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From "A PLATFORM OF SERVICE"

Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate. To provide these advantages is by all odds the most serious of social obligations. Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations. Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.

In the efficiency of lawyers, physicians, and engineers the public, of course, has a vital interest; but its interest in the efficiency of its public-school teachers is even more fundamental, for here not only does inefficiency affect a wide circle of relatively helpless humanity, but it may remain undetected for months or for years. To the preliminary preparation of teachers the public must look for protection against this danger.

In the meantime, the public is making demands upon the schools for results that are in many cases unattainable simply because the problems involved have not been subjected to a rigorous scientific analysis. Teachers are criticized for their failure to work what, under the present conditions of our knowledge, would be nothing less than miracles. That the prestige of the profession suffers from this situation is again not the basic evil; that the money invested in schools fails to make the return that it might make is not the most serious consequence of this neglect. The basic evil lies once more in the injustice that the people's children suffer because the people themselves are unwilling to provide for the welfare of their offspring the type of scientific service that they provide for their crops, their cattle, and their hogs.

—*Journal of N. E. A.*

COUNTY SUMMER SCHOOLS IN NORTH CAROLINA

HATTIE PARROTT

County summer schools in North Carolina were conducted for the first time in 1919. This beginning was in the way of an experiment and the plan proved to be so beneficial to the individual teacher that it was considered a success. About one-half of the counties in the State tried the plan the first year it was introduced, enrolling over two thousand teachers for the four weeks courses. A large number of those enrolled held county second grade or no certificates. Credit on certificates was offered on the summer school work and the real purpose of the county summer school was realized in that the poorly prepared and inefficient teacher received four weeks training and was thereby raised to a higher level in the profession.

In the county summer schools of 1919 there was practically no grouping or classifying of teachers according to credits or experience. The same instruction was given to all. These facts were taken into consideration in planning for the county summer schools in 1920, and teachers of varying degrees of training and experience would be able to obtain instruction in the summer school that would meet their needs. Therefore, teachers were allowed to enter the county summer schools or the approved summer schools according to the credits they could present. Those having academic credit for the elementary teachers' certificate could enter the State or approved summer schools, and all other teachers holding certificates below the elementary teachers' certificate, as well as new teachers or applicants not having credit for the elementary certificate, would attend a county summer school to secure credit. However, holders of elementary certificates could attend a county summer school and secure attendance or renewal credit, but not credit for raising certificates to a higher grade or class.

By this plan it was much easier to classify the teachers attending the county summer schools and to plan the course of instruction to meet their specific needs, as there was not such a divergence in the

kind of certificate they held, or in the amount of training which they had received previous to entering the summer school.

The county summer schools were made possible through the provision of the six-months school act that appropriated \$50,000 out of the State public school fund for teacher training. The State Board of Examiners was instructed to use this fund in improving teachers in service and providing better qualified teachers for the rural schools.

Many young people without high school advantages, who may be teaching for the first time, and who would otherwise ordinarily have entered the classroom without any special preparation, took advantage of this opportunity to improve themselves. Many were encouraged by the summer school experience to continue their studies in some high school or normal school throughout the year.

The demand for county summer schools increased in 1920. Eighty of the one hundred counties arranged to hold county summer schools from six to eight weeks, with from two to four instructors, teaching those who held certificates below the standard State certificates, as well as those holding no certificates and who did not have sufficient credit to secure a license to teach.

Since these schools were organized in so many counties, the attendance in the respective summer schools was small. This was a decided advantage in carrying out the plan of the summer school, as a large number of those in attendance profited by the plan of individual instruction.

The county summer school program for 1920 was conducted at a cost of \$47,917, but it was without expense to the teachers. 2,609 teachers were enrolled; 1,070 had no certificates, and 860 held county second grade certificates; 679 held State certificates, either provisional, temporary, or elementary. In the matter of training, 415 out of the 2,609 were below high school, 222 claimed some college credit, while the remaining 1,972 had received some instruction in high school. Out of the total 2,609, 943 were teachers of no experience; 706 had had one year of experience, making a total of 1,649 with no experience or a very limited amount. These figures show how the teachers in the county summer schools could be better classified and how the instruction would function better.

Out of the 2,609, 2,013 attended not fewer than 25 days and entered not later than the third day and passed the work on not fewer than four courses. That is, 2,013 teachers in the county summer schools obtained a unit of summer school work toward raising their certificates to a higher class; 718 teachers holding second grade cer-

tificates obtained full summer school credit and will be entitled to the provisional B certificate upon recommendation of the county superintendent.

There was evidence of a fine spirit of coöperation on the part of the teachers. The summer school plan was looked upon as an opportunity to be taken advantage of and in no sense was it considered a requirement or burden imposed upon the teachers.

There was also evidence of a genuine sympathetic interest on the part of the directors and instructors, and to these facts is largely due the success of the work of the summer schools.

For the northeastern section of the State a three-day conference was held for the directors and instructors at the East Carolina Teachers Training School. This conference was held early in May, 1920, before the opening of any of the summer schools and proved to be of great service in that those who were accepting the responsibility of conducting the summer schools were familiarized with the plans and purposes of the county summer schools.

The reports from the superintendents of counties in which county summer schools were held have been very gratifying and encouraging. Great changes have been noted in the work of the teacher who attended the summer school, and the contrast with the efforts of the teacher who did not attend has been interesting and worth while.

For the year 1921 practically the same plan will be followed for the county summer school work. A conference for directors and instructors will be held in May or later. As the summer schools open the organization will be an improvement over last year's plan, in that greater provision will be made to meet the needs of the teachers with varying credits and experience in teaching. County superintendents are now considering a campaign to enlist every available resident teacher or prospective teacher in the summer school work. Wherever a county has a small number of teachers or prospective teachers, who do not hold State certificates, or who do not have credit for the same, consideration will be given to holding a joint summer school with adjacent counties. Indications are that the county summer school program for 1921 will prove to be even more of a success than that of the two preceding years.

The editor wished to get from the superintendents their opinion of the summer school viewed from the standpoint of the results they see. Some of them have given enthusiastic reports. Some who were somewhat skeptical last summer, but decided to be guided by those who had tried the county summer school the summer before and

had been pleased, were completely converted to the plan. The most gratifying result has been the reduction of the number of second grade certificates, and the great increase of those who raised their certificates from the provisional certificates to the elementary or passed from one grade of provisional certificates to a higher grade. There is, perhaps, not a superintendent who will say that the individual teachers who attended these county schools are not doing far better work than they did last year. In the case of those who are teaching for the first time, the work is a marked improvement over the work of the same grade of teacher usually beginning work in the schoolroom.

Superintendent Britton, of Hertford County, acknowledges that he at first felt that the plan was a somewhat doubtful substitute for the plan that had been followed before that; this was that several counties had combined and offered the courses together, but it made a large group. After seeing the work with the smaller group, he was impressed with the excellent effect of the individual instruction which his teachers received.

In some counties every student who had full credit passed the examinations raising their certificates to a higher standard.

Superintendent Proctor, of Craven County, wrote the letter given below, to the editor:

"The summer school held in Craven County last summer was, in my estimation, the best piece of work that has been done since I came to the county. At first the girls had difficulty in locating themselves, but this situation soon passed, for at the end of two weeks one could plainly see that they were filled with enthusiasm and had caught a vision of the big job of teaching.

"The spirit of the work in the summer school and the knowledge gained has been carried into the schools of the county. The teachers feel surer of themselves, they work, knowing something of the why and how of their jobs, and they *know* that they are getting results far superior to anything they were formerly able to accomplish.

"Craven County bore all the expenses of the teachers attending the school and we feel that the investment is paying the largest possible dividends in a higher grade of instruction.

"I am enthusiastic over the possibilities of the county summer school. I believe it is the State's big agency in enabling young, inexperienced teachers to find themselves, in developing in them a professional spirit, and in filling them with a determination not to let up in their work until they possess the highest grade State certificate."

Miss Ethel Kelley, supervisor in Northhampton County, writes:

"The county summer school in Northhampton last year was a great help to our teachers. The instructors made the work in each subject very practical. They gave the teachers helps and suggestions that could be used the first day and all through the term. The teachers made their own perception cards for the reading literature primer and they have used them every day in class work. They plan their work for days and weeks ahead. The suggestions brought out in group teachers' meetings are often those that were learned in this school; they are good ones, too. I have not seen teachers follow methods and devices so closely as those received at Rich Square County Summer School last June."

Value of the County Summer School to Beaufort County Teachers

MRS. VIRGINIA KENNEDY, *Rural Supervisor.*

Just how to measure the many values of a county summer school, as shown by the results of two held in this county, is a matter well worth consideration.

In looking over my teaching force, and on my tours of inspection, one does not always have to be told which teachers have attended a county summer school and which have not. The evidence is there to speak for itself. Those teachers who have had this training only for one summer now have an idea of class arrangement, and can at least make out an intelligent report as well as being able to send into the office at the close of the school term a fairly accurate register. Not a teacher who has attended a county summer school has ever failed in this respect, while a number of others have.

Aside from being able to attend to the mechanical side of teaching, the next greatest impression made on me by the value of these schools is the manner in which the work as a whole is handled. Some idea is understood as to the combination of grades, thereby giving longer recitation periods. Not only can they combine grades, but I have in mind just now several teachers who do not hold a complete State certificate, and have attended two county summer schools held here in this county, who, as a result of these schools, are able, with my assistance, to correlate their subjects in such a manner that it has been indeed very gratifying. The mere fact of combining classes and giving time for longer class periods, as well as getting an insight into correlation of subject-matter, seems to me to be reason enough to insist that we shall continue to have these schools each year until there is no necessity for them longer.

Teachers love to attend these schools, and when I say love to attend, I say it in the most sincere terms. Hardly a time do I go to visit a teacher who has attended a county summer school that I am not asked the following questions, "When will our summer school open this summer? Are we to have eight weeks this year? I do hope so, as I am anxious to get to work and get new suggestions for next session." Such remarks as that are not at all infrequent.

To arouse enthusiasm in your teachers is one aim, but to keep this alive and be able to satisfy it in such a way that even a stranger may enter the room and see results is another question.

To value the merits of a county summer school in the sense of dollars and cents is out of the question. One cannot place a mercenary value on the rearing of a generation, and training of same. So, even though we are not able to see results as we would like to see them at the close of a summer school, do not become discouraged, but endeavor all the more to make the school next summer better if possible than previous ones. Encourage your teachers to attend; money spent on training young teachers is not lost, its values do not end at the close of the school term, as her influence is felt far and near, and is of priceless value.

READING IN THE INTERMEDIATE GRADES

BY A SIXTH GRADE TEACHER

Reading in the intermediate grades, if properly taught, is not an end in itself, but a means of acquiring knowledge and pleasure from books and an instrument for gaining information on any relation of life. It is a thought-getting process which leads to interpretation of subject matter with accuracy and with reasonable speed. Much time must be spent in the primary grades in learning how to read, but reading in the elementary grades should be a search for ideas and not mere word recognition. Drill on the mechanical phases, enunciation, articulation, and pronunciation is only a means to reading and should be carried on apart from the reading lesson.

There is an important relation between reading and the other school subjects. The progress and development of the pupil depends upon his ability to extract thought from the printed page. He cannot successfully study any school subject unless he can read understandingly. The other school subjects afford a basis for much practice in interpretation.

The pupils in these grades should receive persistent, well-directed, and intelligent practice in rapid, thought-acquiring, silent reading.

Ninety-seven per cent of the reading in actual life is silent. Most of the material in readers and other books is intended to convey information. Every child should become a rapid silent reader and thus save both time and energy. It has been proved by tests that there is a direct and positive relation between speed and accuracy when one reads with concentration and that, as a rule, slow readers are forgetful readers, also that rapid readers are more intelligent since they gain more intensive and more vivid impressions than slow readers.

All reading should be done with a purpose, each teacher varying the purpose to suit the needs and interests of the pupils. A story may be read under limited time for the purpose of reproduction, to gain desired or needed information, or to answer certain questions set forth by the teacher. A teacher who would make a real contribution to his pupils and to education in general, must train in pace in reading and in silent reading.

Oral reading has an important part in the intermediate grades, but the fact that correct and effective oral reading depends upon an understanding of the selection, is sufficient reason that silent reading should predominate. Nothing brings out good oral reading like the comprehension of it. Silent reading is a basis for oral reading. It guarantees better oral reading since good expression is prompted by comprehension.

It is necessary for the pupils to have a purpose in oral reading. They must have a desire to communicate something that the class desires to hear. The pupils should often be allowed to select their own material for a reading lesson or to select the part of the assigned selection that they like best, the most interesting part, the funniest part, or the best description, and to read it to the class in such a way that they will like it. They should be encouraged to bring newspaper articles, selections from magazines or from supplementary books, and other material selected on account of personal interest. Pupils should be encouraged to practice the part they want to read. The test of their reading will be the interest and attitude of the class.

The pupils' reading should be tested both by the teacher's individual method and by standard tests. The teacher may test for the amount of literature read, by the ability to read aloud accurately and intelligently new reading matter, and by the power to give understandingly a paragraph after a single reading.

Standardized tests motivate the work both for the pupil and the teacher. The scores furnish reliable information to the teacher concerning what the pupils are doing both in rate and comprehension.

The teacher should have the standards and scores represented graphically upon the board. If the class score is below standard, both teacher and pupils will be interested in bringing it up. The teacher must bear in mind, however, that some pupils will not attain the standard and if they are making progress they must not be discouraged. By a careful study of the scores and of the individual pupils the teacher may be able to diagnose the cause of unsatisfactory results. She must then make a careful study of her method and modify it to suit the needs of the pupils.

For a full discussion of methods of correcting defects in reading consult Monroe, "Measuring the Results of Teaching," published by Houghton Mifflin Company.

G. Stanley Hall gives as the prime object of reading in the elementary grades the development of a living appreciation of literature. This is the age at which children can be trained in the reading of good literature. The mechanical difficulties have been largely overcome and intelligence and capacity have reached a stage of development which makes it possible to read literature of good quality and a fair degree of difficulty. The indiscriminate use of the library is dangerous. It is the duty of the teacher to see that the children have access to the proper kinds of books. Good literature, properly presented, will stimulate the finer emotions and train the imagination. It will give the child the ability to discriminate between good literature and trash.

Great responsibility rests upon the teacher in selecting subject matter. It should be good literature, suited to the development of the child and should, from his point of view, be worth thinking about. Appropriate books wisely selected are forceful in discipline and in cultivating intellectual interests.

By the time the child has reached the age of twelve interest in history begins to dominate, biography, and pioneer life being preferred. History of pioneer and other heroic characters hold an important place in the child's interest. He loves stories of adventure, heroism, daring, and the wonder and excitement of travel and exploration. He will revel in Kingley's "Greek Heroes," Hawthorne's "Wonder Book," Ruskin's "King of the Golden River," "The Man Without a Country," and Lamb's "Adventures of Ulysses." Give him such poems as "The Wreck of the Hesperus," and "Tales of a Wayside Inn." The teacher should give much instruction in the effective use of the library and should direct the home reading. The regular reading period should often be used as a pleasure reading period.

THE PROBLEM OF COMPREHENSION IN THE INTERMEDIATE AND GRAMMAR GRADES

H. DE F. WIDGER, CHARLESTON, ILLINOIS

(From *The School News and Practical Educator*)

In the January issue of this paper we discussed the problem of developing thoughtful reading habits in the primary grades. It is tremendously important that from the very beginning pupils should look upon reading as a thought-getting process and not as an exercise in mere word recognition and word calling.

A right start means everything to the runner of the one-hundred-yard dash; and a right start is equally significant to the young pupil in reading. But, as we pointed out last month, the ability to comprehend what is read is not an ability that is fairly well fixed early in school life, as is the rate of reading, but ability to comprehend develops gradually through the primary, intermediate, and grammar grades, and through the high school, college and university periods as well. Furthermore, comprehension can be cultivated by right training. Hence, like the poor, the *problem of comprehension is always with us*; and in this article we propose to consider it chiefly as a problem of the intermediate and grammar grades of the elementary school.

When we are dealing with children of the primary grades, we are dealing with pupils who have only to a slight degree the power of sustained thinking and of organizing. Furthermore, their judgments are very immature. By the end of the third grade, pupils should have the ability to comprehend the meaning of simple sentences with almost perfect accuracy. But they have little power in seeing *related meanings of sentences and paragraphs except where those meanings are of the simplest kind.*

THE AIM OF THE READING LESSONS

To develop such power is one of the most important tasks of the reading instruction in the intermediate and grammar grades. As the pupils approach the high school, they not only find that lessons increase in length, but that the material is more difficult; and, what is vastly more significant, they are expected to rely upon themselves more and more in their lesson getting. In other words, learning through independent study becomes essential to further progress. For this reason the instruction in reading should be more than a per-

functory exercise in oral reading; it should be one of the most helpful and thought-provoking lessons in the whole round of studies. The reading lesson should teach the reader to discriminate between the important and the unimportant, the essential and the non-essential, and to organize in his mind the thoughts gained from the printed page into a coherent body of knowledge in which the relation of one thought to another is clear. This is by no means easy to accomplish.

