
J. G. LAUTARES'

CANDY PALACE

The Every-day Dessert!

Our Pure Ice Cream and Home-made Candy are more than a dessert. Its food value exceeds that of most table foods. A dish of our Ice Cream has the same food value as a pound of steak or four pounds of potatoes. We leave it to any member of the household to say which is the most appetizing. Lautares' Ice Cream has passed by the State Food Inspection at Raleigh, and has been proved to be a pure cream and a rich cream.

Our Ice Cream Plant has been instituted by the Southern Construction and Supply Co., Atlanta, Ga., and is the best and most up-to-date in the State.

Try our Ice Cream in your home—be sure to ask for

LAUTARES' ICE CREAM

WHOLESALE AND RETAIL

The Training School Quarterly

VOL. VII

JULY, AUGUST, SEPTEMBER

No. 4

A PLEA FOR THE CHILDREN OF OUR STATE

An Excerpt from President Wright's Eleventh Annual Report to the Board of Trustees

We are in the midst of an educational crisis. To use a quotation found on the front page of the *National Citizen's Conference on Education*: "The school situation is a national menace." In 1918-19 we lost in the nation at least 140,000 teachers. They went into more lucrative positions, some at an increase of 100 per cent, and many at an increase of 50 per cent in their annual incomes. During the school year now closing the normal schools of our nation have not been able to get more than 80 per cent of their pre-war enrollment. Young people from the high schools are not going to the normal schools in anything like the numbers that went before the war. This means that there is a very serious shortage of teachers throughout the nation. In North Carolina we prepare annually in round numbers 200 teachers for the schools below the high school, and we need each year about 2,000 teachers for these schools. This means that we are training only one teacher for every ten we need for the work in the grades. Out of the 12,577 white teachers in our State there are 5,733 who have training below the high school. In other words, about one-half of our children are taught by inexperienced, untrained and inefficient teachers. As long as this condition exists it is perfect folly to speak of giving to the children of our State equal educational opportunities. The hope of our civilization, the stability of our government and the safety of our homes depend upon an educated citizenship. It is true, therefore, that the schools of America today present a situation that is a national menace. "A nation is as great as it is educated." "The richest and the most powerful nations are those with the best school systems, and they have not established good school systems because they are rich and powerful, but they are rich and powerful because they have established good school systems. Wherever there is adequate provisions for education there are found successful governments, great industrial efficiency and large national wealth." (War Loan Organization.) Therefore the dollar spent by our State in education will count for more than any other dollar spent by our State.

North Carolina does not have enough institutions of higher learning to educate the boys and the girls who wish to attend these institutions.

out of silly girls? The wise teacher knows that the girl is perfectly sound, that an instinctive tendency is maturing and that she needs a little sympathetic guidance, not repression.

The teacher should go further and learn the mental characteristics of the families represented in her school. There is no question that many types of ability pass from parent to child. Musical ability, for example, seems to be an inheritable trait just as well as harelip and feeble mindedness. Yet what effort has ever been made to acquaint a school system with the abilities present in the families represented in the school? Is it not worth as much to know what we have in the way of ability as what we lack? An entire new field is open here for many school officials. Why should not the school superintendent's office have another set of filing cards which tell something of the mental characteristics of the parents whose children are in school? Superintendents pride themselves upon a knowledge of the school plant and upon their acquaintance with problems of school finance. Why should they not know as well the material with which the teachers have to work? It is true that abilities may seem not to run true, but ability does not develop out of nothing. If our school systems continue to develop I confidently predict that one of these days there will be some one in each system who knows the mental ability and characteristics of the ancestry of the pupils as well as some one else knows the subject-matter of arithmetic.

I would not have the teacher underestimate the influence of environment upon the child who comes to her. I have said that heredity and environment are related. Each influences the other. A child's environment depends in part upon his heredity, but heredity may make environment. Furthermore environmental influences may be the very stimuli needed to develop the hereditary powers of the child. The school is only one of the influences which work upon these hereditary powers—church, home companions, society in general, each has its influence. Did not the great war through the environmental influences of government and society in general develop in millions of men abilities which otherwise would never have appeared in them and of which they were probably ignorant? He who belittles the power of environment shuts his eyes to facts "so clear that a wayfaring man, though a fool, need not err therein." But one must insist upon the limitations set by both heredity and environment. One cannot make a "silk purse out of a sow's ear."

The environment has given to a child all he knows when he comes to school. All judicious assumptions of knowledge upon his part must be based upon acquaintance with these environmental influences. Let me

throw in a caution at this place. When in doubt always assume that the child does not know. It is a sound pedagogical principle that one cannot learn a thing if he cannot make an association of it with something he already knows. It is possible always for a child to learn to say words, and a great deal of teaching has been the teaching of words. But for a child to understand we must build upon the basis of experience, upon knowledge already acquired. Here the child's environment becomes important. The child who has lived among the cotton fields of South Carolina has a very different sort of knowledge packed away in his mind from that possessed by the child of East Side, New York. He who lives in the mountain region will have a different basis from that of the child who lives by the sea. The occupations of the parents, their social status, their cultural standing all influence the work of the teacher. Teachers report to me that children to whom stories have been told at home respond in a very different way to their teaching from children who have not had that advantage.

Books on child study are apt to stress the instinctive basis of a child's nature. This is as it should be. We must know of the influences that go to make mind, family, race, sex, maturity. But we must not forget that these factors come into contact with another, environment. Heredity determines the ability to assimilate knowledge, environment furnishes the material of which the particular bits of knowledge which a child possesses is made. We need then a study of the contents of children's minds, and while the investigations which have been made along that line are valuable and suggestive, they cannot take the place of a real first-hand study of the child's environment. I am rather of the opinion that we should make time if, instead of starting to cram knowledge into the child as soon as he starts to school, we should spend much time exploring the recesses of his mind to find out what he already has stored away in it. That would save us from teaching what, as Dodd says, "he always knowed," as well as from teaching something which the child is utterly unable to grasp because of a lack of experiences, or which he grasps incorrectly because of faulty bases of knowledge.

For some time we have been giving lip service to the doctrine that the teacher should teach children that subject-matter is a means to an end. I believe that it is largely lip service only because in the training of teachers we still place the great emphasis of time, effort and teachers on subject-matter with very little time given to the study of the child. I believe it, further, because teachers in schools spend much time teaching subject-matter and little time studying their children. Teachers must always keep in mind that it is the child that is important; the child gives us our work to do. When we have our schools constructed upon

a scientific basis I believe that we shall be able to know children as well as it is possible to know subject-matter, and when that is true we shall be able to accomplish many fold what we are now accomplishing. So much of our teaching is now a hit or miss affair. So much of our subject really doesn't make any difference anyway. We're getting better, but we've a long way to go.

A long way to go? Yes, a very great distance to go. I believe that we have the greater part of the teaching profession to convert. I believe that so many superintendents are wrapped up in the intricacies of administration that they never see over them to the child. The teacher is required to do so much work, to get over so many pages, that she cannot study the child if she would. She must make him get into line and keep step or drop him into the awkward squad. I have never seen a teacher's examination yet which required any definite indication of even a theoretical knowledge of children. Why, one of the teachers I used to know could pass an almost perfect examination on subject-matter, but he didn't know as much about children as he did about pups.

The successful superintendent is a practical man. He can see teachers, buildings, finance, subject-matter. He can appreciate the value of tests and scales because they show definitely what the system is doing. The reason why he does not go further into the investigation of children is because the subject has not been presented to him in a practical way. When it is he enthusiastically adopts the work for his system. I one time had the pleasure of going about with a superintendent who could tell me almost anything I asked about any child. But the very next superintendent was interested in how much buildings were going to cost, and the next one was sure that one might as well study Latin as anything else. I do not mean that none have gone into the subject, but that the study is not general enough. I believe that the employment of teachers should be based as much on a knowledge of children as on a knowledge of subject-matter. Whenever school authorities set child knowledge up definitely as a standard for entrance into the profession, then prospective teachers will give as much time to the study of the child as to elusive facts of history and exceptional principles of grammar.

If I seem to have brought the superintendent in by the heels it is because I realize that the higher authorities of a school system can make or mar it. If superintendents realize the importance of child study they will put more emphasis upon it and so bring the teachers to a better understanding of the child. I believe that it should be clear to every one that efficient teaching depends upon a knowledge of the child, and that a knowledge of the child must come from a study of his environment and his heredity.

DRAMATIZATION—ITS PLACE IN THE ELEMENTARY SCHOOL

MARY B. HAYNES

Supervisor Fourth Grade, Training School State Normal School for Women,
Farmville, Virginia

One of the most valuable cultural assets of children is their natural dramatic instinct. Nothing so precious has been so sadly neglected in child training. President Eliot, of Harvard, has said that the day will come when every school house in the land will also be an amateur theater.

A misunderstanding of the function of dramatic play, however, can easily defeat the purpose for which it is introduced. Its real benefit is not found in the production of a finished play, interpreted by the teacher and memorized by the children, but in the exercise of the child's own imaginative powers and the expression of his ideas of life. It is not always necessary to give a play to use dramatic expression in school work. It is possible to teach reading, history, geography and even arithmetic dramatically. Life takes on new meaning when the child learns to lay aside his own personality and put himself in the place of another. For the time being he becomes the thing which he interprets; and, as he is better and better acquainted with his favorite heroes and heroines in fiction and history, as he acts for them, he finds himself growing into the finer qualities of the character he loves and growing out of the ugliness of the character he despises.

There are those who will be skeptical as to the wisdom of devoting any of the time of the already crowded school program to dramatic work. We can only overcome their doubts by taking them to a school where children have been given the opportunity of dramatic expression. Observe their correct pronunciation, and clear enunciation, their well modulated and truly expressive voices. Notice how intelligently they express themselves when reciting history, geography or English. How do you account for their being so at ease when meeting strangers or when appearing in assembly programs? Dramatic work relieves formality and does away with self-consciousness; it makes reading, history and geography real and gives an incentive to impromptu speaking. It organizes the child's thinking and strengthens his power of mental imagery.

My heart has often been made to ache by seeing little tots sitting quietly on their stiff little benches, dull and repressed, and toiling painfully over such a story as this:

"See the dog.

It is a big dog.

The big dog can bark."

For the first few days the neat little book, containing page after page of this sort, attracted the children because they felt the importance of reading from a book of their own, but soon the interest flagged and the bored little faces turned longingly toward the window, or anywhere away from the book or the lesson.

Contrast the page just cited with one on which the child's eye is caught by :

"To market, to market,
To buy a fat pig!
Home again, home again,
Jiggity, jig!"

or

"This little pig went to market;
This little pig stayed at home;
This little pig had roast beef;
This little pig had none;
This little pig cried, 'Wee, wee,'
all the way home!"

Can you not see at once the child's changed attitude toward reading lessons? Can you not easily believe that the dull repetition of "See the dog; it is a big dog," is a sorry thing to put before a child when we have enough literature of the Mother Goose type to fill all our primers? With such stories as this illustrated, the class no longer yawns and looks longingly away from its book. And if, in addition to all the fun of story and picture the child is allowed to be the thing about which he reads, then indeed has he found the royal road to learning to read.

By utilizing this play spirit or dramatic instinct, which exists in every child, we can make it possible for every succeeding class to enjoy the reader stories just as much as the first year babies enjoy the Mother Goose people. It is now quite a common thing to find even little children, without any suggestion from the teacher, selecting the characters and assigning each part to the boy or girl best suited to it. "You may be Red Riding Hood, because your dress is red," or "You have a deep voice so you may be the wolf."

Dramatic representation of historical subjects opens history, makes it vital to the young readers. "In 1492 Columbus, a native of Genoa, Italy, discovered America." The way I learned this was by reading it over and over until I could say it with my eyes shut. Now-a-days, with the aid of dramatic teaching, you will find children going to the library looking for poems, songs, stories, and pictures concerning Columbus and his doings. You will find them selecting, from among their classmates, those whose appearance and traits best fit them for acting the characters found in the history lesson. They thrill you and, better still, them-

selves, as they give expression to Columbus's courage and patience, and Isabella's self-sacrifice in pledging her jewels to obtain money for the fleet. Every such thrill deepens the child's understanding and causes him to grow into bigger and better things.

In preparing a play for presentation before the school, the children find practice in designing and making their own costumes. And how much better it is for the sewing class to do work of this kind than to sew uninteresting strips of material that can only be used to put in exhibits to show their ability to make neat stitches.

Some teachers and a friend, who was not a teacher but interested in schools, were once visiting a class in history. The subject being studied was the early government of New England and the lesson for the day was the hiding of the charter of Connecticut in the oak tree, while Governor Andras argued, stormed and demanded its surrender. The children had previously discussed the lesson, and had made a little play depicting the whole scene. This they were presenting in class that day. Speeches were made on both sides, the teacher's desk was the council table, candles were placed upon it, and at the proper time they were blown out, and the bit of yellow paper, which served as the charter was lost in the darkness and confusion which followed. Altogether this lesson in history was made so real that I'm sure no child, or adult present, could ever forget it. Nor could one doubt that the children got the whole atmosphere and setting of colonial life in those days.

After they were outside the class room the friend, who was not a teacher, said, "I thought you brought me here to see history taught. Was that teaching? It seemed only play." A famous teacher, who was one of the party, put his hand on his friend's shoulder and said, "You have seen today the difference between formal teaching and real education, the leading forth that which is within. That teacher was leading the children out, and on and on into self-expression. Would there were more teachers who understood how to do that kind of teaching!"

Children are trained in habits of efficiency and economy by work of this sort, and it has a moral effect as well. While they are learning to think quickly and logically, they are also learning to be good-tempered and unselfish. There is no harder or finer lesson that a child can learn than that of giving up a much desired part to another who can do it better.

In the light of these statements, then are we not justified in giving dramatization a prominent place in the elementary school?

THE NATIONAL EMERGENCY IN EDUCATION

CASSIE R. SPENCER

Amid the discussions of the great party conventions, the League of Nations, and the Mexican situation, the press of the nation is giving publicity to the national emergency in education with emphasis upon the shortage of adequately prepared teachers and the dearth of educational opportunity for children in the rural sections.

Educational progress will perhaps be given a much needed impetus with such papers as the *Independent*, the *World's Work*, and the *New York Times* presenting the glaring inequalities of opportunity among the various sections of the country. Probably for the first time in history the improvement of rural schools is brought forth as a factor in a presidential nominee's record of achievement.

Though at present attention is perforce centered upon securing teachers for the various elementary schools, the solution of the school problem is not coming until we are able to provide for country children the same favorable opportunities for growth in citizenship as are enjoyed by urban children.

This inequality is well illustrated in a certain township a few miles from New York City. Because of the great difference in property valuation in the different districts, number 28, with a tax rate of 32 mills raises \$644.34 annually for each child's education, while another district with a tax rate of \$1.52 raises only \$48.64 for each child. This great discrepancy in tax burden and in value received by the children of the two districts would be practically eliminated were the wealthy state of New York to assume its responsibility and its social duty of educating all its children. Instead of levying a state and county tax, the burden is shifted to the individual districts with their vast differences in resources.

This same difficulty of equalization obtains among the various states. The agricultural states find it impossible to provide for their schools as adequately as can states receiving large funds from such natural resources as mines. The schools in northern Minnesota are second to none in America in physical equipment and superior qualifications of the teachers.

In the year 1913-1914 the average expenditure per capita of school population in ten states of the Rocky Mountain and Pacific section was \$37.66. Mississippi was able to spend but \$4.53 per capita of her school population during the same year, which is the same as saying that while the children of Mississippi were getting one hundred and twenty dollars

worth of education the children of the West were getting a thousand dollars worth.

Undeniably all states contribute to the nation's welfare, and not the least of these are the agricultural sections. The whole nation receives benefits from all the nation's goods, however indirectly this may come about, and it likewise suffers from all the evils in the country. The richest man in New York City may be appreciably affected by a community of uneducated people in a remote district in Kentucky. As W. E. Chancellor has written, "The man of wealth, of station, of power may say, 'They are not my children.' Very true. But they may be the wives or husbands of your children or the grandfathers or grandmothers of your grandchildren."

National responsibility for at least part of the education of the nation's children would distribute the burden of support by Federal appropriation to the various states according to their wants and their ability to raise equal appropriations.

However, this great principle of national administration is but partly appreciated. The good of the nation is hidden behind local fears; the welfare of future generations is obscured by departmental jealousies. It took America a half century or more to see the wisdom of Federal responsibility for internal improvement, and the principle of Federal appropriation for the education of future citizens is now having its period of development. In fact it has come to a functioning in the Smith-Towner bill which Congress will consider again at its meeting in December.

Although the Federal aid provided for in this bill will be apportioned fairly among the states for such national problems as illiteracy, training of teachers, and physical education, and will be administered by the states as is the present vocational fund, there is opposition from a variety of factions.

There is also a mass of wholehearted support for the bill, and it will of course pass Congress eventually. Whether it is made a law at this session of Congress or not depends upon the attitude of its supporters throughout the country.

It is the duty of every teacher to have a copy of this bill. The teachers in North Carolina can indicate their attitude toward the bill in letters to our senators and representatives in Congress. These men are glad to know the sentiment of the people they represent, and a teacher is performing a real service when she prepares a letter or joins with her community in preparing a letter containing the opinions and reasons for them of a group of people.

