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A. G. COX AND THE FIRST COTTON PLANTER

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The story of the first successful cotton-seed planter, that of the A. G. Cox Manufacturing Company, the story of the prosperous little town of Winterville, and that of the public schools of Pitt County, are so closely tied together that they are all merely parts of the life-story of one man, A. G. Cox, the promoter, the founder, the builder, and the inspiration of each in turn. He is the inventor of the "handy tobacco truck," and of other farm implements. Durability, simplicity, and devices that save time, material and labor are the marks of his products.

His implements are markedly like himself. He is sturdy, strong, staunch, and as true and honest as the steel in his implements.

It has been forty-seven years since the first cotton planter was made, and only one was made that first year, but from that first planter until now there is a lifetime of achievement, industry, straight thinking and honest living. The story of the cotton planter is told below by Mr. Cox himself. It is a plain tale told simply, without any embellishments, without comment. "Read it and take it for what it is," is what it seems to say. "There is nothing here but just a lifetime working at the same job in the same place." Mr. Cox had repeatedly been asked to write out the story. When it came, there was so much between the lines to be read, so much of the strong personality of the man back of the cotton seed planter, so many things that had grown from this one simple useful farm implement and its manufacturer, we could not print it alone without comment and without something of the man who made the story and of his other work.

This account of the planter is as told by Mr. Cox himself.

"The cotton-seed planter has been in use in our country about fifty years, and although there are quite a number of different cotton-seed planters on the market, there is no cotton-seed planter we know of that has been in use longer than the Cox cotton-seed planter.

"The Cox cotton-seed planter was first used in 1874 by Mr. Sylvester Proctor, on the farm belonging to Mr. Alfred Forbes, who was a merchant of Greenville, N. C.

“The first planter was sold for \$18.00 and only one planter was made and used the first year.

“John C. Cox was the inventor of this planter and at that time was the community workman in his neighborhood, who sometimes employed one laborer to help him, but all work was done by hand without the use of machinery.

“The result of the first planter was such that the inventor made five planters and put them in use during the planting season of 1875 and found that they did the most satisfactory work of any planter then known. After a most satisfactory test had been made, J. C. Cox became fully decided that it was a useful invention and began to arrange to get it patented.

“He learned of C. A. Snow, of Washington City, as a good attorney, so arrangement was made and a small model of the planter was made and sent to Mr. Snow, and on March 14, 1876, the first patent was granted.

“About this time his oldest son, A. G. Cox, who had been a helper around the shop, and had learned how to use the hand-saw and other such hand tools, as was used in such shops at that time, became twenty-one years of age, and was advised by his father to begin to plan his future life work. J. C. Cox, at that time, was getting old and of feeble health, and began to talk and plan with his son about the best course to pursue to develop the planter and get it into general use.

“Finally, the agreement was made that his son, A. G. Cox, who was then young and active, was to manufacture the planter and pay his father, John C. Cox, a royalty of two dollars on each planter made and sold. Without the use of machinery and with very limited means and experience, A. G. Cox began the manufacturing of the Cox Cotton Planter, and has not been led to put any improvement to the planter except by two other patents which he obtained. One of these was for the spring roller, which serves to pack the soil on the seed so they will come up better in dry weather. The other patent was for the irons that the lids are attached to, which helps to keep the seed dry when it rains and also assists when open to keep the seed from falling on the ground when they are being poured in the planter.

“The planter is still being made by the A. G. Cox Manufacturing a period of forty-five years, and are being sold in many different states of the cotton belt, and are still being operated with the most satisfactory results.

“These planters have been made continuously every year since for

Co., of Winterville, N. C., by improved machinery, and thousands of them are still in use every year and their reputation is still unquestionable."

As soon as I received this meager account of the planter, I determined I would go more deeply into the story. I had known that he was a "power in the county," as he was described to me. I had heard much of his work for education, but I wanted more from the man himself as well as what others say of him. So I saw him and had him tell me the story himself.

The story of the Cox Cotton Planter and of the man who took his father's invention, commercialized it, improved it and has carried it on for nearly fifty years since the first one was used; of the industry that has never been transplanted, that grew up in the woods and fields, cleared the fields, and made its way off from the centers of trade, is a story that grips.