TWO PRINCIPLES OF IMPORTANCE IN ASSIGNMENT

There are two principles which should guide the reading teacher in the assignment of the lesson if the aims just mentioned are to be accomplished. The first of these is this: *A pupil should approach each piece of reading matter with a definite purpose in mind.* There can be no development of the powers of comprehension from the lesson when pupils are asked to read without a specific problem to be solved, a definite question to be answered, a concrete task to be performed. One of the greatest wastes in the teaching of reading has occurred because this principle has been ignored. Too often, we fear, it has been true that teachers face the class without a carefully thought-out assignment for the next lesson, and with no definite plan for the recitation. More than once it has happened that teachers have made assignments of a very general kind in selections which they themselves have never read. The blind can not lead the blind. It is not sufficient to know the exact number of lines or pages which are to be read; the teacher must know exactly what she wishes to have the class get from their reading, and the class must also know. "Read the next four chapters of Black Beauty to find out all the things Black Beauty had to learn before she could become a good horse," is a definite assignment. "Read the next four chapters of Black Beauty to get the thought," is an indefinite assignment. In a definite assignment the attention of the pupils will be focused on specific matters. First, then, there must be a specific, definite, concrete purpose in attacking each reading lesson.

The second principle is this: *Assignments should be varied so that pupils may not be bored, and so that they may get practice in approaching a bit of reading matter in a variety of ways.* "There is more than one way to skin a cat." And there is more than one purpose for reading. Monotony of assignment and class room recitation is the bane of reading lessons. With what horror does the writer recall the assignment made in a country school he attended! "Read the next lesson and learn to spell the list of words given at the begin-

ning of the story," was the almost unvaried formula. It came as regularly as prunes and beans in the typical boarding house, and was greeted with about the same feeling.

A mere enumeration of the purposes which may be uppermost in mind in reading will prove suggestive. Of course, the particular purpose chosen must be adapted to the material to be read or variety may become ridiculous. In the 18th Year Book of the National Society for the Study of Education, Mr. W. C. Gray gives such a list of purposes, which I shall give without comment. One may read, he says:

1. In order to give a coherent account of what was read, *i. e.* for written or oral reproduction.
2. To determine the central thought or the most important ideas of a selection.
3. To select a series of closely related points and their supporting details.
4. To secure information which will aid in the solution of a problem or in answering of a question.
5. To gain a clear comprehension of the essential conditions of a problem.
6. To discover a new problem in regard to a topic.
7. To determine lines of argument which support the point of view of the author.
8. To determine the validity of statements.

A DIRECTED SILENT READING LESSON

With these two principles in mind, let us describe some lessons which will illustrate what has just been said. The lesson we are to mention first would be most useful in the early intermediate grade period to cultivate the habit of reading each paragraph thoughtfully. We may call it a *directed silent reading lesson*.

The class is a geography class with copies of a text book in their hands. The teacher says, "We are going to have a study lesson to-day. Open your books at page 27. When you find the place, insert your finger and close the book over it." Here she pauses as the pupils hunt the place. When this has been done, the teacher says, "We are going to learn today about bananas; about where they are grown, the kind of conditions required for their growth, their cultivation, their harvest, and their marketing. The first paragraph tells us where bananas are grown. Read the paragraph to see who will be the first to

find out. When you finish reading the paragraph, close the book over your finger." With a definite purpose in mind, the pupils turn eagerly to their books, while the teacher looks on to see who finishes first. Soon comes the direction, "You may tell the class what you found out, Harry." Harry stands and tells what he discovered (topical recitation) from the paragraph. "Did he give all the important facts, Marie? If not, you may add what you think important." If incorrect statements are made the class is urged to correct them promptly at the close of the pupil's recitation. Each pupil is made to feel that in his recitation he is to give the truth, the whole truth, and nothing but the truth.

As the recitation is being made the teacher writes on the blackboard:

1. Where bananas are grown.

The next paragraph is approached in the same way. "The second paragraph tells us under what conditions bananas are grown. Find out quickly." Thus she elicits the information that there are two essential conditions—soil and climate. And so the whole lesson is studied under the direction of the teacher. When it has been completed, a simple outline of the lesson is on the blackboard.

1. Where bananas are grown.

2. Conditions under which bananas are grown.

- a. Soil.

- b. Climate.

3. How bananas are cultivated and cared for.

4. How bananas are harvested.

5. How bananas are marketed.

Such a lesson should logically be followed up by an assignment which will require a more or less independent reading of similar material. At first the teacher may furnish the outline, but after a few such lessons the pupils should make their own, which means that they must find out the central idea of each paragraph and the details that support it.

With regard to such a directed silent reading lesson these features should be noted:

1. The material was denotative material taken from a text-book in one of the content subjects. It was easy sight material presenting few technical difficulties.

2. It was a silent reading lesson followed by an oral reproduction of the thought of each paragraph.

3. The pupils faced each paragraph with a definite problem in mind, the teacher having furnished the topic for which they were to find supporting facts.

4. The lesson terminated in the making of a simple outline which served as a skeleton for review and as a means of showing the relation of the thoughts to each other.

The value of occasional exercises of this type, especially to the younger groups, must be evident.

A SILENT READING PROJECT LESSON

In the Elementary School Journal some two years ago, Mr. Gray described a silent reading lesson which was given in the intermediate grades of a St. Louis school. As it aptly fits our purpose, we are going to briefly sketch it here. You will notice that it differs from the directed silent reading lesson quite materially and is a type of lesson more suitable for older pupils.

A teacher conducted a series of information lessons on Holland, at the same time collecting from the school and public library all the books and magazines which had chapters or articles relevant to the general subject. The members of the class were given two reading periods in which they were to read as much as they could and take down notes on the interesting facts which they discovered. At the end of this period, the teacher and class, through informal discussion of the reading, made a list of the most important topics relating to Holland about which the class thought they wished to know more. Each pupil then chose one topic as his specific problem or project and made it the basis of further study, reading rapidly, but carefully, all the references he could that bore on his specific problem. Pictures were secured, and illustrative material and facts were arranged in good order. After two days of intensive study, each member of the class reported to his mates the result of his individual study. When he considered it necessary, references were read or pictures exhibited to support his own judgment.

It can readily be seen that such procedure is quite unlike the time-honored reading lesson with which we are so familiar. Out of the many features which it possessed, four may be briefly pointed out. (1) *Extensive reading* was first done for the definite purpose of finding out a list of interesting problems. (2) After a definite topic had been selected for individual investigation *intensive reading* was done for the purpose of securing information. This meant that the pupil had to exercise his judgment in selecting material that was es-

sential or important and in rejecting what was non-essential or unimportant. (3) Each pupil had to organize what he had discovered through reading into a coherent body so that he might make an intelligent presentation of his findings to the class. (4) There was the reproduction, or perhaps we should say presentation, following the scheme or organization determined upon. This is vastly different from the reproduction required in the directed silent reading lesson. To the writer's mind, such a lesson vitalizes silent reading by furnishing proper moves and directs the children toward the type of reading that must be done in independent study.

A LESSON TO DEVELOP CRITICAL EXAMINATION OF FACTS

With one more illustration we shall conclude. And here again we shall borrow from an article in a recent number of the Elementary School Journal by C. R. Stone. The lesson was a reading lesson for a fourth grade class and was intended to train the pupils to examine facts critically. The material used was the story of "The Prodigal Son" from the New Testament. This you will note is connotative material rather than denotative as was used in the two type lessons described above. Procedure was about as follows:

1. The story was first read through rather quickly to get a perspective of the whole story; and then it was re-read considering the following questions:
 - a. Which of the two sons do you like the better? List the points in favor of the older son; in favor of the younger son. List the points against the older son; against the younger son.
 - b. The story was told by Jesus to illustrate a father's love for his son. Select three sentences which show the father's love and indicate your selection by page and line.
2. After the re-reading had been done the lists were put on the blackboard and discussed, each pupil being allowed to make his own choice between the sons after the discussion.

Enough examples have been given to show the numerous possibilities of making each exercise in reading an exercise in thought-getting. There is a variety of ways of approaching the printed page. The particular way chosen will depend upon (1) the nature of the material to be read and, (2) upon the purpose of the reader. Learning to adapt the method to the material will anticipate and prevent the stupidity sometimes exhibited in trying to gather grapes from thistles. As to the second factor, we can only reiterate that the reader must have some definite purpose in mind.

It may seem strange to some that in the most of this article the attention has been centered upon the denotative material rather than upon literature, which is usually considered the appropriate material for the exercise in reading. We have purposely refrained from talking about the reading-literature lesson, first, because that particular type of reading is more frequently discussed and, secondly, because we wished to emphasize the point of view that the problem of comprehension in reading is the problem of most content subjects. The teacher in mathematics often finds his pupils weak in problem solving because they have not learned to read intelligently the statement of the problem. They are not trained to find out what is given and what is wanted. It is not beneath the dignity of such a teacher to give the needed instruction in reading. Almost every study calls for reading, and as such presents opportunities for instruction in how to read certain types of material. Only when this is fully realized will the problem of reading be solved.

RELATION OF READING AND COMPOSITION

In general, there should be the most helpful relation between the reading and the composition lessons. Both are language processes. In getting thought from the printed page, the pupil discovers the idea of the topic sentence or central idea as the organizing principle of the paragraph. Every well-written paragraph will have such a sentence within it or can be reduced to such a sentence. The writing of paragraphs developing a topic sentence should help the pupil to learn how to read for thought. Again, in reading, the pupil is constantly looking to discover the plan which must have guided the writer in the presentation of his ideas. The evidence of such a plan helps tremendously in comprehending the author's meaning. This should suggest the desirability of organization or plan in the oral or written work of the pupil. There is no more valuable exercise in the composition class than outline when we begin to measure it in its helpfulness in reading. In reading, the plan or outline is the termination of the work; in composition, it is the beginning. Besides in a series of related paragraphs, the pupils should be trained to look for relation words, phrases, sentences, or paragraphs, which show the exact relation sustained between the various parts. Is the relation one of cause and effect? Is one paragraph a logical deduction from facts presented in the preceding? Is the relation one of comparison or contrast? Then look for evidences of this in such words as "*because*," "*therefore*," "*on the other hand*," "*in like manner*." Coher-

ence we call it in composition. In these and in many other ways the work in reading and writing go hand in hand. They are each phases of one big problem—the communication of thought.

THE CHARACTERISTICS OF THE COMPREHENDING READER

All that has been said about teaching pupils to read with comprehension has been said with the ideal reader in mind as the goal to be reached. To enumerate the characteristics of this ideal reader may be worth while. The best enumeration that we know is that given by Prof. R. L. Lyman in a recent article in *The School Review*. These Mr. Lyman has called the "characteristics of the good silent reader."

1. He reads with definite purpose, a problem in mind.
 2. He grasps the author's point of view and central theme.
 3. He lays hold of the order and arrangement of the author's ideas.
 4. He pauses occasionally for summarizing and repeating what he has read.
 5. He constantly asks questions of his reading.
 6. He continually supplements what he reads from his own mental stock.
 7. He evaluates the worth of what he reads.
 8. He raises the rate of his progress through the material to suit his purpose and the material.
 9. He ties up what he reads with problems of his own.
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THE NECESSITY FOR A FAVORABLE LANGUAGE ENVIRONMENT AND SOME POSSIBILITIES OF CREATING IT

MARGARET COBLE

Man has reached that stage in his education where he is able to show that favorable environment for any species is necessary, if its innate possibilities are to be adequately realized.

One need but turn to nature to see that she, in her wonderful wisdom, has so placed her children that they are found in their most favorable environment if they are in their natural surroundings. This is universally true, but just one illustration is taken to show how environment does affect nature's children.

A tree is chosen as a typical example because one can so easily see the effect of outside influences. For a tree to be healthy and vigor-

ous, it must be placed in conditions that are favorable for promoting such growth. Warmth, moisture, and food are all nature's helpers in seeing that the needs of the tree are satisfied; but there is another friend that will be a great aid to these if allowed to give assistance, and that is care. Nature is able to do so much more for the tree if all contribute their part toward the welfare of the tree.

There are always some hindrances, however, to the growth of the tree, regardless of how faithful the helpers are. Storms and accidents are sure to visit every tree; if it is protected very little damage can be done, but should it be torn and twisted by such, it may survive but the marks of disaster will be with it always. Accidents may be covered entirely by new bark in time, but the grain will show the effects when the tree is being prepared for service.

The Bible has made many comparisons of man to a tree, and man has seen striking similarities too; so what has been said about the environment of the tree may be applied to the life of the child. Some one has said something like this:

"No man is so strong but that outside influences reflect powerfully upon his inner thoughts."

If this be true then the "outside influences" of the child's language life are vitally important and should receive careful thought from those who are responsible for his growth in language ability. "Language instruction should never lead to discouragement or contempt for work, but should dignify labor and increase the ability to do it well." Formal language, with which the child is too often familiar, has been mechanical artificial sentences built for the sole purpose of tearing them down to serve as a grammatical exercise. Some child said of one such sentence, "It is quite different from a real sentence that I find in my reading."

So the child is found asking for freedom and naturalness in his language work. The first condition to meet this demand should be a direct and immediate appeal from the teacher to the pupil. "Her words should be neither technical nor oratorical, but should have in them a deep undercurrent that penetrates the heart and rivets the attention."

To most effectively do this the teacher must have clear ideas as to what the real aims of language teaching are. McMurry says: "The aim is to make every child master of good English for common uses. To emphasize the *need* of an enriched vocabulary and to create the *desire* to satisfy that need."

Mahoney says the aim of English for the elementary school is:

1. "To graduate pupils able to talk for a few minutes in an interesting way, using clean-cut sentences and good enunciation.

2. "To graduate pupils able to write an interesting paragraph of clean-cut sentences, unmarked by misspelled words and by common grammatical errors."

Granting that these men embody the aims, it must be understood that language involves a double process—cultivating and guiding. To promote the development of the child he must be surrounded with conditions most encouraging to his natural growth, then by tactful guiding the teacher is able to train his growth rightly. Dr. J. M. Tyler says, "The teacher should enter into a kind of partnership with nature for the good of the child." The most effective help the teacher hopes to give the child is to create right conditions for growth and then lead him to develop himself by participating in the opportunities afforded the class. The best lessons she can give are those in which every child takes part and works freely and happily, individually yet coöperatively, for the good of the whole class.

Here she is able to place emphasis on the cultivation of oral expression, and this is possible and profitable if she discovers the worthwhile thoughts of the child and gives him a chance to express them, and then trains him to express them well. She must realize that there is no time for empty language lessons in our crowded curriculum, but that the language lesson is the best place to discover what the child has gained in thought and experience outside the school-room. She should be able to choose material which can be made to seem real and at the same time have a genuine appeal to the child.

McMurtry says: "There is no other subject which so thoroughly permeates all studies and identifies itself with them as language. Thought and language are twin products and we must deal with both in order to deal effectively with either."

The basis of all good written work is laid in good oral work, so the path to effective written expression lies through the spoken word. If the teacher uses the possibilities shown she will be able to train the child to write as well as to speak, if he feels the purpose is worth while. She must give attention to the training of both tongue and fingers to use the right forms of speech. Exercises and drills to develop and fix right language habits should grow out of the needs of the child as they are shown in his speech and writing.

The child has an important place in this language development, too. He must feel the *need* and have the *desire* to satisfy that felt need. He must be conscious of the fact that his language is his means of

communicating his thoughts to others. Some one has said that he must be conscious that he is saying "something for somebody or to somebody." "In this way he learns that clearness+accuracy+vivacity=effectiveness."

"Speech is a matter of social environment and the difficulties of the teacher of English in the public school should be measured by the intelligence or by the illiteracy of the surrounding community." There is an old saying that "the parent sends his son to the master, but the school educates him," which shows that community environment plays an important part in establishing standards for the community. Here again the teacher finds a source for material; for she should look directly to the life about her and find the needs of the school and how they should be treated. There must be an atmosphere created for the desire for correct expression in every community if the school life is really to prosper. The teacher is often the center from which such an atmosphere radiates to the entire community.

The thought that the school is using speech for real service is its guiding principle and its central aim in teaching the subject. If such an idea can thoroughly permeate the school work, then language will no longer be a distasteful subject, but will be welcomed as the most effective tool with which any school problem may be attacked. Then the natural activities of the child will be utilized in training him for the work of life as well as making life real for him at the present. Each child should, by some means, be made to feel the significance of this quotation: "The more effective a person is in the use of language, other things being equal, the more effectively he can take his part in life."

A suggestive list which carries out the principles set forth in the above discussion is added with the hope that some may prove helpful to a teacher who is trying to create such a "language environment."

Pictures, poems, and stories are all found in the language work and afford abundant opportunity for thoughtful practice in the art of speech. "The Legend of Cotton," a story suitable for fifth and sixth grades, presents many possibilities for such work. In the first place the art of telling this story in an interesting way will appeal to the child. Then a more intensive study of the story may profitably follow. Here the character of the fairy is studied and then the opportunity for a real lesson on adjectives presents itself. Choice of fitting words help to enlarge the vocabulary as well as to learn what these words really are in a natural way.

But the most inviting field for creating this environment is that in which the child has his pleasures, his duties, and, most of all, in the

nature all around him. A fifth or sixth grade child should "find himself" as he studies different phases of nature. Correct choice of words will be grasped as he wants to tell how water sounds as, *murmur, dash, bubble, gurgle, splash*; how it is seen as, *sparkle, foam, ripple*.

Some of the best language work is often done when the "field trips" are followed up by reports of "Just what I saw or heard." Each child desires to make his hearers see or hear just what he did.

The secret of this success lies in the ability to know how to use the ordinary things of the child's life in such a way that there will be aroused within him the desire to tell to others what he knows in a correct and interesting manner.