A copy of the bill may be obtained from Mr. Hugh Magill, Field Secretary, N. E. A., Washington, D. C.

HOUSEHOLD SCIENCE IN THE PUBLIC SCHOOLS

LEONE REAVES

Frances Willard has said, "The mission of the ideal woman is to make the whole world home like," but how many of us even stop to think what an important business homemaking is?

That the homemaker be well trained and efficient is of national importance, because the welfare of a nation is founded in the welfare of families. Since the welfare of a family depends on its having a healthful, happy home, it is very evident that the homemaker should be trained for her profession.

All reform, whether social, economic or political, must begin with the home, therefore any hope for a lasting improvement depends in a great measure upon the better preparation of homemakers for their duties. As an essential part of this preparation is instruction in the principles of science which underlie the proper performance of household labor, and in training that will enable the homemaker to apply these principles, it is very necessary that we have household science taught in all of our public schools.

I know that there are still some mothers who think they can teach their daughters all that is necessary for keeping house, but there are ways and ways of doing things, and we Americans are satisfied with nothing less than the best, quickest and most economic ways. Of course most girls do get more or less of the practical side of household science in the home, but theory is essential to a successful practice, and the presentation of these two aspects of the subject in their naturally close relation is the surest means of proving that even the theoretical side is of practical value.

In the great mission of training children to be good citizens the home and school must coöperate. For without proper home conditions, including a sufficient supply of suitable and well cooked food and sanitary surroundings, boys and girls cannot have the strong bodies or clear minds needed for doing school work while children, or for their life work as men and women. Isn't it much more important that a mother know what constitutes a balanced ration for her child than for the father to know what is a balanced ration for his livestock? Yet there are millions of homemakers who don't know the meaning of protein, carbohydrates, mineral salts, or vitamins, and even less about their function.

Much time and money is spent in preparing a boy or girl for a profession or trade, a girl spending two years at least in fitting herself to teach, a boy even longer in learning a profession, but how many even think of any preparation for the greatest of all professions, home-

making? Since homemaking involves many kinds of work, and usually includes the most responsible of all occupations, the care and training of children, it seems that every girl should be required to learn all she can about housekeeping and homemaking.

In studying household science, and particularly in studying cookery, a girl will not only learn many interesting things that she would be unlikely to learn in doing work at home, but she will learn to find pleasure in the work itself. Because certain household duties seem hard or unpleasant is no reason for considering house work unworthy of attention. Housekeeping is drudgery only when done in an unthinking way, and it is only by teaching the homemakers of the future that housekeeping is an honorable employment, worthy of our best thought and skill, that we can bring about conditions of health, comfort and happiness in our homes.

BADIN, NORTH CAROLINA

LLEWELLYN UMSTEAD

In writing of Badin, I feel that first of all I had better locate it for my readers. Badin is in Stanly County, North Carolina, situated on the Winston-Salem Southbound and Southern Railways, thirty-seven miles southeast of Salisbury and seven miles from Albemarle, the county seat.

The history of Badin really begins with the Whitney development. In 1905 the Whitney Reduction Company planned to lay a dam just below the Winston-Salem Southbound bridge. This dam, when completed, was to be a dream of architecture, being made of hewn stone with granite surface. It was to be thirty-five feet high and eleven hundred feet long. Then cutting through the hills and woods constructed a canal fifty feet wide and five miles long. This "Culebra cut," as it was called, was to end in a forebay with penstocks emptying into the power house, but the movement was doomed to failure, and the Whitney Reduction Company collapsed in 1907.

The next development was undertaken by the French Company. In 1911 Jean Jacquet, a French engineer, selected Badin as a suitable site for the location of the French Aluminum Company. It may be interesting to know that the French chemist, Heroult, discovered the electro-chemical process of reducing aluminum at the same time of Mr. Hall, of Pittsburgh, U. S. A., in 1886. In that year the total output of aluminum in America was only 183 pounds. Thus both American and French companies were looking for plant sites at the same time. The French began work in June, 1912, at Whitney.

They soon changed the old Whitney plans somewhat, and began work at the Narrows, thus changing plans for power house, plant and town. The power house was to be below the dam, and the plant was to be on a high hill overlooking the dam. The town was to be called *Badin* in honor of the president of the company.

Then followed a period of rapid construction. The dam and the plant on the hill, as well as the constructive work in *Badin*, were being rushed toward completion, when the sound of cannon interrupted that of hammer and crusher. The European war was on. French capital could not be expended in America, while the German army was on its way to Paris, so the French Aluminum Company went to the defense of Paris.

The war was fast becoming world wide and the demand for aluminum pressing. Hence the American Aluminum Company was planning to increase its output, so the Tallassee Power Company took over these holdings in the autumn of 1915.

The plans were again changed, and the new power house was put on the opposite side of the river. The dam was finished in 1916. Trees were cut off under the water line and the twelve-mile lake began to fill; the back water filled the old canal, and even the Whitney dam was lost to view. The power was turned into the plant by the large transmission line which had been built. Meanwhile six pot rooms were opened for the making of pig aluminum. The apartment houses left unfinished by the French were completed. A splendid hospital, beautiful theater (said to be the finest between Washington City and Atlanta), the *Badin* club, a ball park and the *Badin* public schools were rapidly constructed. Such has been the brief and fascinating history of *Badin*.

I do not feel that I can stop without telling what *Badin* is doing for the education of its children. Realizing that the greatest factor in American life is the public school, the Tallassee Power Company built and equipped the *Badin* public schools. You will find the word equipped in its broadest sense, for the school is fitted up with everything that either teacher or pupil could desire.

The school surpasses others in a most noticeable way, in that it was established to meet the needs of not only the child who is of school age, but the other members of the family as well. The child under school age is cared for in the kindergarten; the extension department provides for the one who has to work, and the mother is provided for in the home economics class.

The school building has been termed by school authorities the finest school building in North Carolina from the standpoint of modern school architecture, construction and equipment. The grounds include about

ten acres, a part of which has been fitted up with modern playground equipment necessary to afford every child the exercise needed for his physical well being. This playground work is carried on the year round by a trained physical director. A part of the ground is used for the experimental gardens, a very necessary part of a child's outdoor education.

Trained teachers are employed for each special subject. The departmental plan is used from the fourth grade through the high school. Each pupil then has a teacher specially trained to teach geography, history, English, science or drawing. This gives the pupils an exceptional advantage since they are guided in their studies in a scientific manner. Special courses are offered in industrial arts, home economics, physical culture, music, mechanical drawing and vocational courses under the guidance of the heads of the chemical, electrical and drafting departments of the plant for those working in the plant. The vocational classes are held at the school building at night. The object in our system is to find out what the pupil is best fitted to do in life and train along that particular line.

I think what is being done so successfully in the Badin school could be adopted in our rural high schools if we exercised enough care in the selection of the teachers for these places. Find out what the teacher can do best and likes to do and let her summer work be along that line. It is a day of specialization, for the world has learned that most of us can do some one thing better than others. May the day soon come when the Badin schools shall be the general rule and not the exception in North Carolina.

SOME WAYS TO MAKE DRAWING IN OUR SCHOOLS HAVE A MORE PRACTICAL VALUE

LELLA MAE WEAVER

When we teachers bear in mind that the ability to draw is important as a means to an end, I am sure that we shall get better results from our work. The average man needs to know how to furnish his house, how to choose his clothing and how to advertise his business. Let us see how we may lead the children to help do this.

Children in primary grades are interested in dolls, and making a doll's bedroom and furnishing it would appeal to them. The teacher should provide herself with directions for making a simple doll's bedroom of a pasteboard hat box or of a wooden box; also directions for making paper furniture the right size for this room. After the box is

cut to the right dimensions, the walls should be painted or papered. If they are papered it gives the children an opportunity to choose plain wall paper and decorate the border. When the border is finished the paper is fitted and pasted on the walls. Windows and doors are cut and thin white paper pasted over the openings to look like glass. Baseboards and window frames are cut and pasted in place. The children make a doll's bedroom of the same dimensions at home. It is best for the teacher to write out correct dimensions so the child may get help from older brothers or sisters at home.

Next, we must make the furniture, which consists of a dresser, doll bed, chiffonier or tall dresser, a writing desk, and some chairs of brown construction paper. Draw small oblongs to look like drawers and draw small circles for drawer pulls where needed. Cut out and design a rug or art square of green or brown paper. Window curtains, bed spread, pillow cases and dresser scarfs may be made of thin white material, and designs printed, stenciled or painted on borders. The teacher takes the best model for the doll's bedroom at school, and the child who is fortunate enough to have his taken, gladly makes another model for the doll house at home.

Many valuable lessons in costume design may be taught by cutting boy and girl paper dolls and dressing them. After the doll shape is cut, it can be put on the colored paper or folded "dress material," and the general outline can be followed so the dress or suit will fit. Dress trimmings may be drawn with pencil or colored crayons. Each child may design a costume or some article of wearing apparel for himself.

Small children can cut letters of the alphabet from 4-inch squares of paper better than they can draw them. The 4-inch square should be checked into 1-inch squares to be used as a guide in shaping letters. The child may spell his name in capital letters, then he may make "For Sale," "For Rent," or any short sign that father needs.

There are so many little inexpensive birthday and Christmas gifts that children in primary grades can make. Some of these are paper or cloth book marks on which flowers have been drawn and colored; stick printed mats for mother's table; pieces of gingham made into hot dish holders; paper boxes and baskets which have been made and decorated in various ways, then filled with "Christmas goodies" to be given to almost any member of the family. Pictures of birds, animals or flowers may be made, cut out and pasted on a plain white cardboard or wooden box and given to grandmother for her "sewing box." (The box will last longer and look prettier if one or two coats of shellac are put on by teacher or some member of the child's family.)

Intermediate and grammar grade children may make and furnish a doll's dining-room, kitchen, or living room. New color schemes may be used. The furniture can be made of construction paper or of real wood. More elaborate patterns may be used in making art squares and rugs for the dining-room and living room. Small pictures may be drawn or painted, properly mounted on imitation frames and correctly hung on the walls of the living room. The teacher should show the child good color combinations and give directions for making a doll's house comfortable and at the same time attractive. This training will in time be reflected in the homes of our boys and girls and men and women.

Everybody wears clothes, and most people wish to appear well in them. If we relate the subject of art to the question of clothes and can so present this relationship that the average person sees and accepts it, we have rendered a great service.

Fashion is a fleeting thing, but all historic costumes that are really beautiful were constructed on lines that are in harmony with the human figure, and were planned to add to the dignity and comfort of the wearer. We are dependent, in some measure, upon the fashions of our times, and the figures cut from fashion sheets are very helpful in planning costumes. Have children cut out the figure from a late fashion sheet, lay it over a piece of white paper and trace the shape. Cut out the traced shape, which we will call the "lay figure." Paste face, hands and feet on lay figure. All that is left of the fashion plate figure is the dress. The dress is laid on a piece of colored paper selected for the gown and the shape is traced and cut out, then pasted on the lay figure. Dress trimmings may be traced and cut from colored paper and pasted on the lay figure to complete the design. Different color schemes may be used. Black and white may always be combined with any color scheme in costume design. Very attractive designs will be made by pupils of the upper grades.

Children in the intermediate and grammar grades should learn to letter well with both scissors and paper, and pencil and paper. Notices, signs and announcements that are needed at school or at home should be made on squared paper. Very attractive posters may be made by using cut-outs from magazines, or drawing or painting the pictures, then lettering suitable mottoes or messages to "get people told" what one wants them to know.

Among the miscellaneous, useful and ornamental articles that pupils in elementary and grammar grades have made or may make are: pencil boxes, book bags, stenciled or embroidered curtains, scarfs, centerpieces, pillow tops, and dish towels on which have been drawn and embroidered the picture of a coffee pot, cup and saucer, bowl and spoon, or most any

dish or cooking utensil. Work boxes, glove boxes, and boxes of almost any description may be made and decorated. Doll furniture and toys may be made of wood and given to younger sisters and brothers as Christmas gifts. Flower boxes may be made and attractively painted. Flower pots may be made prettier by painting conventional designs around the tops with left-over house paint.

Reed and raffia flower and fruit baskets and sandwich trays may be made for mother. Boys as well as girls like to make these baskets.

If we see that our girls and boys make and decorate useful articles for the home, we shall surely see parents take more interest in our art work as well as other school work.

The Training School Quarterly

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

Entered as second class matter, June 3, 1914, at the postoffice at Greenville,
N. C., under the Act of March 3, 1879.

Price: \$1.00 a year.

35 cents single copy.

FACULTY EDITOR.....MAMIE E. JENKINS

STUDENT EDITORS

LANIER LITERARY SOCIETY

VIRGINIA PIGFORD, *Editor-in-Chief*
EDITH MATTHEWS, *Assistant Editor*

POE LITERARY SOCIETY

GLADYS BAUM, *Business Manager*
BLANCHE FARABOW, *Assistant Editor*

VOL. VII

JULY, AUGUST, SEPTEMBER

1920

No. 4

EDITORIALS

The Summer Term Quarterly

In the absence of Miss Jenkins, the regular faculty editor of the QUARTERLY, President Wright and Mr. Wilson appointed Mr. Meadows as editor of the summer term QUARTERLY. The work has been distributed among five people: Mr. Austin has charge of Reviews, Miss Graham has charge of School Activities, Miss McKinney has charge of School News and Notes, and Miss Grace Smith, alumnae editor, has charge of the Alumnae Department. Each of these has felt free to call on members of the faculty or students for assistance as occasion demanded. In this coöperative manner we trust we have been successful in collecting material that will be both interesting and helpful to the large number of QUARTERLY readers.

We wish especially to thank the members of the summer term faculty for the cheerful way in which they responded to our requests for help. Practically every member has contributed in some way to this issue of the QUARTERLY. Some have written articles, others have written editorials, while still others have offered valuable suggestions. The friendly and optimistic spirit of all has made the work of the editors a real pleasure.

The Summer School

This is not a summer school, but the summer term. The summer term in the Training School is an actual continuation of the regular work of the school. The calendar year is divided into four terms, any three of which constitute a year of school work. This arrangement puts the summer term on a par with the fall, winter and spring terms of the school, and the entire school plant is run in the summer on exactly the same system and schedule as during the remainder of the year.

The summer enrollment is chiefly teachers of from one to ten years experience. The principal work offered is the regular two-year professional course. About seventy per cent of the students this summer are registered in the junior or first-year professional class, and their summer's work will count toward graduation. There are students here now who are completing the first-year professional work, all of which has been done in the summer, while they taught during the months that the public schools were in session. They are ready now to enter the senior class, and in one year of residence work they may complete the professional course and receive the school's diploma.

There is also a class doing senior work this summer, and four will be awarded the school's diploma at the close of the summer term. The work of the summer term is so organized that the teacher may teach in the winter and in three summers complete a course of one year of professional training.

This summer we have a class taking courses in Administration, Elementary Supervision and Community Leadership. Normal school graduates are admitted to these courses, which are given from the rural school point of view and for the benefit of teachers who are ambitious to equip themselves for better work in the country districts.

Special courses in Social Hygiene, Thrift, and Citizenship, are given.

The summer term here is a term of real work, and is so recognized by both faculty and students. In this transition stage of the State's teacher training scheme the teachers, with a real purpose, had no time for popular lectures and special features of recreation and entertainment which would divert them from the work in hand.

The summer term of the Training School stands for definite, systematic, constructive teacher training work, and every activity of the school is held to this one purpose.

C. W. W.

The N. E. A.

The fifty-eighth annual convention of the National Education Association met at Salt Lake City, Utah, July 4-10. This was one of the best

meetings ever held. The general theme for this meeting was Public Education in the Making of a Greater America. Each meeting was well attended, and the speakers gave something that contributed to the subject under discussion.

For a number of years there has been a movement on foot to change the by-laws of the National Education Association, so as to make it a delegated body. This was done at Salt Lake City. In the past the teachers in the state and city in which the National Education Association has met have controlled the policies of the Association, and though the matters that went to the public were spoken of as the decisions of the National Education Association, they were in reality the decisions of the teachers in some state or city in the union. So now the "N. E. A." will be the National Education Association. The new plan of organization provides that the officers of the Association and the State Superintendents of Public Instruction shall be members of the representative assembly. This, of course, is assuming that the state superintendents will all be active members of the Association. Only delegates sent up by state associations or by local educational associations will have the right to vote, along with the officers and state superintendents. In other words, the Association is now organized on a basis of delegates elected by the teachers of the several states, and these delegates are to be the voting body in the National Education Association. In this way the teachers of America will have the opportunity of expressing through their representatives their opinions on all educational questions. It is to be hoped that every progressive teacher in North Carolina will become an active member of the National Education Association. R. H. W.

Filling the Gap

For various and sundry reasons a large number of high schools in North Carolina are not on the accredited list. Some do not have enough teachers devoting full time to high school work; others give only three years of work, while a few are not prepared to give certain subjects proper attention. Be the reason what it may, the fact remains that there are hundreds of high school graduates who do not have credited on their records a sufficient number of units to enable them to enter college without conditions; in other words they are not graduates of a four-year, state, accredited high school. There is a gap between the last year of their high school work and the freshman year of college. Since this is true, and since the State Department of Education has chosen the fifteen unit system as a basis for the classification of teachers, the Training School is offering a course, or rather a number of courses,

to bridge this gap. This summer this work is being offered for the first time, and a large number of students are taking it. We trust that the high schools of our State will soon be elevated to such a plane that it will not be necessary for us to offer this course.

