forgive them for they know not what they do."

So long as men and women remain human, just so long will this spirit of his Satanic majesty dwell in the hearts of a few people. It therefore behooves you, as the leaders of intelligent, professional progress, to band together and work toward ends you know to be right and for the best interest of those entrusted to your care, that you may fit them for useful citizenship, and leave a rich heritage to generations yet to come.

To the public school teachers the State owes a debt of gratitude that can never be repaid. A more intelligent, loyal, faithful, earnest band of workers cannot be found. It is a shame to the intelligence of the people, and a disgrace to the State that those who give of their time and talent, and burn the midnight oil for the betterment and upbuilding of her people, should receive for their earnest effort and efficient service, salaries so amazingly inadequate. But to the intelligence and the enlightened policy of our school officials, the teachers are indebted for a steady and decided increase in salary during the past few years. And now we see a rift in the clouds, and recent legislation bids us to hope that better conditions will soon prevail. I trust the day is not far distant when public school teachers shall receive pay equal to that commanded by the same degree of intelligence and effort in the commercial world. Then, and not until then, can it be truly said, the State has recognized the fact that "the laborer is worthy of his hire."

My friends, there is a situation confronting you of the gravest importance and fraught with most disastrous consequences. Permit me to call your attention to this condition, with the hope that something may be done to stem the tide and avert the danger. I refer to the tendency on the part of students to leave the public schools too early. You should

earnestly strive to check this downward movement. The causes, doubtless, are many. Parents are in a large measure to blame. When Mary and John have finished the grammar school, and in many instances earlier, some parents seem to think that it is a waste of time for them to continue longer or to attend the high school, unless a college course is contemplated. A greater mistake was never made, and I consider it almost a crime for mothers or fathers not to give their boys and girls a complete high school education, if they can by a reasonable sacrifice do so.

Technical schools or schools of specialty are in some cases to blame, because of their alluring promises and misleading statements. They do not and cannot supply the training of the grammar or high school, and those who claim they can or do supply it are hypocrites and frauds. They know, I know, and you know that there is a vast difference in the way a high school graduate and a seventh or eighth grade student takes hold of new subjects and meets new conditions.

Students should not enter a technical school, or attempt to take up a special course of study before securing at least a sound elementary education, if it is possible for them to do so. There are many cases where this is not possible, and it then remains for them to do the best with special courses that can be done under the circumstances. The great places of responsibility and trust require intelligence, and a mind trained to think accurately and quickly. A man may learn and gain by experience, but without education he must be forever deprived of the joy and satisfaction that goes with leadership.

In every avenue of life, the educated, well trained person is wanted. In the professions, in the factory, in the counting room, on the farm and everywhere else, there is an increasing demand and opportunity for young men and women who have a good general education, such as our public schools are prepared to give and are giving.

Any school or person that would seek to deprive our young people of the benefits of a high school education, by persuading them that such a course is not essential and that there is a better, shorter, and easier road to success and happiness, is an enemy to the State, a blaster of hopes, a disgrace to educational institutions, and deserves the condemnation of all right thinking people.

"Mind will rule and matter yield,
Whether in Senate, tent or field."

What can you do to explode this false notion that a good education is not necessary except for the select few? I would suggest that you first educate the parents, have them visit the school often, call on them

at their homes, get in close touch with them, make them feel that they have a part in the work, explain to them the cultural value of the curriculum, show them that education will enable Mary and John to see with a clearer vision, that it will unfold to them hidden beauties, that it will make the problems of life easier of solution, that it will pave the way for the brighter, happier and more successful future. When you have done this, you will have made a long stride forward, greatly enlightened your burdens, and bestowed a lasting benefit on the community.

Next, acquaint your students with the fact that education has a higher and nobler end than the accumulation of riches. Teach them to look above and beyond the sordid desire for commercial gain. Lead them in the work, and unfold to them, step by step, and day by day, the richness and value of a cultured mind. You will, in this way, create in them a desire for more, and cause them to see things in their true relation. This will unquestionably lead to a desire to remain in the school, and they will then continue not through compulsion, but because of their love for knowledge.

There is no vocation more exalted with graver responsibilities and sweeter satisfactions than that of the teacher. There is no department of education which offers larger opportunities for good, and for the establishment of high ideals than that of the public school. You receive children when they are young, their minds are plastic, their reasoning power limited, and while in this condition you have a grand opportunity to mould their characters, start them on the right road, and lay a solid foundation that will prepare them for the stern realities of life, which sooner or later they must face, where the battle is fierce and temptation waits them on every hand. God grant that you may realize the burden resting upon you and that you may have the courage and the strength to do your full duty.

I believe, first of all, it is the duty of the teacher to indelibly impress upon the mind of the student the great importance of honesty, industry, punctuality, truthfulness and civic virtue, for without these all else would be "As sounding brass or a tinkling cymbal." The future prosperity of the State and the nation and the integrity of its people will be in proportion to your efforts and success in inculcating these principles in the minds of your students.

May you so live and work that your activities shall prove a blessing to the State, and may you implant such principles in the minds and hearts of the boys and girls under your care as shall cause them to grow, develop, and ripen into noble manhood, pure womanhood and that type

of useful citizenship which shall prove a help and a safeguard in shaping the destinies of this great nation. May your work in this splendid school be productive of much that is good, and may you use judgment and prudence in all your deliberations. May you learn here the lesson of brotherly love, and direct your energy and ambition toward higher standards and nobler ideals. May what you accomplish be for the betterment of the condition of your fellow man, and may you not forget that the sweetest happiness we ever know comes not from love, but from sacrifice, from the effort to make others happy and the satisfaction of duty well done.

*SOME MODERN STUDIES IN PRIMARY EDUCATION THROUGH THE TEACHING OF GEOGRAPHY, HISTORY AND GOOD CITIZENSHIP**

ANNIE RAY

Perhaps the term Modern Studies applies to the subjects history, geography, and civics as to no others, for practically all that has been done along these lines in the primary grades may be termed modern. Only within comparatively recent years have we considered history fit material for these grades. Geography, in a limited sense, has a place of longer standing. Civics, or better, training for citizenship, has been used only in the upper grades or high school and has consisted of a study of political life, and interpretation of constitutions. Instead of disregarding these subjects today, we are expecting them to supply, at least in part, a long felt need of the schools.

Among the leaders and to some extent among the teachers themselves, there has been a feeling that the schools were failing to give something that they should give, that something they felt should prepare children to become better and more intelligent citizens; it should give an appreciation of the advantages that we enjoy by showing that they cost something; it should create a sympathy for those who are less fortunate, a tolerance for those who differ from us. Lately we have had an experience furnished by the war that has given us a certain perspective in viewing ourselves that we did not have before. It has caused us to take an inventory and in our stock we have found many desirable qualities but we have also found that many are missing.

Just what did we find? We found that as a nation we are generous, resourceful, willing to be taught, and that we have possibilities even beyond what we have dared to dream. On the other hand, we have

*Paper read before Primary Teachers Association, North Carolina Teachers Assembly.

learned that some of our people are not patriotic, even in the narrowest sense of the term; that real patriotism means a proper regard for the country of our neighbors as well as a love for our own; that many of our people are extremely ignorant; that many are physically unfit; that we are wasteful of life, time, and money. Out of these discoveries grows our real problem: how to cultivate these virtues—loyalty, patriotism, thoughtfulness, tolerance, and appreciation; how to cultivate habits that make for cleanliness, health, and general social efficiency.

But perhaps we are wondering if these subjects solve these problems, if they can achieve such wonderful results. Before attempting to answer these questions, it is well to see just what these subjects are. History acquaints us with man's past life. It shows his progress, his triumphs, his failures, his motives, and in fact all that he has done. In the strictest sense of the term history, as it is taught in the primary grades, can only be termed such on the ground that it shows progress. In so far as earth conditions have influenced man, and do influence him today we have geography. In so far as any work of the school goes to make good citizenship by cultivating social efficiency, by explaining the present social, political and industrial life of man, it is civics or training for citizenship. Because these subjects are so closely related, we shall consider them as a correlation or better as a coöperation to accomplish a certain result, the socialization of the child.

In answer to our original problem, can these subjects accomplish these results, we must answer both *no* and *yes*. We do not wish to claim for any subject or set of subjects more than its just dues. The time when people work out mythical justifications for studies is fast passing. The time has already passed when we claim for any subject the power to regenerate society, for we realize that it will take the combined efforts of the home, the church, the school and every agency that civilization affords to approximate this result. However, these subjects have a contribution, and at that a big one to make. We do claim that they will help to socialize the child, and that they furnish an excellent background for later work.

Perhaps we can best justify these claims by considering the actual subject-matter of these grades. The subjects or topics may be regarded as big centers about which not only this but other work may be grouped. These are chosen for two reasons, because they fit the age and development of the child, and because they are based upon real principles rather than upon a chain or series of devices. First, we study the child's home and surroundings, and the people who do things to make and keep them what they are. Next we study primitive life, for even

a child can see that progress has been made. He may not, as the adult, be able to trace it step by step, but the contrast is striking enough to show how far we have advanced beyond the savage. Following this, comes a study of children of other lands, usually of those who do not enjoy all of the advantages that we do. Growing out of and connected with these, are many studies in hygiene and citizenship. Through these centers we thus feel that the child may get an idea of progress and may be trained in appreciation.

At this day it is hardly necessary to explain why we begin with the home. It is the subject nearest to the child, the one in which he is most interested. It is the most concrete way of showing how a group of people dependent upon each other and upon those outside coöperate in securing the pleasures of life, and the necessities, food, clothing and shelter.

Let us see more in detail just what this subject includes and then we may see if it fits our needs. As this is a big subject, only enough to give the idea will be suggested. Since the children are anxious to talk about the home, they may tell what work each member of the family does, then each child may tell what he does. Such a blackboard reading lesson as this may be developed:

HOW I HELP MOTHER.

I feed the chickens.
I wash dishes.
I care for baby.
I run errands.

Following this there may be a lesson centering around what children can do at school. It may be:

WHAT I CAN DO AT SCHOOL.

I put away my books.
I put away my coat.
I keep the floor clean.
I keep my desk clean.
I keep my shoes clean.

Much excellent material for reading lessons is found in this study.

Again we may wish to consider how we get ready for winter in the home. The fact that mother is getting new clothes ready for winter leads us into a study of materials. The children feel their coats,

sweaters, and dresses and decide what kind of material each is made of. They then decide which materials are best for winter, which are best for summer, and which are most durable. Charts showing wool, cotton, linen, and silk may be made. In a limited way we may study the story of wool from the sheep's back to the clothing, and the story of cotton from the seed to the dress. Such questions in hygiene as the necessity of wearing warm clothing in winter may be considered. These subjects merely suggest what may be done along this line.

In studying food, we learn that the children are dependent upon the father and the mother. The mother has been busy with canning and preserving and the father with raising food or with securing money to buy it. Here again many questions in hygiene present themselves. A study of a pure milk station may be made, if one is near. The children may decide why the dairyman brings the milk when the sun is not hot, and may learn why it is necessary to keep the flies away. They may then learn why milk is good for children. They may next determine what is an ideal lunch. The study of bread may lead into the study of the bakery. A miniature bakery may be constructed and the wares modeled from clay. The children may play store and buy and sell these wares. In studying fruit they may be led to notice that the mother is careful to select that which is neither too ripe nor too green and that she washes it before using it. Some child may even be led to observe the dirty rag which is sometimes used in polishing the fruits that are displayed. Again we are not able to exhaust the study of foods.

In considering shelter, we may actually construct a play house, not a doll's house. We may suppose that some child is deprived of the comforts of a home and that we are building his home. In comparing this to a real home we learn that we are dependent upon many people in building and supplying a home. What the town does through its firemen and policemen to protect the home is worth study. Such questions in hygiene as those connected with lighting, ventilation, and cleaning find a place in a natural way. This part, as indeed every phase of the work, will come up again and again during the year. It is not best either to rush it through or to dwell too long on any phase of the work. There are problems connected with the home that fit every month and season and when they fit is when they are needed.

There are, to be frank, some real dangers connected with this work. One is that the teacher may work out a pet scheme and that it may never become a child's problem. Unless it is really the child's problem and he is led to think out relations and actually does the work, it has no real value. Too, there is the danger of making the work too simple. A

child does not need to be told that he has a mother and sister but he does need to realize what his mother and sister do for him.

Following this work comes a study of the farm. The farm at the planting season may be the first grade subject during the spring. In the fall, in second grade, they see the farm at the harvest season. Here they see what the farmer does for the town and what the town does for the farmer. This leads into a study of the markets, and incidentally the necessity of good roads. Many subjects in nature study and hygiene are closely tied up with this center. This furnishes too, an ideal basis for a simple study of weather conditions. Simple weather charts may be kept. The effect of rain and wind on crops is noticed and weather study really has a meaning. The alert teacher can see that this is a live topic.

After a child understands something of his surroundings he is ready to learn of primitive peoples. Here the contrast presented is, as we have said, so striking that even a child can see progress. He learns in studying the Indian that he lived in our own country at a time when there were no towns, cities, roads, and no vehicles on the roads, and in fact, practically any of the signs of civilization that we see today. He may imagine that he is taking a trip across the country. On this trip he walks instead of going in a car, he crosses the stream in a canoe instead of going over a bridge, he travels over a trail instead of a modern road, he sees woods instead of fields, he sees an Indian village instead of a town, he lives in fear of attack instead of a feeling of safety. In considering their clothing, we may compare the Indian's condition with ours. The mother of the modern child buys cloth which she quickly fashions into garments or she even buys the garments ready-made. This is not true with the Indian mother. First the father must procure an animal, then by a tedious process of skinning, scraping, tanning, cutting with crude tools, and sewing with a crude needle and with tendons or strips of skin for thread it becomes a dress. Just imagine yourself going through such a process.

There are many interesting phases of Indian life. His food, clothing, shelter, uses of fire, transportation, arts, tools, signaling, and sign language all make an interesting appeal to children. They like to know these things: what the Indian did for the brave members of the group; how he appreciated and honored those who did great things; how he trained the young in endurance, how he treated the aged. Perhaps there is nothing more useful than to see the Indian as he was made by the country itself, a hunter, a woodsman, as alert as the wood-folk themselves, a man made strong and capable by physical exercise and cunning

by necessity. This will at least lead to a real appreciation rather than to the one-sided notion of the Indian that many of us have.

After a study of primitive peoples, we are interested in the children of other lands. It is best to choose those who typify certain principles and who are in some respects not so fortunate as we are. The Dutch people represent the lowland type, they are a thrifty people who have accomplished wonders in reclaiming their land from the ocean and who have hopes of accomplishing more along that line. Their use of dikes and canals as roads and of windmills for pumping water, sawing wood, and grinding corn, show their resourcefulness. After a study of the Dutch, a short study may be made of the Swiss by means of comparison and contrast. The Swiss represent the highland type. These people, different in many respects, are alike in many. Both are thrifty and energetic, both are dairying countries, and both manufacture many small articles. Much geography is tied up with the countries. Such terms as mountains, valleys, avalanches, snow-line and even glacier becomes familiar. We must remember, however, that we are considering these from a child's point of view and hence not from the technical. This means that the work must be kept simple. The attitude that we wish to establish here is expressed in the poem, "The Little Elf," by John Kendrick Bangs. It runs as follows:

I met a little Elf-man once,
Down where the lilies blow,
I asked him why he was so small
And why he didn't grow.

He slightly frowned, and with his eye
He looked me through and through;
"I'm quite as big for me," said he,
"As you are big for you."

We hope to create at least enough sympathy for the child to understand that others may measure up to their opportunities as well as we do to ours. This is, in part what is meant by the term socializing the child.

You will remember that we said that the subjects, history, geography, and training for citizenship furnish a background for the work of the school. Let us see a further example of this. Suppose that we wish to study fire prevention. We have learned that primitive peoples used fire for cooking, for burning down trees, for burning out canoes, for clearing the swamps of malaria, and for frightening away wild animals. We know too the danger of forest fires in these early days. We know how fire was procured, we know or may learn now the history of lighting

from the rush light to the modern electric light. Certainly we have a background that will make the work vital as nothing else can. When we have this preparation we are ready to see what use we make of fire and what the dangers are. We learn that fires can be prevented and that the people at home can help. We find that we can help to prevent fires by the careful handling of matches, fireworks, oil rags, and by being careful with bonfires. We learn that the State is helping us by requiring fire escapes in buildings, by having doors in public buildings to open toward the outside, by forcing the aisles to be kept clear in public gathering places. We learn what the school may do to prevent fires by keeping waste paper off the grounds and how fire drills may save life. We see just what the fire department does. We find too that many fires as the great Chicago fire have been caused by carelessness. A recent fire in a city was said to have been caused by a small boy's throwing a burning string into a yard on a windy day. No one, I'm sure, doubts the values of this study or questions its being a civic problem.

In considering this work as a preparation for other work let us examine still further. Suppose at the latter part of the third grade, we wish to study dairying. The children know something of dairying in Holland. They may have dramatized a cheese market scene, and may have seen in imagination the herds of spotted cattle in the fields of Holland. They know how the Swiss take their cattle from pasture to pasture, climbing the mountains when the grass on the lower ground is exhausted. They know how the people in Bible lands live in temporary homes and follow their herds about from place to place. They know, or may now learn, how people in some Arctic regions follow from one place to another herds of reindeer that live on certain vegetation. You, I am sure, can easily determine whether the pupils, after they have had this background will have enough preparation to create a real interest.