SUNDAY SCHOOL PEDAGOGY

WILMA BURGESS, '21

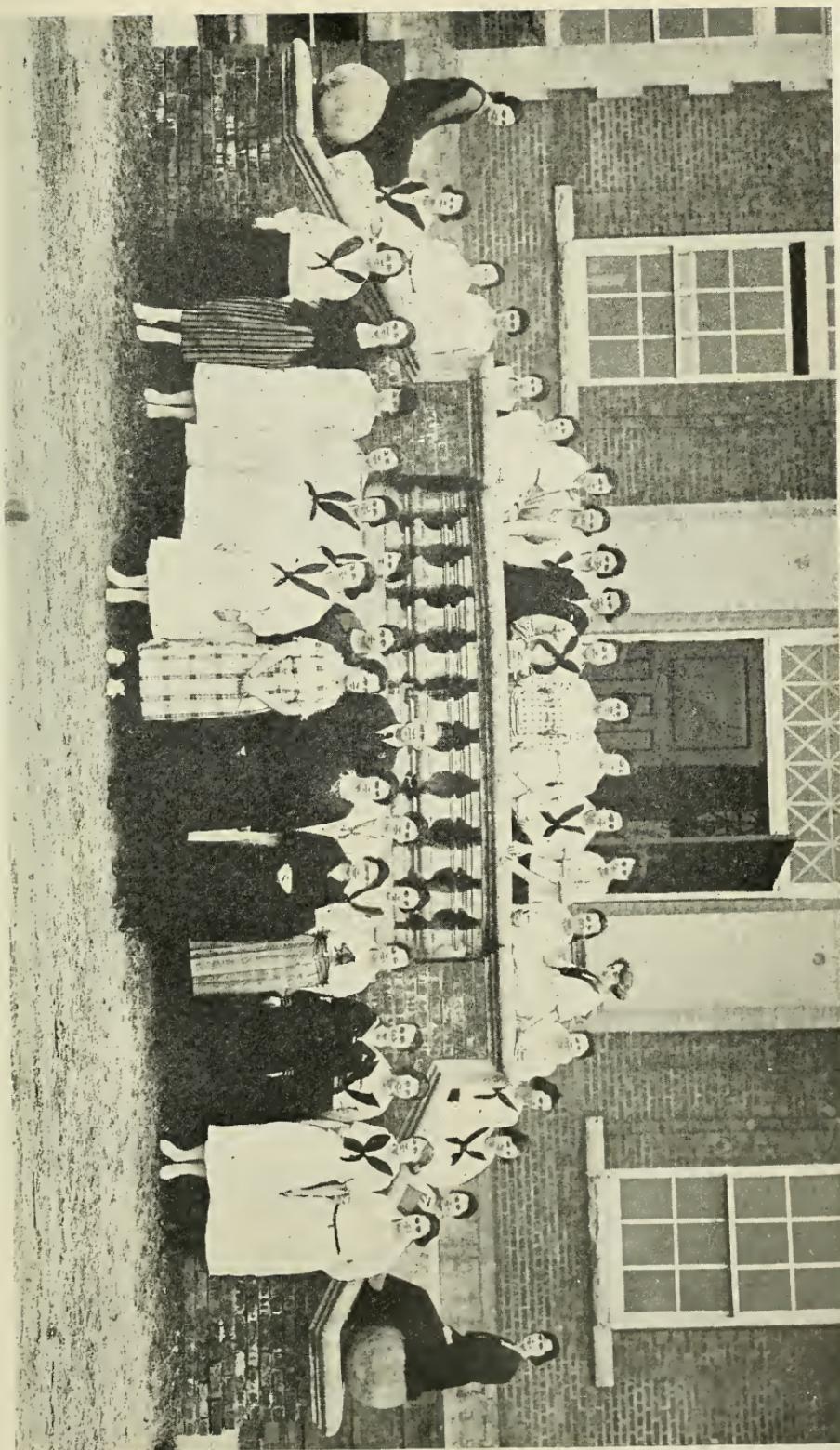
A non-denominational class in Sunday school pedagogy, the second in the history of the school, was organized last fall. The class is a large one, composed of fifty members. Diplomas were awarded to twenty students at the end of the first class in the school year 1918-1919. It is evident, from the interest shown in the class by its large membership, that the students of this institution realize that the Sunday school movement has, in these last few years, become vital to American Christianity and the training of teachers is a necessity. Altogether too much depends upon the Sunday school to permit its chief workers to be lacking in an intelligent conception of their work. The teacher-training movement has been one of the most significant signs of Sunday school progress. The time is rapidly approaching when an untrained teacher in the Sunday school will be as lonely as an untrained teacher in the public school. Why should it not be so?

The text-book used as a guide to the study approaches the subject from three viewpoints and all of the work is not technical pedagogy. Recognizing that the success of the teaching process is modified by the physical conditions and equipment, as well as by the technical preparation of the teacher, the course is divided into three general heads:

The Sunday School.

The Pupil.

The Bible.



CLASS IN SUNDAY SCHOOL PEDAGOGY

There are two sections under The Sunday School: first, management; and second, teaching.

The management must function in standardizing the Sunday school. The standard involves grading and organizing, the use of the Bible and denominational literature, the relation of the school to the church, trained teachers, and the membership of the school.

Grading involves the subjects of graded pupils, graded lessons, especially prepared teachers, and buildings with adequate classroom facilities. The school shall be graded according to ages as follows: Cradle roll, birth to 3; beginners, 4-5; primaries, 6-8; juniors, 9-12; intermediates, 13-16; seniors, 17-20; and adults, 21 up. The pupils are graded according to ages instead of by their class standing in the day school, on the presumption that their knowledge of the Bible and things spiritual depends more upon age and development of instincts than upon their day school progress. Boys and girls are classed together until the age of nine and from then on they are placed in separate classes. The adult class may have their own organization, but must be vital and integral parts of the school.

Graded lessons deal with the essential Bible themes so developed for the various grades as to fit naturally into the life of the developing child, and the lessons of one grade lead naturally to those of the next.

The teachers should specialize on one grade of work and teach the same grade year after year while the pupils are advanced to the next higher grade.

The building should have a general assembly room and be arranged so as to give each class a separate room. If this is impossible, movable partitions or curtains may be used as a substitute. Each classroom should have a table and chairs to fit the age of the children, and maps, blackboard, pictures, and such other equipment as is necessary to the most effective work. In the construction of the church buildings entirely too little consideration is given to the proper Sunday school equipment.

The officers of the Sunday school should be a general superintendent, a secretary and such departmental superintendents as the size of the school demands for the most efficient work.

Teachers' meetings, workers' councils, and teacher-training classes are essential to the best work of any Sunday school and should be maintained with persistent regularity.

The study of teaching in the Sunday school includes what the teacher should be, how he should prepare for the next Sunday's lesson, how we learn, and the teaching process.

The teacher should be well physically, to do the best work. In the mental preparation a knowledge of the Bible, of the pupil and of the teaching process should be included. Spiritually his life should be wholly surrendered to the will of God, since this is the essential for the presence and power of the Holy Spirit.

In preparation for the lesson, material should be gathered from any available helps, but the study of the Bible itself is the most important thing. After the material has been gathered the teacher is not ready to go before the class until the lesson has been planned. A lesson that has been well planned may be more quickly and easily covered.

In the learning process the mind receives impressions from the outer world through five avenues called senses. The physical side of it is about as follows: A word is spoken; the wave of the air strikes the drum of the ear; the nerve connecting the ear drum with the brain receives the shock; there is brain agitation; the mind opens its eye to take a look at what has occurred; if the mind has learned previously the meaning of the word, a picture is painted on the mind. This is a statement of how knowledge comes in through only one of the five senses. The general principle applies to all of them.

But a religious truth cannot be acted upon by any one of the five senses, hence the truth must be translated into something on which one of the five senses can act. This something is called a symbol. "A word is a symbol, and a thought must be translated into words before the thought is available for use by the pupil; pictures and objects may also be symbols."

Seven laws, as stated by the author, are:

"The teacher must know that which he would teach.

"The learner must attend with attention to the fact or truth to be learned.

"The language used in teaching must be common to teacher and learner.

"The truth to be taught must be taught through truth already known.

"Excite and direct the self-activities of the learner, and tell him nothing that he can learn himself.

"The learner must reproduce in his own mind the truth to be acquired.

"The completion, test, and confirmation of teaching must be made by reviews."

The first thing in the teaching process is to secure the attention of the class. It is important that the attention be held and that good questions be asked. Many ideas require illustration to be seen

clearly by the learner's mind. Illustrations may be found anywhere, everywhere. The story is the best means of illustration. The lesson should be presented by the pre-view, presentation of the lesson itself, and the review. The pre-view provides for a look ahead into the general subject of study. The best way of presenting the lesson is to go through it three times, bringing out the facts first, the explanation next, and the teachings last of all. The review should be a look at the whole subject just studied.

In the second division, which is the study of the pupil, the pupil is considered from the four standpoints of his nature—physical, mental, social, and spiritual. The pupils of the beginners and primary departments, from three to nine years old, physically are restless, their chief characteristic is to "do." Restlessness is bodily energy expended aimlessly. It should be the aim of the teacher to direct this energy. Considered mentally the pupils of this age are inattentive because they tire quickly and have not developed the power of attention. As this is also the stage of great curiosity, the attention of the children may be secured and held by appealing to their curiosity. Considered socially, the beginner and the primary child play more or less alone and are rather self-centered. In the Sunday school the teacher should plan to give them individual attention and personal teaching. Spiritually these pupils are very impressionable, which is due, in part, to the vivid imagination of children. To make and deepen these impressions and to direct them towards Christ is the chief work of the teacher of these departments.

The juniors, from nine to twelve years of age, physically are energetic and growing independent. Their energy should be well directed and their independence should be respected. Mentally the juniors render voluntary attention. Their key-word is "Get," for the collective instinct is strong at this time. They get other things, therefore they can "get" the Bible. Verbal memory is at its highest, so what is learned sticks. Pupils of this age are very inquisitive, and what they know leads them to seek further information. The teacher should always have this in mind when preparing the lesson. At this time the social nature is developing and they play in "gangs." The boys should be separated from the girls and both should be classed on an age basis. The junior pupil is in the period of great evangelistic opportunity. Ability comes then as never before to realize sin and seek the Savior.

The pupils of the intermediate department, from thirteen to sixteen years of age, are physically listless and lazy. This is true because it is the adolescent period, the period of growing up. The pupil

is also self-sufficient, thinking he knows everything worth while. The key word at this age is "Be." Mentally the intermediate pupil has voluntary attention much strengthened. The junior inquires but the adolescent investigates. At this time imaginative literature is a delight, especially that of hero worship. The pupils at this age are self-conscious and ill-at-ease, and need a wise friend to steady them in this stormy time. Spiritually this is the period of religious crisis. If the pupil is not won to Christ at this time he is lost to the Sunday school.

The senior pupils, from seventeen to twenty years, have greatly increased energy. They are capable of feats of strength, both of mind and body. This is the period of self-reliance, in contrast to the self-sufficiency of the intermediate pupil, and the key word is "Know." Considered mentally the senior pupil has attention to the point of application, can do independent thinking, has memory based on similarity or contrast, and has imagination productive of ideals. Socially young people are self-sacrificing and love much. Spiritually, for the lost, conversion is more difficult because of "hardness of heart." For the Christian members of the class, this is the time of choice of service.

The key word of the members of the adult department is "Serve." Adults have endurance, because the body is developed and under the control of the will; and are aggressive, they see an opportunity and grasp it. The adult mentally has attention to the point of concentration, the power of original research, imagination that is creative and philosophical memory, the highest stage of memory, which is the result of education and possible only to the trained adult mind. Socially adults can do effective service, service in the sense of achievement. Spiritually, conversion is more difficult at this period than during the senior period, but still possible. For the Christian adult, service should be the chief work in life.

The third division is a study of the Bible, which is the teachers' text-book. The Bible is studied under four heads: an introduction, the Old Testament, the New Testament, and the teachings of the Bible. In the introduction the great distinctive periods of Bible history, and the divisions and names of the books are studied. In both the Old and the New Testaments there are five divisions of the books. The Old Testament is made up of the Pentateuch, historical, poetical, major prophets, and minor prophets. The New Testament is divided into the biographical, historical, Paul's letters, general epistles, and prophetical.

The Old Testament is studied under ten divisions or periods. The first of these is from the Creation to Abraham, which extends down to 2,000 years B. C. and is recorded in the first eleven chapters of Genesis, and treats very briefly of the progress of the human race. Only a few great events in this part of man's history are recorded and practically all of these stand out prominently as marks of man's disobedience to God and God's punishment for his disobedience. In the second period, from Abraham to Moses, from 2,000 to 1,500 years B. C., attention is called away from the history of the race and fixed upon Abraham and his descendants. Here, as in all history, a few men stand out as leaders and the destinies of the world are traceable directly to the influences set agoing by them under the guiding hand of God. God's hand is more discernible and obedience is more conspicuous than disobedience and blessings more prominent than punishments. The period of bondage is the third. The descendants of Abraham are first in Egypt and then are wandering in the wilderness. The study again centers in leaders, as Moses and Joshua. The fourth period gives the record of the conquest of Canaan. Notwithstanding the promises of God to Abraham and his seed Israel must fight and conquer the inhabitants of the land before she can realize the promise of possession. Joshua divides the land among the twelve tribes and directs them to push forward the work of conquest until all enemies are subdued and there is no one to dispute their possession of the land. The fifth, the period of the judges, is a transition time. There is no central government, the religious zeal is at a low tide, and there are no outstanding leaders but those who are more or less local in their activities, who were called judges and stood between God and the people. Their chief function was to transmit to the people the will of God as revealed to them, for this is distinctly the period of theocracy in Israel's history. The sixth period is the kingdom. This is the "Golden Age" of Israel's history, when she reached the zenith of her glory. In the seventh period two kingdoms, Judah and Israel, were formed. Tribal jealousy was the cause of the division. "Judah Alone" is the topic of the eighth period. Judah persisted as a kingdom 135 years after the fall of Israel. The captivity and restoration are the topics of the ninth and tenth periods. On the period between the testaments the curtain is drawn and for a period of 400 years there is no direct Biblical history.

The New Testament is studied under two divisions, the life of Christ, and the spread of the gospel. The first division is the period of revelation and fulfillment. Persecutions were directed against the

most devout and active Christians and they were driven from Jerusalem. They then won converts in every quarter of the globe.

There are several things all evangelical Christians believe that the Bible teaches. These are: One God, the Father, Son and Holy Spirit, maker and ruler of heaven and earth; the Holy Scriptures are inspired and are the infallible word of God; the fall of man, his condemnation as a sinner and God's sovereign grace and love in his redemption; salvation in the name of Jesus Christ, His Son, who obeyed the law, suffered and died for the sins of men, is risen and exalted at the right hand of God the Father; the full offer of eternal life to all and the guilt of those who reject it; the necessity of regeneration by the Holy Spirit, repentance toward God and faith in Christ; the justification and adoption of the believers through the blood and righteousness of Jesus Christ; the sacred observance of the Lord's Day; the present life as man's only day of grace; and the resurrection of the body, the righteous to eternal life and the wicked to judgment and eternal punishment.

Students are referred to denominational sources for the distinctive denominational doctrines, and guided in finding the essential teachings of each. They are encouraged to inform themselves on the doctrines of other evangelical denominations as well as to know their own thoroughly in support of which they must find Bible authority.

This class in Sunday School Pedagogy has proved as interesting to the members as any of their regular classes in school. Almost every girl who goes from here to teach will be called upon to teach a class in a Sunday school of the community in which she teaches. Efficient teachers in the Sunday school are as important as efficient teachers in the public school and the application of the principles learned from this course will make efficient Sunday school teachers.

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EDITORIALS

Fairness of Report of the Educational Commission

When the last issue of the QUARTERLY went to press the completed report from the Educational Commission had not arrived, only the advance digest, which was given out to newspapers. By delving more deeply into it, the richness in the report is discovered.

It is readable, something rare in bulletins. It pictures things as seen, and the picture is true, as any one who has seen for himself can testify. It recognizes the constant growth in the schools for forty years. The words "slowly," "gradually" are frequently used in the discussion of the expansion of the schools. It is gratifying that it is seen as expansion. North Carolina, true to type, has been proceeding slowly, continuously, but not going backwards.

A realization of the "petty done, the undone vast," is a new spirit in North Carolina, perhaps, or at least the note not usually struck in public speeches about the State. It is a wholesome thing to see ourselves as others see us.

Dr. Finnegan, State Superintendent of Schools of Pennsylvania, after reading the report of the State Educational Commission, said: "I have just received a report of a survey in North Carolina that is the finest thing of the kind I have ever seen."

The County Summer Schools

The county summer school in North Carolina has ceased to be an experiment, and will endure so long as the State has to draw a large number of its teachers for the rural schools from the ranks of those who cannot meet the requirements for the standard certificates. Furthermore the institutions are so crowded that they cannot take care of the high school graduates who are clamoring for admission, much less for those with less preparation. It is poor economy to turn away the better prepared for the worse, when provision can be made otherwise. The only sane solution seems to be to take the schools as near to these teachers as possible.

A mere glance at statistics should be sufficient to prove that these schools are needed. North Carolina has 5,612 white teachers holding certificates below the elementary certificates; 4,461 holding elementary certificates; this makes a total of 10,073 that are below the standard grade. On the other hand there are only 2,197 holding standard certificates. It will be noted that it is the business of these county summer schools to take care of the 5,612, while the State summer schools look after the 4,461.