Equal Opportunity For All

In her paper on "The National Emergency in Education," which appears in this issue of the QUARTERLY, Miss Spencer presents some strong points in favor of national supervision of education. She, along with many others, believes that the passage of the Smith-Towner Bill would greatly benefit the educational conditions of our country. Certainly, the general public is being aroused to a sense of its responsibility to the boys and the girls of all sections of our country. With the rapid strides that are being made in education, we believe we shall soon see educational opportunities better distributed than they have been heretofore.

The Compulsory Attendance Law

The recent draft showed that a very large per cent of our boys did not have the simplest rudiments of an English education. We hope to see the day when there will be no adult illiterates in North Carolina. We feel that this may be made possible by the proper enforcement of the compulsory attendance law. This law should be enforced with as little friction as possible, and in order to do this it will be necessary for the teachers to assist the superintendent and the attendance officer in the fullest manner.

The twofold purpose of the attendance law is: first to eliminate the possibility of adult illiterates; second, to simplify the work of the teacher by giving her pupils more nearly of the same age in the same grade. It is very difficult to teach twelve year old pupils in the same class with pupils six years old. As a result of the enforcement of the attendance law we have some cases of this now. However, these over age pupils will meet the requirements of the law within a few years and will then drop out. Our grades will then be more uniform in reference to age at least, and we feel that the teacher will be able to do a more satisfactory work. There is a great work for the teacher to do in giving the people the proper attitude toward the compulsory attendance law.

B. C. W.

In his article in this number of the QUARTERLY, President Wright presents some facts that are worthy of the consideration of the general public. He calls attention to the present shortage of teachers and cites figures to indicate that this condition may continue and even grow worse. Teachers by the thousands have given up their positions, and the institutions for the training of teachers report a very marked falling off in the number of young people applying for admission. In North Carolina, and in the Training School in particular, there seems to be no lack of people who desire training for teaching, but a very serious shortage in teacher-training facilities. All of the institutions doing this work in North Carolina are crowded, and hundreds have to be turned away for lack of room and adequate teaching force.

There seem to be three roads open to us: close the schools for lack of trained teachers; allow them to be taught by incompetent people; or provide adequate facilities for training those who are willing and even desirous of undertaking the duty of teaching the children of this generation. To a thoughtful mind there can be no argument as to our duty. The schools are fundamental in a democracy and must be maintained, let the cost in money be what it may. We are no longer poor in material things in this State, but we may become poor in the things that make for the security of our civilization. Nature will make men and women out of our boys and girls, but she does not promise to train them for the responsibilities of citizenship; this task is committed to society. It is to be hoped that our next General Assembly will take high ground here and provide for larger things in the field of teacher training.

Adequate facilities for training teachers will do much to solve the problem of shortage of teachers, but other conditions affecting the calling of the teacher must be changed before the schools will be rightly manned with teachers. We must make the compensation offered teachers sufficiently large to attract strong men and women into the profession. We will never do this when teachers are paid less than workers in less exacting callings. We hear much in these latter days about a "living wage" for teachers, but this provides merely a living and offers no opportunity for the teacher to accumulate anything for the day when she can no longer earn a salary. We must begin to talk about and work for a "thrift wage" that will provide a good living and some sort of security against want in time of illness or old age.

Again living conditions for teachers must be made more tolerable in many communities. The teacher must have a comfortable home, good food, some social opportunities, and be relieved from much of the drudgery now endured by these public servants. This problem cannot be solved by legislation. The enlightened citizenship of the community must shoulder this responsibility.

Provide adequate facilities for training teachers, provide salaries sufficiently large to make the teachers' job attractive to strong men and women, provide satisfactory living conditions for teachers, and the future of the schools will be safe.

W. R. M.

Dramatization

Miss Mary B. Haynes' article, published in this issue, is one of the best contributions the QUARTERLY has received in a long time. If you teach, if you intend teaching, or if you are interested in schools and children, you will not do yourself full justice if you fail to read her article.

Some one has said that the characteristic that differentiates an American from all other nationalities is that he has a self-starter. In a democracy initiative is a large and important factor in education. The earlier this type of education is begun, the better. It surely is not to be delayed till the high school age is reached.

Of course dramatizing is not easy, especially in the beginning. Like all other projects, it has to be attempted in a small way, with every particle of initiative the class possesses in full action. Interest and freedom are the main factors. Eventually larger projects are possible.

Miss Haynes' suggestions are fine. Teachers can begin so easily by letting pupils conduct recitations occasionally. They teach each other arithmetic, spelling, geography, history, etc., surprisingly well, and most effectively, guided by the teacher, of course. They love to take the lead in preparing special programs, opening exercise programs, etc. It is the finest kind of training, full of interest, and, by no means unimportant; it helps greatly in removing humdrum from school. Brightness, happiness and interest are the most precious factors in the life of any school.

H. B. S.

Knowing the Child

The attention of our readers is called to the contribution in this issue by Professor Field. Whether one agrees entirely with him or not, the fact remains that he writes on a topic that is somewhat new and decidedly interesting to all thinking people.

It is undoubtedly true that the schools are burdened with many children who are not educable in so far as the ability of the ordinary school extends. They can be trained, but they should be placed in a school especially equipped for their needs. To leave them in the ordinary school, at best meagerly equipped for normal children, is to impose an

unfair burden on the school and on the teacher. It decreases the advantages and the opportunities of normal children to a degree that is appalling.

As is predicted by Professor Field, the time is approaching when we shall have at our command standard tests by which to select and classify the types in the schools. Also we shall have well defined courses and schools to take care of these types. The efficiency of the schools will be greatly increased, probably almost doubled by such aids. H. B. S.

Training in Home-Making

Miss Reaves, in her article on "Household Science in the Public Schools" in this issue of the QUARTERLY, shows very conclusively that a knowledge of household science is necessary to the home-maker. This subject is rightly becoming more popular in all our schools. It is interesting to note the decline in popularity of dead subjects and the increasing popularity of living subjects. Two decades ago few standard colleges would grant a degree unless the student receiving the degree had a pretty fair knowledge of Latin; today very few colleges require such knowledge. More practical and relatively more valuable subjects are being given instead.

Schools and Corporations

We desire to call attention to the article by Miss Umstead in which the town of Badin and its schools are described. Great corporations are coming more and more to realize that they owe something to their employees and the community. Whenever such realization results in a school system of the quality described in the article, it is worthy of the highest commendation. The only undesirable feature about such a condition is a slant toward corporate paternalism which would be hotly resented by the corporation if exercised toward them by a governmental agency. F. F.

COMMENCEMENT, 1920

Below is given an account of commencement for the close of the eleventh school year of the Training School. We are printing in full Dr. Way's sermon before the graduating class, Mr. Lapsley's sermon before the Young Women's Christian Association, and President Chase's address on commencement day.

COMMENCEMENT SUNDAY

May Thirtieth, Nineteen Hundred Twenty

ORDER OF SERVICE

Eleven A. M.

Processional—God of Our Fathers.

Hymn—All Hail the Power of Jesus' Name.

Prayer—Rev. C. H. Bascom.

Gloria—Twelfth Mass -----Mozart

Scripture Lesson.

Announcements.

Annual Commencement Sermon—Rev. William Way.

Anthem—Like as the Hart-----Allittsen

Benediction.

Director of Chorus—May R. B. Muffly.

Dr. Way's Sermon

"CONCENTRATION AND FAITH"

In speaking to you this morning I shall not take a text as the basis and inspiration of my remarks, but an experience in the life of Jesus which is recorded in the fifteenth chapter of St. Matthew's Gospel, and which occurred in the third period of the Galilean ministry. Jesus is overworked. He leaves his active ministry for a short time, and with the disciples seeks rest and quietude. Presently he stands on a slope at the foot of which lies the great commercial city of Tyre. While in this vicinity a woman, by language a Greek, by nationality a Canaanite, by residence a Syro-Phenician, came to him with the request that he heal her daughter. Jesus paid slight heed to her appeal. The woman would not be put off. She is persistent. Her importunity annoyed the disciples. They requested their master to send her away. This Jesus did not do, but rather gave her an answer—a most significant answer, "I was not sent but unto the lost sheep of the house of Israel." This answer did not satisfy the woman. She falls at Jesus' feet with a

pathetic plea, "Lord help me." She will not give up. The most unselfish, the most unconquerable, the most invincible power in this world is a mother's love. Jesus is moved to a second answer, "It is not meet to take the children's bread and cast it to the dogs." A Gentile was no better than a dog. She will not take this answer as final. The mother looks up into the loving face of Jesus and replies, "Yea, Lord, for even the dogs eat of the crumbs which fall from their master's table." She is willing to take a crumb, if it is from Jesus. The woman's persistent faith and love had won the victory. She receives the blessing for which she had contended. Jesus' answer was, "O woman, great is thy faith; be it unto thee even as thou wilt," and her daughter was made whole from that very hour.

This event presents for our thoughtful consideration two life principles, viz.: Concentration and Faith. A lesson from Jesus and a lesson from the Syro-Phenician woman—a lesson from deity, a lesson from humanity.

What is concentration? It is the focus, the combined power of intellect and will on an object or aim. Genius is the ability to concentrate. Genius is concentration. The beginning or germ seed of concentration is attention.

If your life is going to count; if your life is going to signify; if your life is to result in the production of things worth while and permanent in character, then you must continue to develop your capacity to concentrate.

JESUS AND CONCENTRATION

"I was not sent but unto the lost sheep of the house of Israel." This world has seen just one perfect success, Jesus of Nazareth. Concentration was His talisman. He taught it with striking emphasis. He practiced it with potent effect; he concentrated for thirty years in preparation for an active ministry which was to cover a period of less than three years. Jesus lived and taught this principle. He was the world's greatest teacher. He had the greatest school the world has ever seen. He only allowed twelve pupils to enter that school. When the twelve had graduated He commissioned them to establish the Kingdom of God throughout the world. And yet He said to them when He sent them out on His world-wide mission, "Go not into any way of the Gentile and enter not into any city of the Samaritans." He tells His chosen followers to limit their work and their teaching in order that what they undertake might be done thoroughly. "Do your work," He seems to say, "with painstaking care. Make the center strong." As Goethe said, "Build for eternity." The religion of Jesus Christ must first of all become a centripetal force. Then by reason of its accumulated momentum it will

become a centrifugal force. It must become a Galilean and a Judean force before it can become a world power. The gospel preached and lived in Galilee and Judea will like the leaven work from the center toward the circumference of the world.

"I was not sent but unto the lost sheep of the house of Israel." With very few exceptions Jesus held to this plan of concentration. He seldom carried His work beyond the limits of Galilee and Judea. When He ventured into Samaria, it was a rare departure from His custom. One of the gospel writers even assigns a reason for the visit to Samaria. Jesus limited His activities to a small area about the size of the State of New Hampshire, one-fifth the size of North Carolina.

He said, "Come unto me all ye that labor and are heavy laden and I will give you rest." "Him that cometh unto me I will in no wise cast out." And yet He says to the woman of Syro-Phenicia, "It is not meet to take the children's bread and cast it to the dogs."

Toward the end of His life Jesus is attending the feast at Jerusalem. A company of Greeks desired to see Him and talk with Him. St. Andrew requests Jesus to come out from the Temple Court, where He was teaching the people, and speak to these Greeks. He did not come. He sent them this message: "I was not sent but unto the lost sheep of the house of Israel." What strange words to fall from the lips of the Saviour of the World. What is the true meaning of these sayings? Why this, that Jesus with calm deliberation set limitations to His work and to His teaching. Emerson said, "The one prudence in life is concentration." This is exactly what Jesus taught by word and act. The answer to question propounded by Pilate, "Art thou a king?" interprets the sayings of Jesus we have been considering. "I am a king," said Jesus. He was the King, and yet He limited His Kingship. He was not the king of literary craft; He was not the king of speculative philosophy; He was not the king of science. He deliberately refused to become a political king. He limited His Kingship to the spiritual realm. He was the King of Truth; He was the King of Redemption; He was the King of Life and Love.

Some one asked Jesus when the end of the world would come, "I do not know," He answered; "The son of man does not know; the angels do not know; only the Father knows." Another said to Him, "Speak to my brother that he divide the inheritance with me." Jesus answered, "Man, who made me a judge or a divider over you?" What did He mean? He seems to say, "I am here in his world for a short period of time; the time is short; I am not interested in the end of the world. I am not concerned in the division of estates. My kingdom is limited." "I was not sent but unto the lost sheep of the house of Israel." He did

not go to Rome to preach the Gospel. He did not go into the city of Tyre. These two cities presented wonderful opportunities. Rome was the capital of the political world. Tyre was the commercial capital of the world and the city from which many evil influences had found their way into Galilee and Judea. Jesus spent His life in little Galilee and Judea. He was content to concentrate His whole life in trying to accomplish one thing. He was content to die on the cross that His concentrated effort might encircle the world. When He gave His life for the world He had just one hundred and twenty followers. This small company was destined to revolutionize the whole world.

We have observed how Jesus in His teaching and in His work made concentration a fundamental life principle. We have noticed how He conquered through this method. Let us now extend this principle to the success of the departments of life, remembering always

"That the man who seeks one thing in life, and but one,
May hope to achieve it before life is done,
But he who seeks all things wherever he goes
Only reaps from the hopes which around him he sows
A harvest of barren regrets."

Business.—In the business world concentration is the determinant. It has been said of the late J. P. Morgan, "that his chief mental asset was a tremendous five-minute concentration of thought."

Invention.—Intimate associates of Thomas A. Edison, the world's greatest inventor and one of the world's greatest benefactors, tells us that just as soon as Mr. Edison enters his laboratory that his whole expression changes. He concentrates his mental and volitional powers on one object. Mr. Edison has achieved his great results by this method. The same might be said of Marconi, the Italian inventor. Ford worked seven years on a self-starter for his car.

Statesmen.—One of his biographers states that Mr. Lincoln might be writing an important state document, be interrupted in the midst of a sentence, turn his attention to other matters entirely foreign to the subject on which he was engaged, and take up his pen and begin where he left off without reading the previous part of the sentence.

Women.—Thus far I have taken as illustrations in concentration men who have achieved. The principle is just as true of women. Lillian Nordica was the greatest vocal artist America has produced. She was asked not long before her death to tell the secret of her wonderful success. Her answer was, "Plenty have natural voices equal to mine, but I have worked. I have concentrated on one thing in life—the development of my voice."

When Sarah Bernhardt was a very young woman she told her friends that her ambition in life was to excel on the stage. The reply of her associates was, "That is impossible, since you have practically no voice." "The divine Sarah" said, "I will excel." She began her work. She concentrated every faculty and every effort on the one object in life—the development of her voice. With the assistance of teachers she literally made her voice. Her success has been wonderful. She is the world's greatest actress.

The same method of concentration determined the destiny of George Eliot and Elizabeth Barrett Browning. The same method of concentration, on the one thing in life, has produced the greatest woman of this generation, Jane Addams. I wish every young woman in this college could go to Chicago and see the wonderful work this woman is doing for the uplift of humanity. Jane Addams has done more for womankind than any other woman of our day.

FAITH

Then Jesus answered and said unto her, "Woman, great is thy faith; be it done unto thee even as thou wilt," and her daughter was healed from that hour. We have noticed that concentration is an essential factor in the race toward attainment. Let us now observe the power behind the power of concentration, the dynamic of faith. Without faith concentration is impossible. It is necessary to believe in an object before it is possible to concentrate upon it.

What is faith? Faith is more than a belief. Faith is more than all the creeds. Real faith is more than a system of facts pertaining to this or that religion. Real faith is not even "the faith once delivered to the saints." It is not the faith delivered from time to time by the theologians. It cannot be manufactured by church councils. It is not intellectual submission. Faith is more than belief in the Bible. The woman of Syro-Phenicia had not so much as heard of these things. None of them were at her command. Yet Jesus said to her, "Great is thy faith."

Faith has been defined as the evidence of things unseen. Faith is the conviction that makes the unseen evident. Faith is the conviction that the unseen really exists and that it exists for each one of us. Faith is a living, vital personal force. It is the inner vision. Faith is the foundation of all religion and the foundation of all life. Concentration is a capacity; faith is a faculty, a faculty intimately related to all of the other faculties; a faculty that must be educated and developed as the other faculties are educated and developed. "Faith is the anchor of the soul." Faith is not sight, but insight; not ocular, spiritual.

Jesus began His redemptive work by urging men to believe. His miracles were preceded by faith. In one locality he could work no miracles because of the unbelief of the people. "Believe in God; believe also in me," is His message from "the upper room" just before the crucifixion.

After the resurrection He gathers together the little band of disciples and pleads with them to increase their faith. He tells them their faith means *efficiency* in the great work they are about to begin.

What an inspiration it is to watch the subtle power of faith grow in individuals. Take a single illustration, the poet Tennyson. Read the songs and poems written in his early life, then turn the pages until you come to the "In Memoriam." What a contrast! What a change has taken place! What has really happened? Why, his honest doubt has changed, struggled and grown into faith. In his ripe old age Tennyson said to a friend, "My chief desire is to have a new vision of God." The supreme desire of faith is to see a new vision of God. Faith is the vision seeing faculty, the life giving faculty.