He thought of going elsewhere to establish the factory, but his father said it was better for him to stay there. After he had told the story he commented, "I suppose it was better that I didn't move out. Providence seems to have been in it." Justice and honor and right have guided him. It is little wonder that this man had had his dream.

He foresaw from the first that he would be able to make a success of the venture after awhile. He bought up the land around where Winterville now lies, and gradually sold off farms and lots. He succeeded in getting a clause written into every deed for the land he sold which prevented the building of bar-rooms and the sale of liquor. He says Governor Jarvis helped him get this through. This was in a time when there were bar-rooms everywhere. The town grew up around the factory. First, the dwellings of those connected with the factory, then a store or two, and then a church and the school, until finally there was a town.

The story of how it became a railroad station is interesting. In the early days of the factory, the cotton-seed planters were hauled to Kinston, five miles off, and to Greenville for shipment. There was an agency in Tarboro and they were hauled through the country there.

The train stopped at a wood-rack, to get wood for the engine. Mr. Cox obtained permission to put freight on while the train was stopping. He would have everything in readiness. He made out his own bills of lading and did all the work himself. The conductor kindly assisted him. Mr. Cox applied to the commissioners for permission

to have the stop made into a regular station, with an agent, but they were not convinced that one was needed. Finally, the hint was given to him that if he would not do the work before the arrival of the train that he might convince others that there was sufficient work for an agent. He therefore waited until the train arrived and then held the train while he made out the bills of lading. The offices in Greenville and Kinston began to wire up and down to know what held the train. The result was that he was given an agent and henceforth this was a regular station with an agent and a depot.

When asked why the town was named Winterville, he smiled, as he told this story. He wanted a name that was suggested by the cottonseed planter or his own name, such as Coxville, Coxtown, etc., but all of them he sent seemed to meet with some objection. There was either another postoffice or railroad station of the same name or one so much like it that there was danger of confusion. He sent in name after name to the postoffice department. Finally he got a postal guide, then he took the names of a number of towns to which he had shipped planters; made out a list, keeping as far as he could from names that might be confusing, and sent the list to the postoffice department for them to choose one from. They chose the name of Winterville, which was the name of a town in Georgia. Soon after the new postoffice began operations, his mail began to go to Willardsville, for, as fate would have it, there was an A. G. Cox there, and one who had dealings with the same hardware wholesale houses. Here Mr. Cox told of incident after incident of the confusion that arose, over which he chuckled. Once when he was in Richmond, he went into an establishment with which he did business, and there he and the other A. G. Cox met for the first time.

He has been a member of the Pitt County Board of Education for twenty-two years. When he came on the board there was not a single two-teacher school incorporated in the county, not even in the town of Greenville. One of his favorite themes is the growth of schools and the improvement. He tells of the little log schoolhouses that were scattered far apart across the county, then of the changes and the filling in of the places between, the period of building schoolhouses. Now he is an ardent advocate of doing away with these same schoolhouses that once seemed to indicate progress, and of the consolidation of schools. He talks of trucks for getting the children to the larger and better school.

I met him in the office of the county superintendent of schools, just at the close of the monthly meeting of the board of education. He

never misses a meeting and he is the strong right arm of the county superintendent. He is always for anything that makes for progress. His mind was not lingering on the past and the achievements that many a younger man might have been satisfied with. He was looking ahead. He commented on the wonderful new ideas, such things as visual education. He had been advocating putting moving picture machines in the schools of the county. He said he didn't have much chance at good schools when he was a boy and he wanted others to get the chance he missed.

The Winterville High School, which for twenty years was the property of the Baptist Church, supported by two associations, brought many students to the little town. The school was one of those excellent high schools owned by the church, which filled in the gap of years between the old academy, which was passing away, and public high schools, which had not come. Mr. Cox did not consent for the school to be turned over to the State until he was convinced that it would be better as a State school than as a church school. This is the first year it has been a State high school. This school has been his pet. Never a day passes that he is not seen somewhere about the school. He sees things to be done and has them done. The superintendent and teachers look to him for help, whether it is to have a window fixed or to get more money for more teachers.