Another subject into which these studies lead less directly is thrift. Here we wish to consider thrift as the proper use of life, time, and money. We learn of people whose country by the easy life it offers encourages no industry. We learn of others whose struggle for existence offers no leisure. We find some people as the Dutch and Swiss, who offer excellent examples of thrift. We learn of some, as the Indian, who gain health through an active outdoor life. Knowing these, we are ready to consider our own problems.

We know that other peoples are thrifty but our problem is to become thrifty ourselves. We are perhaps talking more than ever about thrift and in some ways are practicing it less. We may know that Hans and

Katrinka, the Dutch boy and girl, save their money and use every opportunity to make more, we may admire them ardently, and the result may be only a second-hand thrift that amounts to nothing. The information we have gained through these studies is useful, but it must be followed by actual practice. We, as teachers, have a great opportunity here to do for our country a real service.

We learn that some peoples have not been careful in saving life and that others have. Then we are ready to consider some of the problems of modern civilization that confront us. In the effort to save life, the public is urging on the teacher rather than the teacher the public. The slogan "Safety First" is seen everywhere. A recent letter sent out by the Atlantic Coast Line Railroad urges the teachers to teach children how to be careful when crossing railroads. An advertisement of Wanamaker's Philadelphia store urges the people to cross at crossings. We can do much to teach little children to be careful and to teach the older ones to look out for those younger.

We need to make more of hygiene in our schools today. There was a time, as we have learned, when outdoor life largely made up for lack of careful habits. Too many people are unfit because they failed to learn and practice early some simple rules of health. A teacher's influence in teaching a child to wear proper clothing, to dry his feet, to keep his teeth clean, and to get enough sleep and fresh air, may be worth more than everything else the school can give.

There was a time, too, when people were forced to make good use of time. Today, there is an appalling waste of time. How many of us feel cheated when we look back at the barren years spent in school? Here, actual habits of industry must be formed. It is very well to learn how other people save time. However, we may know this well and may even be able to trace the evolution of timepieces from the hour-glass to the modern clock, and then fail to make a personal application. We need to teach the child, through using proper methods of study how to save time, both in his class and seat work. Time limits and contests are useful here. It is essential along with the establishment of habits to develop a conscious realization that time should be saved. Perhaps the worst effect of wasted time is habits of idleness. It is possible that some schools cultivate habits of idleness.

There is a needless waste of books and materials today. When materials were hard to obtain, as they were with primitive peoples, this was no problem. Too many books are mutilated and too much material is wasted. My sympathies are with the parent who objects to buying more than a reasonable amount of paper, pencils, and other such supplies.

Children need to learn that somebody pays for them and that they are to be used in a reasonable way.

There are many other interesting topics, which we cannot stop to discuss. It would be interesting to think of what can be done through observing holidays properly and through studying stories of great men. Bible stories should be given a place of their own and can only be suggested here. They should be used from grade to grade. We might say here too that a real study of pastoral life as it was in Palestine in Bible days, furnishes a background for appreciation of Bible stories that can be gained in no other way. Since so much is to be covered we can only mention these now.

As there is so much to do perhaps some one is wondering when we are going to teach all of these subjects. There is a danger of attempting too much and we must choose only what we can do well. In this work, truly, haste makes waste. At any rate we can in each grade study at least two types intensively. When this has been done much more can be done by means of comparison. Much can be done in the language period. One great fault with oral composition is that there is nothing to talk about. Instead of having the children as one teacher did to "rise and say something" we may allow them to rise and say something about these real problems. In fact, one essential of an conversation lesson is that something is to be learned. The opening exercise period will help us out. In the first grade, much can be done in the reading period, even drawing, spelling, and arithmetic contribute a share to this work. Then in consideration of what is to be given—history, geography, and citizenship, we can see that they are really entitled to a few periods of their own.

Having considered the question of time, we are interested in the method of presentation. A whole paper might be devoted to this phase of the work and since we can only give a suggestion, an apology should be made here for presenting it at all. It is evident that the teacher must know something about these subjects. As one can readily see, there is no little preparation necessary. With the mere mention of the fact that the work should be largely oral, we shall pass to a consideration of dramatization, handwork, and pictures as means of making the work real. We cannot expect children to put themselves wholly in the places of peoples studied, but nothing will help more in this than dramatization. We are not to think of dramatization as formal, set work, an end in itself, but as a means to an end. A child who has sat around an imaginary camp fire with imaginary Indians, who has driven the dogs and washed the wooden shoes of the Dutch children, even though it be in play, has

something vital. In the study of the home, such scenes as the children helping the mother with her morning work, the family at meals, and the family celebration of a holiday may be played. In planning the work many opportunities for dramatization present themselves. A live teacher makes the most of these opportunities to enliven the work. Again we must pass with a mere suggestion of handwork. Since it is doing more than perhaps anything to vitalize school work it deserves a place of its own. It should accompany many of these studies. As suggested before, the children may represent their homes and those of others by constructing small houses. The construction of an Indian wigwam, an Eskimo home, or a tent of the Arabs does much to clear up vague images. In fact, it is about the only means by which many parts can be cleared up. The sandtable in spite of its limitations has a great use in this work. After the children have constructed on the sandtable an Indian village, a Dutch scene with its dikes and canals, or any of the many scenes that present themselves they really begin to have, at least, a notion of the country and the appearance of the people themselves. The danger here is that the teacher in her zeal for beautiful work may do the work herself instead of leading the child to do it.

Well chosen pictures are very useful in this work. We need pictures that are clear and that give a true idea of the country and people, but not necessarily works of art. Too many pictures confuse but a proper number clear up the work wonderfully. Just here it may be well to suggest that the magazines have many pictures that are very useful. A resourceful teacher of my acquaintance made posters representing practically every subject in hygiene that she wished to teach, from advertisements cut from magazines. She found pictures illustrating the value of exercise, the proper clothing to wear, the reason for keeping the hands and face clean, proper food for children, and in fact many others. We cannot make the work too vivid and these pictures will be very useful.

We must pass now from a consideration of method to a general view of the whole. As was said in the beginning, these subjects are to be considered together as a correlation. We have tried to avoid the great danger of correlation, which is going to extremes in trying to connect material that should not be connected. There is material that defies correlation. Some that we have considered has only an indirect connection. We believe that the work, through giving the child a view of others, will cause him to see that coöperation is a big thing and that tolerance means much. Perhaps we may train children to be open-minded enough to refuse later to engage in some things that people of today engage in,

such as much of the labor agitation. As we said before we do not believe that these subjects can accomplish all of these results, but we do believe that they can help. That they really prepare for much later work no one can really doubt. If the teacher has a proper conception of these studies they will do much to make the primary school what it should be.

LOOKING FORWARD FROM THE BEGINNING

The last number of the *QUARTERLY* was a special Training School number, giving a retrospective view of the school as those who have been connected with the school from the beginning see it. In collecting material for that number we discovered that we had some valuable material on hand that is of great interest, both within itself and historically. Some of this material has never been printed at all, and some only in daily papers. Among this material we found some of the addresses delivered at the inauguration of President Wright. In these is clearly stated the conception of the school and the hopes for the school. In the light of achievement some of this seems as if the speakers were inspired with prophetic vision. We feel that now is a good time to publish this, although it was prepared ten years ago. Much that was uttered then is as true now. Some facts and figures should be recorded for the sake of comparison.

The inaugural address of President Wright is of great interest because it was his idea of the school and of education just as he was entering a new field of work and was returning to the State after an absence of some years. He was entering upon his career as a leader of teachers.

The address of William H. Ragsdale is printed in full because it is the direct utterance of the man who was so closely identified with the establishment of the school, and to whom the school owes more than can ever be estimated. Mr. Ragsdale was a man sensitive to situations and to audiences, a man of remarkable adaptability. He would think out what he was going to say clearly beforehand, and then, when he faced his audience, discard his notes and talk freely. This manuscript was what he had written out. There were additions that fitted the occasion peculiarly well that would be of interest, but this gives his ideas. He was the official spokesman for the faculty.

ADDRESS BY THE PRESIDENT

East Carolina Teachers Training School

Standing here as I do upon the threshold of a new institution established by our State to meet a growing need of our civilization, it is not strange if I see visions and dream dreams. And yet it is not a vision or a dream to which I would call your attention.

Perusing the pages of our State's history I find, by Act of the General Assembly of the Commonwealth of North Carolina, one hundred and twenty-two years ago, provision was made for the establishment of a "Seminary of Learning at Greenville, lately called Martinborough in the County of Pitt." It may be interesting to note that this institution of learning established in 1787 was in some respects similar to the school in which we are today assembled.

(a) It was established by an Act of the General Assembly. So was this.

(b) It had a Board of Trustees with powers very similar to those given to the Board of Trustees of this school.

(c) The certificate to be granted was almost identical with the one to be granted by this school.

(d) It was provided "That this Seminary shall not be construed one of those mentioned or intended by the Constitution." This was the Halifax Constitution of 1776 which made provision for a State system of public schools and a State University. This institution is not one of these schools. When these facts rise up before me, and I recall the trying times in which those men lived and see it written "Whereas liberal subscriptions have been made" for the establishment of that school at a time when North Carolina was a Sovereign Government, not having yet joined the Union, I see in this school not a vision or a dream but the fulfillment of a prophecy. Young though we are, yet in a sense we are one of our State's oldest institutions. I realize, however, that the East Carolina Teachers Training School is not a lineal descendant of the Pitt Academy, but a younger sister borne of the same parentage and located in the same community. All honor to our Ancestors who realized that "the proper education of Youth is essential to the happiness and prosperity of every community, and therefore, worthy the attention of the Legislature." And all honor to our own people who still realize that the "*proper* education of Youth is essential to the happiness and prosperity of every Community."

But on an occasion of this kind it is fitting that we give serious study

to some state or national problem and I address myself to this serious task instead of strolling through the flower-gardens of rhetoric and gathering posies for the purpose of pleasing those present.

We, a company of American citizens, have met together today. Let us turn our attention for a few moments to the question "What is America?" For what do we stand? Every nation that has ever been upon earth has stood for some ideal. Civilization has advanced by the maintenance, clash and ultimate confluence of these ideals.

The little stream beginning on a mountain top winds its way down the mountain side, is joined by other streams until it becomes a mighty river, bearing upon its bosom a world's freight for humanity; so with civilization, beginning with the dawn of God's creation of man it has trickled down the ages, joined here by a national ideal and there by a national ideal until today we have the mighty stream of civilization bearing upon its bosom all the nations of the world. Each nation of the past has been but a rivulet of ideals emptying into the stream of advancing civilization, but each has added something to the power of the stream. What has America contributed? For what do we stand? Before answering this, let us glance for an instant at other nations. The Greeks, the Hebrews, the Romans and the English each represents a type of mankind. Each was homogeneous and, therefore, thought alike. America on the other hand was from the beginning and now is the most heterogeneous nation ever found upon the earth. We are made up practically of every type of mankind. We are indeed a people peculiar to ourselves. The world has never before seen a nation composed as we are, and yet we are as truly a nation as any upon the earth. The ideal that holds us together must be an ideal that appeals to all mankind. The ideal of the Greeks was the Beautiful; of the Hebrews, Religion; of the Romans, Law; of the English, Individual Freedom; of the Americans, Political Freedom. We stand for a form of government in which the governed have absolute say both as to the form of Constitutional law and the kind of Administrative laws. That this ideal may make itself felt, it is not necessary for other governments to take on the form of government found in America. The distinction is of a finer nature. There is a difference between Political Freedom and Individual Freedom. Political Freedom "is the power of the people themselves to determine what form of government shall be established and what shall be its power." Individual Freedom is that "security derived from the law whereby one is protected by the government from the violence of other individuals." In the United States, all male citizens over twenty-one years of age have political freedom, while all other citizens

have only individual freedom. The ideal, therefore, that America has contributed to the stream of human civilization is political freedom. We are the most individualistic people upon the earth, and as long as our present ideal dominates, we can never have a national or state religion. So long as the ideal that now rules lives, we, as a nation, are secure and will be until this ideal dies and another takes its place as the central thought in our life. If this ever happens, and God forbid that it should, then we will follow the new ideal until it, in its turn, is emptied into the great stream of life. But if a new ideal comes, we will become a new nation and the America of today will be found in the archives of the world's past to be studied by the new nation just as you and I study the Rome of the Cæsars.

Turning now from the theoretical speculations of an uncertain future to the stern realities of today. What does this ideal demand of American citizenship? By it, we have thrown open the gates of our land to suffering humanity practically the world over and there is pouring into our midst a constant stream of mankind alien to our ideal, out of touch with us at almost every point of our national life. The great problem for us, therefore, is to keep the rising generations in touch with our ideal and to convert our immigrant population to our way of thinking. This is the most stupendous task ever yet undertaken by a nation. Here and here alone do we find justification for the expenditure of public funds for public education. Indeed, our first duty is to make true, as well as to make good American citizens. An ideal like ours calls for the highest type of mankind. If the body politic is to be the final judge in all matters, state and national, then that body must be of a high order of man. In other words, we have emptied into the stream of civilization an ideal that, to live, will impel a rapid advance of civilization. This ideal will live and mankind will therefore make more rapid strides in civilization than has ever before been known. Yet, if we would keep the fire burning on our altars, we must foster public education. The time will soon come when the children in our land will be *forced* to attend school and it would be better still were they, by law, *made to attend the public schools*. Public school teachers must be paid better salaries and the requirements for the practice of the profession of teaching must be so rigid that only the efficient will be licensed.

Resting as this government does solely upon the heads of its citizens, its safety and security depend upon the standard of living of the average citizen. If factional jealousy or sectional spirit ever dominates national loyalty, then we are confronted with a most serious danger. But so long as our ideal is held close to the hearts of the people, we may rest

assured that our ship of state will sail on and that our nation will remain both strong and great.

But while I have an unshaken and an undying faith in the spirit American, with an almost unlimited confidence in the people of our land, I fully realize that to keep our ideal as an active factor in our national life, it must be constantly renewed in the life of rising generations, and new immigrants must be constantly and properly infected by means of public education either in the public schools or by contagion from those with whom they associate. This ideal must permeate all Americans and the best way is through our public schools.

Public schools, therefore, should be filled with public spirit and free from partisan politics. It is, as I see it, the duty of every loyal American to give of his time and substance to the betterment of our school systems. It is the duty of each community to make its public school the center of its local patriotic life. Just as the temple was the center of life for the Hebrew, and the forum the center of Roman life, so the public school must be the center of American life. And it is.

Here in our public schools, the parents should meet together on an equal footing and thus the community become more thoroughly democratized. The present tendency in some localities to make of our schools only a place for the dispensing of information to the young, is wrong. Each school should be a center for the life of a given community. Employer and employee should meet here on equal terms, for here we have a common interest.

Today, American life is trying to organize itself. Clubs and organizations are almost innumerable. Every community is literally teeming with organizations, such as book clubs, sewing circles, purely social organizations of a part only of the community, whist clubs, political clubs, church clubs, labor organizations, combinations of capital and on through a variety of organizations that if enumerated would lead one to think that we are as a people one series of organizations. What does this all mean? Only an attempt upon the part of Americans to center their life around some form. The salvation of our ideal depends upon the centering of our life in the temple of our national greatness—our public schools.

When the people of our land awake to a full realization of what our schools mean to us as a people, then the profession of teaching will no longer be looked upon as simply a means of livelihood, but as the guardian of American life and the shaper of American destiny. In this profession, should be drawn the purest, the noblest and the best of American talent. It is to be deplored greatly that the present day tendency is to

drive young men of real worth from this field of national activity. It stands in our land second to no profession.

There are men in our nation who realize these facts and realizing them have given their lives to the work. They are the nation's public servants and the direct contributors to the world's advancing civilization.

The safety of our state government and the security of our homes depend upon the intelligence of our citizens. Intelligence is the world's most bitter enemy to crime and our nation's most secure safeguard. Our individual security and national greatness depend largely upon the average intelligence of our citizens. Never before has so much depended upon the average intelligence. May we, as a nation, awake early to our great opportunity and to our national need. We are awake, for all over this land schoolhouses are springing up as if by magic, and our people are filling themselves full of our national ideal and they are spreading it to the four corners of the earth. It has swept over the world in wave after wave of revolution until all forms of tyrannical government have passed from the face of civilization. The French Revolution in a succession of waves lasting to '76 was only the beating of this ideal upon the shores of the impetuous French. The same thing has taken place in Germany, Austria, Italy, Russia, Japan and Turkey. Before it, ignorance and superstition are disappearing and this old world is getting closer and closer together. Never before was it so true that "Day unto day uttereth speech, and night unto night sheweth knowledge," and that "There is no speech nor language, where their voice is not heard." We have cast into the stream of human civilization a current that will help to shape the destiny of the world and that now is lifting mankind to a higher plane of life and a more complete realization of God's plan for the universal brotherhood of mankind. For "if I am destined yon lording's slave, by nature's law designed: why was an independent wish e'er planted in my mind?" This independent wish will here find its full realization and mankind will become nobler and better.