H. G. Wells before the world war had no interest in God or religion, and he writes three books: I. "Mr. Brithing Sees it Through." Through what to what? God, faith in God. Who is Mr. B.? Why, H. G. Wells. II. "God, the Invisible King." He must tell by what kind of a God he has found nature of his faith. III. "The Soul of a Bishop." The bishop found his soul, he found God. Who is the bishop? Why H. G. Wells. Faith thirsts for God. God is faith's response. Faith is born in experience.

Faith is Response.—Faith is the response of man's whole nature to God. "Behold I stand at the door and knock." God is at the door. What door? Why, the door of the faith faculty. This strong figure presents God's appeal for response. Let me illustrate: On the first Easter day Mary is weeping at the tomb. Jesus speaks to her. He calls her by name. He says, "Mary." She responds with her whole being, "Master."

Thomas is perplexed. He is in doubt. Jesus searches him out and speaks to him. He calls him by name, "Thomas." Thomas responds, "My Lord and my God."

Simon Peter is dejected. He is brooding over the fact that he denied his Master. Jesus speaks to him. He calls him by name, "Simon, son of Jonas." Simon Peter responds, "Thou knowest that I love thee." Faith responds to God's truth and to God's love.

One of Raphael's frescoes in the Vatican Palace represents the three Christian graces: Faith, Hope, and Charity. Charity stands in the midst of Poverty and Weakness. Little children are resting peacefully in her arms and others are clinging tenaciously to her robe. Hope lifts

her hands and turns her face heavenward in prophetic expectation. Faith, on which both seem to lean hard, only clasps patiently, lovingly, and inseparably the cross on which her Master died. Faith clings to life. Faith responds to God. Faith is the answer to God's appeal. We ought to have more faith in ourselves—not the self which we see, but the ideal self, the self it is possible for us to become.

We ought to have more faith in our fellows, in spite of their sins, their inconsistencies, their weaknesses and their failures. We ought to have more faith in God and in the ultimate triumph of His purposes. Such faith will enrich and enlarge our lives. Such faith will make us free. There are in this country over 500,000 college and university students inspired by faith. What a power for good and for righteousness! The Titanic and Lusitania were floating palaces. They carried every luxury demanded by the most fastidious. When the former was wrecked by an iceberg and the latter by a submarine, there was just one medium of safety—lifeboats—which were not available. The result was the loss of hundreds of precious lives. Faith is a lifeboat. The time will come when if you do not possess this lifeboat you will be stranded on the sea of failure.

I hope you will incorporate into your talisman of life the two essentials we have considered this morning: concentration and faith, a lesson from Jesus and a lesson from the Syro-Phenician woman—a consecrated concentration, a vision-seeing faith.

Young Women's Christian Association

Order of Service, Eight-thirty p.m.

Hymn—Come Thou Almighty King.

Piano—Holy Mount ----- *Dvorak*
 Elfye Holloway

Duet—Arise, O Lord God ----- *Hahn*
 Audrey Bonner, Sallie Belle Noblin

Scripture Lesson.

Prayer—Rev. W. P. Shamhart.

Solo—Fairest Lord Jesus ----- *Marzo*
 Kathleen Vaughan

Piano—Berceuse ----- *Bohm*
 Blanche Farabow

Sermon—Rev. R. A. Lapsley, Jr.

Hymn—Love Divine.

Benediction.

“Treasure in Earthen Vessels”

Sermon delivered before the Y. W. C. A. Sunday evening, May 30, 1920

REV. R. A. LAPSLEY, JR.

Text: “But we have this treasure in earthen vessels.”—Cor., 4: 7.

The treasure is the glorious gospel of the Lord Jesus Christ. We Christians, members of the church, Sunday-school teachers and preachers are the vessels which hold this treasure. And the statement of the apostle is that these vessels are frail, faulty, weak, imperfect. That, “we have this treasure in earthen vessels.” This verse should be a great comfort and inspiration to every Christian, especially to such as are starting out in the Christian life. When I think of my own weakness and failure; when I think of the frailty and inconsistency of professing Christians; when I think of the poor material that God has, even in the best of us to do His work, I am glad to know that God always remembers, no matter how often we forget, that we have this treasure in earthen vessels.

The treasure itself is all right. It is pure gold, twenty-four carats fine. It is the pearl of great price. It is the precious faith that was committed unto the saints. It is the one thing in all life that is really worth possessing. It is the one thing that is needful. It is the gospel of Jesus Christ. The apostle here uses a wonderful phrase in speaking of it. He calls it “The light of the knowledge of the glory of God in the face of Jesus Christ.” The gospel is light. Our souls are in darkness until Jesus, the light of the world, shines into our hearts. The gospel is knowledge. We never know God until we know Him through Christ. The gospel is glorious. The most glorious thing in all the world is to believe that I am a child of God through Jesus Christ. And this light, and this knowledge, and this glory all come from God, and all shine in the human face of the God-man, Jesus Christ. How happy is that person who has, in his or her soul, this light. “The light of the knowledge of the glory of God, in the face of Jesus Christ.” The apostle makes no mistake in calling it treasure. Beside it all of the treasures of earth are worthless. The treasure is all right. But the vessels are earthen. How many times in our lives we have forgotten this fact. How much of discouragement and heartache we might have avoided if we had remembered. I wonder what the apostle was thinking of when he wrote this verse. I wonder if he was thinking of Peter. God used him in a wonderful way, as a vessel of His grace and mercy to man. But what a weak, frail, thoroughly human vessel he was! I wonder if the apostle was thinking of John Mark, the quitter, who put his hand to the plough and turned back.

He was a weak vessel, and yet God used him. He made of Mark, the quitter, Mark the evangelist and author of one of the gospels. I wonder if Paul was thinking of that quarrel in the Philippian church that had brought reproach upon the name of Christ. I wonder if he was thinking of that heresy in the Colossian church, so dishonoring to the name of Christ. Any, or all of these things may have been in his mind when he wrote these words, "We have this treasure in earthen vessels." It is worth our while to remember this. The vessels which God uses in His service today are still earthen. They may be the receptacles of the divine grace, and spirit, and power, but they are earthy, human, weak.

And now we come to the most important bearing of the verse. Why is it that God puts His treasure in earthen vessels? Why is it that He uses such frail, weak instruments in His work? "We have this treasure in earthen vessels, *that the excellency of the power may be of God and not of us.*" If the vessels were perfect, they might receive too much honor, many might praise the vessel rather than the giver, the cup rather than the treasure, man rather than God. And so God chooses to use in His work earthen vessels, that we may recognize the divine power of the gospel; that we may plainly see that the power of God is not dependent on, but is often manifested through, and in spite of the imperfections of the vessels that He uses. It is not the most eloquent speaker who wins for Christ the most souls. It is not the most brilliant preacher who renders the greatest service for mankind. And so often God takes and uses in a marked and wonderful way the less gifted of his people.

But the great object of the vessel is service. The great reason for its existence is that it may be used. The apostle expresses this in his writing to Timothy, where he speaks of his being a vessel "Meet for the Master's use." I had rather be an old gourd hanging by the side of a cold, bubbling spring, bringing the sparkling water to the thirsty lips of many a tired traveler, than to be the most beautiful and costly loving-cup on a parlor mantel, never taken down except to be dusted and of absolutely no practical use except to be admired.

And so recognizing that we are all of us but earthen vessels, let us ask the question, how may we be of real use to the Master? That should be our greatest desire as Christians. I take it that you young ladies, in coming to this training school and in fitting yourselves for this great and Christlike work of teaching, have before you this ideal, not simply to be successful in life, but to be of real service to mankind. If you are to do this; if you are to be used of Christ as chosen vessels, at least three things are necessary:

I. *In the first place, to be used of Christ in His service, the vessel must be clean.* The Master cannot use a vessel that is not clean.

One of the most necessary, and yet one of the most disagreeable parts of housekeeping, is washing dishes. I have frequently heard ladies who do their own work say that they do not mind cooking, but they do hate the dishwashing. And yet this is absolutely indispensable in every well regulated house. You would not care to live, or even to visit in a home whose china was not spotlessly clean.

And so the Master cannot use in His service vessels that have not been cleansed. The prophet Isaiah tells us, "Be ye clean that bear the vessels of the Lord." This is just another way of saying that the Master cannot use us if we cherish in our lives known sin. We cannot expect in this world to be perfect, but if we keep in our lives a habit, a practice that we know to be sinful, unconfessed, and unrepented of, our usefulness in the kingdom is absolutely killed. This was the trouble with David, the sweet singer of Israel, the man after God's own heart. There was a time in his life when he had a secret, unconfessed, unrepented of sin—as vile a sin as ever a professing Christian committed. But during that time he had no joy in his salvation, no peace in his heart, and no power in his service. And so at last we find him making full confession and praying, "Create in me a clean heart, O God, and renew a right spirit within me. Cast me not away from Thy presence, and take not Thy holy spirit from me. Restore unto me the joy of Thy salvation, and uphold me with Thy free spirit. *Then* will I teach transgressors thy ways, and sinners shall be converted unto thee."

The same great truth is taught by our Saviour in that wonderful fifteenth chapter of John, the chapter of the vine and the branches: "If any man abide not in me, he is cast forth as a branch and is withered." A Christian that has a known sin in his life cannot bear any more fruit for the Master than can a withered branch, and will be cut off by him, not necessarily from eternal life, but from any real usefulness in His kingdom. And so my young friends I beseech you today, if you have in your life some sin, some secret, hidden sin, by God's grace and by His power be rid of it.

Without any question one of the most deplorable results of the war is the lowering of our ideals. And one of the greatest dangers of this reconstruction period through which we are passing lies in the fact that our ideals of honesty, of truthfulness, but especially of purity, are not as high as they have been in the past. You young women more than any other class can restore our lost ideals and make them what they ought to be. How careful you should be in your conversation and in your conduct, to always stand for those things which are highest and best. Last summer a party of friends went to explore a coal mine. One of the young women appeared dressed in a dainty white gown. When

her friends remonstrated with her she appealed to the old miner who was to act as guide to the party: "Can't I wear a white dress down into the mine?" she asked, petulantly. "Yes, mum," returned the old man, "there is nothing to keep you from wearing a white frock down there, but there will be considerable to keep you from wearing one back."

In a Salvation Army meeting the people were singing an old hymn, "Whiter Than Snow." Finally an old white haired man said, "My brethren, there is a great difference between being white-washed and being washed white." And that is what we all need. Some of us perhaps have just been white-washed. We need, through confession and repentance, and the cleansing blood of Jesus Christ, to be washed white. Miss Edith Cherry has given us a prayer that we all ought to pray:

"Oh, to be 'Kept for Jesus.'
Kept by the power of God;
Kept from the world unspotted,
Treading where Jesus trod.

"Oh, to be 'Kept for Jesus!'
Lord at thy feet I fall;
I would be 'nothing, nothing, nothing'—
Thou shalt be 'all in all.'"

He is truly able to do this; able to keep you from falling; able to make you a vessel, sanctified, purified, cleansed.

II. *In the second place, to be used of Christ in His service, a vessel must be empty.* One of the most striking things ever said about the Lord Jesus Christ is this, "He emptied himself." This is the truth with a great many Christians; they are so filled with other things, often times things that are not in themselves sinful, that we have no room for Christ. To be really used in His service in any marked way, we must be empty.

It is impossible to use a vessel that is already filled. You could not use a vessel filled, or even partly filled, with old vinegar as a drinking cup, no matter how pure, and cold, and refreshing the water, no matter how thirsty you might be. You would empty completely the vessel of the vinegar before you would use it to bring to your lips the refreshing draught. And so an earthen vessel cannot hold the water of life, of which if men drink they shall never thirst, nor carry the same to their thirsty, dying souls, when it is partially filled with other things.

If we are to be used in the Master's service, we must be emptied of *pride*. Pride is one of the most subtle things in all the world. There are some people who because they have nothing else to be proud of, like Uriah Heap, the most despicable character in all fiction, are proud of being humble. It was through pride that the angels sinned, and fell

from their estate. And pride has absolutely killed the usefulness of many a Christian worker, of many a minister of the gospel.

If we are to be used of Christ as vessels in His service, we must empty ourselves of *worldliness*. I do not know of any word that has a wider range of meaning, or that is used by different people in so many different senses. But worldliness means in essence the inordinate love of the world, of its pleasures, of its wealth. The apostle puts it very strongly when he says, "Love not the world, neither the things of the world, for if any man love the world, the love of God is not in him." And more than one professing Christian has had their usefulness killed by this love of worldly things.

If we are to be used as vessels by Christ in His service, we must be emptied of *self*. The prevailing sin of the world today is selfishness. Christ was the most unselfish person that ever lived, and the great ideal of Christianity is that of unselfishness. God simply cannot use in His plans for the world, or in the work of His kingdom, a selfish man or woman. This is what Jesus meant when He said, "If any man will come after me, let him deny himself—say no to himself—and take up his cross and follow me." Fra Bartolomeo was a man whom God used in His service. He was a most gifted painter. His home was in Italy. Desiring greatly to do something for Christ and God, he went into a monastery. He hid himself from the din and turmoil and sin of the world. He threw away his paints, his canvas, and brushes because he thought they were stealing his heart away from God. But through his fellow monks there came to him another ideal of service. They came and said to him one day, "Why should you not paint again for the glory of God?" And he painted those charming, thrilling pictures of gospel scenes and holy martyrs which are still seen in Italy today, and before which men stand, and even kneel, with tears in their eyes. When his brother monks bade him, as was the custom in those days, to write his name at the foot of each picture, he said, "No, I have not done it for my own glory, but to show forth Christ to men." And so he just scratched on each work: "Pray for the picture, or pray for the painter—for the painter that he may do his work in a better way, for the picture that it may more clearly show the Lord, and let the name of the artist be forgotten."

The *Sunday-school Times* in the issue for June, 1912, contained these beautiful stanzas, illustrating the character of John the Baptist, the man who was emptied of self, the man who said of Christ, "He must increase, and I must decrease." The title of the verse is, "The Ideal Ambassador." They were written of a minister of the gospel, but they might well apply to every Christian who is truly willing to be used in the Master's service. They were written by a lady, whose name is unknown, under

very interesting circumstances. A young preacher, Rev. Prof. W. G. Elmslie, was preaching his first sermon. His mother was anxious to hear her son, but was too ill to attend the service, and so she asked this lady to go in her stead and give her some report of this service. The report took the form of this poem :

He held the lamp that Sabbath day,
 So low that none could miss the way,
 And yet so high to bring in sight
 That picture fair of Christ, the Light ;
 That, gazing up, the lamp between
 The hand that held it was not seen.

He held the pitcher, stooping low,
 To lips of little ones below ;
 Then raised it to the weary saint,
 And bade him drink when sick and faint.
 They drank ; the pitcher them between,
 The hand that held it was not seen.

He blew the trumpet, soft and clear,
 That trembling sinners need not fear,
 And then with louder note, and bold,
 To storm the walls of Satan's hold ;
 The trumpet coming thus between,
 The hand that held it was not seen.

And when our Captain says, "Well done,
 Thou good and faithful servant, come !
 Lay down the pitcher and the lamp ;
 Lay down the trumpet, leave the camp,"
 Thy weary hands will then be seen
 Clasped in His pierced ones, naught between.

Would God that it might be said of every Christian worker ! We who would be used as vessels in the Master's service must be emptied of pride, of worldliness, of self.

III. *In the third place, to be used of Christ in His service, a vessel must be filled.* Here is a paradox, we must be emptied that we may be filled. An empty vessel in itself is not useful. It must be emptied of things that are unworthy, and filled with things that are worthy. It must be emptied of pride, and worldliness, and self, that we may be filled with the Holy Spirit. And now my friends this is what we all need today. We need to be filled with the Spirit. There is an expression that has been used in many places, and by people until it has almost lost its meaning, "The Spirit filled life." There are few indeed of whom this may be said. And yet we have a direct command, "Be ye filled with

the spirit." And that vessel which is most truly used of the Master in His service, is the vessel that is filled with the spirit.

Bishop Simpson preached some years ago in the Memorial Hall, London. For half an hour he spoke quietly, without gesticulation or uplifting his voice; then picturing the Son of God bearing our sins in His own body on the tree, he stopped as if laden with an immeasurable burden, and, rising to his full height, he seemed to throw it from him, crying, "How far? As far as the east is from the west, so far hath he removed our transgressions from us." The whole assembly, as if moved by an irresistible impulse, rose, remained standing for a second or two, then sank back into their seats. A professor of elocution was there. A friend who observed him, and knew that he had come to criticise, asked him when the sermon was over, "Well, what do you think of the bishop's elocution?" "Elocution?" said he; "That man doesn't want elocution. He's got the Holy Ghost!"

Truly those who are filled with the Spirit are used of God in a marvelous way. God has told us that He is more willing to fill us with His spirit than earthly parents are to give good things to their children. Let us pray for this filling. We all need to re-echo Miss Havergal's words:

"Oh, fill me with thy spirit, Lord,
Until my heart o'erflow
In kindly thought and glowing word,
Thy love to tell, thy praise to show."

Such are the things that you need to be, if you are to be vessels for the Master's use, and if you are used of him in His service, you must be purified, emptied, cleansed. And God is always ready and willing to use us if these conditions are met, if we are willing to be purified by Christ's blood, if we are willing to be emptied by His power, if we are willing to be filled with His spirit. This is the message that I bring you tonight. I believe that it is the message which the Spirit has sent you through His word. Take it, and use it, and live it. "We have this treasure in earthen vessels."