The article by Miss Parrott gives a full explanation and the history of these schools. The sentiment of superintendents toward these schools is indicated by that shown in the letters quoted.

The Attitude of the Students in These Schools

The editor of the QUARTERLY taught in one of these county summer schools last summer. She wishes to rise to a point of personal privilege in commenting on the difference between the attitude of the students when in a small group, among those of their own grade and kind, and near home, rather than among strangers in a strange land. Dropping the impersonal editorial "we" and speaking in the familiar language of the teacher, who is always in the singular number, I found that from the very first moment there was freedom and ease. There was none of that bewilderment so often seen in the first days when the timid students are conscious of the fact that they are in the midst of a group of people, who have had superior training. It takes some time for them to get adjusted and they are overawed by the large groups in an institution.

There was no lost motion in beginning. All the students were working for the same thing and there was a comradeship that was inspiring, which created an atmosphere that was conducive to the best work.

As this was the same teacher who, in a larger school, had frequently had to work to get this feeling of freedom, it was natural to suppose that it was because the teacher had come to them instead of their having to come to her.

Parents and Teachers Getting Together

Parent-teachers associations are ideal for breaking down that old barrier between home and school, and for bringing the home into the school and the school into the home. Mother and teacher get together and understand each other and thus have a better opportunity for understanding the child. The problems of the school can be presented directly to the parents, and there is mutual understanding and sympathy. The parent realizes that the teacher has the good of her child at heart, but she also realizes there are other children besides hers to be considered, and it has a tendency to broaden the parent's sympathies and to get her interested in other children. The teacher is a human being in a community, a part of it, and has her rights to consideration, and these rights are considered in communities where the parents and teachers get together.

Freedom in the Classroom

An article in a recent issue of the *Atlantic Monthly* sets forth the claims of the School of Progressive Education, which makes the freedom of the child the chief means in education. Teach the child by letting him do things, is one of the chief points in the system. He is encouraged to work things out for himself, and without the handicap of artificial surroundings, with the formal classroom plan broken up. This idea is in the public schools also, and the same principles are recognized by teachers in the public school system, and wherever practicable are carried into practice. An example of this may be seen in the report in the department of Suggestions of the equipment in the first grade in the model school. The desks have been taken out and replaced by chairs, and the children move about in a free and natural manner.

Examples of Learning by Doing

In the department of Suggestions in this number there are several articles that prove that the children in the "Model School" are getting an opportunity to "learn by doing," another tenet of their creed. The constitutional convention held in the seventh grade made the

making of our goverment a real problem to those children. They were getting excellent training for citizenship. At the same time they were getting the facts of history straight in presenting their cause; they were also getting practice in parliamentary law, and will never forget these first lessons. In the same way, the pupils in the fourth grade will not forget their first direct lesson in government; the meaning of it and need for it will be clearer to them because they organized a club, had officers, and knew what their officers are to do.

These two were fine language lessons, but to the good teacher every lesson is an opportunity for a language lesson.

Articles and Suggestions on Reading

The principles of teaching reading as set forth in the articles on reading in this number are those followed in the Model School. The illustrations of reading lessons taught by the students, as given among "Suggestions," shows what the student teachers are doing with it. The Model School is concentrating especially on the subject of reading.

The latter part of the suggestions, "Games for Correcting Errors of Speech," which appeared in the fall number of the QUARTERLY, was written by Earle Wynne of '21.

SUGGESTIONS

Columbus

The poem "Columbus," by Joaquin Miller, was studied in the sixth grade for the purpose of interpretation. The teacher wrote the poem on the board before school and covered it with maps, so that it might be entirely new to the children at the time of the lesson. The class had previously made a thorough study of the story of Columbus, and from this they got an idea of his character, home-life, and career.

Before beginning the study of the poem the class reviewed the story. The teacher asked questions that brought out the different facts about the character of Columbus, about the customs of the people of his time and the facts about geography that were necessary for the children to have clearly in mind in reading the poem. Both the map and the globe were used which helped the class in understanding the geographic conditions of Columbus' time. The attention of the class was called to the poem on the board and the children were asked to read the poem silently. The aim of reading the poem silently the first time was to get them to follow the thought. They were told to look out for expressions that suggested despair, bravery and perseverance of Columbus. They were also told to notice how each stanza was related to the one preceding.

After the meaning of the poem was thoroughly grasped, they were called on to read it orally, stanza by stanza. The teacher brought out very clearly several times, during this reading, that the poem was to be read for thought and expression.

She called particular attention to the author's estimation of Columbus, that he was brave and determined, for instance, his answer to every doubt was "Sail on, sail on, sail on and on." All through the poem she set up problems for the children to solve which they did excellently. One of those was to contrast the hopelessness of the outlook of the sailors in the first stanza and the hopefulness of Columbus. Several times during the study of the poem attention was called to the words used and to the punctuation. The children seemed to have a genuine appreciation of punctuation as a means of bringing out the thought, and had discussions as to how the punctuation affected the oral reading.

The teacher very clearly explained to the class the difficult words, when the children, while reading silently, asked for them. She did not bother them by explaining things they already knew. In her

questions she threw the responsibility on the children by telling them to read the different parts in just the way they thought they should be read; for example, she asked several different ones to read the words "Sail on, sail on, sail on and on," and told them to judge which reader made the distance seem farther. Different stanzas were compared as to which were the more hopeful or despairing.

Every child seemed interested and each contributed something to the class. The atmosphere of the room was that of perfect ease and freedom. This was due to the teacher and her voice, which, though clear and distinct, was well modulated.

Not only the children but the student teachers were inspired with great love for the poem and a greater admiration of Columbus than ever before. Shortly after this, the students heard a speaker use the poem very effectively and the difference in the response between those who had observed the teaching and those who did not was marked.

MARGARET HAYES, '21

A Silent Reading Lesson in the Sixth Grade

The story of Moses was studied, as a piece of literature, one week in the sixth grade. The children were familiar with Moses as a Bible character, hence the study was very interesting. We used the story as told in Free and Treadwell's Sixth Reader.

My purpose in teaching the story of Moses was to help the children get the thought from the printed page through silent reading.

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

1. Childhood and Youth.
2. The Burning Bush.
3. Pharaoh Oppresses Israel.
4. Crossing the Red Sea.
5. Life in the Wilderness.
6. Moses Receives the Commandments.
7. Moses Views the Promised Land.

Instead of the old way of teaching reading, which is vague and indefinite, I gave them questions to read for the answers in each lesson.

In Chapter 1, as an introduction, I asked them to read the first paragraph and find what story led up to the story of Moses. They

found that it was the story of Joseph. They had studied this story just a few days before, and it was fresh in their minds. In the second paragraph they were asked to read and find what let them know the Egyptians were afraid. They discovered the quotation "Behold, the people of Israel are mightier than we." They were then asked the meaning of this quotation. It was interpreted as follows, "They were afraid that the children of Israel would join their enemies." The next suggestion was, "Read on and find the cruel device Pharaoh resolved upon to destroy the boys." Not only did I ask questions answered in the book, but those in which they had to read between the lines. Through the question above there arose a discussion as to why the girls were not destroyed also. There were many suggestions given, but they at last decided that it was because the women alone could do no harm to the Egyptians.

After they had discovered how Moses' mother saved him, one child was called upon to tell that part of the story. Another was asked to tell about the finding of Moses by Pharaoh's daughter. This was one way of checking up the silent reading, but was not insisted on until it became monotonous. Another question that called for thought on the part of the children was, "Why do you think Miriam wanted a Hebrew woman to nurse the child?" After a short discussion they decided that she wanted his own mother to nurse him. At the end of the lesson, we left Moses afraid that Pharaoh would punish him for his deed. They were very much interested and wanted to find out how Moses escaped. This question was given them to find in the next lesson. The same part was assigned again as oral reading to check up the silent reading.

In assigning Chapters 2 and 3, they were asked the day before to find how Moses escaped. This question was taken up at the first of the lesson and one child was asked to read to the class that part of the story. They found that he went to Midian. They were next asked to describe the scene at the well. Thoughtful reading was required before the oral reports. The main question in this lesson was, "How did the Lord appear to Moses?" To answer this question they had to read the entire lesson. The questions called for thought as "What was meant by a land flowing with milk and honey?" and "What effect did Pharaoh's message have on the children of Israel?" One child was asked to tell it, then another read the part to the class. The assignment was two questions: 1. "How did the children of Israel cross the Red Sea?" 2. "How did they live in the wilderness?" To find these questions they had to read the entire lesson.

The lesson on Chapters 4 and 5 was studied in class and questions were asked as before. Oral reading followed.

The last lesson on the story of Moses, Chapters 6 and 7, was studied in class, and for an assignment, oral reports were to be prepared. Each child prepared a report on one chapter, both from the text-book and from the Bible, which was used as supplementary reading. The children found that the stories in the reader and the Bible were exactly alike, only the story was somewhat shorter in the reader. Speed and accuracy were stressed in every lesson.

In all the work in silent reading, the attempt was made to give thought questions. The ones below are some from the study "Siddartha, the Great Peace Hero."

1. What effect did the working people of the world have upon Prince Siddartha?
2. Why do you think the king was troubled by Prince Siddartha's question?
3. Which do you think was right, the king or Siddartha? Give a reason for your answer.
4. Do you think the king understood why Siddartha came as he did? Give a reason for your answer.
5. Do you think Prince Siddartha was wise when he decided to become a truth seeker? Why do you think he was or was not?

ROSLIE PHELPS, '21

Teaching a Poem for Thought

The "Village Blacksmith" was studied for two days in the sixth grade as a reading lesson. The first day was for silent reading and getting the thought. After a discussion of a blacksmith, I read the entire poem, asking them to tell me what they saw as I read. After reading the poem to them, for a study lesson, I took it up stanza by stanza, discussing the words and expressions which they found difficult to understand. For instance, "sinewy hands," "honest sweat," "bellows" and "sexton." Their assignment was to read the poem and get it clearly in mind so as to be able to read it just as they thought Longfellow said it. They were told to imagine themselves telling some one else about the blacksmith.

The next day I called on one child to read and if he did not read it well, another child, who thought he could improve on it, was called on to read. In the discussion I especially brought out what the blacksmith did on Sundays. Again I explained to them expressions I thought they could not understand. We discussed, for instance,

"Onward through life he goes, toiling, rejoicing, sorrowing," "Earned a night's repose." All the way through the children saw the lessons that the poem brought out.

After finishing the study of the poem I had them to look through the poem again, each one selecting the stanza he liked best and then he was called on to tell the class why he liked it.

LYDIA PURSER, '21

The Use of the Fable

The fable is a piece of literature from which many values can be derived, and there are many ways in which the teacher can get effective returns from the children. This can be done by retelling it, by illustrative drawing, by dramatization and by reproducing in written form. The teacher must help the children organize the story. This may be done by paragraphing or by outline. They need to see the use of placing titles correctly, of using quotation marks, of capital letters, and of paragraphing.

When I took the class they had been having fables at intervals and loved them. They had been skillfully handled by the teacher and in such a way that the children got many good things from them. Some of the fables previously studied were: "The Tortoise and the Geese"; "The Fox in the Well"; "The Mice in Council"; "The Farmer and His Sons"; "The Four Oxen and the Lion"; "The Two Goats"; "The Shepherd Boy and the Wolf"; "The Fox and the Crow"; "The Greedy Dog"; "The Donkey and His Masters"; "The Dog and His Shadow"; "The Ant and the Dove"; "The Hare and the Tortoise"; "The Stork and the Cranes"; "The Camel and His Master"; "The Lion and the Mouse." The poem, "The Blind Men and the Elephant," was given to them in such a manner that they recognized, without any guidance that it was a fable dressed up in poetry.

They had been re-telling fables and had reproduced the fable in writing, putting it in such a form they could show the teacher by capitals and punctuation, exactly what was meant. Below are given two just as the children wrote them, the only correction being the misspelled words:

A GOOD LESSON

Once some cranes were eating a farmer's grain. The farmer set a trap to catch the cranes. One day the farmer caught the cranes and with them was a stork.

The stork said, "I am not a crane, I am a stork, do you see my brown feathers, they are not like that crane."

The farmer said, "You were with the cranes and you shall die with them."

THE ANT AND THE GRASSHOPPER

Once on a warm summer day, an ant was working real hard when a grasshopper came up to the ant and laughed at him.

The grasshopper said, "Do you see all this food around me?" The ant did not notice him and kept on working for winter.

One cold winter day the grasshopper came to the ant and asked for some food.

The ant said, "You did not work in summer and I shall not give you any food."

They next studied the fable, "The Eagle and the Tortoise." I first read the fable to them and then asked a few questions that would bring out the story, such as "Why was the tortoise so eager to learn to fly?" Several told the story in their own words, each one striving to improve on the preceding story. As soon as they had the story well in hand some went to the board to write while others used paper.

The class had been making a special study of paragraphing. Before any writing was done, I warned them to pay attention to the margins, to the indenting of paragraphs, to the use of quotations around the exact words of the speaker, to the placing of the title, and to the use of capital letters. This was merely to call attention to what they already knew.

The work was very neatly written with only a few technical errors. These were corrected by the teacher with the help of the children. This lesson was to be followed by an original fable from the children.

We stopped here to study the fable, to review what a fable is, and how it differs from other stories. When asked how they were able to tell a fable from any other story, they readily answered the three things I wished them to notice: that a fable is short, that it teaches a lesson, and that it often has animal characters. They were asked to think of any two fables previously studied which teach the same lesson. They gave "The Two Goats" and "The Oxen and the Lion" as examples, and said these fables teach how foolish it is to quarrel. They then named the characters in both fables, gave the lesson taught and mentioned the fact that both were short. I read from the book the fable "The Wise Boar," and asked for the lesson taught, the characters in the fable, and what each part did, or told. I then followed that by another fable of the same type and asked for the points of similarity and dissimilarity. They were then ready for an original one. I gave as the title, "The Indian and His War Paint." The outline was put on the board.

Indian mixing his war paint.

Cowboy speaks to him.

Indian answers.

In this the same lesson and the same number of characters were used as in the others. After a minute to think about it, every hand was raised and I called for several. The fables given were on this order:

Once upon a time an Indian was mixing his war paint. A cowboy passed him and said, "Why are you mixing war paint in time of peace?"

The Indian answered, "I am mixing it now so I will be ready when there is war."

I had several titles on the board under the map. I raised the map and told them I wanted to see which could make the best fable without an outline, using one of these titles:

- The Indian and His Arrows.
- The Man and His Woodpile.
- The Hunter and His Gun.
- The Girl and Her Lesson.
- The Hunter and His Trap.

The children were very much interested in their lesson and gave good oral original stories.

PEARL STRAUGHN, '21.

The Constitutional Convention in the Seventh Grade

In taking up a study of the Constitution in the seventh grade, it was decided to organize the class and hold a Constitutional Convention. The class had had a good deal of work on the Articles of Confederation and also two lessons leading up to the beginnings of the Constitution, so they had a background from which to work.

The children were given names of the signers of the Constitution and each child represented a delegate from one of the twelve states; the thirteenth State, Rhode Island, was not represented in the Convention of 1787. Since there were more signers than children we could not have all the members present, but among the delegates were some of the more prominent men, George Washington, Alexander Hamilton, James Madison, Benjamin Franklin, and George Read of Delaware. History does not show that Mr. Read took a very active part in the early Convention, but he did play a very important part in the Convention of 1787 as held in 1921.

In order that the children might be able to carry on the business of the Convention with ease and in the approved way, the student-teacher simplified Robert's Rules of Order for them. Nothing more difficult than the president's decision as to which member should

speak when two arose at the same time ever came up, but they learned to respect one another's rights in regard to making speeches. The presiding officer, George Washington, was given a few rules or duties of the president, which he followed closely. The secretary was appointed by the president and she was also given a few simple directions concerning her duties.

The delegates from each State sat together. Placards made by the children from letters which they had cut in the period for drawing were used to indicate the States represented. Each group had a placard with the name of the State represented, in half-inch letters.

All members were told that they must be recognized by the chair before they spoke and it was seldom that one forgot. After saying on one occasion, "I *motion* that small States be equally represented in Congress," they were told how to state a motion and thereafter said, "I *move*——." The vote was taken by raising the hand and was counted by the presiding officer.

The things considered in this Convention were:

The need of a better form of government.

The conditions existing under the Articles of Confederation.

The decision to write a new form of government rather than to revise the Articles of Confederation.

These questions were discussed by the members and the Convention came to a deadlock when the representation of States was considered. The minutes show that Mr. Read of Delaware made quite a speech in favor of all States being equally represented in Congress. They also show that his motion to that effect was lost. Finally, the members from Connecticut offered the solution and the small States agreed to representation according to population in the lower house and equal representation in the Senate, but again there was a deadlock. The South was opposed to representation according to population. The question arose as to whether or not slaves should be counted. They debated the question but compromised and allowed five slaves to be counted as three white men.

The northern members became very anxious concerning commerce and tariff. Again there was warm discussion. To keep the southern members in the Convention, a compromise was brought about saying that slave trade should not be interfered with before 1808. The tariff question seemed to be the favorite subject for debate.

The problem of electing members of Congress and Federal officers was settled with very little trouble.

The Convention then decided what should be the powers of Congress. All of Section 8, Article I, of the Constitution was not taken up but the four important powers of Congress as given in the textbook the grade used, were considered, discussed, and voted upon.