So rapid have been the strides of civilization during the past century that each rising generation finds it more and more difficult to keep apace with the times. Just as surely as the sun rises in the east and sets in the west just so surely the teachers of our children hold the destiny of our State in their hands. They are the guardians of our liberty, the protectors of our nation and the promoters of our civilization.

"There is a path which no fowl knoweth, and which the vulture's eye hath not seen." Whoever looks into interstellar abysses knows that there is a highway which even the spirit of man in its most daring

dreams has not trod. Forever nature moves under the compulsion of power which man does not appraise. The wind bloweth where it listeth, beyond human law. And the light that flashes through the universe is not kindled at man's forge.

And yet we are beginning to understand our kinship with the life that seems alien—to understand that God and man are not divided by visible or invisible substance. The upward impulses of the race, finding expression in the beauty of art, the glory of ideals, and the triumphs of the spirit, attest that man is the moving instrument through which the divine becomes articulate.

There is something superior to the tenure of individual life. The music of Poe is greater than the frail tenement in which it sang. The thrush of today is dust tomorrow, but the choral song of birds is eternal. The statues of Praxiteles have perished, but the genius of the sculptor of Greece has animated all succeeding centuries. What we see of the man passes, as all things visible pass, but thought does not die. The temple of Solomon has vanished, but the wisdom of its builder is a part of the word that excites the worship of the world. This is the real temple of the great king of Israel.

Civilization is greater than its cathedrals or its cities. Shakespeare lived but a fitful day, and Æsop we never knew, but what they wrote is a part of the literature that lives on. Similarly, [human] love, is tragic in its incompleteness, but the love that animates mankind is infinite.

We are all a mystical and elemental part of the power that gives luster to a star, perfume to a flower, and melody to all life, but in reality we know little, if anything, of the cosmic secret of the soul. We are mendicants in the kingdom where we should be kings. In inattention to our inheritance, we are confronted by the sublime fact that life is greater than the living, for it outlives it.

There is indeed an infinite highway toward which the race forever moves, but whose supernal vistas it has not yet discerned. For that path—the path of which Job in his vision dreamed—leads through the Kingdom of Heaven, and eye hath not seen nor ear heard the wonder of that invisible world that perpetually surrounds our faltering race. And yet to us,—

“The works of God are all for naught
Unless our eyes, in seeing,
See underneath the thing the thought
That animates its being.”

The responsibilities of life that rest upon this generation are greater than the responsibilities that have ever rested upon a previous generation.

To meet these obligations demands greater preparation for life's work than has ever been demanded before. It was in the conscious or unconscious realization of this fact that this school was established. Here we have builded at State expense, an institution to train young men and women to go forth in our land and help the youth of the rising generation to equip themselves better for the serious duties of maturer years. We are not here to destroy the old and accept only the new, but to build upon the past a structure, secure, safe and sane, to make this old world a better place in which to live, to help each generation the better to adjust itself to nature's laws—the laws of God.

Education is in a sense adjustment. There is a spirit of the times, a *vox populi*, a substratum of thought that runs through the people of each generation, a steady current of life that impels men onward and upward, a great stream that moves slowly and steadily along carrying upon its bosom all of mankind; it is the spirit of the age. It controls our social and economic relations, shapes our ideals of right and wrong, yea, it even controls our destiny for it is the voice of God to His people and true education, is proper adjustment of each generation to this voice.

This is to be a training school for teachers, a place to prepare men and women to go forth and help our children to adjust themselves properly to their times. For many generations men and women became teachers without special training. Today there are thousands of untrained people "keeping school" in our own State. Some of them are doing well. Almost all of them are conscientious, earnest workers; yet, through the lack of preparation the work of many is poor. Teaching is fast being recognized as a profession and the time will soon come when only the well trained will be licensed to practice. Just as the old herb doctor has passed away before the onward march of the medical profession, so the keeper of school must give place to those properly prepared for this profession. There are certain fundamental facts that each prospective doctor must know before he can begin the practice of medicine. And there are certain basal principles in education that will soon be required of every teacher. The profession of medicine is concerned primarily with the physical welfare of the individual, but education deals with the physical, the mental and the moral welfare of the individual. The work of the former ends with death, the work of the latter goes on forever. O, that we could fully realize the importance of this work! In my judgment the wrecks in life that are not due directly to some physical abnormality, are due to misdirection on the part of parent or teacher. Life is too short and the demands of the age are too great

for our children to be started wrong. The stream of life is so turbulent that to turn back many times wrecks the individual career.

This is to be a professional school. I hope those who go out from our tutelage will be filled with the professional spirit; that they will realize the great responsibilities that rest upon them. I hope they will see that true education is more than the simple acquisition of book facts, more than so-called knowledge, but that it is power, yes, growth in power, and that all information which does not stimulate this growth is useless. May they realize that they are dealing with young life in all of its manifold relations, and may they go forth prepared to live up to the high responsibilities of the great work they have undertaken,—than which there is no nobler.

It is not for me today to deal in platitudes. Since Lee laid down his arms at Appomatox and that thin line of soldiers in gray turned with sad hearts toward their homes which had been made desolate by the terrible devastations of civil war, and started life anew, it is to the student of history simply marvelous what they have accomplished. First, the stern necessities of life had to be met; then, a new economic basis built. With starvation confronting many, crime running riot, the old basis of livelihood swept away, political prejudices and sectional jealousies to overcome, it is not strange that public education should have been neglected. In fact, all public funds were used in liquidating just and unjust public debts and in the maintenance of law and order. When public thought could turn to public education it found the schoolhouses gone to ruin or never built. We are now emerging from the era of public schoolhouses. The next great duty that confronts us is to place a well trained teacher in each of these houses. If the work that has been accomplished is to bring to us proper returns we must see to it that those who teach our youths are well prepared for the work. This is not a matter of sentiment, neither are these the words of an enthusiast, but it is a duty we owe to our children. They are under no obligations to us. They have been intrusted to us for our care and keeping. If we are to keep our people apace with the times; if the future North Carolinian is to measure up favorably, as he has heretofore done, with the citizen from other states he must be given an equal start with the citizen in the other state. I do not fear our native ability, neither do I fear the spirit of our people. I have no patience with those men, public school men many of them, who have preached our infirmities from the house-tops. I see in our State a people ready, willing and anxious for any good thing. They are filled with the American ideal of Political Freedom; in fact, this State is one of our nation's strongholds. We will give

to the rising generation the purest inheritance of the nation and better preparation than has ever been given to a preceding generation. This school is an expression of that determination, it was built by the people, for the people and may it ever remain with the people, as a servant of the people.

ADDRESS BY W. H. RAGSDALE

This is a glad day to every true lover of North Carolina. The adding of another institution of learning to the splendid ones the State already has, is an occasion of rejoicing. Every heart in our borders must have been buoyant with pride upon reading what no less a distinguished visitor in our midst than Dr. Parkin, said last week: "I have visited various schools in the State and I say without any hesitation, after seeing them and reading the reports of what has been accomplished during the last few years, that I know of no English speaking community anywhere in the world which has made such rapid strides in so short a time."

This is certainly a day of infinite gladness to this county and to this town. Counting from six years ago, we had been a county for 142 years. At the end of these years the entire valuation of the white public schools property in the county, including all of its many towns, amounted to \$15,000.00. During the last six years, if we should include this splendid plant here established, the total valuation in round numbers now reaches \$300,000.00. What an inspiration to rejoice and go forward in the educational uplift of this dear old State. But I come not here today to talk of the glory and progress, either of the state or county. I come as a messenger from the Faculty of this, the youngest of our splendid Institutions of the State, to bear to you our joyous cordial greetings.

First to the student body: These splendid young men and young women who gathered here from nearly half of the counties in the State and from four different States, we greet you with the fond hope that you have come that you may well and thoroughly equip yourselves to fill in the best possible way, whatever positions, occupations, or professions you may choose in life. We welcome you within these walls. We bespeak for you, earnest, faithful effort on your part. We take you fully into our confidence, our friendship, our personal interest, that we may do our best to aid you in building wisely and well for your future work and life.

With us today are men from more than one-fifth of the counties in the State, who are leaders and directors of the entire educational interest and

progress of their respective counties. We know something of your burdens, the cares you have, your imperative need for those to work under you, who are fitted and prepared by proper training to make your schools what you so earnestly desire they should be, and for which many of you are giving the best of your lives. We are glad you are here with us. We would assure you of our deep and lasting interest in your work. We greet you in hearty coöperation, promising you our best efforts shall be given to send you men and women thoroughly prepared and equipped, both in head and heart, to stand with you in your noble work for the boys and girls under your care.

We believe that the Legislature acted wisely when it passed the bill for the establishment of this school. We know it acted more wisely when it left the selection of the trustees to the State Board of Education, as is evidenced here today by the presence of this splendid body of men. It is you gentlemen, who have planned so wisely and faithfully, and have built so magnificently, this Institution which is to be the idol of this section of the State.

The best has been done. You did it. We join the entire State in greeting you with the merited plaudit: "Well done good and faithful servants" of the children of your State. Will not you and this audience excuse me for the seeming discrimination as I turn to our head, the State Superintendent, also a member of your body, and say to him, we know your work. We stand and gaze in wonder and admiration at the proportions it is assuming under your wise, loving and enthusiastic leadership. We greet you in confidence and pledge you our loyal support and our best efforts and coöperation in making North Carolina what you are so rapidly making her now, one of the first states in this nation in educational progress.

I would not be true to the feelings of the Faculty for whom I am now speaking, if I did not turn also to speak of one, Ex-Governor T. J. Jarvis, our father in Israel, to whom North Carolina owes much of her truest and best, and say, we all stand in your presence with hearts full of gratitude. It has been said that all institutions are but the lengthened shadow of some great man. As the years come and go, yes even after you have passed over the River and shall be resting under the shade of the trees, when men and women shall be going out by the hundreds from this Institution to bless the State you have loved and served so long and so well, we will just then be coming to realize that this last crowning act of service to your State and your people is your best, and is in truth and deed but your "lengthened shadow" blessing boys and girls yet unborn.

To the Governor of the State, as Governor and ex-officio Chairman of the State Board of Education, we send greetings to *him* with pleasure, esteem and admiration. Already the State is beginning to feel the impulse of his wise administration. Standing always for the best, both in home life and in public service, moral, educational, and material progress can but be our inheritance while you are guiding the helm of State. We have full guarantee of his interest in this institution which is to be but one of the monuments that are to be the fruits of his service to his State. It is with unbounded pleasure that we greet him and his collaborators on the State Board of Education and place ourselves at his command to serve as best we can for the educational uplift of the whole State.

Last, but by no means least, I come specially by the voice of the entire united Faculty as their messenger to greet in love, affection, and appreciation, you Mr. President, our president, our leader, our head. Safe in your hands is the destiny of this institution. We realize, we fully appreciate the responsibilities your task brings upon you. We rejoice that these few days of association and contact with you have thoroughly convinced us that all will be well. Learned and cultured, serious and sober in thought, wise in counsel, prudent in action, able in administrative capacity, cordial and loving in companionship, forbearing in disposition, confiding in temperament, courageous and true in all, as we have already found you to be, we can but congratulate this Institution and the State that this call has come to you to guide and direct the destinies of this last daughter of the State.

Our eyes turn for a moment to the future. We see under you here, an institution with five hundred, yes even a thousand young men and young women, being thoroughly trained and equipped for life's best service, going out in every school district in North Carolina, both urban and rural, and by example and precept, lovingly and enthusiastically bringing happiness to every human soul, by dispelling ignorance and prejudice, and in their stead, giving enlightenment and culture. This task you have voluntarily assumed. We are glad it is thus. In the name of every one of us I pledge this Faculty to give you at all times, their loyal and faithful support, their honest and earnest endeavor, their best efforts, both of head and heart, in the task you have been called to undertake.

Again and finally, for each and every one of us, I greet you as president, as leader, as counselor, as friend, and may Heaven's best gifts to man be yours as a fitting reward for service well rendered.

A NEW STANDARD FOR TEACHERS IN NORTH CAROLINA

The foundation of a plan that school authorities believe will revolutionize the teaching profession in North Carolina and bring it out of the comparative disrepute into which it has fallen in recent years was laid at a meeting here yesterday of representatives of leading colleges in the State with members of the State Board of Examiners, called by Dr. E. C. Brooks, State Superintendent of Public Instruction.

A uniform state-wide salary system for teachers, based on their qualifications and commensurate with their training, and a definite, systematic plan of teacher-training that will enable teachers of lower grading to train themselves for higher certificates and higher salaries, form the basis of the scheme that was adopted after a discussion that extended throughout the entire day.

In attendance beside the examining board were Professors N. W. Walker, L. E. Williams and E. W. Knight, of the University of North Carolina; Prof. J. H. Cook, of State College for Women, Greensboro; President Robert H. Wright and Prof. C. W. Wilson, of the East Carolina Teachers Training School, Greenville; Prof. W. A. Withers, State College, Raleigh; Prof. Holland Holton, Trinity College; Prof. J. E. Calfee, Asheville Normal and Collegiate Institute; Professor Welch, Cullowhee Normal School; Dr. Frank Bachman, representing the Education Commission, and Prof. L. C. Brogden, State Supervisor of rural schools.

ADEQUATE SALARIES PROMISED.

An adequate salary for teachers who by training and experience are entitled to it, and the opportunity for teachers of lower certification to work themselves up to the higher salaries, is contemplated by Dr. Brooks, and all of those in attendance heartily concurred in the plan. Summer school courses will be uniform throughout the State, and admission to such schools will be based entirely upon the certificate held by the teachers applying for admission.

Teachers holding a second grade certificate may enter a summer school, take the course that will be outlined later by committees appointed for that work, and upon the completion of the course, be given a higher grade of certificate that will entitle them to a higher salary. The system will be uniform in all counties and in all summer schools. School authorities feel that an incentive will be given every teacher in North Carolina to

equip herself for more efficient service, and to command a salary that will make the teaching profession inviting.

"The old system of awarding certificates and fixing salaries is obsolete," declared Dr. Brooks in stating the purpose of the meeting. "It is absolutely necessary to provide a salary sufficiently large to hold the prepared teachers in the profession and then to open the way for any teacher to attend college or summer school and raise the certificate to a higher grade and a higher salary. This will give hope to the teacher and hold the equipped ones in the profession."

PRESENT SYSTEM OBSOLETE.

"The summer school work in the past has given teachers no guarantee that any improvement in qualifications would be met by any increase in salary. The summer school courses have been of a haphazard nature, and as a result the profession has relatively very few well prepared teachers in service now. On this account, it is necessary to fix a living salary for those who are qualified by academic and professional training, and leave this opening for them to pass upward to higher executive positions or even higher salaries as teachers."

Three lines of procedure were determined upon by representatives in the conference: first, progressive courses opening the way from lower certificates are absolutely necessary and that courses of the grammar school will be reorganized with this idea in view; second: the State grammar school will admit teachers to certificate and the course teachers take will depend upon the kind of certificate they hold; third: the plan of courses for teachers holding the several classes of certificates was agreed upon and committees were appointed to work out the several courses.

QUALIFICATIONS REQUIRED.

Graduation from a standard college together with the necessary professional training will be made the basis of the highest teachers' certificates, according to the decision reached. When this is attained, the teacher should be free of any further requirement. All teachers whether teaching in the high school, grammar or primary grades should receive the same salary.

It was explained that this salary schedule can be adopted this year without a large increase in the total budget because there are so few teachers relatively speaking, in the State, who now have the highest certificates. The salary has been so low that the better qualified young men and women have gone into other fields of service. Within a few years,

it is believed, the State will see a great change in the personnel of the teaching body, and of course each year will see an increase in the total budget.

The entire plan will be presented by Dr. Brooks to the special session of the General Assembly when it meets in July to fix the new tax rate. The present school appropriation is based on the present tax rate and with the change anticipated it will be necessary to have in hand the estimated requirements of the State school system.

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EDITORIALS

The Summer Schools

The summer schools of the State will be materially affected by the distinction between the State summer schools and the County Summer schools. "The county summer schools will be expected to arrange courses for all teachers who do not hold an elementary certificate or who do not have the equivalent of a standard high school education. All teachers who are rated above this line will be expected to attend State summer schools if they wish to secure credit toward a higher certificate. State institutions may, however, provide in connection with the summer school a county summer school, if the county superintendent and the county board in which the institution is located desire it."

This school has a State summer school, giving courses that will advance the grade of certificate. There will also be a county summer school given in connection with the school, but the courses and credits will be entirely distinct from those of the State school. The details of the courses are not yet ready to be announced, but the announcements are being sent out. The "F" course heretofore offered in the summer will be a part of the county summer school work, but the students will not be given credits on the regular work.

There will be a differentiation between the courses offered for primary and for elementary certificates.

Two new courses offered by this school are outlined in another part of this number. These are the courses for principals and for supervisors.

Higher Salary, Better Teachers

Every teacher in the State is deeply interested in the proposed schedule of teachers' salaries, which means a new standard for teachers and eventually a much higher grade of teacher. It gives every teacher something definite to work for. After the scheme once gets to work, it will be easy to find out just where a teacher stands, and she will know what she has to do to advance to a higher grade of certificate, therefore to a higher salary. The crux of the whole matter has been the salary. At last this is recognized.