The Master stood in His garden
Among the lilies fair,
Which His own right hand had planted
And trained with tenderest care.

He looked at their snowy blossoms,
And marked with observant eye
That His flowers were sadly drooping,
For their leaves were parched and dry.

"My lilies need to be watered,"
The heavenly Master said ;
"Wherein shall I draw it for them,
And raise each drooping head?"

Close to His feet on the pathway,
Empty, and frail and small,
An earthen vessel was lying,
Which seemed of no use at all.

But the Master saw, and raised it
From the dust in which it lay,
And smiled as He gently whispered :
"This shall do my work today.

"It is but an earthen vessel,
But it lay so close to me ;
It is small, but it is empty,
And that is all that it needs to be."

So to the fountain He took it
And filled it to the brim—
How glad was the earthen vessel
To be of some use to Him !

He poured forth the living water
Over His lilies fair,
Until the vessel was empty,
And again He filled it there.

He watered the drooping lilies
Until they revived again,
And the Master saw, with pleasure,
That His labor had not been in vain.

His own hand had drawn the water
Which refreshed the thirsty flowers,
But he used the earthen vessel
To convey the living showers.

And to itself it whispered,
As He laid it aside once more,
"Still will I lie in His pathway,
Just where I did before.

"Close would I keep to the Master,
Empty would I remain,
And perhaps some day He may use me
To water His flowers again."

Eleventh Annual Recital

EAST CAROLINA TEACHERS TRAINING SCHOOL

Monday Evening, May 31, 1920

PART I

<i>Moszkowski</i> -----	Waltz in E Flat
	Irene Smith, Alice Best
<i>Bach</i> -----	Bourree
	Elfye Holloway
<i>Meyer-Helmund</i> -----	Ballet Music
	Virginia Pigford
<i>Oley Speaks</i> -----	The Spring
<i>Cadman</i> -----	Dandelions
	Kathleen Vaughn
<i>Chaminade</i> -----	Pas des Amphores
	Miriam Burbage
<i>White</i> -----	Impromptu
	Blanche Farabow
<i>Spross</i> -----	Valse (Two Pianos)
	Helen Watson, Miriam Burbage
<i>MacDowell</i> -----	Thy Beaming Eyes
	Junior Chorus

PART II

<i>Brahms</i> -----	Hungarian Dance No. 2 (Two Pianos)
	Carrie Evans, Helen Bahnson
<i>Barbour</i> -----	Scherzo
<i>Poldini</i> -----	The Dancing Doll
	Kathleen Jones
<i>DeKoven</i> -----	Moment Musical
	Alice Best
<i>Massenet</i> -----	Open Thy Blue Eyes
<i>Ware</i> -----	Boat Song
	Callie Ruffin, Soprano
<i>Schubert</i> -----	Impromptu, Op. 142, No. 2
	Helen Bahnson
<i>Staub</i> -----	Sous Bois
	Carrie Evans
<i>Grieg</i> -----	Wedding Day at Troldhaugen
	Myrtle Moore
<i>Grieg</i> -----	On The Mountain (Two Pianos)
	Myrtle Moore, Elfye Holloway

Class Day Exercises

Tuesday, June 1, 1920, Six O'clock

PROGRAM

Class Song	'20
Address of Welcome.....	Mildred V. McCotter
Class History.....	Mildred R. Maupin
Class Prophecy	Minnie Love Stephens
Last Will and Testament.....	Ollie J. Moore
Presentation of Gifts.	
Finale	Senior Class

Commencement Day

June Second, Ten-thirty O'clock

ORDER OF EXERCISES

March	<i>Nevin</i>
Virginia Pigford, Blanche Farabow	

Prayer—Rev. J. M. Daniel.

Chorus—Recessional

DeKoven

Piano—Polonaise A Major

Chopin

Myrtle Moore

Chorus—The Wind's in the South Today.....

John Prindle Scott

Address—Dr. H. W. Chase.

Chorus—The Question of the Flag.....

Fay Foster

Presentation of Diplomas and Bibles.

Presentation of Pitt County Endowed Scholarship—Mrs. E. W. Harvey

(For the Pitt County Federation of Women's Clubs)

Announcements.

Chorus—The Little Sandman.....

Brahms

Benediction.

Director of Chorus—May R. B. Muffly

Class Motto: "*The truth will free you*"

GRADUATES—CLASS 1920

Gay Leighton Albritton, Lenoir; Annie Lou Alston, Vance; Elizabeth Gray Bass, Wilson; Mary Alice Batts, Edgecombe; Gladys Mae Baum, Hyde; Margarette Blanche Blackley, Durham; Lella Ruth Brown, Pitt; Marion Butler, Nash; Grace Cloninger, Catawba; Texie Dale, Burke; Ruby Manteo Daughtridge, Edgecombe; Catherine Helen Elliott, Northampton; Thelma Winslow Elliott, Perquimans; Agnes Shipley Ellis, Vance; Lila Dunn Faircloth, Cumberland; Blanche Jones Farabow, Granville; Carolina Fitzgerald, Johnston; Irma Maude Fuqua, Caswell; Ruby Glenn Garris, Pitt; Ella Marie Gatling, Bertie; Frances Marguerite Hensley, Yancey; Minnie Ada Hollowell, Beaufort; Orene Belle Hollowell, Chowan; Fannie Laura Jackson, Lenoir; Nonie Shaw Johnson, Robeson; Ella Glenmore Koonce, Jones; Ruth Alice Loy, Person; Roland Blanche Martin, Virginia; Edith Stephen Matthews, Sampson;

Mildred Ruth Maupin, Virginia; Ethel May McArthur, Pitt; Mildred Verna McCotter, Pamlico; Letha Mildred McGowan, Hyde; Ellen Morrow McIver, Orange; Mary Ruby Mercer, Edgecombe; Geraldine Moore, Halifax; Myrtle Arvilla Moore, Perquimans; Ollie Julia Moore, Halifax; Bonnie Heath Muse, Moore; Pauline Newell, Warren; Alma Elizabeth Odom, Northampton; Virginia Faison Pigford, Duplin; Annie Belle Quinerly, Pitt; Martha Anderson Ratcliffe, Rockingham; Julia French Rowe, Pamlico; Callie Lilly Ruffin, Edgecombe; Ethel Southerland, Pender; Minnie Love Stephens, Pamlico; Helen Johnston Stewart, Warren; Annie Eloise Tarkenton, Bertie; Mary Caroline Teer, Orange; Harriette Patridge Thomasson, Granville; Mildred Thompson, Tyrrell; Mary Jane Tyson, Pitt; Kathleen Mavourneen Vaughn, Hertford; Lula Missouri Wade, Caswell; Frances Pritchett Walker, Caswell; Zelma Wester, Franklin; Alice Simm Whitehurst, Pitt; Linnie Elmira Wommack, Halifax; Mabel Lucy Wommack, Halifax; Vera Catherine Wooten, Moore; Henrietta Augusta Zahniser, Pitt.

MARSHALS

Lanier Society—Elizabeth Brown, Emily Langley, Elizabeth Bahnson, Myrtie Rice.

Poe Society—Ruth Dean, Chief; Nell Pappendick, Annie Laurie Baucom, Linda Warren, Margaret Hayes.

Address to the Graduating Class.

PRESIDENT H. W. CHASE

There is, I suppose, no one who does not face a gathering such as this with feelings of mingled solemnity and exultation. Solemnity as he thinks of the confused and uncertain time in which a group such as this must do its work. Exultation at the thought that here once more a trained group of workers is added to the forces that are battling for enlightenment, and truth, and human welfare.

There never has been a time when thoughtful men and women found themselves so in a questioning mood—a mood of wonder, almost of fear, as to what the future might bring. We have witnessed during our own lifetimes events which have marked nothing less than the end of a great period of history and the beginning of another. For the last five hundred years all that the world has felt and thought and done seems, as we look back upon it, to have converged, as inevitably as though it were the work of some steady, inexorable destiny, toward those opposing battle lines in France. Two opposing ideals of life were at grips; the modern world had proved too small for both to dwell together on the same planet. Each had slowly matured through the centuries, and each denied the other. The one made of the individual a cog in a vast machine, whose

function it was to be disciplined into blind and unthinking obedience to the state, whose business it was to pursue its own destiny apart from the happiness of its citizens. If welfare laws developed in such a state, they developed not to increase the happiness of its citizens, but because for its own ends the state needed strong bodies and sound minds. If the cause of education was advanced, it was because human skill must needs be brought to its highest pitch to advance the program of the state.

The other ideal makes of the state, not an end, but a means, a device for getting men and women what they really and personally want in the world. It holds that human happiness and welfare are the ends, and that they are to be secured only when enlightened individuals are free to determine their destiny for themselves, and that when they are truly free, in body, mind, and spirit, what they want and what the state ought to want are one and the same. It believes, I take it—and this is the crucial point of its whole platform—that education can be so carried on as to fully and freely develop the individual and yet assure that he will share fully in all that concerns the common good, that he will be a good neighbor and a good citizen not because he must, but because he wants to be.

This ideal—the ideal of democracy—has triumphed on the battle-field. It has proven itself by the stern relentless standards of war. Can it maintain itself in the new world which is emerging from that war? That is the question which is asked—persistently and repeatedly, sometimes despairingly asked—today.

It may as well be admitted that the ideal of democracy is far more difficult to realize in actual practice than is the ideal of autocracy. It is easier to subordinate and discipline than to liberate and develop. It will not be by any means a simple task to make democracy work adequately with the unprecedented problems it is called upon to face.

It was tremendously harder to make democracy work in America in 1914 than it was in 1776, and it will be more and more difficult to realize its ideals as the years go by. We must, if we are to do our duties as citizens, puzzle out problems far more difficult than those with which our fathers dealt. Living as we are in one of those transitional periods in history when the pattern of events shifts as rapidly as that of a kaleidoscope, we must try to find out, if we can, and to hold fast by, those vital and fundamental things on which the possibility of progress and safety in a democratic world depend. In what direction, then, must we look for hope in this most confused of all confusing worlds?

I do not suppose that we can look to a purely natural growth in the powers of humanity itself. I heard a well known scientist the other day declare his belief that from all the evidence at hand, the native mental

ability of mankind today is no greater than that of many thousands of years ago, and in such an opinion I suppose most authorities share. No one, I suppose, would doubt that the average level of intelligence—not necessarily education, but native ability—was just as high among the Greek and Roman populations as it is anywhere in the world today. The human brain as an instrument—this was his conclusion—has just about reached the limits of its development. The machine, as a machine, is practically in its final form. We must deal with our problems, and our descendants must deal with theirs, with the same amount of sheer native brain power that our ancestors brought to bear on their infinitely simpler world. Does this mean that civilization is then obliged sooner or later to stagnate and to break down of its own weight?

Surely not: for if we have reached the limit of raw material, it by no means follows that we have learned how most effectively to work it up into the best sort of manufactured product. That we have reached the limit in this direction is absurd. How many of us, do you suppose, have learned to make the absolute best of all the mental powers that we possess? It used to be a favorite theory of William James that the average man possessed great reservoirs of power that are seldom suspected even by himself, and tapped only perhaps in some great emergency when he finds that he can endure mental strain and stress in a fashion that he would never have deemed possible. We need not believe such a theory as this to believe that we have not yet learned how to focus, how to bring to bear to the best advantage, the influences that shape and mould the minds and hearts of men and women, so as more completely and adequately to set free their higher selves for the work of the world.

It is with this task of learning how best to bring to bear on the individual life the best that the human race has done and thought that the hope of the world today is bound up. I said of bringing this to bear on the individual life—let me add on every individual life—for the fate of the world is bound up, not with the development of a few leaders, but with the fate of the average man and the average woman. In other words—and I cannot stress this too strongly—the hope of the world today lies in education—in a program of education such as we have hardly yet anywhere put into practice; in a program of education in which every agency unites with every other to focus on the individual the clear light in which its own peculiar message stands out illuminated and radiated. The time is here when if America is to be saved, if the world is to be saved, home and press and school and church must join forces in a tireless and relenting effort to see to it that men and women everywhere are set free—intellectually free, morally free, spiritually free—

to do the work of the world. We have been working at this business of education for thousands of years, but I verily believe that we have not even begun to tap its possibilities—to dream of all it will mean in the future for better happiness and welfare. We are, the best of us, the merest bunglers and beginners at the task.

Suppose that even the best in education today that is in actual operation could be brought within reach of boys and girls throughout the country; suppose that every boy and girl who is in school today could be kept through the high school years, with properly trained teachers and properly equipped buildings! I venture to say that the human race would make more real progress in one generation than it has ever made in ten.

And when I say progress I do not mean material progress, for that is not what the world today chiefly needs. The world has advanced materially so fast that intellectually and morally we have not been able to digest its changes. We need in the world today not so much a better development of machinery as a better development of men and women.

Nothing stands in the way of such a progress—faith that it is worth the cost. If you and I really believe in democracy we must have faith in education. It is the one hope of democracy today.

I confess that I was somewhat disturbed the other day when I saw the results of the study that have just been published by the Russell Sage Foundation. It is a study of the relative standing of the educational systems of the various states. Some years ago such a study was made by the Foundation, and at that time North Carolina ranked, in the efficiency of the public school system, forty-seventh among the forty-eight states—second from the bottom. It seems that since that former study was made, North Carolina has gained some ground; she now ranks forty-fourth. She has been gaining fast, but the other states have not been standing still. A little while ago there appeared the official figures for the values of the agricultural products of the various states for this past year. In that list North Carolina ranked fourth from the top—its farm crops were worth more last year than those of any of the other states save three.

No one of us can be satisfied with such a situation. There is a challenge to North Carolina; she cannot be content to rank fourth from the top in the value of her farm crops and fourth from the bottom in the value of her school system. That is the problem of all of us who are interested in education. We must never slacken our efforts until North Carolina ranks, not fifth from the bottom, but at the very top. We need in North Carolina another great educational revival that will make North Carolina's schools equally productive with her farms.

Such is the problem, such is the opportunity, that faces you as you go out into your work. May your sense of the worth-whileness of it, your joy and your success in it, broaden and deepen more and more through all the splendid years which lie ahead.

REVIEWS

"Health, Strength, Joy, for all the children of all the schools of America" is the purpose of a series of Health Education Publications issued by the United States Bureau of Education, Washington, D. C.

"The physical improvement of the coming generation is one of the most disastrous byproducts of the Great War, and one whose after effects, once established, can never be fully undone. The ending of the war does not end this danger. These after effects can, however, be prevented, and the teachers of the country can make a big contribution to this work of prevention. It demands immediate activity. Hence this call to you for service."

These bulletins will assist the teachers, who would enlist in this vital and fundamental work, in a most practical way. The Bureau of Education distributes single sets of this Health Education material, including posters, without charge. The set includes:

Wanted: Teachers to Enlist for Health Service.

Diet for the School Child.

Classroom Weight Record.

Summer Health and Play School.

Teaching Health.

Child Health Program for Parent Teacher.

Associations and Woman's Clubs.

Height and Weight Poster.

Health, Strength, Joy Poster.

Further Steps in Teaching Health.

A new magazine—*Visual Education*—has come our way. It is published by the Society for Visual Education, Chicago, Ill., and is devoted exclusively to visual education in all its phases. This society is made up of people who have reached international eminence in the realm of education. If you are a real teacher, you are interested in visual education, and will desire to better utilize and take greater advantage of this too long neglected and too little appreciated aid to teaching.

The inability to make the things we are trying to teach live in the imaginations of our pupils has long been the great weakness in all our teaching.

This magazine aims to put teachers in touch with the most progressive teachers, and the finest contributions of the best American

scholarship on this new movement. The subscription price is one dollar. It will come to you every month of the school year.

The one great problem for our English teachers is to induce their pupils to put the principles of good English into action.

I have recently picked up and read with a great deal of interest "*Our Living Language, How to Teach It and How to Use It,*" by Howard R. Driggs, and published by the University Publishing Company, Chicago.

It has in it a message for all who would work for the betterment of our national speech. It is simple, well organized, stimulating. It will help teachers of English to induce their pupils to put the principles of good English into action. The book is specially written for use in reading circles, in teacher-training courses in high schools, normal schools, etc.

Most books of this kind are not particularly relished by the pupils who use them. Our pupils have enjoyed using this book in their English course this summer.

"*Types of Great Literature,*" edited by Houston and Bonnell, published by Doubleday, Page & Co.

It is a teacher's privilege to make the subject presented a gate that gives access to some great highway of knowledge and to make the highway leading therefrom attractive enough to awaken a desire to travel beyond it. Happy is that teacher who can do it. Thrice blest is that pupil who sits under such a teacher.

Quoting from the preface: "This book is an introduction. It does not pretend to be an Aladdin's cave of inexhaustible treasure, nor yet a completely representative selection of the world's literary gems. It is rather a gate that gives upon the main highways of letters." The editors have sought in each of the several types to present what is excellent and representative; but they have sought, also, to present selections that would command the enthusiasm of impatient youth. They have kept in mind the generous spirit of those who are interested less in letters than in life. It is hoped that each reader will find at least one of the main highways leading from this gate sufficiently attractive to pursue beyond it.