As the Convention met each day the matters to be attended to were written on the blackboard. After discussions, the motions were always made, seconded, and voted upon. The secretary kept a careful record of all proceedings and the minutes were read at each meeting.

We did not have time to take up all parts of the Constitution, so after a study lesson, different parts of the Constitution were assigned to the different members to be read and, if necessary, explained by the reader the next day. They were told that some member might not understand the exact meaning of some clause and this encouraged discussion of the different parts read. The Convention met the following day and a reading of the Constitution was called for by the president. The following parts were read:

Preamble; Article I, section 1; Article I, section 2, clause 3; Article I, section 3, clause 1; Article I, section 8, clauses 1, 2, 5, 7, 15; Article II, section 1, clause 2.

After the reading it was moved and seconded that the Constitution be adopted. Then the real discussion began. It was finally adopted by the Convention but some of the delegates made very earnest speeches before they consented to the adoption.

The next thing was getting the Constitution adopted by the States. The reports from the delegates were highly interesting, especially those from the States opposing the adoption and the demand for a Bill of Rights. Great enthusiasm was shown by the advocates of the Constitution and when given a chance these delegates made strong appeals to the members of the Convention to go home and work for the adoption of the Constitution. They also went so far as to make, second, and carry a motion that States out of the Union after a reasonable length of time be regarded as foreign nations.

All the delegates were asked to make speeches in favor of the adoption of the Constitution and these speeches were carefully written out and delivered in a convincing manner. One of the speeches is given below. It was written and made by Annie Shields Van Dyke:

MR. PRESIDENT:—

We all realize the great problem before us. We have seen many great ones in school when we were children but never one like this. There are many reasons why we should adopt the Constitution. First, it will benefit us as well as give us a respected name among the other countries which we would hold dear. And, second, it will build up our trade among the other

nations of the world as well as making our navy large. And, for third, it will give us standard money, which we must have before we are respected. And, for fourth, it will establish postoffices and roads, and, for fifth, it will give us all fair tax so that we will have no fuss about taxes.

And as they are all talking about the president having too much power it shall be limited. Why do you stand back and refuse it? You don't know, at least what you say doesn't pass. As to your losing your rights, you are not. Think over the Articles and then the Constitution! Come, my people, come ye all and adopt the Constitution! Listen, farmers, listen, you are not losing your rights, you are gaining them. You need not open your mouths for I speak the truth. The President is to help our country and do things for our benefit. It might be that you are jealous, but what reason have you? None! for you may later become president, also. And as I said before, the Constitution will help us. May be later we will hear our grandchildren say, "Oh, Grandfather, it certainly was nice that you all knew what to do after the Revolution." And I move that every state that does not adopt it be regarded as a foreign country.

MABEL THOMAS, '21

Teaching Government Through a Club

Introducing the subject of government to the fourth grade was my task when I began teaching geography and I must say at first the thought staggered me, for government, to my own mind, was a gigantic affair for the fourth grade.

In order to make the children realize what government means, I decided to organize a club, and in this way have the children take a real and active part in government organization.

We discussed clubs of various kinds, and then I told them the story of a corn club I once knew of. The suggestion was made to them that they might form a club, something on the order of the corn club. This suggestion was eagerly accepted. Then they started the discussion as to what kind of club they should have, and what the work of their club should be.

After much discussion they finally decided that the work of the club should be to keep the Model School grounds clean, and to keep good order in the class room from the ringing of the first bell until nine o'clock. They divided themselves into two teams, the boys taking one side of the grounds to keep clean and the girls the other, each team having a captain. It was to be a contest between the boys and the girls.

The next thing they did was to elect their officers. They decided their officers should be a president, a secretary, a captain of the boys, a captain of the girls, a judge, and an advisory member. It was easy to make them understand that every organization must have some one

at its head and that that person must have others to help him run the organization: for example, a secretary to keep a written record of what is done. After telling the work of each officer, some child exclaimed, "Why, my mother is president of a club. Are we going to do what they do?" After this question they began to compare the officers of their club with the officers of the one their mothers were members of. They decided they wanted to name their club so they named it "The Robin Hood Club." It can readily be seen why a fourth grade should want to name their club this.

It was but a step from the organization of their own club to the organization of government. I spent four days in teaching government, taking the government of the town one day, the government of the county the next, then of North Carolina, and then of the United States. They readily gave the names of the officers in town and then compared them with the officers of their club, seeing that they had the same work except on a larger scale. They knew the mayor, governor, and president and had a slight idea as to what each did. After the government of the town was fixed clearly in their minds, we took up the government of the county, State, and United States, naming the chief officers of each and seeing that these officers, although they had different names, had the same work as the officers of our club, except on a very much larger scale.

EMILY LANGLEY, '21

Presenting the Crusades to the Sixth Grade

My aims in teaching the Crusades to the sixth grade were:

(1) What the Crusades were; (2) the purpose; (3) the result. Perhaps the results of the Crusades took up more time than both of the other points. The idea that trade was established between the countries and that civilization was advanced were the biggest points mentioned in the results.

The text used, "An Introduction to American History," by Alice M. Atkinson, gives merely an outline of the subject, and a brief one. The material used to fill out the outline came from many sources. This is when we made use of the books the children had in their homes, such as encyclopedias, books of knowledge. Books furnished by the teacher were also used.

I introduced the Crusades to the class the first day by telling them the story of the first army of the first Crusade, centering the story around the most important men, Pope Urban, Peter the Hermit and Walter the Penniless. All through the lesson I asked questions

to see if they really were getting what was being told them, throwing the lesson as nearly as possible on them. The maps of Europe and of Asia were used frequently throughout the lesson, thereby correlating the geography with the history.

For the next day's lesson I asked the children to make an outline on the story I had told them, which was preparation for a reproduction of the story, reports on Pope Urban and Peter the Hermit, from those who had encyclopedias or other books bearing on the subject in their homes.

We treated the second army of the first Crusade very much as we did the first. Our work was based on the leaders of the armies. After this lesson on the second army we had a contest. All of those who wanted to be a member of the first army were to work for their side and all those who were for the second army had to work for the second army. In preparing for this contest we selected one pupil to be a pilgrim. This pilgrim made his plea to the emperor of Constantinople, telling him how the pilgrims were being treated by the Turks, and begging for help. We also selected pupils to represent Pope Urban, Peter the Hermit and Godfrey. Each child selected was to make a talk for his side. Other pupils in his division were allowed to add to the report. This aroused much interest. My purpose in this contest, aside from that of increasing the pupils' interest, was to review the previous lessons and to clear up any wrong ideas.

In the study of the third Crusade, we made a comparison of the first and the third. We spent very little time on the second, in fact, we only bridged the gap from the first to the third, because the second Crusade was not so important. We then went into details with the third Crusade.

After we had finished the study of the first and third Crusades we took up the study of the results of the Crusades; what they did for Europe, and what they did for the advancement of civilization.

We had a review and then I asked the children to find out all they could about Jerusalem in the World War.

The next day, after the reports the children had were given, I told the story of the capture of Jerusalem in the World War. I used the story as told in the book "Jerusalem, Its Redemption and Future." I started the story from the Crusades and told it briefly until I reached the opening of the war in 1914 and then I put in as many

details as time would allow. The climax was the presentation of the recapture of Jerusalem to Christendom by General Allenby on Christmas of 1917. I read the proclamation and showed the picture of General Allenby reading the proclamation. This picture was found in the Christmas number of the Ladies Home Journal for 1918.

HELEN WATSON, '21

Magellan as Taught in the Fifth Grade

The life of Magellan was worked up in story form and presented orally to the children by the student-teacher teaching geography in the fifth grade. This story in its spirit of daring and discovery appealed to the imagination of the children and served as a very interesting topic for study. It also provided excellent opportunity for the presentation of problems by the teacher, and the solving of them by the children. Take, for instance, the time Magellan was seeking an opening through South America. He did not know for certain there was an opening, but he felt sure there was. In the course of time the children solved the problem by discovering the Strait of Magellan.

The children knew that Spain and Portugal were rivals in wealth and power and this fact served as a historical background for Magellan. The early life of Magellan was divided into two parts, early life in Portugal, his birthplace, and his life in Spain. In the study of his life in Portugal the children had an excellent opportunity to review what they had learned of court life, for Magellan spent his boyhood in the king's court, first as page, then as knight.

As Magellan grew to manhood the spirit of adventure overtook him and he went on several trips to the Indies, the center of trade for Europe at that time. In a battle in Morocco he was declared a traitor and he denounced his country and went to Spain.

In Spain, through the aid of friends, he secured an audience with the king, who promised to aid him in his new project to reach the East Indies by sailing west. Here the preparations of Magellan were contrasted with those of De Soto.

Then came the interesting task of watching Magellan look for an opening through South America. Several times he struck openings which he felt sure were openings through South America, but each time he was doomed to disappointment. At Port St. Julian, his winter quarters, the inhabitants were giants, a thing which greatly interested the children, for they never tired of hearing of strange people and their customs.

Finally the Strait, which now bears his name, was reached, and the perilous trip through was begun. The swiftness of the water, the fragility of the crafts and the scarcity of food tended to arouse the sympathy of the children. At last the Pacific Ocean was reached and the children were relieved to find Magellan safe in quiet waters.

After a trying trip, in which the food and water gave out, Magellan crossed the Pacific and landed on the Philippine Islands. The customs and the strangeness of this place served as an interesting topic for discussion. It was here that Magellan at last found peace and happiness. But he was not to enjoy this new found peace for long, nor was he to live to enjoy the benefits of the great work he had done, for in a few months he was killed in a battle on one of the neighboring islands. He died as bravely as he had lived and to the last he was thoughtful of his men, for he gave up his life defending them. His men, laden with trophies of their great trip, went back to Spain to herald the wonderful news—Magellan had circumnavigated the globe!

In recognition of the wonderful work Magellan did, the Strait of Magellan and the Land of Magellan were named for him.

When one topic had been presented and the problems which came with it had been solved by the class, then this part was reproduced by the children. They traced the voyage around the world; in this way they got the true significance that Magellan was the first to sail around the world.

To see if the children had the trip clearly in mind, they were given a hectograph copy of an outline map of the world on which they traced, with colored crayola, Magellan's trip.

For a general review, guided by the teacher, the children suggested an outline which was put on the board. This outline was developed from the topics as they had been presented.

GRACE JENKINS, '21

Chairs and Lockers in the First Grade

The desks in the first grade room were taken out and chairs put in their places. This was done so that the children could move around with freedom and ease. That stiffness usually found in the classroom was broken up. They could bring their chairs up and make a circle for opening exercises, story-telling and their regular lessons, or move them wherever they were needed.

The children have lockers or "cupboards," as they call them, to keep their books in. These shelves are numbered and each child knows his number. The children are very proud of these lockers.

The children were so pleased with their chairs that each one wanted to keep the same one all the time. As this might have caused confusion, something had to be done so that each child could know his own chair. They were first given a lesson showing them how to move their chairs without causing confusion, and after this they could move quickly and quietly.

We decided to get tags and print their names on them, so each child would always know his own chair. We could not get the kind of tags we wanted, but found trunk tags at the book store.

The tags would furnish an excellent opportunity for a reading lesson. They would help the children to learn the capitals by seeing their names on the chair. They would not only learn to read their names, but also learn to read the printed form as well as the written.

The printing of the names was very interesting to the student teachers. We had some trouble placing some of the names, for instance, "Alice Louise," was so long that we could not get it on the tag. We decided to print the word "Louise" under the word "Alice."

We then had the children to tie the tags on. The names of the smallest children were tied on the lowest chairs, and the larger childrens' names were tied on the larger chairs.

The children were delighted with this arrangement and there was no further trouble. Every time each child took pride in leaving his chair exactly in its place at the table, and they soon learned to read all the names on the tags.

NANNIE LEE ELKS, '21.

Using Domino Cards in Number Work

As one device for teaching number work in the first grade we used domino cards.

These cards were made of stiff, white cardboard, nine inches by four inches, with dots, about the size of a nickel, made out of black drawing paper. This size of cardboard is easy to handle before a class and the dots are very prominent.

After the pupils were able to count as high as twenty-five we used these cards. First we showed the doubles, two dots and two dots, three dots and three dots, and so on up to six dots and six dots. We showed one card to the class at the time, first covering the bottom dots; the pupils counted the top ones, then we covered the top ones and they counted the bottom ones. After they had counted both top and bottom dots we then put the question: "Two dots and two dots are how many dots?" uncovering the whole card to let them see all the dots on the card.

The next step we took up was adding one dot to one or more dots, up to six dots and one dot. As this is harder for the pupils to grasp than the doubles we gave it after we gave the doubles.

When they knew the given domino cards well enough we used cards with figures on them. These cards were the same size as the domino cards; the combinations used were the ones they had learned but substituting figures instead of dots. After this, we introduced new additions that are beyond domino numbers, such as seven and seven.

Because the combination of three and two are five was a little more difficult for the children, we introduced it with a number story. First, the teacher told one, then all the children thought up a story about three and two. The stories were something like this: "My mother gave me three apples, my father gave me two apples, then I had five apples, because three apples and two apples are five apples."

The children soon became experts in making these simple additions.

Some Language Lessons in the First Grade

The series of language lessons taught by the critic teacher in the first grade were very helpful to the student-teacher.

Clothing was taught in a very simple and interesting way. The teacher called a child wearing a cotton dress up to her and asked, "What kind of dress is this?" The child answered, "Gingham." "Then it is a cotton dress, isn't it?" "Where did your mother get your dress?" The child answered, "From the store." The teacher said, "Where did the merchant get the cloth?" and in this way led the discussion up to the farm, where the cotton seed was planted and cotton raised. Then she showed them cotton separated from the seed and cotton seed.

A child's ribbon was discussed in a similar way in studying silk. A sweater was used in taking up woolen goods. The teacher showed a picture of sheep and of wool as it is when it comes off the sheep's back.

LILA MAY JUSTICE, '21

Health Crusade in the Model School

Throughout the whole school there is intense interest on the subject of health. Among all of the grades there was competition to get the highest number of chores. At the end of the first two weeks the first grade had won the highest per cent.

The health leaflets on which was a record of health chores for Modern Health Crusaders were given the children. The leaflets have statements of chores. Seventy-two chores done in a week make a perfect record. To become a Modern Health Crusader and receive a certificate of enrollment and the title of Page Health Knighthood, one must do at least 54 chores, 75 per cent of the 72, in each of two weeks. To rise to higher ranks and be entitled to wear the different badges one must do at least 54 chores each week for the following number of weeks:-

For Squire, 3 weeks after becoming Page, a total of 5 weeks; for Knight, 5 weeks after becoming Squire, a total of 10 weeks; for Banner, 5 weeks after becoming Knight, a total of 15 weeks.

To be counted toward earning any of the Crusade titles, the chores done in any week must include one full bath.

When the leaflets were given out in the first grade, the chores and how they should be checked up were explained to the children. The teacher checked up every morning to see if the children were doing the chores. The teacher had a poster for each chore and as she held up the different posters she said, "All the children who have done this may stand." For example she held up the poster "Sleep 9-7," and all the children stood who had slept the number of hours. Two large health posters were made. One had the normal and actual weight and the normal and actual height of every child in the grade. The other had the name of every child in the room doing the health chores. The first grade made a score of 100 per cent, the highest in the school.

In the second grade the work centered around the idea of how to be a good American by taking care of the body and eating the proper food. A report of this is given in detail below.

On the third grade the requirements of good citizenship were the points stressed. Good citizens must be healthy. Food, fresh air, exercise, plenty of sleep, plenty of fresh water, and visits to the toilet at regular times are necessities of good health. The children had cards to keep score. The weighing and measuring of the children was correlated with arithmetic. The teacher had posters of exercise and community food posters. In summarizing the work, sentences on things to make people healthy were given by the children.

In the intermediate grades the children checked up their own chores and brought the leaflets at the end of the second, fifth, and seventh weeks. In these grades the health crusade was blended in with the other work.

Last year the health crusade as mapped out by the National Tuberculosis Association created a great deal of interest in the Model School. This year the same work is being done and for the same purpose, but the plan has been varied and has become more a regular part of the school work, especially in the upper grades.

MARY CRINKLEY, '21

Health Work in the Second Grade

The opening exercises in the second grade during the Health Crusade were devoted to the study of health. Instead of teaching health directly, we had as the aim to show each child how to be a "Good American." This gave him a fine incentive, and he became interested in health because it made him a good American. This suggestion came from the January *Primary Education*. To illustrate this point the story of "Billy Bumps" was told. The story was about a little boy who went to a school where every child was a "Good American." Needless to say, all the children wanted to become "Good Americans," so we began to discuss some things that help us to be "Good Americans."

First of all we decided we must keep well. To keep well we must keep our bodies clean, get plenty of fresh air, sleep with the windows open, take exercise and eat the right kinds of food. The children, guided by the student-teacher, suggested some of the best plans for carrying out the above rules.

The care of the hands was the next topic. Some good reasons for keeping the hands clean were given by the children. To impress some of the dangers from soiled hands a story was told about what happened to a little boy who forgot to wash his hands one day.

The care of the nails naturally followed this. The children were interested in learning how to manicure their own nails.

The care of the eyes was our next subject. First of all we took up the protection of the eyes. Next the children discussed some things which keep the eyes strong. The lesson was concluded by mentioning some of the ways we abuse our eyes.