Better Days for Teachers Everywhere

The press of the nation, always a guide to what the people are talking about and most deeply interested in, clearly shows that the people of the United States, from New York City to Alaska, from the Everglades of Florida to the Pacific Coast, in every section and in every type of community, are thoroughly aroused to the serious effects of the shortage of teachers. There seems to be no section and almost no place that is not suffering. All papers, from the *New York Times* to the county weekly, agree on this one thing: if salaries are not better there is no remedy, for the salary must be sufficient to attract people to the schoolroom. Agitation is the first step towards reform. We seem to be getting beyond mere discussion. For some time past the question has gone from the editorial pages back to the news columns, where the trouble was first reported. At first news items of teachers leaving for government work appeared in the locals. Then in the "want" columns notices calling for teachers grew from the occasional call, to a column in one paper, and one item calling for as many as fifty teachers. Then the editors took up the question as one worthy of serious thought, and called attention to the significance of these items. After a little while came scattered items of schools that had increased the salaries for the sake of holding teachers; then a whole system of schools, a large town and now state after state is taking up the matter, until the whole nation is considering what, as a nation, can be done about it.

We rejoice that North Carolina is not a laggard.

Two papers in the range of the eye of the editor had these two items where one sweep of the eye caught both at once. The window washers of Chicago were on a strike for \$48 a week, and \$44 for apprentices who had been washing windows for less than six months. It was merely a piece of news sent out, with little comment or criticism, just as good news

from the Associated Press. The other news item was commented on, and the action commended, and enough was said to make the doers of the deed feel thoroughly self-righteous. The State of Iowa had fixed the salary of teachers at \$100 a month, if they were duly qualified. No matter how fast we go, laborers keep ahead.

Students and Room

Miss Day, of Teachers College, one of the prominent educators on the program of the Teachers Assembly, was delighted that the number of young women in North Carolina who wished to train themselves to become teachers was great, but amazed at the fact that a single one would apply in vain because adequate room had not been provided. She was told that as many applicants for admission had been turned away from East Carolina Teachers Training School as had been admitted because they could not be taken care of in the dormitories.

"Send your girls to Michigan where there are buildings and equipment but not the students," was her reply. The buildings in some parts of the country are crying out for students while here would-be students are clamoring for buildings, so that they can be admitted to the schools.

Historical Material in this Number

In this number is printed additional material that is of historical value, yet has interest of itself. In the last number, the point of view was looking backwards, but there was nothing straight from the past except in the light of the present. It has been the policy of the QUARTERLY to preserve everything in the history of the school that was worthy of being preserved, not only the events since the establishment of the magazine, in 1914, but from time to time to reach back so that in the long run the complete history of the school would be preserved in its pages.

It seems timely to print this early history at the beginning of the second decade, when the school seems destined to go forward into a much broader field. It seems wise to have all of the history in one volume. If, therefore, there is anything from the past that we can get in tangible shape we shall try to print it this year.

Among the material dating from the first year of the school is the inaugural address of President Wright. The forward look of the one coming in to take charge of a new school will always be of interest. It is

well to compare the actual achievement with the first vision, and to trace achievement back to the vision.

We also publish the address by Prof. W. H. Ragsdale, who was spokesman for the faculty. Others have commended his work and have given him full credit as the prime mover in establishing this school, but we have never printed anything from him directly. He died before the QUARTERLY came into being, and there are few manuscripts of his. We are fortunate in having this that he wrote.

Americanism in the Schools of North Carolina

North Carolina has always had Americanism in her schools. The only question is to keep it there, and then un-Americanism cannot find its way in. She has been free from Bolshevism, Reds, and hyphenated names and other un-American troubles. There is one kind of Americanism she needs, however. That is the type that makes every little child on the back side of a swamp or in the farthest corner of a cove feel that he is a part of America. The danger is not from aliens but from narrow ideals and outlook.

Catch the Suggestion

The editor has been confronted with this criticism of suggestions for teaching: "I haven't time to do anything but follow the texts: I must cover the course of study." Then the teacher proceeds to waste time that could be saved if she would enrich the text. This time we have made a point of following up some lessons that are just plain text-book lessons. These are in the "Department of Suggestions." There is nothing especially new or unusual about these lessons; they were simply life lessons from the text, with only necessary supplementary material.

Members of the Faculty at Cleveland

The meeting of the Superintendents Division of the N. E. A. comes just as we go to press. President Wright, Superintendent Underwood, and Superintendent Swanson, are all in attendance, and all have some part on the program. This is the meeting in which the real work of the N. E. A. is done. One who watches carefully the questions that arise at this meeting has the key to the educational situation as the leading educators of America see it. In the next number we hope to be able to give a report of the best things from this meeting.

Change in the Teachers Assembly

After this the Teachers Assembly becomes a representative body, with only duly elected delegates having voting power. If every county in the State organizes, and all the teachers are brought into the organization, there is no doubt about the plan's being a good one, but if there are to be only a few scattered organizations and a meager representation, the plan will fail. It is too early yet to judge. The counties are more apt to organize in the fall, but the papers have had few notices of organizations. The teachers should bestir themselves and get ready for the next meeting long ahead.

DEPARTMENT OF SUGGESTIONS

This month a group of suggestions is given for using the text-book. The editor finds that many teachers feel the need for hints on making the text-book live and real. They see well how one can use material entirely from life and make it interesting and live, but find difficulty in taking a bare text-book fact and enriching it. The text-books are necessarily made up of more or less bare principles and statements for a developed, enriched text might fit only one, and take away all chance for each order to develop it according to the background of the group of children.

We have been watching and have selected a few lessons. The first is arithmetic and a topic that every child can follow. The other is a group of geography lessons in one room so as to show the sequence. Another is from the history texts.

Teaching Profit and Loss to the Sixth Grade

In teaching profit and loss in the sixth grade, I tried to make the children feel that it was something happening in life, for business men make money or lose money every day. I asked questions about how people make money and how they lose it. The children responded readily to this and said, "When a man buys something and sells it for more than it cost, all over the amount he paid for it is his profit, and if he sells it for less than he paid for it, the amount less what he paid for it is his loss."

I varied the work by taking up new problems each day, and by giving them for their work at home similar problems out of the text to test what they had learned at class that day. The text used is Milne's Arithmetic Book II. Where the children had been made to understand that profit and loss was a real thing in life, I read problems to them and had them to tell how they would work these. Some of the problems were as follows:

(1) A bicycle was sold for \$40 at a loss of 20 per cent. Find the cost. (2) A merchant bought silk at \$2 per yard and sold it at a profit of 25 per cent. What was the selling price? I then sent them to the board and had some problems worked. After they thoroughly understood the process, I gave them ten problems on page 245 in the text for their home work.

The following day I gave oral problems. Some of the problems were as follows:

(1) A jeweler bought a watch for \$100 and sold it at a gain of 25

per cent of the cost. How much did he gain? For how much did he sell the watch?

(2) A man paid \$1,800 for an automobile and after using it for a while sold it at a loss of $33\frac{1}{3}$ per cent of the cost. How much did he lose? How much did he receive for the car?

After the oral work, I had them to work problems on the board and find the per cent of gain and the per cent of loss. To test this work problems on page 247 were assigned to be worked at home.

The next lesson was in oral problems dealing with gain per cent and loss per cent. Some of the problems were as follows:

(1) A merchant makes 10c. by selling coffee at 50c. per pound. What per cent did he gain? (2) A merchant sold a coat for \$25 thus gaining \$5. What was the per cent of profit on the cost? (3) Tea that cost 60c per pound was sold for 45c. The loss was what per cent of the cost?

After the oral work they solved problems on the board that I had made up.

The next lesson was an oral drill on every phase of profit and loss. I divided the room into two teams and gave a problem to two children, one from each side; the one who answered first won a point for his side. I asked couple after couple until in this way I included every child and kept the quicker ones from answering before the slower ones could answer. After this oral work some similar problems were worked on the blackboard. For home work the assignment was the problems on page 248.

I wished to have them do still further work in profit and loss, so I introduced Marking Goods. After telling them that a merchant had a word with ten different letters in it which he called his *key* and one letter for a repeater, I showed the following on the blackboard and explained it to them. B—l—a—c—k—s—m—i—t—h—X

1—2—3—4—5—6—7—8—9—0—repeater

Suppose *blacksmith* was the *key* and X the repeater, B would be one, l would be two, etc., and if two figures should come together as 55 instead of putting *kk* you would use *kx*. I then asked them what would be the cost and selling price of goods marked $\overset{l}{k} o.$
cmk. I sent children to the board

to work some problems of this kind. One child was given a problem like this, "Interpret the following and find the per cent gain: $\overset{mre}{p o l}$, using importance as your *key* and l as repeater. In this way profit and loss was brought in and made more interesting than ever to the children. The assignment for home work was the first ten problems on page 257.

The last day I took up problems like these: (1) Use *black-horse* as your *key* and *i* as repeater and find the selling price at $33\frac{1}{3}$ per cent above cost, if the cost is *sh.* (2) Find the cost of one shirt if one dozen cost \$18, and give complete marks (40 per cent profit), using the *key birthplace*, repeater *n*, for cost, and *white shawls*, repeater *k* for selling price. The assignment was problems number 11—16 on page 257, and problems 48—51 on page 258.

The above proved to be a good way to bring out fully profit and loss, for the children were very anxious to find out what the letters stood for. This appealed to their puzzle instinct. Through marking goods they were made to feel that profit and loss was more real, for the children discussed the different marks they had seen on goods in the stores.

MINNIE L. STEVENS, '20.

Fourth Grade Geography—Soil

[Tarr & McMurray's Text was used as a base for work given below, but it required much supplementing to develop this topic.]

Soil was one of the topics taken up in the fourth grade geography in the fall. My aim was to teach the value of soil to man. First, I wanted to introduce this topic in such a way as to get the children to realize the value of the soil.

The following is the outline I used to make my first plan from:

I. IMPORTANCE:

- (a) In supplying man's needs; 1. Food, plant and animal;
2. Clothing, plants and animals; 3. Shelter, wood, bricks,
(from clay) stone, (from rock); 4. Other needs.
- (b) To plants, need of food and moisture (to show that plants
must have available soil, review the conditions in the land
of the Eskimos.)

II. HOW SOILS ARE MADE:

- (a) From rocks (use experiment); 1. Proof of it; 2. How
formed.
- (b) From plants (ex-decayed stumps); 1. Proof; 2. How.

III. KINDS OF SOIL:

- (a) Fertile.
- (b) Sterile.
- (c) Need of different kinds (compare plants and animals.)
- (d) Value of certain kinds; 1. In plant food; 2. Inability to
hold moisture.

I tried to develop this much of my outline in my first lesson plan. The following are some questions I asked when teaching this lesson: "What things are necessary in order for people to live?" "Why?" "From what do these three things come?" "How?" When one said that food, clothing and shelter came from the soil, I immediately asked how their shoes could come from the soil. This caused thinking and much discussion as to how our shoes, silk dresses, woolen clothing, etc., could come from the soil.

The next question discussed was the different kinds of soil. Some of the questions about this were: "Do all people need the same kind of food?" "How does each manage to get the kind he needs?" "Are plants like people?" "In what way?" The comparison of people and plants helped the children to realize there are different kinds of soil and why they are needed, also the plant food that is found in the soil.

Next came the soil itself. The children were very much interested to find what soil was really made from. I asked, "What is soil made of?" "How do you know soil is made from plants and rock?" Then we talked about fertile and sterile soil. The children took much interest in the study of the two kinds of soil. This was illustrated by showing them places where no plants were found. When I had finished this lesson I was not sure my pupils had learned how soil was made and what relation it had to man, but they proved they did when I had an outdoor lesson studying the different kinds of soil and what had caused it to be in certain places. Later, when the word *sterilize* came up they referred to the word *sterile*.

I had eight lessons growing from the study of soil after which plains, swamps, hills, valleys, and mountains were studied. The sandtable was used several times for illustrations and to help clinch the ideas. Two outdoor lessons were given. Here we saw the real plains, hills, valleys, and low swampy land.

HARRIET P. THOMASSON, '20.

Sandtable Lessons, showing "Running Water"

My topic was, "Running Water." In teaching rivers, which was one part of my topic, I had a very interesting lesson on the sandtable.

The week previous to this lesson we had studied the different ways in which rivers had their source or beginning, river systems, the river's load, and how gathered, and the building up of flood plains, and deltas. For the assignment for the sandtable lesson, I asked each of the children

to try to think of some way that they could show on the sandtable something they had learned about rivers.

The next day after a brief summary of our work on rivers I asked all of the children to go and stand two feet from the sandtable. Previous to this I had put all of the sand on one-half of the table and had the other half of the table represent the ocean and had water in it. I then asked the children to tell me some of the things about rivers that they thought they could show on the sandtable. Several said they could show a river system. So, as they suggested, I poured the water from the sprinkling can on the sand, and sure enough after a few minutes a small river system was formed of two tributaries and one main stream. The children noticed that as this river ran into the ocean a delta was formed at the mouth of the river. The reason for this was explained by the children. As the water was poured on the sand a lake was formed over at one corner of the table. One of the children showed that this lake was the source of our river. The children noticed that this river carried a very heavy load. The question was asked, "Why do you suppose this river carries such a heavy load?" "If it was running over rock would the load be as heavy?" Here the fact that the kind of land a river runs over has a great deal to do with the greatness of its load was brought out. We noticed as the river neared the ocean the stream was much wider. The children noticed that the widening of this stream was caused mainly by the slumping of the river's banks.

One child tried to show some falls, but owing to the kind of soil we had he was not very successful in showing them.

The children seemed to enjoy this lesson more than any lesson we had.

This did not at all take the place of the outdoor lessons that came later but were merely preliminary.

ANNIE LOU ALSTON, '20.

Wind

I observed a very interesting fourth grade Geography lesson. This lesson was about *air* and *wind* and their importance to life.

(Text: Tarr and McMurray's Geography; Assignment, "Air," pages 54 to 59.)

The lesson was introduced by the teacher's recalling to the children Stevenson's poem, "The Wind." She used this poem to get the children to thinking about the lesson that they were to have on wind and air. She repeated the question in the poem, "What is wind?" but turned

their minds from the poem to the actual facts. The children answered, "Wind is moving air." Her next question was, "Is there wind in this room?" She then asked, "What are some of the things the wind does for us?" Children gave answers as follows:

"Wind keeps us cool"; "wind dries clothes"; "wind guides ships"; "wind carries vapor in the air and gives moisture to the land"; "wind blows dust"; "wind distributes seeds." After they named the things the wind does for us the teacher asked the children what causes the air to move. To lead them to think she told a story of a boy that pumped his bicycle tire full of air, and left it out in the hot sun. They were asked to find out why the tire burst.

Then they gave some experiments, to teach what air and wind are and their importance in life.

Experiment 1. A candle was lighted and placed under a jar where it could get no air. It did not go out immediately, but when the small amount of oxygen had been used up, it went out. The children thus discovered that without air the candle could not burn. This experiment was used to show how important oxygen is to life. One little child said, "Without oxygen we could not have any fires," thus showing they caught the meaning and applied it.

Experiment 2: The teacher filled a pan full of water and put a lighted candle on a round piece of cardboard smaller than the mouth of the jar to hold the candle up. (A cork would have been better.) A jar was held over the candle just far enough for the edge to be touching the water. They discovered that there was oxygen and nitrogen in the jar, but that oxygen caused the flame. Part of the oxygen, about one-fifth, burned out, and then there was a space in the jar to be filled with water. Carbon dioxide dissolved in the water leaving only the nitrogen. Pressure forced the water up into the jar.

The purpose of this experiment was to show the composition of air. The result was that the water rushed in and filled about one-fifth of the jar.

Experiment 3: A piece of paper was pinned to the wall just over the radiator, and one was pinned to the wall under the blackboard in front of the room. The piece of paper pinned to the wall over the radiator began to move while the one in front of the room remained still. This was due to the unevenly heated room. It was the teacher's aim to show that if the cold air rushes against hot air it causes wind. One child said, "the paper moved over the radiator because the air became heated and rose."

Experiment 4: A candle was lighted, and put in a fruit jar; the candle went out because it could not get enough air. Then the candle was placed in a wide-mouthed jar, and the flame did not go out. The wind rushed in the wide jar at the top causing the flame to flicker.

After the experiments some review questions were asked to bring out the result of the experiments and of the first part of the lesson. "What is wind?" "How is it caused?" This was shown in experiment 3.

For the new part of the lesson the teacher asked, "Of what is the air composed?" The answer was "Oxygen and nitrogen." Then she asked, "What do we get from the air through breathing?" They answered, "Oxygen." Then came the question, "How much oxygen is in the air?" This was shown in experiment 2, with the pan of water. Then she asked, "What else is in the air beside oxygen and nitrogen?" They answered "There is moisture and carbon dioxide." The next question she gave was "How is the air heated?" children answered, "By the sun." The teacher then asked, "What happens when the air is heated?" The children answered "The heating causes wind." Then a circle was drawn on the board with a line representing the equator. Questions were asked to see if children could apply the facts they had learned about wind in deciding the direction of the moving air near the equator. They brought out the fact that wind would move toward the equator. She asked, "What happens when the air becomes heated?" The children answered, "The heating causes the air to expand, grow lighter, and move upward. Then there is wind when the cold air rushes in at the bottom." A circle was drawn on the board with a line representing the equator. Questions were asked to lead children to apply their knowledge of wind to the movement of the air on the earth's surface. They said that the air would move *toward* the equator. An experiment was given to show that the wind would be turned slightly oblique, due to the rotation of the earth. No attempt was made to teach the kinds of winds for this comes later in the upper grades.