ALUMNAE DEPARTMENT

Alumnae Meeting

The Alumnae Association held its annual meeting on Tuesday morning of Commencement. This meeting proved very satisfactory. The enthusiasm and earnestness of the president, Louise Smaw, was caught in a remarkable manner by the entire group.

After the roll call and reading of the minutes of the last meeting, the reports of the president, the treasurer and the standing committees were given. As old business, the quilt question was discussed. To decide this question a committee of four was appointed. This committee was chosen so that each of the four class colors was represented by one person. The members of this committee are: Lucille Bullock, '17, blue and white; Eunice Vause, '16, gold and white; Ruth Proctor, '15, green and white; Emma Cobb, '14, purple and white.

As new business, the president plead for an endowment fund. Instead of this, the members of the Association decided to tax themselves one dollar each, this fund to be added to the one hundred fifty dollars on hand, and then to be given to the school to be used at the discretion of the executive committee and President Wright wherever most needed.

It was recommended and decided that the Association elect an advisory member from the faculty to act with the president or any committee desiring advice or information concerning the school.

The following officers were elected:

President—Louise Smaw, '16 (second term).

First Vice President—Vera May Waters, '15.

Second Vice President—Eloise Ellington, '13.

Corresponding Secretary—Ruth Whitfield, '19.

Secretary-Treasurer—Flora Barnes, '18.

Alumnae Editor—Grace Smith, '14.

New Member Executive Committee—Mrs. Mary Moore Nobles, '13.

Faculty Advisor—Miss Maria D. Graham.

The Association had the pleasure of welcoming into its midst the graduating class, sixty-two in number. To these loyal alumnae, young and vigorous, we shall look for great achievements.

Miss Gladys Warren, chairman of the program committee, deserves credit for the delightful program rendered in honor of the new members. She was also responsible for the arrangement of the program at the evening banquet.

Alumnae day would not have been complete without the joyous gathering at the banquet given by the school at 8:30 on Tuesday evening. Plates were served for more than two hundred. Mrs. Jeter planned the

menu and saw to it that everything was prepared in a most appetizing manner. The Junior Class served very efficiently under the direction of Miss Scobey. Misses Wilson and Lewis attended to the decoration of the dining-room. Baskets of Dorothy Perkins roses gave a most festive look to the long white tables. The honor guests of the occasion were: the board of trustees, Dr. and Mrs. Harry Woodburn Chase, Mr. and Mrs. E. B. Ficklen, Mr. and Mrs. Will Hooker, and Mrs. Richard Tyler. Edmund's five-piece orchestra furnished music for the occasion. Miss Elizabeth Hathaway, toast mistress, presided with the ease and grace of an adept. The toasts were as follows:

To the Class of 1920.....	Fannie Lee Spier
Response	Mildred McCotter
Spice in a Teacher's Life.....	Marion Morrison
What the Alumnae Are Doing.....	Gladys Warren
Work of Edgecombe County Association.....	Emma Cobb
Evolution of the Teacher.....	Louise Smaw
Our Watchword	President Wright

Dr. Chase, President of the University, was called on for an impromptu toast, and his remarks were most fitting.

So far as the alumnae editor has been able to learn, the following is a correct list of the alumnae present at the commencement:

From the class of 1919 were: Elsie Hines, Marion Morrison, Bonnie Howard, Mary Outland, Thelma Munford, Norma Dupree, Rena Harrison, Nell Blanchard, Lillie Hewitt, Blanche Alligood, Reba Everett, Lois B. Hester, Alla May Jordan, Eva Belle Outlaw, Vivian B. Jenkins, Marie Winslow, Isabelle Paddison, Edith Bertotti, Ina McGlohon, Ruth Hoyle, Annie Wilkinson, Rosa Van Hooks, Ruby Giles, Ferol Little, Mary Whitehurst, Elizabeth Spier Davenport, Zelota Cobb, Leona Tyson, Ivey Modlin, Ruby Worthington, Mattie McArthur, Lucy Barrow, Martha Mercer.

The Class of 1918 was represented by Jessie Howard, Violet A. Stilley, Gladys Nelson, Thelma Bryan Cherry, India Elliott, Elizabeth Hathaway, Lelah G. Parker, Camille Robinson.

The following members from the class of 1917 attended: Fannie Lee Spier, Ophelia O'Brian, Sue Walston Pitt, Nannie Mack Brown, Eula Pappendick, Lucille Bullock, Lillie Mae Whitehead, Lizzie Stewart, Vivian Case, Hannah Cuthrell Brown.

From the class of 1916 were: Louise Smaw, Martha Lancaster, Lida Taylor, Susie Barnes Harper, Gladys V. Warren, Eunice Y. Vause, Viola Gaskins, Eva A. Pridgen.

The class of 1915 was represented by the following: Millie Roebuck, Ruth Proctor, Emma Brown, Rubelle Forbes, Ernestine Forbes.

From the class of 1914 were: Blanche Lancaster, Annie E. Smaw, Emma Cobb, Luella Lancaster Stancil, Lela Deans Rhodes, Grace Smith.

Those present from class of 1913 were: Viola Dixon, Mary Emma Clark Forbes, Mary Moore Nobles.

From the class of 1912 the following attended: Marguerite Davis Warren, Nannie Irene Bowling, Estelle Greene.

The class of 1911 had one representative, Nell Pender Moore.

The Alumnae Association is striving to do things that will be worth while. Let each member awaken and do her little share, and we shall yet become an organization of which our school will be proud. To quote from our President, Louise Smaw, the outline of work for the coming year is as follows:

"We are working for branch organizations in every county possible. Then, too, our finance committee, with Lucile Bullock as chairman, is working out a scheme for presenting something 'Big' during next commencement. Lastly, we are striving to gain the active support of every alumnae. To do this, we hope to get out three sets of circular letters during the coming fall, winter and spring. Thus we hope that next year's attendance at commencement will far surpass all previous years in numbers of returning alumnae."

Edgecombe and Pitt counties have each organized their alumnae and are at work. Let others follow in their lead.

Irene Fleming, '16, is attending Summer School at Chapel Hill. In the fall she will resume her work as teacher in the New Bern Graded School.

Sallie Jackson, '15, was married on the morning of June 2d in the Episcopal Church in Greenville to Mr. Lunes Evans, of Wilson. They are now making their home in Wilson.

Lizzie Stewart, '17, has accepted fourth grade work in the Louisburg Graded School for another year. Lizzie's success as a teacher cannot be doubted, as she has taught for three consecutive years in the Louisburg school.

Mary Wooten, '17, is teaching in the Methodist Orphanage in Raleigh.

Willie Jackson, '16, is now doing office work for Blount-Harvey Company of Greenville.

Bernie Allen, '18, is taking business course at King's Business College in Raleigh.

Jessie Howard, '18, is going to take a course at Trinity College that will lead to A.B. degree.

Christine Johnston was one of the successful teachers in the Greenville Graded School last year. She has accepted a position in the same

school for another year. Mr. H. G. Swanson, superintendent of the school, was delighted with her work.

Eunice Vause, '16, is bookkeeping at Calypso. She was in Richmond for some time last winter taking a business course.

Gladys Fleming, '14, is spending the summer in Greenville. She will return to Watertown, Tenn., in the fall and resume her school-room work.

Clellie Ferrell wrote Miss Jenkins a long letter, in which she breaks the news of her marriage on December 21st to Mr. John Edwin Allen, of Eureka, N. C. Clellie says: "We are keeping house, and I can truly say that I am happy." From a matrimonial standpoint Eureka must be an ideal place for Training School girls.

Nannie Walker, '19, is now Mrs. C. M. Jones. She is living at 222 Western Avenue, Rocky Mount.

Isabelle Paddison, '19, taught in Winfall during the year 1919-1920.

Marie R. Winslow, '19, had a successful year teaching in Winfall in 1919-1920. Next year she will teach in the Oxford Graded School.

Elizabeth Hathaway, '18, did good work in the Kinston school last year. She was reëlected, and has accepted the same position for the coming year.

Mary Outland, '19, had a very pleasant work in the first three grades at Tyner, N. C. She will be there again next year.

Ivey Modlin, '19, taught fourth grade in Rocky Mount City Schools. She says she enjoyed the little folks so much, especially while teaching songs to them. Ivey expects to return to Rocky Mount school this fall.

Sallie Best, '18, has taught in Eureka for the past two years. She has not decided where she will be next year.

Leona Tyson, '19, was principal of a three-teacher school at Edge-wood. She thoroughly enjoyed her work while there.

India Elliott, '18, reports two years of successful work teaching the first four grades in a rural school near Rich Square. She expects to teach in Vanceboro next year.

Gladys Warren, '16, is very enthusiastic about her work in Farmville. While there she had a progressive glee club.

Lela Deans Rhodes, '14, was at commencement for one day. She is enjoying housekeeping and taking care of her fifteen months old daughter. She had been working on a special tax election and consolidation of schools in her community.

Blanche Alligood, '19, reports a very pleasant year in the high school of Pollocksville. She has accepted a position there for the coming year.

Lida Taylor, '16, has gone to Columbia University to study during the summer.

SCHOOL ACTIVITIES

Y. W. C. A.

Thirteen delegates went to the annual Y. W. C. A. Conference at Blue Ridge. They were as follows: Misses Mary Daniel, of Caswell County, president of the association; Elizabeth Bahnson and Helen Watson, of Davie; Agnes Jones, of Durham; Ruth Dean, of Granville; Carrie Evans, of Pitt; Helen Watson, of Pamlico; Mary Sumner, of Perquimans; Julia Taylor, of Nash; Sallie Belle Noblin, of Wayne; Marie Lowry, of Pasquotank; Mary McIver, of Orange, Earle Wynne, of Hertford.

Officers for the summer term: Mabelle Privott, President; Blanche Harris, Secretary; Marie Lowry, Treasurer.

Y. W. C. A. in the Summer School

MABELLE PRIVOTT

Several times in the history of the Training School, girls who had been Y. W. C. A. workers during the regular school year, and who remained for work during the summer term, have held prayer services and have tried in other ways to spread the spirit of the Association among the summer school students. This year, however, for the first time, there has been a regular organization with officers, a membership campaign, payment of dues, etc.

As there was an unusually large number of old girls to attend summer school this year, it was suggested that we carry the Y. W. C. A. work right on, so that the summer girls would not be deprived of the joy and inspiration that comes from the Association through religious and social fellowship.

On June 7, when all the new girls were coming in, they were met at the train by an old girl who was determined to do all in her power for the girls' comfort during those first few days when each is exposed to "Indigo Subjectivity."

During the second week of school after all began to feel at home, Mr. Wilson made a brief talk in chapel and told the girls something about our Y. W. C. A. and what it meant to the girls. He also told them what we were planning to do this summer, and that they would be given a chance to become members of the Association. The girls at once became really interested in the work.

Realizing that the Y. W. C. A. stands for a good time at the proper time, we have tried to contribute to this phase of school life. On June 19, at 6:30 o'clock, a social was given out on the lawn, which started the wheel rolling in getting the girls acquainted. They all assembled on the lawn and were divided into groups, some going to the moving pictures, some playing games, some chasing the spider web, while others were singing. Punch was served.

On Sunday night following the social we had vesper services, and by this time the girls had learned something about the Y. W. C. A. Application cards for membership were given out offering every girl a chance to become a member. This first time we enrolled 127 members; two have joined since, and we hope to have more by the end of the term. A membership fee of 25c. is charged.

In order to better inform the girls about the Association, we have had song and prayer services out on the lawn. On one occasion two of the Blue Ridge delegates made reports of their trip to the student conference June 2-12. We are also planning to have other services of this kind.

The members of the cabinet are now working on a little play for the entertainment of the girls to be given some evening on the lawn.

The Sunday vesper services have been extremely interesting and beneficial. We have had worthy leaders to address us. A large majority of the girls always attend. On June 20 the President of our school conducted our first Sunday night service. After Mr. Wright's splendid talk the girls seemed to be still more interested in the work.

Mr. Wilson on June 27 gave a very interesting talk on "Personal Influence."

Sunday evening, July 4, Mr. Scattergood, home missionary in this county, conducted the service.

There remain just three more Sunday nights for us to have services, and at those times we are planning for some of the members of our faculty to lead us.

And now as we are nearing the close of our term's work, we feel proud that we carried on the Y. W. C. A. work through the summer term. What success we have achieved has been due to many causes: The coöperation of the girls, members of our faculty and the lady principal who have aided us, at the same time fostering in us a spirit of independence.

We trust that the Y. W. C. A. has a deep root in the lives of many girls, and that after leaving E. C. T. T. S. they will have a lasting interest in some phase of association work.

Report of Blue Ridge Conference

MARIE LOWRY, 1922

Sallie B. Noblin, Ruth Dean, Carrie Evans, and I, Marie Lowry, left Greenville at 3:36 June 4, for the Y. W. C. A. Conference at Blue Ridge. We were joined on the way by Julia Taylor, Helen Watson, Mary Sumner, Elizabeth and Helen Bahnson, Agnes Jones, Mary Daniel, Mary McIver, and Earl Wynn. These included all of the cabinet members, student government president, and two other girls. This was the largest delegation the Training School has ever sent, so we were very proud of our number, the lucky "13." Now that the delegation was together, we were ready to catch the first glimpses of the mountains and enjoy the refreshing breeze. On arriving at Black Mountain we took cars and went over to Blue Ridge. After registering we retired to be soothed to sleep by the melody of the mountain breeze.

The next morning we awoke to get our first view of Blue Ridge in the "land of the sky." The beauty of the forest, mountain flowers and clouds floating over the mountains, I will not attempt to describe.

Saturday, during morning worship, Miss Head introduced the leaders of the conference, which we all learned to love so well.

Every day after morning worship we had Bible and World Fellowship classes which were the gathering of a group of college and normal school girls' ideas, together with our leaders to direct us and combining them so we could take the ideas back to our schools. Every day we had addresses both after morning classes and in the evening, by some one of the leaders who always gave us something that was an inspiration as well as interesting. A series of addresses on "Our Common Faith" was given by Rev. Harry Emerson Fosdick, D.D., pastor of First Presbyterian Church, New York City.

Besides the addresses given by the leaders, we had the Conference Forum, in which the entire conference was united in corporate thinking about the problems of today and how they may be solved. We also had Committee, Delegation, and Technical Council meetings, where the students discussed their problems in different departments of the Y. W. C. A. and other organizations on the campus.

Now we did not work all the time, for there was the recreation committee that had a number of good things for us to choose from. We had basket-ball and tennis tournaments, hikes, automobile trips, swimming contests, stunts, a song contest, and an informal "Get Acquainted Party" the first afternoon we were there. In fact everything was so arranged as to give each one a delightful opportunity for recreation. In the party students and leaders seemed to forget the serious purpose of

the conference and joined in the spirit of Blue Ridge to know every one and have a wholesome good time. We had games by students and leaders, then games by leaders to show us what accomplished groups of leaders we had.

The most pleasant and interesting trip I took while I was there was the automobile trip to Chimney Rock in the heart of the Blue Ridge Mountains. The whirlpools, mountain streams, water falls and mountain flowers we saw on our way were magnificent. The climb to the top of Chimney Rock, where they keep a United States flag waving, was thrilling, for you could visit the depth of the cave "Moonskinners' Still Busy" and pass through "Needle's Eye," which were both wonderful. When once at the top you could see the country far below and the winding road beside a river which we crossed eleven times, always on one side or the other. On our way back we went through Hendersonville and Asheville, making a trip of about forty-seven miles. There were other trips with just as beautiful scenes, but I must not take time for, and get back to Blue Ridge.

I haven't mentioned the P. W. B. and P. W. G., the boys and girls whom we learned to love because of their splendid spirit and willingness to be of service in every way possible. The bugler boy, we always hear so much about, was there and made us live up to our slogan, "On Time Every Time."

There were sixty-four colleges and normal schools represented from the South, Central and South Atlantic fields, including eleven states. We were all one large family working together for one great purpose.

Student Government

A Student Government Association was organized in the school on the last day of regular work of the school year, with the full approval of the administration of the school. This is putting into effect definitely what has actually been the spirit of the administration of student affairs in the school from the beginning. The officers are as follows: President, Helen Bahnson, of Davie County; Vice President, Ethel Brothers, of Pamlico County; Secretary, Inabelle Worthington, of Pitt County; Treasurer, Mrs. Pearl Harris, of Pitt County.

Classes

"C" CLASS

The Junior Class of the Training School gave a brilliant reception to the Senior Class from 9 to 11 o'clock May 17th. The dining hall of the school was transformed into a gay reception hall, artistically decorated in vines and plants, with cut flowers in every available place, and with festoons of class colors and class banners of both the gold and white, the Senior colors, and Yale blue and white, the Junior colors.

Each guest was escorted to the reception by a Junior. At the door they were received by Misses Nell Pappindick and Carrie Evans, and introduced to the line. In the receiving party were Miss Helen Bahnson, the president of the Junior Class, President and Mrs. Wright, Mrs. Beckwith, Miss Mary Sumner, Vice President; Jennie May Dixon, Secretary, and Ethel Brothers, Treasurer. Misses Camilla Pittard, Sara Pearson, Earle Wynne, and Mamie Lee conducted the guests from the line to the punch bowl, over which Misses Elizabeth Bahnson and Sallie Noblin presided. Around the side of the hall were arranged tables, and those who were so inclined seated themselves at these for a game of rook. Others gathered around in groups until after all the guests had arrived. Miss Helen Watson, chairman of the entertainment committee, then took charge of the informal program, which seemed almost impromptu. Misses Fahnestock and Meade, and Bertolet and Wood played duets. The beautiful dance in the "Mascot," by Misses Ollie Moore, Elmira Wommack and Mabel Wommack was given, Miss Muffly playing for them. Miss Aileen Jones sang "Mother Macree."