Food was our next topic. This was introduced by letting the children tell what they had for breakfast that morning. From this they found out some of the right kinds of breakfast foods, such as fruits and cereals. Some time was taken up in the discussion of meats. We tried to discourage the meat eating habit and encourage the children to eat more bread and butter. The children brought pictures of good foods which were mounted on drawing paper and put up around the room.

To interest the children in drinking milk I made a milk chart. This chart was in poster form. At the top was drawn a bottle of milk and a glass. The name of every child in the room was placed on the left hand side, the other side was ruled so as to make a number of blocks by each child's name. Every day a child drank a glass of milk a block by his name was colored.

The number of hours a child should sleep was our next subject. A picture showing a child going to bed at 8 o'clock was used to illustrate this lesson. To impress the lesson more upon the children, I told them the story of "How Long Billy Bumps Sleeps."

Drinking water was the next lesson. The class decided each child should drink at least four glasses of water a day. To bring the dangers of drinking from unsanitary cups and dippers more vividly before the children a picture was used. This picture showed diseased people drinking from a public cup. At the close of this lesson I showed the children how to make a drinking cup from paper.

Last of all, we discussed the importance of taking exercise. After the lesson we had some "setting up" exercises to show the children how it should be done. The children were told what dumb-bells were and how to use them. For seat work they cut dumb-bells from paper.

SARA SMITH, '21

A Spelling Lesson on Occupations

A spelling lesson on occupation was observed by the senior class in the fifth grade. At the beginning of the class slips of paper were given out on which the words from which the lesson was taken were to be written.

As an introduction to the lesson the teacher said, "In writing letters to your friends you might want to tell them what your father's occupation is, so I think it would be nice to know how to spell these; don't you?" The class agreed that this would be a fine thing to do. The teacher asked the different children what the occupations of their fathers were. When they had given ten words, the children wrote these on their slips just as soon as the occupation was given. Some gave two words; as hardware merchant, insurance agent, and automobile agent. These words were taken separately in the list. The following are the words that were given: Agent, merchant, hardware, machinist, tobacconist, salesman, carpenter, policeman, insurance, automobile.

Up to this point the teacher had been merely collecting words for the lesson. She told them to put a cross mark by the words which were not right as she spelled them. The teacher then pronounced the words clearly, spelled them and pronounced them again. Any one who missed the word was asked to raise his hand as she called the words.

She took as her lesson the four words which were misspelled the most number of times. The teacher put a word on the board and had a child make a sentence using it. The teacher then divided the word into syllables, writing it on the board, and asked them to see which syllable was hardest for them to call. Then she had different children to spell it aloud.

She then told them to turn their papers over and write the word on the other side to see if they could spell it correctly. All words were treated in like manner. The papers were corrected again to see how many words were misspelled. These words were immediately put on the board by the teacher. The papers were now passed to the front and only words that were missed were taken for further study, as they did not want to waste their time on words they already knew how to spell. This time a list was made on the board as the words were studied.

One word from the list was erased by the teacher. Then some child was called on to pronounce and spell it. Then two words were erased and a child was called on to pronounce and spell them. The fourth and last was treated just as the first. Then several children were called on to spell the entire list just as they came on the board.

The children were commended by the teacher for their excellent work.

The assignment for the next lesson was to bring in a list of words of what they would like to make of themselves when they grow up.

EFFIE FULLER, '21

REVIEWS

THE AMERICAN SCHOOLMASTER for November reports that the Michigan teachers, in their annual meeting, adopted resolutions for improving and raising standards of education in that State, by having all the teachers better trained and by paying them living salaries.

An article on *School Survey* explains that a survey in the schools is for the purpose of remedying weaknesses that are found, instead of giving destructive criticisms. Baltimore, Maryland, has appropriated \$25,000 for the purpose of an extensive survey. Dr. George D. Strayer has been selected for this work and it is thought that the city will be repaid by having a more effective system of school in the future.

An editorial, *A Blind Alley Going*, in the January number, shows why the changing of teachers' schools into teachers' colleges is a good thing. This is true because this elevation will add to the dignity of the teaching profession, for it advertises to the world that teachers must be college trained. The name of it also changes people's opinions toward the institution. It refers to old normal schools as "blind alleys" because they led to nothing further. A number of States are making this change and giving students chances to get college training as well as teacher's training.

The Survey of Education in Hawaii is reported in BULLETIN No. 16, 1920, of the Bureau of Education. The fact that a large majority of the children are of other races than those which are dominant in the United States, made the survey unique and difficult. This solution of their problems, however, will not only be of value to the people of Hawaii, but also for the students in the United States. Chapter I is a treasure house of information about Hawaii. It gives significant facts about the people of Hawaii, their interrelationships, their rates of growth, what they are likely to do as citizens, the occupational needs of the island, and the agencies at work upon the problems that have arisen. Chapter II treats of the school system of the island, showing how, in the judgment of the survey commission, changes can be made to enable schools to function more efficiently. Chapter III deals with an obstacle in the way of Americanizing the schools—the system of foreign language schools. The remaining chapters treat successively the details of the work of the

elementary school, the high school, the universities, and the private schools. The leadership of the schools in Hawaii is in excellent hands, in fact nearly every child has the chance to attend a public school. A list of agencies in the islands are as follows: Informing the public about everything the department does; securing the advice of representative laymen of different races; eliminating obsolete offices; advancing teachers' salaries and providing for their comfort; raising the standards of training and qualifications of teachers; incorporating kindergarten as a part of the school system; reducing the size of elementary classes; providing more modern school buildings; creating a division for work of the more industrial character; modifying a rigid promotion system; decentralizing a mechanical system, and providing opportunities whereby the teachers may have more voice in the educational policy. The bulletin also contains many pictorial illustrations which makes it of far greater value and interest to us.

A clear definition of *Ideals of Education* is given by the governor of Iowa in *SCHOOL LIFE*. "The best conception of an educated person today is one whose mind is trained to enjoy and appreciate the best things of life, whose hands are trained to do some useful labor well, whose body is symmetrically developed, whose heart is attuned to the noblest impulses, and whose patriotism is grounded on the fundamentals of our form of government." A trained teacher is the first and most vital factor in any educational system. The legislators, he thinks, ought to provide for at least three normal schools in the State, and limit them to training for rural teachers. He gives as remedies for the teacher shortage: Adequate compensation for the teacher and county superintendent; making teaching a profession; providing housing for the teacher; hiring the teacher for a period of a year or more and paying him accordingly; and being sure that the teacher is an American citizen. In dealing with public education one touches the future of the State and the happiness and contentment of the people more than in any other way.

The State of California has passed a Constitutional amendment containing some of the most forward looking educational provisions ever voted into a State Constitution. The amendment provides that hereafter the minimum appropriation for schools shall be \$30 per

pupil in elementary schools and \$60 in the high school. It also provides that all of the school moneys contributed by the State, and 60 per cent of the school moneys raised by the county, must be used for the payment of teachers' salaries. This will establish a State-wide minimum salary of \$1,300 a year. This has been said to be the most important school measure submitted to the people of California since the first Constitution was adopted in 1849.

In McCALL'S MAGAZINE Mary Badger Wilson tells about the teacher as a nation-wide issue. She uses the report of the Commission on the Emergency in Education, in which is emphasized the importance of paying teachers more in a time when such great educational and social problems exist as they do today. She goes further and shows why teachers should be better paid.

It is significant that a magazine of this type, a popular magazine for women, which makes a specialty of fashions and patterns, gives prominence to this subject. It shows that the subject has passed into the homes, where it should be.

The National Crisis in Education is a bulletin which gave a detailed report of the proceedings of the Washington conference on education last May. All the addresses are given in full as well as reports of committees on resolutions and recommendations, after which is given a summary of recommendations and conclusions. Extracts of letters to the United States Commissioner of Education from governors of States, State superintendents of public instruction, heads of educational institutions, and prominent persons, are given. It is a valuable publication which will be interesting to both those who attended the conference as well as those who did not.

"School Week" was observed throughout the United States December 5-11. The things emphasized were: Increased salaries, the only salvation for schools; the need of larger expenditures, and the need of training teachers. The fact that country schools need the best teachers was recognized. The governors of some States published their views, which were chiefly the need of increased support of schools, the schools our greatest security against unseen dangers of the future, and that schools are the deciding factors in the nation's future. Remedies for the teacher shortage were given.

It was a week devoted to a campaign of intense work for the schools, and the publicity thus attained was decidedly worth while. The results are difficult to measure, but there seems to be a nation-wide movement to revise State laws and improve conditions.

In December conferences on education of different groups of States were held. These were called by the Commissioner of Education for the purpose of discussing the most important and pressing needs of education from the standpoint of the citizens who own, support, and use the schools, rather than from that of professional educators. At these conferences set speeches and formal proceedings were avoided, but important phases of education were discussed. The first thirty minutes of each conference was devoted to a brief statement of recent progress and contemplated legislation in each of the States of the conference group.

The Bureau of Extension of the University of North Carolina has established a new division called the "Division of Design and Improvement of School Grounds," and is under the immediate direction of Dr. W. C. Coker, Kenan Professor of Botany and Director of the University Arboretum, and Miss Eleanor Hoffman, who will serve as secretary of the division and field worker. One of the purposes of the division is the giving of direct assistance through personal help of Miss Hoffman to any school that desires help.

The State Department of Education has offered the services of an expert for this same purpose. Surely the school grounds of North Carolina now have a better chance, and the bare, ugly school grounds will be transformed.

A bulletin on *The Eyesight of School Children*, by J. H. Berkowitz, contains valuable material on defective vision as related to school environment, and methods of prevention and correction, and should be read by all the teachers of North Carolina. It states that schoolrooms which are incorrectly lighted cause much defective eyesight. Much emphasis is placed on the arrangement of schoolrooms with reference to the direction and amount of light. A needed standardization for schoolhouse planning and construction is suggested as a protection against the eyesight of the school children.

In the report by the State Educational Commission, Public Education in North Carolina, the section on Building and Equipment, describes vividly the rural schoolhouses, gives pictures, and brings out

the fact that North Carolina schoolhouses have been built with no regard for proper lighting. This section and the bulletin referred to could well be read together.

Administration and Supervision of Village Schools is the title of BULLETIN No. 86, 1919, from the Bureau of Education. As there are more than ten thousand villages and towns in the United States having a population less than 2,500, there is a need for careful study of the educational opportunities in these villages, therefore this bulletin has been prepared for the purpose of having more detailed studies of the special needs and opportunities of village schools, schools in agricultural, mining, and mill districts. The village school should be a community school serving the farm child as well as the village child; it should be administered by a township or a county board of education; the course of study should be based on the life of the community and include music, art, physical training, home economics, and manual training; provide a high school education for the children; have a kindergarten in every village. The school grounds should constitute about ten acres and may serve as the village park; the school buildings should contain regular classrooms, auditorium, library room, laboratories, kitchens, and shops. A library is a necessity in every community and it should be connected with the school.

The Report of the Commission of Education for year ending June, 1920, is in brief form and contains in a brief summary the important phases in the educational work of the United States, and, also, in condensed form a statement of the activities of this bureau. Since the war the higher institutions have been attempting to adjust themselves, because it has brought about an increase in the student body and therefore called for an increase of the number of the faculty members. This demand has caused financial embarrassment because the budgets of the institution allowed little expansion; as a result from this increase of the student body, classes have been much larger so the character of the work has been handicapped.

Attempts are being made to measure the primary children up to a new standard. Retardation, it is stated, has never brightened the child's intellect; we should ascertain his power of competency and give him the proper stimuli in the public school course, which will develop his superior ability. A definite problem that has arisen is

teacher shortage and obtaining efficient teachers. The States are now at work upon the problem of salary schedules and consolidation of schools.

There are widespread efforts to make training for citizenship both universal and effective. Among the topics we find: (1) Provision for continuous civic training through all the years of school life and (2) organization of civic training and instruction, especially in the elementary grades. One of the most powerful influences for civic training is the acquisition of the suffrage by women.

The Bureau of Education is an agency of information, of advice, of research, of organization, of opinion, and of propaganda. The five lines of work that the bureau has been carrying on were: (1) to gather and disseminate accurate and comprehensive data; (2) to serve as a clearing house for the best opinions on educational matters; (3) to advise with persons interested in education; (4) to promote desirable educational tendencies; and (5) to conduct and direct experiments in education.

SCHOOL LIFE reports the *Simultaneous Conferences on Rural Education* held at Whitmell, Va., and at Farmville, Va. The Farm Life School at Whitmell is a consolidated school in charge of twelve teachers and the building has all modern equipment. A "better schools parade" was given at the Whitmell conference. The addresses of the many prominent speakers heard at the conference had special reference to improvement of rural schools and country life. Their program for betterment includes the following: a minimum school term; adequately prepared teachers; if there are no consolidated schools, making the one-teacher school as good as possible by having a good teacher; a teachers' home and a demonstration farm; an all year session of schools adapted to local conditions; co-operation of public schools with the community; free public libraries; a high school education possible for the country boys and girls that will not sever their home ties. They are also striving to adapt studies to the lives of people in these ways: To change the course of study to bring this adaptation about; to eliminate illiteracy; to have better civic and to give patriotic instruction to make better citizens; to conserve rural health; to secure good roads; to help meet the needs of the farm women; to secure Federal aid in coöoperating with the States to carry out the foregoing program to its greatest success.

A Platform of Service, an editorial in THE JOURNAL OF THE NATIONAL EDUCATION for January, states that the purpose is to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. Some of the things which this platform stands for are:

1. A competent, well-trained teacher, in hearty accord with American ideals, in every public school position in the United States.
2. Increased facilities for the training of teachers.
3. Such an awakening of the people as to insure just compensation, social recognition, and permanent tenure on the basis of efficient service.
4. Thorough investigation of educational problems.
5. The establishment of a department of education.
6. Every teacher should be a member of a local teachers' organization, a State teachers' association, and the national education association.
7. Equal salaries for equal services to all teachers of equivalent training, experience and success.
8. Coöperation with other organizations.
9. The Association is committed to a program of service.

A National Program for Education, in the same number, by George D. Strayer, gives a summary of the work by the Commission on Emergency in Education. They have devised a plan for clearing schools of confusion and congestion, and also have made a program through which the outstanding defects of public education as revealed by the war might be remedied. It presents a plan for field secretary and the enrollment of active members in the association. Through a publicity campaign carried on in the magazines, the officers of the association have developed earnest coöperation in support of measures for recognition and more adequate support of education. Through a program sent out, they have tried to show American people the need for a national program which would give every boy and girl an opportunity of education in terms of professionally qualified teachers.

THE CRAVEN COUNTY SCHOOL NEWS is a live sheet full of interesting material, not only for all the teachers of Craven County, but for any teacher.

ALUMNÆ

Alumnæ Editor, GRACE SMITH

MEETING OF THE PITT COUNTY CHAPTER OF TRAINING SCHOOL ALUMNÆ
Reported by CHRISTINE JOHNSTON, Secretary

The Pitt County Chapter of the Training School Alumnæ Association met at the Training School on February 12th, at 2 o'clock. We had a splendid meeting, with thirteen members present.

Mrs. C. M. Warren (Marguerite Davis, '12), was elected president to succeed Mrs. Leland Stancill (Luella Lancaster, '14), who resigned in the fall. Christine Johnston is secretary.

It was decided that the Pitt County Chapter act as the Finance Committee for the entire Alumnæ Association, as we are better able to keep in touch with the Training School. Special plans were suggested for our future work. We hope to be able to make arrangements for some artist to give a recital during commencement.

After the business meeting Mrs. Beckwith and Miss Graham served delightful refreshments.

It is hoped that at our next meeting more members will be present to help us carry out our plans.

Mrs. Lela Deans Rhodes, '14, is teaching in the New Hope school in Wilson County, five miles north of Wilson. This school is the result of the consolidation of the schools in Taylor's Township, Wilson County, with a part of Nash County. They now have a four-teacher school and Lela is principal. They are using two trucks to bring the children to school. In the near future they hope to have a well furnished brick building. For the present they are using the old building and two portable school rooms, but as this does not give enough room, they are sending all pupils above the sixth grade to the Wilson High School.

Gladys Warren, '16, is teaching in the Dunn School. She is teaching public school music and piano. This is the first year that they have had public school music in the school. If any of you should like to know how this work is organized, write to Gladys and she will be glad to go into detail. Gladys is indeed proud of her Glee Club. On December 3rd the Club presented a play in Dunn.

From a part of the proceeds they purchased about \$77.00 worth of chorus books for the school. On January 17th Gladys' father died, and she was called from school for several weeks.

Katie Lee McLean, '19, is teaching at Mt. Gilead, and Mary McLean, '19, is teaching at Hamlet. They say: "Teaching is a great profession, and we are glad to be in it."

Bloomer Vaughn, '16, is teaching at Aventon, in Nash County.

Marjorie Pratt, '16, spent the Christmas holidays with her brother in Annapolis, Maryland.

Mrs. Clifton Edwards (Mary Lee Gallup, '19), is teaching in the first grade in the Evans Street School at Greenville.

Blanche Satterthwaite, '17, is teaching in the Sand Hill School in Lenoir County.

Lallah Pritchard, '13, who recently taught in Morganton, in the school for the deaf, is now at her home in Swansboro, having been called there on account of the death of her father.

Irene White, '15, is now teaching in the school at Conetoe.

Ruth Lowden, '19, is teaching in the Richland school.

Connie Bishop, '15, is not teaching now, but is staying at her home in Wilson.

Ethel McLawhorn, '18, is teaching the first grade in the school at Grimesland.