Questions were asked to lead the children to summarize what they had learned about air and wind.

After these experiments were given to explain the use of wind and air in life, the children seemed to have a clear meaning of their uses in life.

PAULINE NEWELL, '20.

Pictures An Aid In Teaching Geography

In teaching seventh grade Geography at the Model School, I found the lantern and slides, which belong to the school, quite an aid to the children and to me also. It helped me to get to the children certain points that seemed difficult for me to explain in words and cleared up for them vague and hazy ideas.

In the study of Italy, after we had worked out the different topics and reviewed them in various ways their ideas were still not clear about some of the customs of the people and scenes in the cities, as in Rome, Venice, and Naples.

It seemed impossible for the children to realize what streets of water meant until they saw the pictures of Venice. One picture showed clearly the streets of Venice. The children saw how the homes were protected from the water by stone walls, how the steps led from the houses to the water, how the gondolas were used in the streets (or canals), and how the gondoliers managed them, and just how each looked. The children soon saw how the gondolas differ from our boats and how the streets of Venice are different from the streets of other cities.

Rome was of much interest to the children. They labored hard in collecting pictures of Roman Art, the homes in town, of the buildings of Rome, of the people and many other things concerning Rome. They were very enthusiastic over the buildings of Rome. They seemed to get a great deal from the pictures in their texts, but when pictures of Rome flashed before their eyes, they made a deep impression that will surely be lasting.

They also understand now just how Rome is situated on the Tiber River and how its location is suitable for transportation and to a dense population.

The children were interested in seeing Naples. They saw the picturesque dress of the people. They were amused at the men milking the goats in front of the homes, the cooking and eating on the streets, and the clothes hanging on wires across the streets from one upper window to another across the street. Mt. Vesuvius was shown them also.

Along with the slides are small cards telling things of interest and calling attention to things on the picture. These were of much help in the oral presentation and description.

I also showed them pictures of different scenes and customs in Genoa, Florence, Milan and Turin.

The lantern and slides helped me very much in the teaching of Greece. The children studied their text, studied pictures, read references, and even cut pictures of the different things of Greece, such as the Greek Columns, the flag, the map and the Acropolis. All of these were very good, but after all the verbal description, pictures, and reading about the Acropolis, they could not understand that it was just a high broad hill covered with important buildings. When the picture of the Acropolis came before them on the screen it dawned upon each one what the Acropolis really was. One child said, "Oh, I see now; the Acropolis isn't a great big place made of rocks and brick by men, it is just naturally there and these buildings have been built on it, Oh! I see." It is true that the lantern can not be placed in every school but there is no reason why the teacher and pupils should not gather pictures from various places. There are many places where they can get prints and the magazines are full of good pictures.

MILDRED McCOTTER, '20.

The First Great Discoveries

In getting a background for American History we should find out what caused the Europeans to make discoveries and learn what important discoveries were made, and by whom they were made. In the sixth grade in the Model School we took up this period of history in the following order, using as the text-book, "An Introduction to American History with European Beginnings," by Alice M. Atkinson, the assignments, pages 206 to 280.

The children realized fully that all this work is leading to American History and several times they commented on the fact that it was the claims in the New World made by the explorers that led the Europeans to attempt colonization later.

Throughout this work I followed the text-book, supplementing material where it would make the work more vivid. When studying the life of an explorer I would tell the class some things that I gathered from other texts and several times I read paragraphs from other texts. Some of these were from Nida's, "Dawn of American History," and Mace's "Primary History." I also read some quotations taken from Marco Polo's book.

This unit of work grew out of that the class had had just before. They had made a careful study of the markets and fairs in the Middle Ages and found that the goods sold at the fairs came from the Far East and the Spice Islands. The children wanted to know how these goods

were brought to Europe from the East. That led us to study about the trade routes used by the tradesmen and merchants. In the text, pages 206 to 210, was a story of one man, Marco Polo, that made a journey all the way to the East. We studied about him for a two-fold purpose: first, before this time no one man made the whole journey from Europe to China; second, the people in Europe did not know much about the East. We found why he made this journey, what route he used, and what new things he learned about China and the Spice Islands. We also learned that he wrote a book on his travels to the East and that the people who read the book became so much interested in the East that they set out to find new trade routes. The children saw why new routes were needed and why the Europeans were so anxious to reach the East. I supplemented the text here with other material. We learned that the Turks were blocking the old routes and that new ones had to be found if the trade was to be carried on.

Then we began a study of the men that really made attempts to find new routes. This was taken up as text-book lessons, from pages 210 to 234. The children were very much interested in this part of the work for they wanted to know what European countries did most in finding the routes, what men were brave enough to sail the unknown seas, and just what each man discovered.

We had several very interesting lessons on Prince Henry the Navigator. The children realized that it was his great work and perseverance that led other men to make great discoveries. They saw, too, that it was the results of the school that he established that enabled seamen to make charts and maps so that they could make daring voyages on the unknown seas without being lost.

Then we had a series of lessons taking up the different explorers and tracing their discoveries, seeing how one explorer would follow up the work of another, and how one country would carry out another country's attempt. These lessons were centered around the Spanish, Portuguese, and English explorers. This is the order in which we took up the explorers: Prince Henry the Navigator, Diaz, and Vasco Da Gama of Portugal, Columbus serving Spain, John Cabot serving England, and Magellan serving Spain. Then we studied about the New World that Columbus discovered, and found that the Spanish explorers Cortés, Vespucci, and De Soto explored the Southern half of what is now the United States and claimed it for Spain, and that Cartier explored the Northern part of the New World or Canada and claimed it for France. The text-book was found to be very good for this particular work, but some material had to be supplemented in order to get details.

Naturally, the children wanted to know why England was not taking a prominent part in the discoveries, but this is the next topic in the text. It is always this way—The new topic grows out of the old.

GLADYS BAUM, '20.

Arithmetic Problems In Poster Making

Arithmetic and Poster Making were brought together in a most interesting way in the seventh grade at the Model School. The purpose of this work was twofold, namely; to review fractions and to give the children a clear idea of how each poster should be planned.

Before beginning to make posters the children were given, during their Arithmetic periods, problems in working out the size of pictures on the front of different magazines; the size of letters; the size of margin; and the spacing of the letters.

The teacher made the problems, and had the children to work them out by looking at a magazine back or a picture of a magazine back she drew on the board. She emphasized the fact that it would be much easier to solve problems of this kind if, before attempting to work the problem, they would draw a picture of the thing and then work from this picture as if it were the real object.

Before attempting to make the real poster the children were led to see that each poster should be planned on a sheet of scratch paper, getting the size of the poster, the size of the object they were going to place on the poster, the size of the letters, and the number of inches it would take for the lettering and spacing.

On the first lesson the children were asked to find the size of a magazine, the width and length of the picture on it, the size of the margin used, and the number of square inches in it. Here the children had a magazine to work from.

The children had very little trouble in doing this. They were then given a sheet of paper twelve inches wide and eighteen inches long. On this they were to place the following words: "*Bacon for Sale.*" Their problem was to place these words on the sheet of paper, and to find out how wide the margin should be on each side of these words. The letters were to be three-fourths of an inch wide and the spaces between the letters were to be one-fourth of an inch.

In addition to its mathematical value the children were led to see that magazine fronts are worked out with certain propositions just as carefully as posters are, and that one magazine back requires a great deal of time.

The children after this carefully observed magazine covers and posters of all kinds, and they saw clearly the need for accuracy in measuring, and thus caught the importance of the Arithmetic in the lessons.

LULU WADE, '20.

Teaching Perspective

In the sixth and seventh grade drawing, three things were taught at once: Composition, Color, and Perspective, but the chief aim of the work was to teach perspective.

The study of perspective was begun by making a composition of a bowl and a ball. The children became very much interested when they were told that they could draw a composition as well as write a composition. Each child was given a pattern of the flat surface of a bowl and ball. After arranging these two objects so as to make the most pleasing composition possible, they traced around them. They then made the top of the bowl in the relation that it bore to the eye. They noticed that the bottom line of the bowl had to follow the top and if the top appeared an ellipse the bottom was an ellipse, but that they could see but one-half of it.

After the children had studied the bowl that they were copying they began to find other foreshortened circles in the room, such as vases, flower pots, the clock face, and lamp globes. They were asked to look at the large advertisements in magazines and see if they could find an advertisement that showed that the person who made the picture had to have some knowledge of perspective. Each child brought one or more advertisements and every single one said that she could not find a single advertisement where pictures were used that did not have some foreshortened surface in it. The advertisements that were used were those of canned goods, meats, toilet articles, automobiles, breakfast foods, and fruits.

The children noticed the colors used in advertisements not as color combinations but because the harmonizing bright colors were pretty and appealed to the child. Some of the large advertising pages that had good examples of perspective and were colored well, were cut out. The children were told that the advertisements were going to be mounted and that they could help decide on what color of paper it would be best to mount them. The advertisement was then placed on a colored piece of paper and held before the class. The children either approved or disapproved, and gave their reasons for liking certain colors for mounting certain advertisements on. It was soon suggested by the

children that it was a question of choosing a color for the mounting that would bring out certain suggestions in the picture. One advertisement was placed on a light green piece of paper and the children said immediately that the picture looked like spring; when the same advertisement was placed on a brown piece of paper they said that it looked like autumn.

The children thus by observing objects close at hand and by using colored advertisements got a clear idea of perspective, composition, and color all at the same time.

MINNIE HOLLOWELL, '20.

Some Additional Suggestions On Eskimo Life

Eskimo life is taught in the second grade at the Model School every year and the topic has been published in the *QUARTERLY*, but each year there are differences in the way it is presented. This year we did several things that had not been done before.

After a detailed study of Eskimo land had been made and the pupils had a clear idea of the customs of the people, some idea of the climate through a comparison with our coldest weather, and of the animal life studied, a part of a language period was devoted to riddles. The first one was given by the teacher in order to start the pupils to thinking.

The following are some of these riddles.

"I am cold. I am white. I can pull little children's noses. I can pinch children's ears. What am I?"—"Snow."

"I have soft skin. I live in the water under the ice. I come to the top of the ice to get breath. I have little hands to swim with. What am I?"—"Seal."

"I am a large animal. My skin is thick. My horns are large. I can run very fast. What am I?"—"Reindeer."

"I am made of ice and bone. I am very heavy. Dogs pull me. What am I?"—"Sleigh."

"I can hardly live in Eskimo land. I don't have many neighbors. People are glad to get me. I am used for making boats. What am I?"—"Tree."

These riddles give an excellent opportunity for good thought work on the part of the pupils. Standing before the class and expressing their thoughts in these descriptions help the pupils to overcome timidity. This was both oral and written work, a little of both was carried on at the same time. For instance, if two pupils had a riddle to give at the same time, one wrote the riddle on the board while the other pupil gave

her riddle orally. The written work gives the timid pupil an opportunity to express his thoughts. It also gives a good opportunity for the written work to be checked up, and this was done by the pupils as much as possible. They were quick to see the misspelled words and to notice if the sentence began with a capital letter; they also noticed the general appearance of the board work and were ready to correct the errors.

In connection with the study of the Eskimo life I taught some songs about the Eskimos, and of people who live in cold lands. Some of the songs they learned are these: "The Happy Eskimo," "Little Tracks in the snow," "Robin Red Breast," and "The Little Eskimo." This put life into the work and made them enjoy it more.

Eskimo games proved very interesting to the pupils. After having a lesson on these we compared them with our games and found that we played some of the games that the Eskimos play; at the end of the lesson a few minutes was given for playing some of the simple games. The bean bag was one of the games we played and the pupils enjoyed playing it, imagining that they were little Eskimos.

Interesting stories about Eskimos were told the pupils. In some of those, when the climax of the story was reached, I stopped and gave the pupils an opportunity for using their imagination by finishing the story as they thought it ended. Finally, the real ending of the story was given them and the comparison of their ending to the story with the real story ending they enjoyed thoroughly.

When the subject was completed we decided to make an Eskimo booklet, giving each pupil the opportunity of making one. These were to be made of black drawing paper with some cuttings of igloos, Eskimos and some animals cut of white paper and pasted on each page. Strips of white paper were to be given the pupils on which they were to write as neatly as possible sentences about the cuttings that were pasted in the booklet; these were to be pasted under the object described in the sentence. After the pupils finish the booklets they have the proof of the work they have done themselves, and they feel as if something has been accomplished.

(Because of quarantine against influenza, I failed to carry out my plans on booklet making.)

I think the pupils really found pleasure in studying the life of the Eskimos and some of them expressed a desire to visit the land of the Eskimos.

LILA FAIRCLOTH, '20.

A Language Lesson On "Our Little French Girl"

The second grade had a very interesting language lesson about the little French girl the children of the Model School are supporting. The school was planning a Christmas box to send to little Susanne. The teacher wished to get their interest in the box, and in so doing she also had an excellent language lesson.

The lesson was introduced by discussing the little French girl. In doing this they told what their Red Cross money had been spent for, that is, the support of a poor little French girl. It was clearly seen that they realized the good it was doing. The teacher then read a letter to the children from the little girl's mother telling how much she appreciated what they were doing. She showed the picture the mother had sent of the little girl. This made the children realize that she was a little girl, just like the little girls in the room were. The teacher then asked if they wouldn't like to send the little French girl a nice box. All of the children agreed that it would be nice. They were then told to think of what a little girl their age would like to have.

After a discussion of what would be nice to send the little girl, the children were allowed to go to the board and write sentences telling what they thought the little French girl would like to have. Sentences such as the following were written: "I want an orange"; "I want a big doll"; "I want a (y) bed"; "I want (a) apple"; and so forth. The sentences that were wrong were quickly corrected, as: "I want *a* bed"; "I want *an* apple;" In writing these sentences on the board there was a good critical attitude shown. The children were alert in checking up the mistakes in the sentences and also in telling which sentences were best and why. These sentences also afforded an excellent opportunity for teaching the use of capitals and periods.

The result of the lesson was that the children were greatly interested in the little French girl, and knew what they were trying to do, and could talk about and write about it.

MARIE GATLING, '20.

Getting Conversational Reading

To bring out dialogue, in order to get free conversational reading and natural expression in my reading class at the Model School, I used the story of the *Fox and the Wolf*, which is given in the Third book of Natural Method Reader. This story is excellent for dialogue because it has action that advances the plot as well as dialogue. These are two essentials in stories to be read dramatically in the class room.

A brief sketch of the story is as follows: A hungry wolf on his way to a village meets a hungry fox. The wolf attempts to eat the fox at first sight. The cunning fox leads the wolf to a nearby well in which two buckets hang, and invites him to a big cheese, which is only a reflection of the moon on the water at the bottom of the well. The fox goes down first in one bucket followed by the wolf in the other. The fox is brought to the top by the weight of the wolf. The fox, pleased with her cunning trick, leaves the wolf in the well and goes on her journey.

In my assignment for home preparation I told the children to find out where the wolf met the fox and what he thought when he met her.

I first asked questions developing the story before I let them read. Then came the dramatic reading. One child took the part of the fox and another of the wolf; these read a complete unit, then others took the parts of the wolf and the fox, all through the lesson for the dialogue reading and emphasized that they read as nearly as they could as they thought the fox and wolf would have talked if they had been people. I wanted them to get free expression and put themselves into the story. I had good results from the children. They all read well with natural expression and really seemed to enjoy the story.

Dialogue reading or "taking the parts," is very important for many reasons. It aids the child in overcoming self consciousness; it makes him feel the situation by becoming identified with the characters; and as a result, a freer, more natural expression is obtained.

ALMA ODOM, '20.

Personal Hygiene In the Second Grade

Health was the topic for the opening exercises in the second grade for about three weeks. There were ten lessons of fifteen minutes each. "How to take care of yourself," was the general question, but each lesson was a discussion of a different subject under personal hygiene. Each topic was thoroughly discussed and at the end of three weeks there was a "Health Pageant" which reviewed all they had been studying.

The topics were as follows:

(1) Care of the face, hands, neck and ears; (2) Care of the teeth; (3) Care of the nails; (4) Care of the hair; (5) Ways to breathe; (6) Ways to sleep; (7) Foods to eat; (8) How to eat; (9) Protection from cold; (10) How to keep from taking cold.

These topics were handled in somewhat the same form. In the lesson "Care of the teeth" the purpose was to teach the children how to brush

the teeth. Why it is necessary to keep the teeth brushed. Those children who brush their teeth every morning and night were asked to stand. It was found that all of them brushed their teeth once a day, but only a few had formed a habit of brushing them twice a day. We had to make the others realize the importance of brushing them more than once a day.