Miss Katherine Fahnestock gave several readings, and later gave others, as she was called back for encore after encore. Miss Fahnestock recently visited her sister in the school and charmed the students so with her readings that they persuaded her to come over from Washington, where she was conducting the Junior Chautauqua.

After the program the lights suddenly went out, the doors in the rear were opened and a group of Juniors appeared bearing candles and singing a mystical song about Training School pies. When the lights came on three tremendous pies in white and gold were revealed on tables in the center of the room. The Seniors and their adviser, Miss Nellie Maupin, were called out in three groups and made rings around the pies, and then all the Juniors made a big ring around these. At a signal the Seniors pulled cards. After each had found the one with her name on it, and pulled from the Jack Horner pie her gift with a jingle attached. One by one they were called to the front to display their gifts and read the rhymes. There were many amusing hits both in gifts and verses.

During this part of the entertainment cream and cake were served. Misses Agnes Jones, Vivian Bass, Elfye Holloway, and Blanche Cannon were on this committee, with Miss Carrie Evans as chairman. There are a hundred and ten young ladies in the Junior Class and sixty-eight in the Senior Class. The members of the faculty were also among the guests. There were over two hundred of these at the reception, which was one of the most enjoyable and successful of the Junior-Senior receptions in the history of the school.

"B" CLASS

At 6 o'clock on May 18, 1920, out on the basket-ball court, the B class gave a delightful entertainment in honor of the Senior class.

A masque, "The Forest Princess," was presented, the program of which appears below. The beautiful background of trees and the mellow light of the sun behind them furnished an ideal setting for the charming play. The costumes carried out the woodsy effect as did the stage scenery. Those who took part spoke their lines beautifully and showed in every way the careful coaching of Miss Mamie E. Jenkins, class adviser.

After the play the spirits of the trees and others of the cast led the guests off into the woods where a table was spread and a plentiful picnic lunch was served together with ice cream and cake.

"THE FOREST PRINCESS"

A Masque by Constance Mackaye, Presented by the Class of 1922
to the Class of 1920, on May 18

PLACE: In the deep forest.

SCENES—I. The Christening Feast of the Princess. II. Eighteen years later, at the full of the moon. III. A few days later, at moon wane.

The spirits of the trees bestow gifts on the Princess. The Swamp Oak comes to the feast uninvited and blights her with a curse. She will be beautiful only when the moon grows, and becomes old and ugly as it wanes. The curse can be broken only by the kiss of a prince given when she is old and ugly.

CHARACTERS

The King	-----	Lillie Mae Dawson
The Queen	-----	Elsie Wilson
The Forest Princess	-----	Pauline Saunders
Prince Aladore (the prince in disguise)	-----	Fannie Johnson
Prince Ulric (the proud prince)	-----	Jennie Hollowell
Dame Mora (a peasant woman)	-----	Vera Lunsford
Little Ynol, her son	-----	William Wright, the Class Mascot
A Herald	-----	Beatrice Chauncey
A Traveler	-----	Flora Hughes

Spirits of the Trees—Pine, Inez Frazier; Willow, Mae Osborne; Ailanthus (Tree of Heaven), Myrtle Peele; Maple, Inabelle Worthington; Silver Birch, Sallie Mae Jones; Evergreen, Attie Bray; Elm, Gladys Warren; Cypress, Eva Cooke; Ash, Reba Satterfield; Poplar, Julia Rose; Swamp Oak (The Witch), Ida Holland.

Lords and Ladies—Matilda Hart, Mamie Stokes, Marie Lowry, Louise Whichard, Kathryn Tripp, Mildred Dupree, Alma Worthington, Neola Spivey, Blanche Flanagan, Sue Beaman, Annie Laurie Savage, Mabelle Tyson.

Pages and Maids—Florence Corbett, Thelma Forehand, Thelma Sutton, Ruby Joyner, Carrie Mercer, Mary Brock, Grizelle Watson, Mary Brooks.

Peasants—Katy Harris, Espie Lee, Mabel Tillman, Agnes Smith, Rachel Hewitt, Trixie Jenkins, Ruby Holland, Alethea Canady, Annie Kittrell, Clare Vaughn, Blanche Harris.

Athletics

The loving cup for general athletics in the Training School was won by the Junior class. The three sports that enter into the contest are tennis, volley ball and walking. The points were 10 to 11 in favor of the Juniors, with the Seniors second.

The Seniors won in tennis, but lost out in volley ball and walking. The champion walker in the school is Miss Minnie Love Stephens, of the Senior class, who has taken twenty-four walks, averaging three miles each.

The cup was presented by President Wright on Saturday morning, May 29th, at the last assembly period of the year. Miss Helen Bahnsen, President of the Junior class, accepted the cup and changed the colors on the cup.

President and Mrs. Wright's Reception

President and Mrs. Robert H. Wright gave a charming reception to the Senior class of the Training School on Saturday evening, May 8, from 9 to 11 o'clock. The sixty-eight young ladies in the class, the members of the faculty, the officers of the school, and others connected with the institution were the guests, making about one hundred and twenty guests.

The house was beautifully decorated in cut flowers, green plants and vines.

In the receiving line were President and Mrs. Wright, Mrs. Murphy, Mrs. Wright's mother, Hon. F. C. Harding, a member of the Board of Trustees, and Mrs. Harding, Mrs. Jarvis, Mrs. Beckwith, Lady Principal, Dr. and Mrs. Laughinghouse, Mr. and Mrs. Richard Carter

Stokes, formerly Miss Helen Laughinghouse, and Miss Nellie Maupin, class adviser. The receiving party was in the dining-room, which was beautifully decorated in white and pink roses.

Members of the faculty assisted in entertaining. Misses McKinney and Annie Ray met the guests at the front door; Misses Lewis and Ross were at the stairway to direct them to the dressing-room and then to the drawing-room after they came downstairs. Miss Ray introduced them to the line.

Punch was served in the library, which was a bower of red roses. Dr. and Mrs. Murphy, of Snow Hill, assisted by Miss McCowen, presided at the punch bowl. Misses Taylor and Lancaster conducted the guests from the library to the living-room, where the victrola was going and the guests lingered for awhile. Misses McFayden and Goggin led them from this room to the dining-room, where Misses Scobey, Wilson, Graham, and Jenkins presided. Here ice cream and cake in yellow and white, the colors of the Senior class, were served by Misses Pearl Wright and Mary Corbett, niece of Mrs. Wright. The dining-room was artistically decorated in white lilies and yellow candles. The table in the center of the room, with the lilies and candles, and yellow tulle, gave the key note to the color scheme. The lovely evening dresses of the young ladies harmonized wonderfully with the festive decorations.

Misses Meade, Bertolet and Fahnstock played a number of selections on the piano.

Eleven o'clock came all too soon, and the guests departed with the feeling that this was surely the most delightful reception any Senior class had ever had.

Model School

The operetta, "In Little Folks' Town," a carnival of play, was presented in the auditorium of the Training School Friday night, May 21, by the first six grades of the Model School. It was a thoroughly enjoyable performance from beginning to end, and it was difficult to say which enjoyed it more, the audience or the children taking part in it. It did not seem like a set play, but just a series of episodes of fun and frolic and beauty, with singing and dancing and parading following each other in such rapid succession that there was not one single dull moment.

The house was crowded. The people were streaming in so at eight o'clock that it was impossible for the curtain to go up until a few minutes afterwards, when the crowd was settled. It was just the kind of crowd to give confidence and ease to the little folks taking part in it,

home folks and neighbors who were in sympathy with them, therefore they did their best, and there was not a sign of stage fright, although it was the first time most of them had appeared in a night performance with the footlights in full glare.

Miss MacFayden, Principal of the Model School, and Miss Muffly, teacher of public school music at the Training School, had charge of the performance. Each grade in the school was represented in some special episode, and the teachers of the different grades were responsible for these groups. It was a remarkable piece of team work, and so organized that the minimum amount of time was consumed in getting it up, because the many parts were being rehearsed simultaneously and then put together quickly. To this swift work is largely due the "pep" that characterized the performance.

Practically all of the children in the six grades were in the play, some of them having to appear in more than one role.

When the curtain went up on Little Folks town bill posters were taking up bills announcing the carnival, and the merchants were getting their wares ready to sell to the revellers. Wayland Hart and Julius were the bill posters, and John Hassell, J. J. Jenkins, William Fountain, and Lindsay Wilkerson were the merchants, all of whom are in the sixth grade. The mayor, Gus Critcher, and the five councilmen, a pompous set in silk hats and swallow-tail coats, all fifth grade boys, appeared on the scene to welcome the people, and took their places in the grandstand. The policeman, Frank Wilson, was one of the greatest hits of the evening, and was in evidence from the beginning to the end of the play, managing the show, taking toll from all the refreshment stands, keeping the crowds back, and keeping order.

The grand parade of visitors arrived as soon as the dignitaries and merchants were ready for them. A band, composed of boys from the first and fifth grades, headed the procession; J. T. Singleton was the leader. The little drummer, H. D. Nelson, a tiny boy from the first grade, was wonderful, beating his drum in perfect time, and keeping up with the music all the way through. The band stood at one side and played at intervals throughout the performance.

Mother Goose characters, fairies and elves, followed the band. The children of the first grade gave a lovely little fairy dance, and those of the second grade gave the rose dance and song. Old King Cole, Little Bopeep, Mother Goose, Old Mother Hubbard and other favorites were in the crowd. All of these seated themselves in the background and viewed the pageant play.

The Virginia reel was announced by Frances Norman, and seven couples in "Ole Virginy" style appeared and danced the beautiful old

dance. After this the band stepped forth again and played "Fritzie Boy." No director ever went through more amusing contortions than did this one. Six couples from the fourth grade, patriots and colonial ladies, stepped forth and danced the stately minuet, and the grace and beauty of these diminutive ladies and gentlemen was truly remarkable.

Polly Tulford, a chocolate colored belle, announced a cake walk, and forth danced six couples. William Turner and Lucille Duke were the judges, and awarded the cake to couple No. 1. This episode seemed to be one of the greatest favorites of the audience.

A group of modern girls, with signs of modern sports came forth, each couple setting forth the claims of her special sport, tennis, basket-ball, skating, etc. These were from the fifth grade.

Immigrants from overseas then appeared. Little Japs in kimonos, carrying parasols and fans, danced in with a lovely little song. After these came the Dutch boys and girls in very effective blue and red costumes, Dutch shoes and caps, and gave the wind-mill song and dance. These were from the fourth grade.

The Greenville basket-ball nine brought forth enthusiastic response from the audience.

At the close, Old Mother Hubbard, Lucile Hearne, of the sixth grade, gave a vote of thanks to all, then those in the background as spectators, managers, and those in the carnival came forth with a closing song.

One of the merchants who had an important part, William Stewart Bost, was sick and could not appear. William Fountain was assigned the part at 6:45 that afternoon, and did his part so well that no one seemed to discover that he had not practised this part for some time.

The costumes for every group were very effective. One of the beauties of this performance was that boys and girls, little tiny tots, and larger ones, had an equal chance to take prominent part, and no one group held the attention long at the expense of the others.

The evening was a very great success in every way, and those in charge are to be congratulated.

Thrift Week, June 28-July 3

Since it is realized that the same principles underlie thrift in money, thrift in time, thrift in health and thrift in conservation of national resources, it was decided that we in our observance of Thrift Week at the Training School consider only one phase of the subject—thrift in money.

Tuesday: Large posters were seen announcing Thrift Week. At chapel each student was asked to hand in by Friday a list of "Ten Ways I Can Save." The student handing in the best list was to be given "honorable mention" at chapel on Saturday.

Wednesday: Miss Spencer made a talk on "Making Money," showing that it was one's individual duty to himself, to society, and to his government to earn a livelihood, and as respectable one as possible for himself and those dependent on him.

Thursday: Miss Spencer's topic was "Saving Money." It was a continuation of the talk of the day before, showing that something must be laid aside for the future.

Friday: After dinner the school sang thrift songs on the campus.

Saturday: Miss Shotwell made a talk on investing money, pointing out the absolute safety of government securities. Mr. Field announced for the faculty committee that Miss Annie Cole had handed in the best paper on "Ten Ways I Can Save." She was called to the front and presented with a Thrift Stamp Book, containing one stamp.

All during the week songs of thrift had been sung at chapel. In the drawing classes students made individual posters illustrating different phases of thrift. The best of these were put each day on the bulletin board. Teachers of other subjects, especially mathematics, science, and primary methods, stressed the subject in every possible way.

Monday: In the evening the children of the Model School gave a thrift entertainment to the school. It was the kind of entertainment that each of the teachers could give in her own school in the fall.

PROGRAM

Round—Early to Bed	-----	Model School
Reading—The Ant and the Grasshopper	-----	Second Grade Boy
Thrift Play.		
Solo—Jack Sprat	-----	Second Grade Boy
Trio—Bye Oh Baby Bunting	-----	First Grade Girls
Singing of Old Songs	-----	Children and Audience

The thrift work was in charge of Miss Miriam McFayden, Principal of the Model School.

*Ten Ways in Which I Practised Thrift**

ANNIE M. COLE

1. Last spring I bought serge and other needed materials for an Eton suit, for which I paid fifteen dollars. This was used in the place of a coat suit that I had intended to buy at forty-five dollars.

2. Last summer my sister and I canned from the surplus in our garden enough vegetables to supply a family of three—to say nothing of numerous visitors—with all needed canned vegetables through the winter, besides selling one hundred and forty cans at twenty-eight dollars.

3. In the early spring I planted one-half bushel Irish potatoes. Later in the season they were attacked by the Colorado Potato Beetle. I dusted them thickly with air-slaked lime, since there was no material for Bordeaux Mixture at hand, giving two or three applications. In this way I saved a crop on land that last summer yielded young potatoes for the family and ten bushels of mature potatoes for later use.

4. I bought a hat late in the season at a reduction of four dollars.

5. Looking over the clothes that could be used again this summer I found an old Georgette dress in which were about three yards of usable material. This, combined with new material to make a dress, was a saving of eight or ten dollars.

6. A worn pair of shoes were half soled and new heels put on, making them last much longer.

7. In the records of several summer schools I notice board and registration fee are recorded at from forty-six to fifty-two dollars for six weeks, not including laundry. At Greenville it is only thirty-five for eight weeks including laundry. I came to Greenville.

8. In a home where the water supply was from a pump in the yard, the pump was changed to the back porch. This was a labor saver at small cost.

9. A fireless cooker was also put in.

10. I buy books and magazines with a friend, each paying half and both reading them.

In Appreciation

We, the members of the Administration Class, desire to express our appreciation to Director Wilson, President Wright, and the faculty for the opportunity of taking this course and the privileges extended to us. It has been profitable, indeed, to be able to thresh out our individual problems. And we are proud to be the first seminar class in the Training School.

*Awarded first prize in thrift contest.

Members of the Class—M. Elizabeth Evans, Amelia B. Clarke, Gladys Nelson, Esther Seal, Nonie Johnson, Eva A. Pridgen, Ethel McGlohon, Gertrude Chamberlain, Mayme Lassiter, Lillie Moore Hewitt.

Mother Goose Festival

On Saturday, July 24th, every one connected with the Training School turned out for the great social event of the term, a Mother Goose Festival. The committee on arrangements consisted of Misses McKinney, Haynes and Minor. These appointed to help them a sub-committee consisting of the following: Miss MacFayden, of the faculty; Nonie Johnston, of the class in administration; Janie Mizell, of the senior class; Lillie Mae Dawson, of the special group; Mary Foxwell, of the C-3 class; Ruth Gatling, of C-2; Madge Rackley, of C-1 (a); Fannie Daughtry, of C-1 (b); Abbie Hobbs, of the county summer school group. The members of this sub-committee arranged for the characters and stunts in their respective groups.

The line of march started at the east end of the east dormitory and wended its way to the front of the administration building, where the stunts were pulled off in front of the reviewing stand. On this stand were seated the four judges, Mesdames Wright, Austin, Tyler, Spilman, together with President Wright, Mr. C. W. Wilson, director of the summer school, and other guests of honor.

Some of the Mother Goose characters represented were: Humpty Dumpty, Ding Dong Bell, Pussy's in the Well, Jack Be Nimble, Simple Simon, Ride a Cock Horse, Little Bo Peep, Hush-a-bye Baby, Jack and Jill, Jack Spratt and Mrs. Spratt, Mother Hubbard, Old King Cole, Queen of Hearts, Little Boy Blue, See Saw Margery Daw, Mary, Mary, Quite Contrary, Little Miss Muffett, Curly Locks, etc., etc.

The prize for the men of the faculty was awarded to Messrs. Williams and Field, who represented Jack Spratt and his wife. Miss Ross, as Little Bo Peep, carried off the honors for the women. Miss Ruby Myers, as Queen of Hearts, was awarded the student prize, a lovely copy of Mother Goose.