Mrs. Elizabeth Speir Davenport, '19, is teaching in the school at Winterville. Several of the smaller schools have been consolidated and trucks are bringing the children to this school. Now the Winterville school is large and flourishing.

Bess Tillit, '18, is again in the Fountain School, teaching the fourth grade. Fountain has an excellent new building and has taken in two of the small schools near by. Leona Tyson, '19, is teaching the sixth grade in the same school.

Mrs. Katie Sawyer Jackson, '15, is teaching the first and second grades in the school at her home, Jacksontown, Pitt County.

Laura Newton, '19, is again teaching in the Grifton school.

Ruth Proctor, '15, is teaching in Rocky Mount.

Annie Bridgman, '18, is teacher of sixth and seventh grades in the school at Swan Quarter.

Lillian Cole, '19, is teaching in the Model School in Greenville. She is filling the position made vacant by the resignation of Martha Lancaster.

Emma J. Brown, '15, is teaching sixth and seventh grades in the Enterprise School, near Edenton, in Chowan County. Her two

grades gave an entertainment about a week before Christmas. They made \$34.60, which they expect to pay on their desks.

Mary Wooten, '17, is teaching in the school in Rich Square.

Mrs. Daniel Lane, formerly Juanita Dixon, '11, is living at Stan-tionsburg, N. C.

Mary Outland, '18, is teaching in the Chowan High School.

Mary Newby White, '13, is teaching in the graded school in Rich Square.

Annie Grey Stokes, '19, now Mrs. Walter Burden, is teaching sixth grade in the school at Windsor.

Lois Hester, '19, is teaching in the primary department in a school near Nelson, Virginia.

Vera Bennett, '19, is teaching in the school at Oriental.

Lucy Barrow, '19, is secretary to Dr. J. Paul Frizelle, in Snow Hill, N. C.

Marie Winslow, '19, is teaching in the fifth grade in the school in Oxford.

Estelle Moore, '18, is staying at her home in Atkinson, keeping house for her father.

Lyda Tyson, '19, is again teaching first grade in the Jacksonville Graded School.

Virginia Spencer, '19, is teaching in the school at Rosemary, N. C.

Loretta Joyner, '17, is teaching in the school at Jackson.

Catherine Lister, '19, is also at Jackson, but is not teaching.

Ina McGlohon, '19, is teacher of third grade in the High Point School.

Mary Tucker, '19, is teaching the second grade in the school at Hertford.

Viola Dixon, '13, is teaching in Shelby.

Lottie Futrelle, '19, is teaching in the school at Rehobath.

Fannie Bishop, '18, is teaching at Ransonville.

Addie Newsom, '19, is teaching in the Knightdale School.

Nell White, '16, is teaching in the Edenton High School.

Julia Elliott, '17, is still at Quinerly's, near Grifton.

Ruth Hooks, '19, is teaching in the school at Grifton.

Louise Mewborn, '18, is staying at her home in Grifton, but is not teaching.

Helen Stewart, '20, and Ruth Whitfield, '19, are teaching in the Dunn Graded School. Ruth has a section of the first grade.

Mrs. Penn Lane, formerly Blanche Kilpatrick, '19, who now lives in Dover, has a daughter.

Mrs. Claude L. Owens, formerly Gertrude Boney, '16, has a daughter. They are now living in Fountain, N. C.

Mrs. E. W. Hellen, formerly Christine Tyson, '15, is keeping house in Greenville. She has a son, Earl, Jr.

Lizzie Stewart, '17, and Louise Smaw, '16, are teaching in the school at Louisburg. Lizzie is teaching in the second, Louise in the fifth.

Elizabeth Wagstaff, '19, is teaching near Louisburg.

Mrs. Mary Cowell Weyer, '17, is teaching in the school at Hassel.

Katherine Boney, '19, is teacher of the fourth grade in the school at Hickory.

Olive Lang, '18, is teaching at Spring Hope.

Eva Stegall, '19, is teaching in the Bunlevel School.

Ava Craven, '16, is teaching in the second grade in the school at Morven.

Rebecca Pegues, '18, is teaching the first grade at Hamlet.

Blanche Atwater, '18, is again teaching in the school at Fremont.

Fannie Grant, '17, is teaching in the school at Weldon.

Mrs. Mary Moore Nobles, '13, is living at her home near Greenville.

In the schools of Winston-Salem there are seven Training School graduates: Marguerite Hensley, '20, is teaching the third grade, B section; Elizabeth Southerland, '16, is teaching third grade, A section; Pattie Johnson, '15, is teaching the second grade. Hattie Weeks, '13, Sophia Jarman, '18, Mary Secrest, '16, and Gladys Nelson, '18, are also teaching in the schools of Winston-Salem.

India Elliott, '18, and Helen Elliott, '20, are teaching in the school in Vanceboro. India has third grade and Helen has first.

Helen McLawhorn, '19, is teaching fourth and fifth grades and also Palmer writing in the Stantonburg school.

Georgia Keene, '16, has been quite sick in the hospital at New Bern.

Nellie Blanchard, '19, is teaching at Oxford, N. C.

Emily Gayle, '14, is teaching in the Appalachian Training School, at Boone, N. C.

Janet Mathews, '15, married Rev. B. M. Lackey, and they are making their home in Raleigh, N. C.

Mrs. S. J. Hawes, formerly Lena White, '13, is teaching in the school at Atkinson.

Among those who have been married recently are:

Annie Hardy, '14, to Mr. Tongue, of Raleigh, N. C.

Edna Stewart, '15, to Mr. Junius Young. Edna is teaching in the Durham school.

Ethel Finch, '15, to Mr. T. G. Worthington, of Ayden.

Rosa Mae Wootton, '14, to Mr. Moore. They are keeping house in Wendell.

Effie Baughm, '17, to Mr. V. D. Strickland. They are living in Rich Square.

Mabel Davis, '15, to Mr. J. W. Worley. They are making their home at Pink Hill.

Vera May Waters, '15, to Mr. Hayward Wilson, on December 15, 1920.

Mamie Walker, '19, to Mr. C. M. Jones. They are living at Rocky Mount.

Mary Leona Patterson, '19, to Mr. Bruce Exum.

Camille Robinson, '18, to Mr. R. Willoughby. They are living on their farm near Greenville.

Lucy Buffaloe, '18, to Mr. J. R. Davis. They are living on the farm near Fayetteville, N. C.

Lucy Jenkins, '18, to Mr. James Allen. Their home is near Greenville.

Lula Ballance, '18, to Mr. Lamb, of Elizabeth City, N. C.

Mattie E. Paul, '18, to Mr. Armfield. They are living at Elkins.

Sadie Thompson, '18, to Mr. Claude L. Watson. They are living in Wilmington, N. C., on Dock street.

Marion Alston, '14, to Mr. Bourne, of Tarboro, N. C.

Letha Jarman, '19, to Mr. J. M. Bryan, of Burlington, N. C.

Callie Ruffin, '20, to Mr. Paul Worsley, of Rocky Mount, N. C.

SCHOOL ACTIVITIES

Y. W. C. A.

Vesper services, since the last number of the QUARTERLY was sent to press, have been very interesting.

Mr. H. E. Austin, at one of these services, had a heart-to-heart talk with the girls on the subject of the "Great Book," showing the value of the Bible and measuring our appreciation of it. This was made vivid by the story of Josiah and the finding of the Bible after it had been lost many years, and his pertinent question, "Is your Bible lost?"

Mrs. Mary Steidley, who during the McLendon evangelistic services in Greenville, visited the school frequently, and exerted a fine influence, did much good in creating interest in Bible study by the class she conducted in the fall.

The people of the town were fortunate enough to secure her services for three weeks. In the mornings she had conferences with the high school pupils and helped with the question of recreation. In the afternoon and evening she conducted Bible study classes and held conferences with the men and women of the town.

The students of the Training School, as well as the people of Greenville, were benefited by Mrs. Steidley's stay in the town. She conducted the vesper services several times. Her talks were heart-to-heart talks and seemed to come straight from above. The girls went eagerly to her with their troubles.

Mrs. Goode, who was also of McLendon's evangelistic party, entertained the girls at their Y. W. meetings with her playing. She remained in town to teach music.

The music department, during the quarter, presented a delightful musical program, consisting of choruses, piano solos and duets, a violin solo, and several vocal solos.

Miss Elsie B. Heller, South Atlantic field secretary, spent several days in the school, meeting the different committees and giving suggestions for their work during the coming year. She gave an excellent talk one evening on the "Purpose of the Y. W. C. A." This was illustrated by incidents of her experience and was emphasized by questions.

Mrs. S. J. Everett, one of the leaders in the Immanuel Baptist church and a member of the Board of Trustees of Meredith College, delivered a message on "Using What One Has."

On the last Sunday before the Christmas holidays was presented a pageant representing the visit of the shepherds and wise men to the Christ child. After the pageant the audience gathered around a Christmas tree in the West Dormitory and sang Christmas carols and received cards of greeting.

Mr. S. B. Underwood, who is the popular teacher of a Sunday school class of Training School girls, as well as a member of the faculty, always has a live message. His theme for vesper services was "The Still Small Voice." He told the story of Elijah and his talk with God, and then begged the girls to get alone once in a while to "serenade their souls."

The visits and talks of Dr. and Mrs. Eugene Turner, missionaries from China, were a great inspiration to the Y. W. C. A. of this school. He gave a clear explanation of political affairs in China, which led to a better understanding of China, and therefore a greater appreciation of her struggle toward progress. "China places America at the very top in her affections," he said, "and China is worthy of the interest of America today as never before."

He showed how the "indemnity scholarships," started by John Hay, had been responsible for the friendly relations between the two countries. Ever since then these students have been coming to America and absorbing American ideals like sponges absorb water, and carrying back the spirit of progress and service, which has had far reaching effect in China. One of these students will be found at the center of practically everything of importance that China does, until their ideals have percolated throughout the vast country. Every representative at the Peace Conference was a man trained in a Christian college.

His talk made the students realize they were indeed a part of a great world movement.

On the following day Mrs. Turner gave a very interesting talk on the people of China, telling her experiences and giving stories of Chinese girls so that the girls here might know how to sympathize with and appreciate the work of the Chinese girls.

Mr. C. W. Wilson in his text, "The material of which a life is builded," clearly brought out the idea that kind deeds are the materials one must furnish to God to build infinite monuments.

In his theme, "The very last vesper service," Dr. Shamhart brought out clearly the idea of preparedness. He urged the girls to so trim their lamps that they might ever shine brightly.

The senior class gave a good program on the subject "Love." A full account of this will be found in Senior Class News.

The girls were deeply touched by the message brought by Rev. Walter Patten. His call for those who had accepted the love of God was answered by many.

At last the Y. W. C. A. has a rest room in a convenient place! It is in one of the new rooms in the basement of the Administration Building, near the scenes of work, yet like a haven of rest, where the girls can come into an atmosphere of peace and calm, and may slip off and relax before going on the next class. It has been attractively and comfortably furnished with chairs and tables, thus providing a cozy place to study, chat with friends, rest, and read after school, before school, between classes or on Sunday. The girls, who "just love" a nice rocker and a chat at the same time, very much enjoy the pleasure which they are able to get in the rest room, especially on a cold day, when they may look out through the lovely curtains upon the cold world outside.

On the tables are magazines and books, while on the walls are attractive pictures which the Y. W. C. A. has collected from year to year and bulletins. The bookcase is full of books on the Y. W. C. A. and its work, mission, and Bible study.

This room is not always for pure rest, but for recreation as well. It is an ideal place for informal teas, committee meetings and gatherings of small groups.

The opening of the rest room was celebrated by an informal tea given by the social department. Judging by the laughter and the happy, smiling faces of the girls as they came out, this first tea was a real success, a true sign that the girls appreciate the room.

The Mission Study classes this term have been unusually full and successful. The students seem to realize that they need to know more about the foreign nations and their needs and that those classes give them this opportunity. The girls are divided according to their classification in school, each section having a class of its own. Members of the faculty are leaders of these classes. The school authorities realizing the importance of these classes set a special time for them. Every Tuesday evening from 6:30 to 7:15 is set aside for these classes.

The interest of the girls was shown in the remarkable attendance on these classes, and also in the way they responded to the work. The attendance has been better this year than it has ever been.

Mrs. Beckwith and Miss Jenkins were leaders of the senior classes and the subject was "Faiths of Mankind," the chief religions, Brahmanism, Buddhism, Mohammedanism, etc.

The three sections of the junior class were conducted by Misses Harding and Collins and Mr. Meadows. The subject was "Ancient People at New Tasks." The subject of the "B's" was "Women Workers of the Orient," led by Miss Goggin. The "A" class, with Miss Gorrell as teacher, studied "Marks of a World Christian."

Mr. C. W. Wilson volunteered his services as teacher of a Sunday School Pedagogy class in which the members acquired a helpful knowledge of how to teach and supervise a Sunday school, which they might carry out to the community in which they are engaged as teachers. The girls were very much interested in the work. A full account of this is given elsewhere in the QUARTERLY.

The girls on each hall of the dormitories gather once a week to study the Sunday school lesson for the following Sunday. Mrs. Beckwith meets with the leaders of the halls and gives suggestions for teaching the lesson so that there may be unity in all the classes. In these study lessons the girls take part in the sentence prayers and in working out solutions to the problems which arise.

The Training School girls have attended Sunday school in town better this year than ever before. They have helped out in the musical programs of the various churches, being called upon frequently for solos, duets, and choruses.

Poe Literary Society Entertains the Laniers

On the evening of November 30th the Poe Literary Society entertained the Lanier Literary Society with a presentation of four scenes from "Twelfth Night." The following is the cast of characters:

Duke Orsino.....	Pattie Hunter
Viola	Helen Bahnsen
Olivia	Annie Laurie Baucom
Sir Toby.....	Millie Everett
Feste, the Jester.....	Nell Pappendick
Maria, Olivia's lady in waiting.....	Margaret Hayes
Malvolio, steward in Olivia's house.....	Julia Taylor
<i>Ladies in the household of Olivia</i> —Sara Smith, Irene Smith, Melissa Hicks, Myrtle Holt, Wilma Burgess.	
<i>Attendants upon the Duke</i> —Camilla Pittard, Ruth Dean, Grace Jenkins, Gladys Arnold, Viola Rimmer.	
<i>Attendants upon Sir Toby</i>	Doris Tripp, Mary Sumner

The scenes selected for presentation were those which showed the romantic character of the Duke and the sweetness and beauty of Viola's character. Pattie Hunter interpreted well the character of the Duke and gave a beautiful reading of the lines. In the role of Viola, Helen Bahnsen portrayed well the deep, unselfish devotion of a woman's love and her loyalty of friendship. The proud and beautiful Olivia, the Puritanical Malvolio, the mischievous lady-in-waiting Maria, the jovial Sir Toby, and the keen witted jester were well represented by those taking these respective parts. The ladies in waiting in their dainty costumes and the attendants upon the Duke added much to the artistic effect of the scenes.

The costumes were rich and elegant and in keeping with the picturesque attire of Shakespeare's time.

On Tuesday afternoon following, the End of the Century Club and a few other friends, were guests of Miss Muffy, director, at a repeated performance of this presentation. The members of the Club and other guests expressed much pleasure in the performance and great appreciation of the good work done by the cast.

Lanier Society Presents Play

The Lanier Society presented the play entitled "Standish of Standish" on December 13th. The play was for the sake of celebrating the Tercentenary of the Landing of the Pilgrims. The vividness of the play and the charming performance of the players made the audience live through the hardships and love-making of the Pilgrims, but the trials did not seem so bad when lightened by the wooing. The quaint costumes and the setting of the stage were very effective. The cast of characters were as follows:

Priscilla	Maebelle Privott
Mary Chilton, Priscilla's companion.....	Elsie Wilson
John Alden.....	Emily Langley
Miles Standish.....	Gladys Monroe
Madam Brewster, the Mother of the Colony.....	Elizabeth Bahnsen
Bradford	Lillie May Dawson
John Howland.....	Elfyne Holloway
Squanto, the friendly Indian.....	Lydia Furser
Rose Standish.....	Alice Best

Desire, the comedy part, was played by Blanche Harris. Miss Aileen Jones sang beautifully two solos, between the first and second acts. The Lanier Glee Club, composed of Misses Aileen Jones, Josie Dorsett, Sallie Belle Noblin, Leona Johnson, Pauline Matthews, Lucy Goodwin, Miriam Burbage, Ethel Clements, Annie Lynn McGuirt, Rosa Deans, Margaret Beasley and Sadie Myers, sang between the second and third acts, the English song, "The Lass With the Delicate Air." They were dressed in Puritan costumes.

An interesting program given in pantomime on "Mother Goose Jingles" and a few "Fairy Tales" was rendered by the girls. These were: (1) "Jack Be Nimble," "Little Jack Horner," "Little Miss Muffett," and a number of others; and (2) "Little Red Hen," "The Three Bears," and others. A contest was a part of the fun. The names of the jingles and stories were not announced and the members of the society guessed what each was.

A Sidney Lanier program was given in celebration of his birthday. The program consisted in giving reports on the life of Lanier and on his works. Some of his poems were read and the music was suitable for the occasion. Poems were read by Augusta Woodward and Marion Hodges; "Work as a Poet," Elizabeth Vaughn; "Early Life of Lanier," Ruth Poindexter; "Home Life of Lanier," Annie Ruth Joyner; vocal solos, Josie Dorsett and Leona Johnson; quartet, Aileen Jones, Lucy Goodwin, Maebelle Privott, Rosa Deans; and an instrumental solo, Kathleen Jones.