In the discussion about the care of the teeth the children responded with intelligent answers to the questions. The first question asked was: "What will happen to your teeth if you do not brush them?" The children readily answered "They will decay." Then came the question, "What will happen when the teeth decay?" Various answers were given as: "They will hurt," "You have to go to the dentist," "You have to pay out lots of money." "Why do your teeth decay if not properly brushed?" "Germs collect in and between the teeth." "This is a good place for them to grow because the mouth is warm and moist." "How is the best way to brush the teeth?" Two methods were brought out here by the children; one, to brush them up and down, and the other, crosswise. The children were called upon to give reason for their answer. It was decided that the best method was up and down because the little spaces between the teeth can be more easily cleaned in this way. They finally agreed to brush both ways so that they would be sure to get the teeth thoroughly clean. One child was called to the front of the room to show the children how to brush the teeth as they should. After this the following question brought out much discussion:

"What are some of the things people do that injure their teeth?" "Eat things that are too hot or too cold," "pick the teeth with hard objects, such as pins." Each child gave the reason for his answer. The principal reason was because it caused the enamel on the teeth to crack thus causing decay.

The last topic, "How to keep from taking a cold," seemed rather interesting as it was taken up on a cold rainy day. The topic "protection from cold" was taken up the day before. The most important means of protection from cold brought out were:

(1) Put on heavy clothing; (2) Keep fires in our homes; (3) Put more cover on the beds; (4) Be careful about the doors and windows; (5) Wear gloves, hats, and good shoes. This naturally led to a discussion of how to keep from taking a bad cold. The question, "How many of you can tell us one thing that we can do to keep from having a cold?" was asked in order to bring out as many different answers as possible. The points brought out were as follows: (1) "Wear plenty of clothes." As each point was mentioned it was questioned every way possible. "How does wearing plenty of clothes keep you from having a cold?"

"It keeps the cold from the body." "Wearing too many clothes will cause you to have a cold just as quick as not wearing a plenty." "Why?" "You get too hot and may become chilled by a slight change in temperature as by going from room to room."

The second point brought out was "Take your coats, hats and over-shoes off when in the house." "Why?" "If you keep them on in the house, when you go out they won't do you any good." When this was brought out all the children began to look around to see if any had failed to observe the point.

The next point was "Change your clothes when they get wet or even damp." "Why?" "They take all the heat from the body." Another important point and one in which they have been greatly interested since they studied the topic, "How to breathe," was "Take deep breaths," and since a *why* question had been brought out after each new point, they were all ready to give their reasons. Finally the answer was "Deep breaths keep our lungs in good condition by filling them with fresh air." From this point, "Keep the room in which you stay well ventilated and heated," was derived. An explanation of how to ventilate a room properly was given by one of the pupils. All children said they would try to do the things suggested in order to prevent taking bad colds.

For the final review, we used a health pageant entitled: "Drill of Bright Examples," which appeared in the January number of *The Normal Instructor* and *Primary Plan*. Twelve children took part in it, six boys and six girls.

The pageant was introduced by a boy who carried a banner with the slogan, "We stand for good health." This was adopted as the motto of the grade. Each child had a good health stanza, beginning with "This is how." And as they recited these all the children went through the motion the leader indicated. For instance when she said "This is how we brush our molars"—all the children pretended they were brushing their teeth. After each stanza had been recited they marched off singing a parody of "Twelve small soldiers in a row," which we changed to "Twelve small health rules in a row."

GEORGIA BARNES, 20.

MABEL WOMMACK, '20.

Songs In the First Grade

All little children enjoy singing, so I have thoroughly enjoyed teaching them singing. I will explain what songs I taught in the first grade at the Model School and how I taught them.

The primers and first readers that we teach are filled with Mother Goose rhymes. Whenever there is a rhyme that can be well used as a song we teach them to sing it. They always learn to read it and understand it before singing it. There are several reasons why the Mother Goose tunes are good. First, they are catchy and the children get them readily; second, they are quick and full of action.

We give in the first year a number of other songs besides Mother Goose. When choosing these one must use judgment and keep in mind the children that are to be taught. One must consider whether or not the children catch tunes quickly, if they have a good pitch and if they are easy to control. The songs should be chosen according to the season. The fall songs about wind, frost, and squirrels should be used in the fall. Several weeks before Christmas, Christmas songs should be used and before Thanksgiving the songs of harvest, before Valentine Day, valentine songs. As every teacher knows if in any subject she is teaching something that can be linked up with a song then is the time to teach the song. For example: In the first grade we had been drawing horns, and we called them bugles. Then we taught the song called, "The Bugle Call."

It is always best to plan work ahead. In the early fall the teacher should decide on her Christmas entertainment. These songs can be taught one by one during the song periods. When the time comes to begin using extra time then the children already know the songs. Do the same way for commencement.

After one knows the kind of songs to teach, how to choose them and when to teach them, all this does no good unless one knows how to present them, get them in the pupils' minds and then have them sing them.

One should be very careful in the teaching of a song. In teaching the songs I explained first the name of the song. I told a story about the songs that had a story. I sang the first verse and asked them if they thought it was pretty. I sang it again and explained it. I sang it again and asked them if they wanted to sing with me. I thought the tune was well fixed in their heads. They stood up and sang it with me. They did not follow my high pitch very well, so I had them listen again. When I knew they had all the words and tune I had them act it. They were seated and had their fists up to their mouths for a bugle. When we sang, "up dear soldiers, and march away," we got up instantly and marched like soldiers.

This is the way I taught Echo. After getting their interest I asked them if they would like to hear it. I sang it over for them. I had them listen again to see if they wanted to learn it. I sang it in a soft tone and had them keep a sweet tone and a light pitch. I called atten-

tion to the expressive words, explained the ones they did not understand and called attention to the words to hold. The pupils will not remember the tune unless the teacher drills on it until over two-thirds of the class has it. Corrections should be made before the pupils sing it a second time. I then had the pupils sing with me, then by themselves.

In teaching a Mother Goose Rhyme, I had to teach the pupils to stand before the class, hold their heads up, place one hand under the book and the other at the side, and sing. If they can stand properly, hold their heads up and sing, why, then, it is an easy matter to read better, for the position is the same in singing as in reading. I gave my pupils a definite aim to work for. I asked them if they had not been to church, and noticed how men and women stand up to sing and how they hold their books. I then asked them if they were to stand in queer ways, or if they wanted to learn to hold their books and sing so they would know how to do it right. Each and every child did his best to stand properly, hold his book properly, and sing.

ANNIE BELLE QUINERLY, '20.

How the Second Grade Made An Unsightly Spot Into An Attractive Store

On the sidewalk toward the back of the second grade room at the Model School, there is a space about seven feet long which was planned for blackboards, but the blackboards that were ordered for this space were broken and no others were ordered. This is a very unsightly spot because it is in no way covered to prevent one from seeing the laths and rafters.

When we began to plan for our store in this grade, we decided that this would be the best place for the store for several reasons. This long bare space along the wall could be made attractive if we made a neat and well arranged store there. When shelves were filled with goods for the store, the place would be much more pleasing to the eye than the rough and unfinished wall.

It was in a place where there was plenty of room. We needed plenty of room for the store counter and as this was in the back of the room, there was also room enough in front of the store for small chairs to seat all the children in the class. By having the seats near the store, the children could see and hear everything that was done or said at the store and thus be able to watch for any mistakes.

There were rafters along the wall short distances apart and between these, shelves could be fixed upon which to place our goods. This space

was covered at the bottom with wainscoting about three feet high and therefore, this uncovered space was about the right distance from the floor for the children to reach the goods on the shelves.

Our first problem was making shelves for the store. The boys readily offered their assistance and each day some of them would bring small wooden boxes. We tore the pieces off the boxes and after measuring them the right length and sawing them we fitted them tightly between the rafters, so that no nailing was necessary. This work was thoroughly enjoyed by all who helped.

After the shelves were fixed we arranged on them the goods, some of which had been ordered from the Model Storekeeping Department, and some of which were made by the children. Some of the things that we had in our store were: cans of baking powder, boxes of soda, boxes of Jiffy-Jell, soap, shaving brushes and pencils, chewing gum, tooth-brushes, fruits, flour, eggs, cans of tomatoes, and flavoring.

Thus by having the store in this corner this bare space along the wall was made a place of interest and pride to all the children.

GERALDINE MOORE, '20.

REVIEWS

In the *Annual Statement of the Bureau of Education* for 1919 are a number of points of especial interest. We will note here some of the most significant to us in North Carolina.

In addition to keeping in touch with the progress of rural education throughout the country, noting important legislation affecting rural schools, studying noteworthy departures in rural schools including changes in courses of study and methods in organization and teaching, giving information and advice to school officers and teachers in response to thousands of inquiries by letter and personal visitation, the Division of Rural Schools made many surveys. Among these were: (1) A study was made of the county agricultural schools of LaCrosse County, Wis. and of its place in the county system of schools; (2) A comprehensive study of the certification of teachers in the several States is now almost finished and will soon be published as a bulletin of the bureau.

The specialist in industrial education has rendered assistance to the committee on education and special training of the War Department in preparing a series of outlines of courses of study of mechanical trades for the use of institutions engaged in training soldiers.

The specialist in agricultural education has divided his time between projects relating to the work of the agricultural colleges and studies relating to agriculture in the elementary schools.

Much of the time of the specialist in civic education was devoted to the preparation of materials bearing directly upon the war and upon governmental activities relating to the war, but these materials are of more or less transient usefulness.

A complete study of the organization and conduct of school-health supervision has been outlined and begun. Efforts have been made to coöperate with other governmental and voluntary agencies which have to do with school hygiene and physical education with the ultimate object of coördinating as far as possible the forces and influences that touch the schools.

The Bureau of Education has for several years been promoting community organization or community center work for the purpose of organizing school districts as communities and using school houses as centers for meeting and for coöperative activities. A new development of the community organization during the year is its use for coöperative buying and selling, and the use of community centers as points for collecting and distributing parcels.

A comprehensive survey under the direction of the chief of the rural school division of the Bureau was made of the Alabama State system of education and of all its parts including the higher institutions of learning, schools for the blind and deaf, and other exceptional children.

A detailed study of consolidation was made and will be published as a bulletin by the Bureau.

In making these surveys it is not the policy of the Bureau to make such recommendations as can be put in operation during the year, but rather to make a list of constructive commendations which may be used as a chart for the next five or ten years.

The bulletin closes with twenty-nine specific recommendations. Several of these deal with a need for the increase of salary and an increase of the Bureau itself. Especially interesting are those dealing (1) with the need for teaching illiterate men and women; (2) with teaching foreign born citizens how to read and write English; and (3) with teaching the negroes.

From Bulletin, 1919, Number 53, we get a survey of the *Educational work of the Young Men's Christian Association*. It was in 1889 that educational work was for the first time indorsed as a function of the association. Now, through its educational service, the particular function is to furnish and to make easily accessible to men and boys, mainly those in industry, such courses of instruction as would enable them to become better citizens and workmen. Such training is regarded as essential in developing capacity for the largest service to one's fellows and for the best realization of one's life in accordance with the highest Christian ideals.

In undertaking to realize these purposes, the association has consistently sought to supplement rather than to duplicate the opportunities offered by the public schools and other educational agencies.

Since 1916 the educational work has continued along lines that have become recognized as standard. There has been imposed upon the association, in consequence of the war, the responsibility of meeting the needs for a most extensive educational program.

During the war the local associations had in many cases modified their courses so as to contribute toward the training of men for technical service in the army; the achievement in this respect is one of the most notable in the annals of the movement. Much was done also through lectures, practical talks, and clubs, to educate communities and the immediate membership of the association upon the great issues of the war. But since the war the associations have been adapting themselves to a

return to peace conditions, and are now considering a standardization of certain classes and schools on a national basis.

When the first associations in America were organized in 1851 there appears to have been little thought of including a definite educational program in the work. The great emphasis placed upon distinctly religious work appears to have occupied largely the energies of the leaders in the movement. But about 1880 the conception of the field of the association in its work for young men began to take on new content and to develop a new meaning. It was agreed that opportunities for physical, mental, and social development were in no way contrary to the main purpose of the association—that is, the fostering of the spiritual life—but contributed most effectively to this end.

In 1900 there began a period of expansion and extension. Instead of class work's being limited to the winter time, such instruction was continued throughout the spring. Day work was also introduced in addition to night work, and summer schools for boys were organized to supplement the work of the public schools. Special schools, such as automobile, salesmanship, advertising, insurance, real estate, textile designing, plumbing, fruit culture, and many others were established. The educational program of the association was extended into fields outside the building.

The education of public opinion as to the value of skilled workmen, as against unskilled, in all fields of business and industry, tends to increase greatly the demand for vocational training. There appear to be certain subjects that can be offered on a satisfactory basis to groups of men and boys through the association channel, and consequently classes in these subjects are well patronized.

The aims of the association in its educational work are by no means limited to vocational training, however. Much is being done in advancing knowledge in fields of general information, such as history, science, literature, art, and mathematics. There is a definite endeavor to promote reading and to stimulate the circulation of books from both associations and public libraries. Other means of general culture are through lectures, practical talks, and to a limited extent, through classes.

The Young Men's Christian Association is one of the best pioneer educational agencies in America, blazing a way for public schools and others to follow.

The bulletin takes up in full the work of each department of the association and explains just what it means toward the betterment of humanity.

Use Your Government is the title of a recent bulletin describing the work of the Government bureaus at Washington.

It is the wish of the Government that the people use their government. The Government distributes thousands of documents every year that should reach all teachers of the United States. These publications "hit the mark" in the educational field. Some of the publications are: *School Life*, a weekly paper; *Americanization*, *Monthly Record of Current Educational Publications*, and *National School Service*.

All of these are invaluable to the open-minded teacher.

Makes its Photographs Available for Schools. Department of the Interior, National Geographic Society Establishes Pictorial Geography School Service, Emphasizes Importance of Visual Training.

In order that the immense number of photographs may be made available to schools, the National Geographical Society has established a school service, which is issuing from its vast pictorial collection, a series known as the "Pictorial Geography."

"Two causes have contributed to a heavy demand for illustrative geographic material," says a statement issued from the society. "One is the flood tide of interest in the countries of the world since the war, and the dawn of international relationship. A second is the educational movement for visual training."

So far there have been issued those on Eskimo Life, and Sahara Life, also those on The Land, Water, Air, and on the United States.

Since the National Geographical Society is not a money-making institution, it is able to issue the sets at cost.

There are some schools without maps, although maps are absolutely essential; children may go sightseeing as well through "Pictorial Geography," as through maps.

"Schools must give the groundwork of geography which will enable citizens of the future to play an intelligent part in the new world order—

"By pictures, show the children the peoples of foreign lands, the crops they raise, the houses they live in, the clothes they wear, the lakes, rivers, oceans, etc. There you lay the foundation for an intelligent interest in geography."

Schools To Have Geographic News Bulletin Service.

These bulletins are to keep the people and teachers posted with their geographic and historic backgrounds. They will be sent free to teachers on request to the Bureau of Education, Washington, D. C.

These bulletins are considered the best outside aid for teachers and pupils in the study of geography.

What The House Bill For Teachers Retirement Provides:

There will be deducted from the basic salary of every teacher in the public schools of the District of Columbia every year an amount sufficient, with interest at four per cent and compounded annually, to purchase an annuity equal to one per cent of his annual basic salary for each year of his term of service. That is, one per cent on an annual basic salary multiplied by the number of years of service.

Hygiene and Physical Education

An inquiry into health supervision in city schools was begun by the Bureau of Education on July 21. Questionnaires were sent to city superintendents asking for information concerning the health of the children. "Good Health Cards" were used very effectively in some of the cities. The parents of the children were worked into this "Good Health" work.

Come Back, Boy, Come Back

(As told in the Summer County *High School News Letter*, Wellington, Kansas.)

Make boys realize the value of a High School Education. When they are on the verge of completing High School, urge them to continue, it is the opportunity of his life. It will be too late after he is out in business. Heed the old merchant's statement, who said: "I believe the reason I have not succeeded in business is because I haven't the foundation educationally."

"Education, at home, a friend; abroad, an introduction; in society, an ornament; in solitude, a solace."

Red Cross Starts New Publications For Schools.

"Junior Red Cross News" will appear every month in "School Life," published by the "Department of the Interior," Bureau of Education, Washington, D. C.

In this paper you may keep up with this Red Cross work all over the world.

ALUMNAE DEPARTMENT

Annie Gray Stokes, '19, teaching this year at Windsor, was married to Mr. Walter Burden, February 4, 1920. She will finish, however, her work there this year. She has the second and part of the third grade.

Naomi Dale, '16, teaching at the Pink Hill High School, was married not long ago to the principal of that school, Mr. Holder. She used as her decoration colors purple and gold, and for her flowers, her class flower.

Susie Barnes, '16, is now Mrs. Joe Harper.

Ruth Brown, '16, was married the latter part of December to Mr. Joe Winslow.

Sallie Lassiter on November 11, married Dr. W. H. Sloan, of Garland, N. C.

Janet Matthews was married to Rev. B. M. Lackey, pastor of the Episcopal Church in Winton, on Jan. 7. Martha Lancaster was her maid of honor.

Trilby Smith on March 17 married Mr. Walter Sheppard, a lawyer of Farmville.