Other characters that received great applause were: Old King Cole, Humpty Dumpty, Jack Be Nimble, Hush-a-bye Baby, Mother Hubbard, and Ride a Cock Horse.

Little Barbara Tyler, as Daffy-down-dilly in her carriage, which was decorated in yellow, wearing a dress and cap of a combination of green and yellow, entered into the full spirit of the occasion.

After the program, it was announced that refreshments would be served over near the basket-ball court. There among the trees, where

Japanese lanterns afforded a soft light, The Old Woman in the Shoe (Mrs. Jeter) and her family of children served *real* broth made from a *real* goose. At a little distance was another booth, from which cream and cake were served. Songs and yells added spice to the occasion, as the guests seated on the grass partook of the eats. The whole affair from start to finish was full of frolic and fun for every one.

SUMMER SCHOOL NEWS AND NOTES

Faculty for the Summer Term

The tenth summer term of the Training School opened on June 8, with Mr. Wilson as director. He has held this position for several years. Mr. S. B. Underwood, Superintendent of Pitt County, and a member of the faculty, is giving a course in School Administration.

The other members of the regular faculty remaining for the summer are: Mr. H. E. Austin, Science; Mr. L. R. Meadows, English; Miss Alice V. Wilson, Science; Miss Maria D. Graham, Mathematics; Miss Nellie Maupin, Pedagogy; Miss Birdie McKinney, Mathematics; Miss Miriam MacFayden, Principal of the Model School, critic teacher.

Miss Cassie R. Spencer, of New Mexico, who spent the past year at Teachers' College, New York, is giving courses in supervision and administration.

Mr. Frank Field, of Lenoir College, Hickory, N. C., is teaching Pedagogy. His work next year will be at Johnston City, Tenn.

Mr. W. R. Mills, Superintendent of the Louisburg Schools, is Director of the County Summer School, and is teaching some of the county summer school subjects.

Miss Mary Hanes, of the Normal School at Farmville, Virginia, is teaching Primary Methods.

Miss Eva Minor, Supervisor of Music in the Durham Schools, is teaching Public School Music. She has been in the summer faculty several times.

Miss Leone Reaves, of South Boston, Virginia, has charge of the work in Home Economics.

Mr. B. C. Williams is teaching History and School Law. He has recently been elected Superintendent of Schools in Greene County.

Mr. H. B. Smith, Superintendent of the New Bern Schools, is teaching English. He has taught here several summers.

Miss Claude Umstead, who has been principal of the Badin High School, is teaching History. Miss Umstead is leaving the State this fall to teach in Idaho.

Miss Lois V. Gorrell, of Chowan College, has the piano pupils.

Mrs. Maude Beatty Bowen, of Greenville, is teaching writing. Last summer she gave this course, which was offered then for the first time.

Miss Lela Mae Weaver, of Troy, Alabama, is teaching drawing.

Miss Emma Robertson, of the Kinston Schools, and Miss Edna Douglas, of the New Bern Schools, are critic teachers in the Model School.

Miss Bessie Harding, of Greenville, is President Wright's secretary. She succeeded Miss Willa Ray, who resigned to go to her home in Raleigh.

The officers of the school remain the year around, hence Mrs. Beck-with, Miss Beaman, Mrs. Jeter, Mr. Spilman, and Miss Ross are in their regular places.

Miss Ollie Moore, who has been away on account of sickness, is back this summer.

Mrs. W. B. Carraway, of Farmville, is assisting Mrs. Jeter.

Our Summer School Faculty

Out at the Training School the student body roams as each Wills on the green campus and enjoys the Fields and Meadows near by, where the sweet Williams grow tall, and the Robins on the wing and other Birdies sing in a sweet Minor strain. The swift Gorrell (goral) leaps lightly Under-wood of Holly Ridge Park and Spenc'er happy hours enjoying its cooling shade. The tiny stream promises to run tall Mills some day. Then what elegant Graham Mrs. Jeter will give us! Then the sweet girl graduate may Weav'er dress as well as sew the stitches. Then, too, the "mighty Smith" may lend a helping hand in the world's great work.

In addition to all these pleasures our teachers, Prof. Austin, Misses MacFayden, Maupin, Haynes, Umstead, Douglass, Reaves, and Mrs. Bowen, and also Miss Ross and Mr. Spilman nod and Beck-with wreathed smiles and Beam-on us while we work. What Moore could any one wish?

With such delights as these to Carraway, it would be Hard-in-good correct English to say what the summer girl might do if Wright did not always prevail.

M. E. H.

President Wright Lectures

On June 25th President Robert H. Wright, of the Training School, went to George Peabody College for teachers at Nashville, Tennessee, where he delivered ten lectures to the students of that institution. Five of these lectures were on the subject: "Curricula of Normal Schools and Departments of Education"; the other five were on the subject: "Preparation of Teachers for Rural Schools." The lectures delivered by President Wright were ten of a series of lectures delivered by a number of the best educators of America. Among these were President Clyde

Hill, of Springfield, Missouri; President J. M. Pound, of Athens, Georgia; President J. P. Batterburg, of Alva, Oklahoma, and Professor A. C. Burton, of Bowling Green, Kentucky. President Wright is a recognized authority on Rural Education, and his lectures were received with much enthusiasm at Peabody.

From Peabody President Wright went to Salt Lake City, where he delivered a lecture before the Department of Normal Schools of the National Education Association on the subject: "Religious Education in Teacher-Producing Institutions." President Wright was again elected State Director of the National Education Association.

On August 4th and 5th President Wright attended a meeting of the Normal School Conference of the Southern States at Nashville, Tennessee. From here he was invited to attend the State Conference of Education at Monteagle, Tennessee, August 6th and 7th.

Mr. H. G. Swanson has resigned as Superintendent of City Schools at Greenville, North Carolina, and has accepted a chair in the Department of Education at Kirksville State Normal, Kirksville, Missouri. Mr. Swanson was at Greenville two years, during which time he did much for the upbuilding of the schools. While here he won the good-will and highest respect of all, and it is with universal regret that the people of Greenville give him up. It is strongly hoped that Mr. Swanson will see fit to return to North Carolina and engage in educational work. We need more men of his type.

Mr. J. H. Rose has been elected as Superintendent of the Greenville City Schools. Mr. Rose was for some time Principal of the High School at Kinston; from there he went to Bethel, where he was a successful principal. When the United States entered the World War Mr. Rose entered the service, was commissioned in the Field Artillery and remained in the service until after the war closed. In 1919 Mr. Rose was elected Principal of the Greenville High School, which position he has filled in a most pleasing and satisfactory manner. He is now taking special work in Columbia University. Mr. Rose already has the hearty support and coöperation of the people of Greenville. We predict great success for him in his new office.

List of Students

Below is given a list of students and the county from which each comes:

PITT, 31—Mabelle Elks, Nannie Lee Elks, Bruce Exum, Geneva Exum, Fannie Bett Brown, Doris Brown, Annie Brown, Nella Mabe, Ethel McGlohon, Alya Taylor, Mary Ross, Linda Warren, Gladys Nelson, Frances Noble, Mary Norman, Inabelle Worthington, Mrs. W. J. Wyatt, Mildred Dupree, Lucy Fleming, Annie Kittrell, Mattie Cannon, Sarah Harding, Josie Hearne, Annie Quinerly, Bertha Quinerly, Wilda Shamhart, Mattie Smith, Bettie Spain, Thelma Spier, Meta Strauf, Mollie Pollard.

SAMPSON, 18—Hattie Greene, Clara Mathews, Katie Lee Mathews, Alma Melvin, Inez M. Talbot, Leona Jackson, Grace Rogers, Mary Lou Ward, Madge Blackley, Nada Williford, Mary Daughtry, Hattie Kennedy, Beulah Mae Carter, Gladys Chestnut, Nellie Chestnut, Luda Smith, Julia Petterson, Nellie Blackley.

BEAUFORT, 14—Amanda Edwards, Myrtie Taylor, Sallie Tutterson, Pearl Jefferson, Alice Jordan, Dora Jordan, Lillie Mae Warren, W. A. Davis, Ophelia Latham, Mrs. G. W. Lewis, Blanche Harris, Lillian Hodges, Beatrice Potter, Mary Potter.

HELFORD, 14—Callie Baker, Vera Blow, Ida Lee Britt, Miriam Burbage, Daisy Modlin, Ruby Myers, Ruth Gatling, Fannie C. Daughtry, Julia B. Cobb, Josie Cowan, Bessie Mae Harrell, Helen Sumner, Margaret Pierce, Mary C. Pruden.

LENOIR, 13—Fannie Aldridge, Daisy Everett, Thelma Brown, Katie Munford, Ruth Rouse, Margaret Wooten, Lillie Mae Dawson, Lena Fordham, Ina F. Carr, Namie Smith, Lois Sugg, Thelma Sutton, Gretchen Sutton.

DUPLIN, 13—Annie Mae Boyette, Aleathia Blackmore, Mattie Belle Taylor, Louise Rouse, Ruby Rouse, Roxie Rouse, Norma Ward, Sallie Wilkins, Louzetta Fountain, Elma Lanier, Bessie Horne, Mabelle Alderman, Sadie Benette.

HALFAX, 10—Margaret Alston, Myrtle Green, Martha Bowers, Mary Baswell, Mamie Butts, Hontenuse Mahorne, Chesson Van Landingham, Nannie Overstreet, Lillie Dickens, Lemma Harvey.

ONSLow, 10—Millie Everett, Lenola Midgett, Nancy Morris, Trixie Jenkins, Bertha Rhodes, Virginia Davis, Lillie Hewitt, Rachel Hewitt, Ida Holland, Sue Scott.

BERTIE, 10—Irene Bass, Lillian Brittan, Hattie Gertrude Miller, Janice Mizell, Eva Tyler, Clara Goode, Thelma Forehand, Amelia Clark, Sallie Perry, Cornelia Pierce.

PAMLICO, 9—Lois Haskings, Gladys Banks, Emma Brothers, Carlie Keel, Phoebe Henries, Olga Paris, Ward Paul, Mamie Cutler, Affie Hill.

CARTERET, 8—Ruth Morse, Elsie Nelson, Mamie Willis, Pearl Willis, Edna Davis, Flora Davis, Pearl Clifton, Myrtle Piver.

HYDE, 7—Elizabeth Baum, Ethel Midgette, Ada Jarvis, Annie Jones, Pearl O'Neal, Fannie Cox, Ella Credle.

NORTHAMPTON, 7—Mildred Johnson, Etta Rowland, Bettie Jones, Annie Odom, Lucille Futrell, Zenobia Harris.

NASH, 7—Vivian Griffin, Pauline Rouse, Olive White, Mary Hales, Lillie Shearman, Nannie Strickland, Neva Harper.

WASHINGTON, 6—Annie Mizell, Gwendolyn James, Nancy James, Mrs. J. F. Johnston, Viola Williams, Annie Woodly.

JOHNSTON, 6—Bertha Johnson, Julia Rose, Lillie Langston, Flora Lee, Ferle Lee, Lucy Lee.

PASQUOTANK, 6—Irene Brite, Ruby Mann, Ruth Munden, Marie Lowry, Della Williams, Stella Dolloman.

Craven, 5—Fannie Trennuth, Mrs. J. A. Tyndall, Annie Whitehead, Sadie Simpkins, Julia Smith.

CUMBERLAND, 5—Berlene Beard, Euphenia Melvin, Abbie Thorpe, Eula Harris, Gertrude Melvin.

ROBERSON, 5—Mary Evans, Blanch McCallum, Pansy Gatling, Nora Johnson, Julia Jones.

CAMDEN, 4—Elva Ackis, Margaret Etheridge, Lizzie Bumlian, Nell Chaffin.

CHOWAN, 4—Mrs. Sarah J. Bunch, Emily Ward, Mary Faxwell, Mabelle Privatt.

BLADEN, 4—Eva Tatum, Louise Jessup, Ollie Johnson, Ethel Squires.

WILSON, 4—Annie Barnes, Jesmine Barnes, Nora Barnes, Mamie Lee Parker.

DURHAM, 3—Dena Thompson, Ruth Thompson, Annie Lee Perry.

EDGEcombe, 3—Annie Pitt Felton, Annie L. Savage, Eva Pridgen.

BRUNSWICK, 3—Beatrice Brady, Carrie Knox, Mary Powell.

FRANKLIN, 3—Nonie Hollingsworth, Rebecca Hollingsworth, Lillie Smith.

GATES, 3—Mable Blanchard, Abbie Hobbs, Minnie Hobbs.

GRANVILLE, 3—Myrtle Jeffreys, Sadie Rogers, Mary Harris.

JONES, 3—Estelle McDaniel, Gertrude Ward, Letha Pridgen.

LEE, 3—Gertrude Chamberlain, Annie Cole, Ruth Poe.

PERQUIMANS, 3—Alice Elliott, Oneida Briem, Lessie Barelift.

PERSON, 3—Freddie Allen, Gladys Murray, Esther Tuck.

WARREN, 3—Lizzie Warren, Minnie Cawthorne, Jimmie Clark.

ALAMANCE, 2—Edna Graham, Nannie Walker.

CASWELL, 2—Edna McGuives, Aileen Wells.

DARE, 2—Miliah Peele, Calsie Payne.

GREENE, 2—Annie Edwards, Mrs. W. B. Carraway.

HARNETT, 2—Clara E. Tally, Lillie Turner.

MARTIN, 2—Effie Waldo, Rhoda Peel.

MECKLENBURG, 2—Cora Halfield, Ola Stewart.

RICHMOND, 2—Esther Riddle, Vivian Lampley.

ROCKINGHAM, 2—Mrs. W. A. O'Brim, Rhoda Farris.

TYRRELL, 2—Mrs. Minnie L. Spruill, Annie Spruill.

UNION, 2—Ida Belk, Mabel Helms.

VANCE, 2—Gevieve Fleming, Robbie Clause.

WAKE, 2—Nina Bradwell, Zelma Holland.

VIRGINIA, 2—Mildred Maupin, Mae Osborne.

CURRITUCK, 1—Mary Brock.

CHATHAM, 1—Mabel Thomas.

WAYNE, 1—Ona Smith.

RANDOLPH, 1—Olah Davis.

LINCOLN, 1—Louise McCorkle.

YADKIN, 1—Elsie Martin.

MOORE, 1—Julia Cameron.

PENDER, 1—Mollie Raynor.

NEW MEXICO, 1—Esther Seale.

Dr. Ralph L. Johnson, psychological expert in Girard College, Philadelphia, spent July first in the school.

He talked to the faculty and students at assembly period, 10:30 a.m., and spoke again at 3:30 p.m. Between those hours he held conferences and showed how mental tests are given so as to rate pupils in their class work. He also showed some of the methods of examining children in order to detect whether or not they are feeble minded. He defined a feeble-minded person as one who cannot succeed without assistance. He said that when you set a time limit to a task, then you measure ability.

He exhibited charts that were of much interest. Some showed the results obtained when the intelligence of the men in the U. S. Army was tested. Of the total number of men in the army examined, $4\frac{1}{2}$ per cent showed exceptional intelligence and were rated "A"; 9 per cent, who fell somewhat below these, were rated "B"; $16\frac{1}{2}$ per cent were rated "C+"; 25 per cent "C"; 20 per cent "C—"; 15 per cent "D" and 10 per cent "D—"—that is to say $13\frac{1}{2}$ per cent were found above average; $61\frac{1}{2}$ per cent were found in the big middle class, and 25 per cent were found below normal.

That night at 8:30 Dr. Johnson gave an illustrated lecture on "Heredity—what we know about it and the lessons we may draw from it." This lecture was very interesting and instructive. Those present were forcibly impressed with the quotation, "Nature can only be commanded by obeying her."

Dr. Mary Noble, who is working this summer under the North Carolina State Board of Health, having been lent to North Carolina by the Bureau of Social Education of the Y. W. C. A., gave a series of talks here in June. The general topic was, "Standards of Health and Character." The first lecture, "The Adolescent Girl," was followed by "Her Psychology," "Her Social Responsibilities," and "Marriage Ideals." These lectures dealing with the problems of women and girls were ably presented.

At the close of the six weeks' term the classes in Primary Methods gave clever dramatizations of some familiar stories. The scenes from "Little Red Riding Hood," "The Three Bears," "The Fox and the Crow," "Little Black Sambo," "The Bremen Band," "The Ant and the Mouse," and the "Question" prepared by Misses Alice Elliott, Virginia Davis, Myrtle Green, Mary Foxwell, Phœbe Henries, Minnie Hobbs, will linger long in the memory of those whose hearty laughs and applause expressed their genuine enjoyment.

Miss Hattie Parrot, of the State Education Board, has visited the school twice and has given advice to the students about their certificates.

Mrs. H. D. Tyler and little daughter, Barbara, of Miami, Florida, are spending the summer with Mrs. Beckwith.

Born to Mr. and Mrs. L. R. Meadows on June 20th a son, Leon R., Jr. Dr. and Mrs. Hill, parents of Mrs. Meadows, spent two weeks visiting their new grandson.

Mrs. Wright and children have been visiting relatives at Tomahawk and Wilmington. In their absence Mr. H. B. Smith and family have occupied the Wright home.

202-8-1-810

DEMCO

FOR REFERENCE

Do Not Take From This Room

JOYNER



30372 0047 2038 6