Classes

SENIORS

A public piano recital was given by the Seniors on January 31st. The music was greatly enjoyed by the audience. The program was as follows:

PART I

Brahms—Hungarian Dance (two pianos).	CARRIE EVANS and HELEN BAHNSEN
Lack—Valse Arabesque.....	HELEN WATSON
Perry—Highland Laddie.....	RUTH DEAN
Dinee—Hide and Seek.....	PATTIE HUNTER
Barbour—The Wooden Shoe Dance.....	AUDREY PARKER
Jeffrey—Cradle Song.....	HELEN BAHNSEN
Gautier—Le Secret.....	BLANCHE CANNON

PART II

Bizet—1st Menuet from L'Arlesienne (two pianos).....	MABEL THOMAS ETHEL CLEMENTS
Grieg—Norwegian Bridal Procession.....	ALICE BEST
MacDowell—Shadow Dance.....	CARRIE EVANS
Chopin—Prelude—Op. 28, No. 15.....	MABEL THOMAS
Schumann—Hunting Song.....	ELFY YE HOLLOWAY
Wollenhaupt—Etude in A Flat.....	ELFY YE HOLLOWAY
Beethoven-Rubenstein—Turkish March (two pianos)...	{ HELEN WATSON ALICE BEST

On Lincoln's birthday, at assembly exercises, one section of the class presented to the school a program showing how the President and Vice-President of the United States are elected. The program was in the form of short reports and dramatized episodes.

Helen Croom was "Mistress of Ceremonies."

The program was as follows: Report, "How the Electors are Chosen," Lucile Carlton; dramatized episode of electors casting their votes at Raleigh; report, "How the Electoral Votes are Carried to Washington," Ethel Clements; report, "What Was Done About the Electoral Votes that Were Late," Marion Hodges; report, "The Scene at Annapolis, Md., When the Electors Cast Their Votes," Sallie Belle Noblin; dramatized episode of counting out the electoral votes at Washington, D. C., in presence of both houses of Congress; the program was concluded by singing "America."

The annual Senior Y. W. C. A. program, held on February 13th, was on the subject of "Love." The following program was rendered:

<i>Song</i> —Love Lifted Me.....	CLASS
<i>Scripture Reading</i> —1 Cor. 13.....	JOSIE DORSETT
<i>Solo</i> —Oh, Lamb of God.....	AILEEN JONES
<i>Reading</i> —The Greatest Thing in the World.....	RUTH DEAN
<i>Piano solo</i> —Berceuse.....	ALICE BEST
<i>Reading</i> —Love for our Fellowman.....	CAMILLA PITTRAD
<i>Vocal duet</i> —Love Divine.....	JOSIE DORSETT and NELL PAPPENDICK
<i>Story</i> —Line of Golden Light.....	ETHEL BROTHERS
<i>Piano Solo</i> —Barcarolle.....	MABEL THOMAS
<i>Hymn</i> —Oh, Love That Wilt Not Let Me Go.....	SCHOOL
<i>Closing Prayer</i>	MARY DANIEL

One of the Greenville papers has this to say of a Sunday school class taught by one of the Seniors:

"There is a class of boys taught by Miss Helen Balinson and the real work that they are doing in the class room is worth noticing."

Junior-Senior Reception

A lovely Valentine Party was given by the Junior Class to the Senior Class. It was one of the most beautiful and brilliant social affairs ever given in the school. The dining-hall was effectively decorated in festoons of red hearts suspended from the ceiling, potted plants and other attractive decorations.

There was a long receiving line, composed of officers of the class: President and Mrs. Wright, Professor and Mrs. Wilson, Mr. and Mrs. F. C. Harding, Dr. and Mrs. Laughinghouse, Mr. and Mrs.

Meadows, Mrs. Beckwith, Mr. and Mrs. Underwood, Mr. J. H. Rose, and others. Some of the members of the faculty assisted in the entertainment and serving.

Punch was served to the guests immediately after their arrival. The entertainment for the evening was varied enough to make the evening seem to fly. The first contest was one to see who was the best shot at Cupid. The Senior Class was divided into two sides, each side choosing champions, and the side making the best hit in shooting at a heart was awarded the championship. Miss Helen Watson was proclaimed champion and given the bow and arrow as a prize. In a guessing contest, Miss Clara Mildred Todd was the winner. These prizes were awarded by President Wright and Mr. F. C. Harding.

The special feature of the evening that attracted most attention was a performance of sleight of hand tricks by Mr. A. F. Bowen, Bursar of State A. and E. College, who has an enviable reputation as an amateur magician. He made money disappear and reappear, water take the place of rice in bowls and did many other things that amazed and mystified his audience. Perhaps the most popular trick was the clairvoyant trick of the writing on the slate.

Six couples from the Senior Class danced the minuet. There was singing and informal dancing between the splendid features of the evening.

The refreshments were served in a unique and exceedingly attractive manner. The guests were lined up in couples facing each other, and the Juniors marched down the center of the line, each one bearing a plate of cream with a tiny red candle in a red heart candlestick. The light had been turned low, leaving the candles for the light. They made a soft, rose glow and the girls, in their evening dresses in light shades, made a lovely picture in the glow of the candles.

The class officers and the various committees who worked with them deserve great credit for their success in giving one of the most attractive Junior Senior receptions ever given in the school. There are a hundred and thirty-six members of the Junior Class, and eighty-six in the Senior Class.

JUNIORS

<i>President</i>	Leah Cooke
<i>Vice President</i>	Carrie Lee Bell
<i>Secretary</i>	Lucy Andrews
<i>Treasurer</i>	Louise McCain
<i>Critic</i>	Marie Lowry
<i>Doorkeeper</i>	Marjorie Waite

The Junior Class entertained the "A" Class by giving the following program, which was a negro minstrel, but in the guise of a Friday afternoon program in a negro school. It was a good show, the performers entering into it with "pep." Margaret Beasley, as Professor Crabapple, gave the introductory address, which was followed by the program: chorus by the school, "'Liza Jane"; "then came a reading, "Turning Bed," by "Louisiana Evergreen," Annie Lynn McGuirt; recitation, "The Night Before Christmas," by "Abednigo Spitin Juniper," Frances Bradley; reading, "The Boy and His Ma at the Circus," by "Serena Threshwatery," Marjorie Waite; solo, "What It Takes to Make a Preacher Lay His Bible Down," by "Methusaleh Skipper," Hesse Gordon; composition, "Spooning," by "Winnie Jane Carbuncle," Sallie Minshew; reading, "A-courting," by "George Washington Isom," Neille McDonald; solo, "Hesitating Blues," by "Methusaleh Skipper," Hesse Gordon; recitation, "'Lasses," by "Sallie Anna Gofetcher," Sarah McDuffie; recitation, "Facts," by "Methusaleh Skipper," Hesse Gordon; reading, "Crooked Mouth Family," by "Hepibah Fagans," Louise Buffaloe; the program was ended by a chorus, "Pray for the Lights to Go Out," by the school.

"B" CLASS

	"A" CLASS
Maggie B. Dixon.....	<i>President</i>.....Leona Johnson
Miliah Peele	<i>Vice President</i>.....Hortense Mahone
Anna Belle Wood.....	<i>Secretary</i>.....Mary Pittard
Ora Evans.....	<i>Treasurer</i>.....Lutie Boone
Vera Miller.....	<i>Critic</i>.....Laura Smithwick

The "B," or second year Academic Class, presented a beautiful Christmas program at their assembly exercises. The program was as follows:

<i>Processional Hymn</i> —It Came Upon a Midnight Clear.....	CLASS
<i>Bible Story</i> —Birth of Christ.....	MAGGIE B. DIXON
<i>Van Dyke's Christmas Prayer</i>	CLASS
<i>Van Dyke's Story of the Christmas Angel</i>	LILLIE BELLE SHEPHERD
<i>Song</i> —Holy Night.....	A GROUP
<i>Stories</i> —Christmas customs and their origin.....	{ ANNABEL O'NEAL ANNA BELLE WOOD
<i>Class Song</i> —(Sung as recessional.)	

The A's and B's gave their annual musical recital on the evening of February 16th.

<i>Strauss</i>	March
	DORA MITCHELL, SADIE MEYERS
<i>Frime</i>	Shepherd's Lullaby
	CLARA DOWDY

<i>Schumann</i>	.....	Happy Farmer
	VIDA CAHOON	
<i>Hoffman</i>	.....	Little Rogue
	VIOLA RIMMER	
<i>Virgil</i>	.....	The Robins
	SADIE MEYERS	
<i>Poldini</i>	.....	General Boom Boom
	MITTIE WEST	
<i>Mozart</i>	.....	Serenade from Don Giovanni
	VIVIAN RICE, KATHLEEN JONES	
	KANSAS HOOPER, LEONA JOHNSON	
		Vocal Solo
	LEONA JOHNSON	
<i>Handel</i>	.....	Gavotte in B Flat
	KANSAS HOOPER	
<i>Barbour</i>	.....	Valse Melodique
	DORA MITCHELL	
<i>Czernworsky</i>	.....	Cradle Song
	VIVIAN RICE	
<i>Whiting</i>	.....	Spinning Song
	KATHLEEN JONES	

The officers of the Athletic League for 1920-21 are as follows:

<i>President</i>	.....	Emily Langley
<i>Business Manager</i>	.....	Elfye Holloway
<i>Secretary</i>	.....	Gladys Monroe
<i>Sergeant at Arms</i>	.....	Sallie Dell Robertson
<i>School Agent</i>	.....	Agnes Jones

A match game of basketball between the Seniors and Juniors was held on Thanksgiving morning. The score was 15 to 5 in favor of the Senior team.

SENIORS		JUNIORS
Rosalie Woodlief	..... <i>Jumping Center</i>	..... Alberta Morgan
Ruth Poindexter	..... <i>Side Center</i>	..... Gladys Monroe
Elfye Holloway	..... <i>Left Forward</i>	..... Myrtle Redfearn
Emily Langley	..... <i>Right Forward</i>	..... Lillian Gray
Mary Sumner	..... <i>Guard</i>	..... Hesse Gordon
Metrice Woodlief	..... <i>Guard</i>	..... Margaret Beasley

The basketball court has been made smaller as the players are now going by the new rules instead of the old rules, as they have done for a few years. New wooden backs have been placed on the court. The players are taking advantage of all good weather and are practicing well.

SCHOOL NEWS AND NOTES

Co-operative Drive for the State Institutions

The students of the North Carolina College for Women, the North Carolina State College, the University of North Carolina, and the East Carolina Teachers Training School, because of the critical conditions of these schools, decided that they would each send a representative to Raleigh on December 3d to make plans for letting the people of North Carolina know the conditions of the State schools. These representatives formed a central joint committee. This committee suggested a plan for reaching everybody in the State.

The representative from each school organized the students in his or her school into county clubs, with a chairman for each county. Each county chairman, before the Christmas vacation, sent articles to the papers in each county setting forth the facts about each school.

On December 27th the county chairmen from the different schools met in their home counties, canvassed the county, visiting especially the prominent men in the county, and sent a statement of the conditions of the schools to their county representatives in the Legislature.

Not only the county chairmen, but all students, informed their parents and friends about the present conditions of the schools, their needs, and what this means to the future development of the State, and through this they hoped that the assembly would appropriate more funds to each school. Not only do the students want the assembly to give more money to these four schools, but to the rural, deaf and dumb, blind, and schools for the feeble-minded.

The alumni of the different colleges held mass meetings in several of the larger towns for the sake of getting the public to realize the needs in these schools. Some of these meetings were very inspiring.

JOSIE DORSETT, '21

The Meeting of Mathematics Association

Misses Graham and McKinney represented the Training School at the N. C. Association of Teachers of Secondary Mathematics, which held its annual conference at the North Carolina College for Women February 4th-5th. Prof. J. W. Young, of Dartmouth College, who is chairman of the national committee on mathematical requirements, appointed by the Mathematics Association of America, was the chief speaker. The meeting was devoted to a discussion of the reports of the national committee. These reports call for rather extensive changes in the usual methods of arrangement and distribution of the material of high school mathematics. Wide-awake teachers are

anxious for a reform that will be sane and practical and the reports of this committee embody the ideas of the best teachers in America, who have thought over the question for years.

A number of teachers representing the high schools and colleges of the State were present. The women were entertained in the college. Invitations for the meeting next year were extended to the conference by Miss Maria D. Graham of the Training School faculty; Miss Mary Searle, of St. Mary's, at Raleigh, and Dr. A. W. Hobbs of the University.

Parents Entertained at Model School

The teachers of the Model School entertained the parents of the children at an informal tea at the school building. Each child wrote an invitation to his mother and father. Some of these were cleverly written in rhyme.

When the guests arrived they were taken in and served tea in the first grade room, and then visited the various rooms, and had an opportunity to meet the teachers and to see some of the work that had been done during that day and left on the board.

After this all assembled in one room and some important problems that need the coöperation of teachers and parents were discussed. A most enjoyable afternoon was spent by all.

Some of the important problems discussed were as follows:

1. The parents were informed of the Health Crusade which was to be started the following week. It was explained to the parents and their help for carrying it out was asked for.
2. Parents were told of the efforts being made to get the children to a point where they could read easily and therefore would read much.
 - a. Standard reading tests to be given monthly in the grammar grades and the results to be posted in the grade room so the child can see his own progress.
 - b. In order to promote outside reading it was decided to give a reading certificate at the end of school to each child that had read four books, the teacher, of course, checking up, in some way, the books read.
3. It was agreed that no child would ever be kept at school after 3:30. If he was he would take a note home explaining why or the parents would be phoned.
4. It was decided to organize a Parent-Teachers Association. A committee of three was appointed to act as nominating committee and to call the next meeting.

On the evening of December 16th the Model School presented a splendid operetta entitled "Under the Sugar Plum Tree." The story breathed the spirit of childhood in its happiest moods in make-believe land and appealed to the audience from the start to curtain. It was one of the most beautiful plays ever given by the Model School. The chorus work was good. There was action throughout the play. There were stars of more or less brightness in the solo parts and one or two real comedians. The children grasped the spirit of the play and entered into it with freedom and naturalness of action.

Miss Martha Dinwiddie, from national headquarters, spent a few days in the Training School in the interest of Health Education. She gave talks to the students on the essentials of health, showing them how to create an interest in health work among the children in the schools, and giving suggestions for teaching it, not as a separate subject, but as connected with other work.

She makes it very clear that if we do the right we need not worry about the wrong. Her definition of health is that it should give that abundance of life, overflowing with energy, that makes it a joy to begin a new day, and with such reserve force that it is not exhausted by the day's work. This is in contrast to the old idea of feeling that one must take care of himself to keep from suffering the consequences. The old idea seemed to be to keep out of bed and get through the day, and paid more attention to disease.

She gave six of the eight rules that are learned and followed by the children. These are: Take a full bath more than once a week; brush the teeth at least once a day; sleep long hours with the window open; drink plenty of milk and no tea or coffee; eat plenty of fruits and vegetables; and take plenty of play and exercise.

She showed how to present the necessity for each of these by showing the rewards for keeping them rather than the punishments for breaking them. She presented it as a game, with certain rules to follow.

The proctors of the Student Self Government Association for the winter term are as follows:

WEST DORMITORY

West wing (up-stairs).....	Julia Taylor and Jodie O'Briant
West wing (down-stairs).....	Frances Bradley and Bertha Lawrence
East wing (up-stairs).....	Ethel Clements and Norma Ward
East wing (down-stairs).....	Mattie Hunt and Marie Lowry

EAST DORMITORY

West wing (up-stairs).....	Charlie M. Barker and Augusta Woodward
West wing (down-stairs).....	Millie Everett and Katie Yates
East wing (up-stairs).....	Alice Best and Bettie Tunstall

The Association has presented the girls with a valuable hand-book in which the purpose, rules, and regulations of all the organizations are recorded. It follows the form of the Y. W. C. A. hand-book, but takes the place of that and gives much more information. The advertisements covered the cost of the publication.

The Saturday night moving pictures have become established and are greatly enjoyed by the girls. The pictures for this quarter have been as follows:

Dicken's "Martin Chuzzlewit"; Napoleon, "From the Consulate to St. Helena"; "Graustark," "The Raven," "Notre Dame of Paris," "The Diamond Necklace," and a few short industrial, historical, and geographical pictures of either one or two reels, such as: "The Making of Lace, Newspapers, Felt Hats," "Process of Irrigation," "Last Drop of Water," "America in the Making," and "A Visit to Pompeii."

Mr. Austin attended the annual meeting of the Masons in Raleigh.

Mr. Wilson was one of the speakers at a mass meeting in Wilmington, which was for the purpose of arousing the people to the need of educational institutions in North Carolina.

Mr. Wilson was also a speaker at the Parent-Teachers Association. The theme of his talk was "The Importance of the Child and the Great Need for Right Training as He is the Hope of the Future."

Miss Martha Lancaster resigned her position as critic teacher at the Model School and Miss Lillian Cole, of the class of 1919, took her place at the beginning of the winter term.

The N. C. State College band, thirty strong, gave a band concert on February 19. After the concert the young men of the band and a few from town were given a reception by the Senior Class.

The school will give two days holiday for Easter. The new term will not begin until after the holidays, March 30, as there will not be two breaks in work.

The Senior play will be given this year about the middle of April. It will be the charming French play, "Monsieur Beaucaire."