Ruby Vann, now Mrs. Paul Brooks, lives in Grifton.

Marguerite Wallace, now Mrs. Ray Jones, has moved to Kinston. She sings in the choir of the Methodist church there.

Sophia Mann was married the latter part of January to Mr. Clifton Credle of Hyde County.

Nellie Dunn is teaching at Washington, N. C., again.

Lela Durham is now teaching at her home, Dallas, N. C.

Ethel Everett is teaching in the Demonstration School at Peabody College.

Lela Wynne is teaching in Nebraska.

In a letter from Lucile O'Brien Carpenter, Business Manager of the QUARTERLY in '16, she speaks enthusiastically of her housekeeping. She lives in Greensboro just across from the Greensboro College for Women. She was married last summer to Rev. L. L. Carpenter, Pastor of a Baptist Church in Greensboro.

A great many of the Training School girls attended Teachers Assembly at Raleigh. There were at least fifty there. It was surprising to see the enthusiastic groups exchanging experiences. There were reports of successful teaching, pleasant places. It was noticeable that the growlers were not there; if there were any, they kept still.

Gertrude Critcher, '14, was married in December to Mr. Ed. Taylor, of Norfolk, Va.

Louise Moore of '15, was married during the Christmas holidays to Mr. Llewellyn of Philadelphia. They went to Florida on their wedding trip. She did government work for some time prior to her marriage.

Katherine Tillery was married recently to Mr. Turnage, of Ayden. She, too, did government work prior to her wedding.

Christine Tyson's engagement has recently been announced. She will be married in the early spring to Mr. Hellen of Beaufort.

Edna Stewart is teaching at Winston-Salem.

Ernestine Forbes is teaching fourth grade in Greenville.

Lillian Cole, '19, is teaching in Dabney, Vance County.

Letha Jarman is teaching in Burlington.

Blanche Kilpatrick is teaching in her home town, Dover.

Annie Wilkinson reports a very happy and successful year at New Bern. She is very much interested in club work. She has recently taken part in a club program.

A letter from Mary McLean tells us what she is doing:

This past fall has been a very busy one for me. As you probably know, I am doing father's office work and I am substitute teacher here too, so I have been kept at work. They have a good deal of substitute work to do here. I have been doing the same work in Hamlet also. However, if it were not for my sister being there I would never go, for it is not an easy job to take up another's work and try to manage their children.

Several members of the class of 1917 are married.

Bessie Cason is now Mrs. Jones Boomer, of Farmville, N. C.

Alavia Cox is Mrs. Turner Whitehead, of Scotland Neck.

Mary Cowell is now Mrs. Theodore Weyher, of Parmele, N. C.

Helen Gardner is Mrs. John Bell, of Warrenton, N. C.

Hallie Jones is Mrs. Blalock, of Goldsboro, N. C.

Leona Tucker was married in February to Mr. H. A. Hudson, of Simpson, N. C.

Lucile Bullock and Lillie Mae Whitehead are both working in a furniture store belonging to Lucile's brother in Rocky Mount.

Mary Wooten is teaching in the Methodist Orphanage in Raleigh.

Virginia Sledge is teaching at Conetoe.

Esther McNeill has recently accepted a position in the Kinston schools.

Lou Ellen Dupree, since Christmas is teaching at Leggetts. She has the place left vacant by Mattie Cox, '14.

Nannie Mac. Brown is teaching at her home in Edgecombe County.

Mrs. Adrian Brown (Hannah Cuthrell) has a boy several months old.

Nannie Clapp, '18, now Mrs. George Daniels of New Bern reports that she is having an interesting time keeping house.

Clellie Ferrell, '18, was recently married to Mr. Joe Turner.

Irene Wiggins, '18, was married in January to Mr. W. R. Turner, of Henderson.

Louise Mewborn has recently lost her mother.

May Renfrow is teaching in Raleigh. Ellen is keeping house for her father.

Mattie Paul is not teaching this year, but is staying in a bank in Elkin.

Gladys Nelson and Blanche Atwater are teaching at Bethel again.

Cora Lancaster is in Greensboro again. She spent a short period at home, as the school was closed on account of influenza. Her grade was reported in the Greensboro Daily News as being the banner grade in attendance in all the Greensboro Schools.

Elizabeth Hutchins is now teaching the upper grades at Pilot Mountain.

Agnes Hunt, '18, is principal of a three teacher school near Apex.

Flora Barnes is teaching in Farmville.

Sallie Best is teaching in Eureka.

Una Brogden has 1st grade work in Wilson. Elsie Morgan is teaching there also.

Elizabeth Evans is teaching in Greenville.

Lena Griffin is teaching in Selma again.

Camille Robinson is now teaching at Parmele.

Lillian Shoulars is teaching in Durham.

Gladys Yates was one of the four delegates sent from Peabody College for teachers to the Student Volunteer Conference at Des Moines.

Willie Wilson and Sadie Thompson are again teaching together at Conetoe.

William Ellsworth, Alice Herring ('16) Ellsworth's husband, died on Dec. 16, of injuries received in a railway wreck.

SCHOOL ACTIVITIES

Y. W. C. A.

Since Miss Heller's visit in the fall, our association has been taking on a new spirit. Many fine things have been accomplished. Our association lacks only a few, less than ten, of being one hundred per cent strong now, and before we are through we are determined to make it one hundred per cent. We are striving to make it a standard organization, and we are going to have as excellent a report as anybody at Blue Ridge next spring. Instead of giving \$75 to the World Fellowship Fund we are going to make it \$100. At a bazaar held just before Christmas and at a sale of Japanese pictures, for the purpose of raising money for this fund we raised \$55 dollars. At a pageant given by the World Fellowship Department \$15 was raised to go to the fund also.

On Tuesday night, February 3, were organized the various mission study classes. The classes were divided up into the following groups with the following topics and leaders:

A Class—An African Trail, Leader: Elizabeth Bahnson (Junior).

B Class—1. The Uplift of China. Leader: Thelma Elliott (Senior).
2. Jesus, the Man of Galilee. Leader: Nonie Johnson (Senior).

Juniors—Women workers of the Orient. Leaders: Section 1—Miss Jenkins; Section 2—Miss Goggen.

Seniors—The Faith of Mankind. Leaders: Section 1—Mrs. Beckwith; Section 2—Miss Scobey.

The classes meet every Tuesday night from six-thirty to seven-fifteen. Much good is expected to be derived from these classes. The chairman of the World Fellowship Committee, Miss Carrie Evans, deserves much credit for getting up these topics and leaders for the various classes.

As soon as the officers of the new year are elected we are planning to put into operation the volunteer service plan; that is, every Y. W. C. A. member is to be given a chance to work under one certain committee. In this way it is hoped that every member will get to do the Y. W. work that she likes best.

We are now on the lookout for new officers who will be elected at the business meeting in March. The association is also looking for students who will make good workers for the summer term.

The social service committee, Nonie Johnson, Chairman, is working quietly but many little deeds of kindness are being done. It is not

only doing work in the school but out in town. Flowers, fruit, and words of good cheer have been sent to the sick and sad; flowers have been reset; plants have been set out; fruit and candy sold to girls every Saturday afternoon; and the department has purchased a larger Y. W. bulletin board, which has been put in place of the smaller one. The association is very proud of this new board.

The World Fellowship Department presented the pageant, "Sunlight or Candlelight" on Friday evening, January 16. Those taking part were: Camilla Pittard, Rosalie Woodlief, Helen Croom, Louise Whichard, and Helen Watson. Everybody enjoyed this pageant.

The first Saturday night after the Christmas holidays the Social Committee gave a party, an old-fashioned school. Every member was invited and expected to take a part. We dressed as we used to when we went to Grammar School and were expected to act as we used to act. Minnie Love Stephens, dressed as a typical old maid school teacher, acted the part of the school ma'am. As the roll was called each member had to answer with a nursery rhyme. Some very quaint and funny rhymes were given. At lunch time each student was given a bag of popcorn for her lunch. Two members of the Advisory Board helped to add to the fun of the evening.

Our president, Miss Hensley, recently received a letter from Miss Annie Bridgman containing \$20 which she was refunding for the amount paid in helping send her as a delegate to the Blue Ridge Conference.

On the first Saturday night in February the delegates sent to Blue Ridge last spring told the Association of their experiences and the good gained from the conferences. After this they gave a few stunts, sang the songs they sang while there, and showed slides of the scenery. The delegates were: Marguerite Hensley, our president; Ruby Mercer, chairman of the Publicity Committee; Nonie Johnson, Chairman Social Service Committee; Inez Frazier, Treasurer; Elizabeth Bass, Vice-president and Chairman Membership Committee; Callie Ruffin; Mildred McCotter; Ruby Daughtridge, and Roland Martin.

A World Fellowship Day of Prayer was observed Sunday, February 29th.

VESPER SERVICES

The Sunday Vesper Services this term have been extremely interesting and beneficial. A large majority of the girls always attend. During this term groups of girls have, more than usual, conducted the services.

On November the 23d a group of girls led, the subject being "Service." Talks on this subject were made by Misses Irma Fuqua and Lillie Mae Dawson. Alice Best played a piano solo.

Mrs. Jeter read one of Kipling's interesting stories at the meeting on Sunday evening, November 30th.

Mr. Austin, on Dec. 7, gave a practical talk on "Your Bible." This talk did as much to make us bring our Bibles from the bottom of our trunks as anything we have had this year. He showed us how to use them in a practical way.

A beautiful Christmas program was given December the fourteenth. The auditorium was decorated with Christmas decorations and was lighted by candles. The choir marched in singing softly, "Oh, Come, All Ye Faithful." Miss Pauline Sanders then read a sentence from Isaiah, prophesying the Christ. Miss Helen Bohannon told the story of "The Christ Child's Birth." Miss Louise Whichard read the story of "Baluska"; Miss Eloise Tarkington told the story of the "Little Cosette" taken from "Les Misérables." Vocal solos were sung by Misses Callie Ruffin and Fannie Johnson. The choir sang special Christmas numbers and the whole school joined in familiar Christmas hymns, which added much to the program.

"The God We Trust" was the subject chosen by a group of girls the first Sunday night after the Christmas holidays.

The pastor of the Presbyterian Church of Tarboro, Rev. R. A. Lapsley, conducted the services January 11th. He chose "The Woman Mary" as his subject. He showed her at Jesus' feet as a learner of the spiritual life; next as a mourner, she comes to Him for comfort; and last, as a servant, willing and anxious to serve. His message was delivered with force.

On January 18th we were fortunate in having the opportunity of hearing Dr. Ranson, who has spent six years as a missionary in India, tell of his experience in that country. "The people of India are searching after truth" was the burden of his message. He gave figures proving their increased interest. The number of Bibles they buy, the way the people are ready to give up things and customs dear to them, and the way they give, all go to prove this interest. He closed by showing the wonderful opportunity for service that awaits those who go to India to carry the Gospel. His talk was extremely interesting to the girls. The Senior Class had charge of the services and furnished attractive music.

Sunday evening, January 25th, Dr. R. T. Vann conducted the services. He chose as his subject "Taking Care of Your Eyes"—the eye of conscience. "We get our best visions with the inner eye, the eye of con-

science, the eye of the heart," he said. "Take care of your spiritual eye. It is destroyed by abuse, neglect." His talk was very impressive.

The services on February 1st were conducted by a group of girls, Misses Georgia Barnes, Mary Sumner and Myrtie Rice. They chose as their subject "The Eyes of the Understanding Heart." Miss Ethel Pittman sang "Wonderful Peace."

Mr. Wilson was the leader February the 8th. He asked the question, "What is truth?" And then read the story "The Search for Truth." He told how we could find the truth in John 14:6, when Christ says, "I am the way, the truth, and the life."

The Junior Class led the services on the evening of Feb. 15. The program is given in the Class News.

CLASSES

Senior Class

Puritan Breakfast

This unique and exceedingly attractive Puritan Breakfast was planned and carried out by the Seniors on Thanksgiving morning. The breakfast was one of the most interesting features of the day.

The dining room was tastefully decorated with harvest scenes, and the tables were decorated with partridge berries. The window shades were down, and the room was lit by candle light. This made the effect more Puritan like.

The students and members of the faculty came in and took their places at the regular hour. The seats in the center were reserved for the Seniors.

The Seniors came in, dressed as Puritan ladies and gentlemen, and singing a Thanksgiving song. Miles Standish, John Alden and Priscilla, a preacher, Indians, soldiers, and other colonial people marched in, taking their first Thanksgiving contributions to the sideboard. These contributions consisted of many varieties of fruits and vegetables, and a gun and Bible.

A Thanksgiving song was substituted for the daily blessing. The breakfast menu was a most delicious one.

Early on that morning the students and members of the faculty were awakened from their slumbers by the tramp of the Pilgrims' feet and their voices, and finally realized they were being entertained with a serenade.

On Saturday evening, January 17, the Senior Class entertained their "Sister Class," the B Class.

The entertainment began at 8 o'clock. The first thing given was a mock wedding, the giant of the class being the bride, and the midget of the class being the groom. Following this performance came a negro minstrel, which consisted of recitations, songs, and dances, and following this came a mock faculty meeting. The object of the meeting was, "To discuss the deficiencies of the Senior Class, and to devise a plan by which each subject would be given more time; also to discuss the efficiencies of the B Class, as prospective teachers."

After this the B's were asked to take part in a book contest.

Ten books were represented by ten girls; either a well-known passage was read, or an outstanding characteristic of the book was acted out. The B's guessed the book. A prize was awarded to the one who guessed correctly the largest number of books.

On Sunday night, January 18, the Seniors were to lead in Y. W. C. A. As the Association was fortunate enough to get a speaker from India for this evening it was necessary for the Seniors to furnish only the musical program.

A longer report of this is given in the Y. W. C. A. Department.

(See the notice of the Senior Opera, not play, to be given in place of the usual Senior play.)

The class began learning the songs early in the winter term. If the enthusiasm of the class is a prophecy of the way the public will like "The Mascot" there is no doubt that this will be the greatest performance ever given by the school.

Junior Class

The Junior Class is 100 per cent strong in Y. W. C. A.

In the January meeting the Juniors entertained their sister class, the A's. In the receiving line were the officers of the class and the reception committee. The program was as follows:

A MOCK WEDDING.

Vocal Solo -----	<i>Aileen Jones</i>
Story -----	<i>Alice Best</i>
Reading -----	<i>Myrtie Rice</i>
Vocal Solo -----	<i>Ethel Pittman</i>
Reading -----	<i>Louise Smith</i>

This was followed by an automobile contest which was very interesting. Mr. Underwood won the prize. After this a salad course was served.

The Juniors conducted the Y. W. C. A. vesper services on Feb. 15th. The subject was "Making America Safe." A very interesting program consisting of the following numbers was rendered:

Piano Solo	<i>Carrie Evans</i>
Vocal Solo—Now the Day is Over	<i>Aileen Jones</i>
Chorus	<i>Junior Class</i>
Home Missions	<i>Ruth Dean</i>
The 20th Century Rural Church	<i>Mary McIver</i>
The Dropped Hyphen	<i>Rosalie Rogers</i>
The South's Challenge	<i>Earle Wynne</i>
Hymn	<i>Whole School</i>

LITERARY SOCIETIES

EDGAR ALLEN POE.

On Nov. 26 the Poe Society presented the famous one act play, "Six Who Pass While the Lentils Boil," by Stuart Walker. This is one of the Portmanteau Plays.

The play was presented exceedingly well. The background was that used for the last year Senior play, which was a copy of the stage setting originally planned for the Portmanteau Plays.

The cast was as follows:

Memory	<i>Ruth Dean</i>
Prologue	<i>Irma Fuqua</i>
Device Bearer	<i>Helen Elliott</i>
Who—In the Audience	<i>Lois Byrum</i>
The Little Boy	<i>Ethel Southerland</i>
The Butterfly	<i>Alice Whitehurst</i>
The Queen	<i>Elizabeth Bass</i>
The Mime	<i>Louise Smith</i>
The Milk Maid	<i>Margaret Hayes</i>
The Blind Man	<i>Helen Bahnson</i>
The Ballad Singer	<i>Ethel Pittman</i>

On Jan. 24 the Poe Society gave an intensely interesting program. It was a literary and musical program. The Society is striving to become an ideal Literary Society, and to create a true literary taste among its members.

At the beginning of the program two records, "The Toreador Song," and the "Spirito Gentil" were played to bring out the contrast of the two. The first, strong and stirring, the second smooth of tone, sweet and musical.

The main feature of the program was, "The Knight and the Lady," an interpretation of Tennyson's "Lady of Shalott," and Wagner's "Lohengrin."

As an introduction to this, Marguerite Hensley promised the audience a trip to a mystical world, the world of Romance. She announced that in the two stories to be given, two striking contrasts were to be shown. In the lyric poem, the "Lady of Shalott" by Tennyson, the contrast, a bold, brilliant knight, Sir Lancelot, and a mysterious, gentle lady, were achieved by means of word painting. In the opera "Lohengrin" Wagner achieves the same effect through music.

The introduction to the "Lady of Shalott" was given by Lois Haskins, who emphasized the idea that this painting is done by wonderful words.

Camilla Pittard and Elizabeth Bass gave the characterization of "The Lady of Shalott." Grace Cloninger gave the picture of the knight "Sir Lancelot" as he flashed into the magic mirror of the "Lady of Shalott." Helen Bahnson gave the contrasting pictures of the lady in the "Lady of Shalott."

After the story of the "Lady of Shalott" with its contrasted characters, the brilliant knight, and the gentle lady, its counterpart in music in the opera "Lohengrin" with its similarly contrasted characters, "Lohengrin" and "Elsa," was presented by Marguerite Hensley. As the story was read, Miss Fahnstock played the themes that stood for "Lohengrin" and "Elsa." Fannie Johnson sang "Elsa's Dream." The program closed with the "Lohengrin Wedding March," played by Miss Fahnstock.

SIDNEY LANIER.

On Saturday evening, December 13, the Lanier Literary Society presented "A Christmas Masque" by Constance Mackay. The guests of the evening were the members of the Poe Society and the faculty. The cast of characters was as follows: Erick, a Danish youth, looking for the Spirit of Christmas Joy, Myrtie Rice; Gerda and Karan, his little sisters, Miriam Burbage and Lucile Carlton; Preben, the little brother, Kathleen Jones; the mother, Harriett Thomasson; the Spirit of Giving, and later the Spirit of Christmas Joy, Irene Dean; Spirit of Getting, Ollie Moore; Spirit of Gluttony, Olzie Mae Yelverton; Spirit of

Greed, Sarah Pearson; Spirit of Selfishness, Thelma Elliott; The Voice of the Bell, Aileen Jones; Neighbors, Grizelle Watson, Nannie Lee Elks, Helen Watson, Alice Best, Nora Westmoreland, and Audrey Parker; carol singers behind scenes; pianist, Myrtle Moore.

At the first regular meeting of the Lanier Society in January, the faculty members of this society, having discovered that the girls did not know each other, planned a social program that would bring the girls together and get them better acquainted with each other.

The main features of the evening were contests, among which were "Hidden Names," and a bird contest containing the story of a wedding, "Hidden Celebrities."

The musical committee furnished a most enjoyable entertainment Feb. 14th. The program was as follows:

Solo (vocal) -----	<i>Audrey Bonner</i>
Vocal Quartette—Moonrise ----	<i>Mabel Harris, Aileen Jones,</i> <i>Orene Hollowell, Audrey Bonner.</i>
Sketch of Life of Chopin -----	<i>Elizabeth Bohnson</i>
Piano Solo—Polonaise by Chopin -----	<i>Myrtle Moore</i>
Piano Solo—Prelude by Chopin, Impromptu in D flat by Chopin -----	<i>Miss Bertolet</i>
Vocal Solo—I Love You Truly -----	<i>Aileen Jones</i>
Sketch of Life of Rossini -----	<i>Geneva Lancaster</i>
Duet—Overture from Wilhelm Tell, by Rossini--	<i>Misses Ber-</i> <i>tolet and Meade.</i>

Athletic League

The officers of the Athletic League are president, Orene Hollowell; secretary, Emily Langley; business manager, Geraldine Moore.

The members of the faculty take great interest in athletics. Misses Martha Lancaster and Lida Taylor volunteered to coach the basketball teams; Miss Maria Graham encourages the tennis players; and Miss McKinney helps the A's by assisting them in volley-ball. Miss Ola Ross has had charge of the walking clubs. Nearly every fair Tuesday and Saturday afternoon she takes groups of girls for cross-country walks.

The Thanksgiving game was a big game to the Juniors and Seniors. Both sides played well. The score was 11 to 6 in favor of the Juniors.

The two teams are as follows:

SENIORS.

JUNIORS.

Center.

Orene Hollowell (Capt.) ----- Rosalie Woodlief

Forward.

Madge Blackley ----- Emily Langley (Capt.)

Forward.

Martha Ratcliffe ----- Elfye Holloway

Guard.

Geraldine Moore ----- Mabel Harris

Guard.

Mabel Womack ----- Blanche Cannon

Side-center.

Thelma Elliott ----- Nell Pappendick

SCHOOL NEWS AND NOTES

Visit From Dr. Norman

The school was exceedingly fortunate in having Dr. E. H. Norman, President of the Baltimore Business College, as a guest during the fall. He delivered an address which is published in full in this number of the QUARTERLY.

Concert by North Carolina College of Agriculture and Engineering Band

On January 12th and 13th the Band of the Cadet corps of the State College of Agriculture and Engineering, assisted by Prof. Lehman of the faculty, and Miss Annie McDade of Peace Institute, as solo singers, paid a visit to our school, and gave a concert on the evening of June 12.

The public was invited to the concert, as guests of the school, and there was a full house.

Capt. Price, the director of the band, had arranged the program most attractively, and it was a continuous performance, without waits or intermissions.

The band selections were as follows:

1. "Debutante," overture, Myers.
2. "Officers of the Day," march, Hall.
3. "Goldenrod Waltz," Huff.
4. "Lassus," trombone rag, Fillmore.
5. "National Emblem," march, Bagley.
6. "Juanita," (on three muted cornets).
7. "Mignonette," overture, Baumann.
8. "Hush-a-bye Baby," cornet solo, by Mr. Taylor.
9. "Loyalty," march, Bagley.
10. "Trombonology," rag, Rogers.
11. "Margaret," waltz, Huff.
12. "New Hartford," march, Myers.
13. "Southern Medley," overture, Guenimfolder.
14. "Star Spangled Banner."

Prof. Lehman sang three numbers:

1. "The Trumpeter."
2. "Roses Everywhere."
3. "When Pershing's Men Go Marching into Picardy."

Miss McDade sang five numbers:

1. "The Haunt of the Witches."
2. "By the Waters of Minnetonka."
3. "Nobody Knows" (a negro spiritual).
4. "The Stately Ships Go On."
5. "Into My Life She Came."

The party was in charge of Col. Olds, who made the announcements.

The guests took meals in the school while here. The Seniors occupied the tables in the center of the dining-room and there were two guests to each table of four Seniors.

The following were in the group:

P. W. Price, Director of the band; O. A. Zachary, L. R. Harrell, R. F. Matthews, V. P. Sheppardson, N. N. Starr, C. Taylor, F. A. Scroggs, W. F. Armstrong, B. F. Norris, F. K. Baker, E. B. Harris, J. F. Lewis, E. L. Karnes, R. C. Stephenson, W. C. Tucker, R. G. Kendricks, R. E. Benson, E. R. Spruill, J. K. Jones, H. Pasman, E. D. Barr, B. B. Barr, L. B. Daniels, J. D. Pell, J. W. Kistler and Capt. J. B. Hunter, of the Headquarters Company of the Cadet Corps and Prof. Lehman and Miss Annie McDade.

The following day the band played at the Assembly exercises, and in the afternoon another concert was given to the school.

At eleven o'clock they gave an open air concert at "Five Points," for the benefit of the school children, and town people.

Travelogue on Alaska

On Monday evening, January 19th, Mr. Edgar C. Raine presented at the Training School a "Travelogue, in natural colors, of Alaska, the Frontier Wonderland of the world."

Alaska was presented in two hundred colored views, with a travel talk by Mr. Raine, who perhaps knows more of Alaska than any other man.

He has traveled throughout Alaska time and again during twenty-one years. For six years as a representative of the United States Treasury Department, he visited every town and village in Alaska once a year.

Many of his pictures were taken when Alaska was a county of "Hardships and Romance."

There was a very large audience to see the pictures and hear Mr. Raine. There was a large number of school children, and many older people.

The pictures and talk were to many a revelation of the beautiful country. He quickened the interest in Alaska of many students.

Organization of Former Students Peabody College

A group of former students of Peabody College for Teachers, Nashville, Tenn., met on the evening of Dec. 12th in room 6 of the Administration Building of East Carolina Teachers Training School.

The meeting was very informal but enthusiastic, and greatly enjoyed by those present. An organization was formed which admits to its membership any person who has been a student at any time at Peabody College. The officers elected are as follows: Mr. H. G. Swanson, president; Miss Maria D. Graham, secretary and treasurer, Miss Scobey, chairman of social committee. The members of the organization are, in addition to the above, Mrs. Virgie Aumiller, Misses Louise Goggin, Vera Idol, Nellie Maupin, Annie Ray, Annie Smaw, Nellie Wyman and Mr. Leon R. Meadows.

Senior Opera

It has been the custom for many years to give a Senior Play during the latter part of the school year. A play has always been given, but this year the class was unanimously in favor of giving an opera, and "The Mascot" was chosen. It is being coached by Miss Muffy. It is a very entertaining and attractive opera. At least sixty members of the class are in it and it promises to be a beautiful production.

The date will be published later.

The Sewing Exhibit

The sewing class had their exhibit in the sewing room on Dec. 13th, the close of the fall term. Only the Seniors take sewing and these do not take it during the term when they are doing their practice teaching. In the exhibit there were more than one hundred garments, three from each girl and several garments which the class had made besides the regular class assignments.

The sewing room was decorated with holly, mistletoe and pine, making a very attractive background for the display of the garments.

Each girl was required to make three garments, beginning on the suit of underwear, which is to be required by the end of school. It was left to the girls to select their own materials and plan their own garments, trying to make them as simple and yet as attractive as possible and at the least expense. To each garment in the exhibit was attached the itemized cost of the materials. It was very interesting, as well as helpful to compare the different kinds of materials and the different prices of the garments.

The extra garments on exhibit were made for two orphan children. One section of the class made clothes for a little girl three years old. The materials for these were bought and paid for by the members of the class with the assistance of the teacher.

Exhibit of Basketry

The pine needle baskets, made by the girls of the second year Academic Course, were spread out on tables in the sewing room during the sewing exhibit, adding to the attractiveness of the display of garments.

There was a great deal of praise for the beautiful hand-made baskets. The owners of the baskets could have easily sold them if they had wished to, but they valued their baskets too much themselves to sell them.

OLLIE MOORE, '20.

Entertainment by the Model School

The children of the Model School on Dec. 12th presented in the auditorium of the Training School a charming entertainment in two parts. The primary grades gave a cantata, "The Moon Queen," and the four upper grades a "Pageant of the Seasons." Each grade took a particular part which it worked up as a unit, but all were blended together so that the whole made a wonderfully complete performance.

The grouping into pictures and the rhythmic movements of the skipping and dancing of the children made exceedingly attractive scenes. This picturesque effect were heightened by the pretty, light and airy costumes, glittering with gilt and tinsel, and by the artistically arranged stage decoration.

In the cantata, "The Moon Queen," clouds and breezes, the girls of the second grade dressed in fluffy pink and the boys in white suits,

skipped in, followed by the rain-drops, the first grade dressed in spangled white, pitter-pattered in. Ed Anthony, in raincoat and hat, was spokesman for the rain, and Eloise Garrett for the clouds. Rainbow, represented by Virginia Perkins, came out and dispersed the rain-drops and clouds.

The sun, Wayland Hart, accompanied by the prince of sunbeams, John Hassell, followed by the sunbeams, the third grade, dressed in golden yellow, took possession of the stage. Later the sun gave place to the moon as queen. This part was taken by Reba Lee Smith. Ronly Fulford was the evening star and William Stewart Bost was the north star.

In the "Pageant of the Seasons" Georgia Smith was Mother Nature. Each of the seasons claimed to be the best, and presented their claims in song and dance.

Annie Shields Van Dyke was graceful and dainty as Spring. Flower girls, representing poppies and morning glories, came in the wake of Spring. Nell Savage took the part of Summer and with her came groups of girls, in summer costumes and wearing garlands of flowers. With Autumn, Elba McGowan, came troupes of witches and pumpkins, for Hallowe'en, and others with garlands of leaves, and a company of Pilgrims in Puritan costumes. Winter, Elizabeth Norman, came in bringing with her jolly old Santa Claus, followed by a merry party jingling sleigh bells and blowing horns. All Seasons agreed that Winter, with Christmas, was the best of all, and the Pageant closed with a happy chorus and a spectacular finale.

All connected with the performance and those who had charge of it deserve credit for the excellent entertainment, which was remarkably beautiful and effective.

Annual Christmas Recital

PART I

<i>Nevin</i>	-----	Ophelia
	Thelma Speir, Virginia Pigford	
<i>Heller</i>	-----	Curious Story
<i>Haberbier</i>	-----	Awakening of Spring
	Kathleen Jones	
<i>Godard</i>	-----	Waltz
	Miriam Burbage	
<i>Godard</i>	-----	Jocelyn
	Fannie Johnson (Soprano)	
<i>Friml</i>	-----	Lullaby
	Alice Best	

<i>Godard</i>	-----	Chopin
	Helen Bahnson	
<i>Reinecke</i>	-----	Gondoliera (2 Pianos)
	Carrie Evans, Christine Evans	
<i>Chaminade</i>	-----	Scarf Dance
	Blanche Farabow	
<i>Sullivan</i>	-----	Lost Chord
	CHORUS	

PART II

<i>Lack</i>	-----	Valse Arabesque
	Christine Evans	
<i>Burleigh</i>	-----	Deep River
<i>Ragers</i>	-----	Wind Song
	Ethel Pittman (Soprano)	
<i>Borowski</i>	-----	Minuet
	Elfye Holloway	
<i>Schytte</i>	-----	The Troubadour
<i>Wallenhaupt</i>	-----	Will o' the Wisp
	Helen Watson	
<i>Mendelssohn</i>	-----	On Wings of Song
	Glee Club	
<i>Schytte</i>	-----	Æolian Harp
	Carrie Evans	
<i>Durand</i>	-----	Chaconne (2 Pianos)
	Myrtle Moore, Elfye Holloway	
<i>Chopin</i>	-----	Polonaise
	Myrtle Moore	

A Course for Rural School Principals and a Course for Elementary Supervisors

TWO NEW COURSES OF STUDY FOR THE 1920 SUMMER TERM.

Every school that has more than one teacher, whether it be a two-teacher school or a consolidated township school should have at the head of it as principal a teacher who has had special training for that type of work. There are many and varied duties and responsibilities that the principal must assume in the management of any school and the advancing professional standards demand better preparation to meet these obligations. The people also who are paying for larger and better schools are demanding more efficient service in return for longer terms and better salaries.

All the educational influences in our State are making a common demand for better preparation and it is the purpose of the East Carolina

Teachers Training School to help solve these problems as they arise. This school, therefore, takes pleasure in announcing a new course for principals of two, three, and four-teacher schools. The first term of this course will be offered during the 1920 Summer Term.

A COURSE OF STUDY FOR PRINCIPALS OF TWO, THREE, AND FOUR-TEACHER COUNTRY SCHOOLS.

FIRST TERM.

School Administration	4
Community Leadership	4
The Teaching of English	4
The Teaching of History	4
The Teaching of Geography	4
The Teaching of Mathematics	4
Household Economics	4
Handwriting and Drawing	4
Music, Games, Folk Songs and Dances	4

The courses in Administration and Community Leadership are required of all students registering for this work. In addition to these two subjects, each student will elect two other subjects and may elect a third subject with permission of the Director.

This course is open only to Normal School graduates or to those who have had the equivalent in training and experience.

A Course for Elementary Supervisors

Elementary supervision is an absolute necessity when viewed from either of two angles. (a) If all the elementary school teachers were well trained, supervision would then be necessary to direct, harmonize and unify all the energies of the teaching force and to conserve the time of both teachers and pupils, and to give to the children the best possible training at the minimum cost; (b) but all teachers are not trained, therefore, in addition to the directions of energies and the conservation of time and money, the untrained part of the teaching force must be raised to a higher standard of efficiency in order to give the children the best possible training. This cannot be done without trained super-

visors. The East Carolina Teachers Training School is, therefore, offering a course for elementary supervisors.

The first term of this course will also be given during the 1920 Summer Term. The details of this course will appear in the Summer Term Bulletin, which will be ready for distribution by February 10th.

Miss Sallie Joyner has obtained leave of absence and is spending the time at the University of California. She, her mother, her sister, and Miss Comfort are keeping house in Berkeley. She reported a fine trip with stops at New Orleans and Los Angeles, and other places.

When a person has once been a member of the Training School faculty she always seems to belong, and news of her is welcomed.

Miss Morris is teaching in the Normal School at Santa Barbara, Cal.

Miss Elizabeth Davis is at Peabody College working for her A. M. degree.

Miss Waitt is studying at Columbia University.

President Wright and Mr. Wilson have made repeated trips to Raleigh attending the conference of the Department of Education. The results of these trips will be of far reaching effect on the school.

Mr. H. E. Austin attended the annual meeting of the Masonic Order which met in Raleigh Jan. 21 and 22. While there he heard Galli-Curci sing.

Mr. Underwood has been elected vice-president of the Greenville Rotary Club.

Mr. Jacques Busbee some time ago was a visitor to the school to see about the shrubbery. He will come again in the spring.

Greenville has made a bid for Chowan College. The committee when examining the sites offered by Greenville were entertained by a committee of the Greenville Chamber of Commerce. They were the guests of the school for supper. If the school is located here the site will be just beyond the Training School property, about a quarter of a mile out on the road that is the extension of Fifth Street.

The authorities of the Training School are doing what they can to secure the school for Greenville.

DEMCO

FOR REFERENCE

Do Not Take From This Room

JOYNER



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