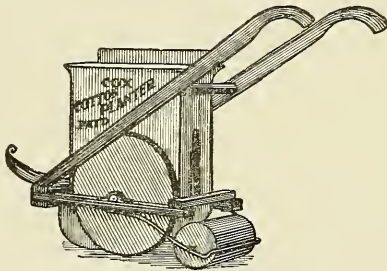
Years ago, during the period when schoolhouses were being built all over the county so rapidly, the question of equipment was a serious one to the board. They felt that the price of patent desks was prohibitive. Mr. Cox got to figuring and thinking and the outcome of it was that he devised a cheap, comfortable desk, which he could have made in his factory. These the county could afford. It is called the "Pitt County desk," and there was no idea they would ever get beyond the county. Other county boards were in the same predicament, however, and when they heard of the Pitt County desk they sent in orders. Then the fame went abroad and orders came in from four different states. The factory was not ambitious to go into the business of manufacturing desks, therefore they have never pushed them and have not attempted to improve it. They made them purely for accommodation. He tells that this cheaper desk has been replaced by more modern patent desks, thus showing his lack of self-interest in the question.

All of his manufactured products have seemed to grow out of the idea of helping people to get a good, durable, substantial implement that makes work easier and saves wear and tear.

The cotton planter grew out of the desire to replace with a better way the old, slow, tedious process of dropping seed by hand.

When asked if this was the first cotton-seed planter made, Mr. Cox replied that it was, so far as he knew, the first successful one. There were others in use to some extent, and for a time there was a little competition, but he hardly thinks they were considered successful for they were not in use long after the Cox Planter was put on the market. In later days there were others. At one time orders came from as far southwest as what was then Indian Territory, and the planters were sold in seven states. Now the states farther to the southwest evidently have planters nearer home.

Mr. Cox invented a tobacco truck for which there is great demand. "It is handy, durable, and cheap," and is named "the handy tobacco truck." This truck is for gathering the tobacco from the field to bring to the barn. At first it had shafts, but that was cumbersome, so a hook, or "link," was substituted and the horse is hitched to that.



The Simplex Guano Sower is a guano distributor, which he invented. It is made on somewhat the same principle as the cotton planter. It sows and covers the guano as it goes. The feed can be changed by means of a hand lever, and when necessary, can be cut entirely off without stopping the horse. "The Success Cultivator" is one that can be easily reversed to right or left and can be set at any angle. The plows are "made of the best steel." The "economic back band is durable, easy, and cool to the horse." "It will save enough in the wear of lines alone to pay for itself in one year."

For many years buggies were made by the Cox factory, but the automobile has done the same for this factory that it has for all other buggy factories. The wagon that is their special pride has wheels that are, according to the Cox standing, made for durability.

"This wagon, as the name implies, will stand more hard usage than any wagon we ever saw, because of the special superiority of

its wheels. The wheels are of our own make, and having both hubs and rims made of pitch pine or lightwood, the irons remain tight even in the dryest weather, and wheel is still solid when axles and tires are worn out. Often two or more sets of tires and axles are worn out to one set of wheels. Gears and bodies of these wagons are well ironed and strongly made, and we do not hesitate to say that no wagon of same capacity will endure more service than our "Tar Heel."

The quotation marks in the above are all from the advertisements.

His story is somewhat like the McCormick story, the father the first inventor and the son the one who carried the invention further, and put it on the market. Here is a captain of industry in a smaller way. Yet, if he had gone out where industries have a chance to thrive without the handicaps of location, he might have been as great as McCormick, who did go out. Perhaps that was the dream of the young man. But, after all, perhaps the hand of Providence was in it, as he said. To be a power among one's own kith and kin may spell greater success than being merely a captain of industry.

A REVIEW OF THE FIRST YEAR OF SUPERVISION IN PITT COUNTY

MACIE SOUTHALL, *Rural Supervisor*

Pitt County has had the service of a supervisor for the past seven months. The newness and bigness of the work, however, has caused such readjustment of previously formed plans that it has been difficult to carry out a definite program of activity. In fact, one person trying to serve 161 teachers in 63 schools is forced to be more of an inspector than a supervisor.

The following objectives have received the maximum of time and attention:

1. *Making a general survey of the county schools.* This survey was begun before the schools opened by a study of the qualifications of the teaching force. The teachers were graded as to academic and professional training, length of teaching experience, and grade of certificate held. The school registers of the past year were examined and the amount of work accomplished by the schools of varying length terms was noted for future reference.

In her first visits to the schools the supervisor made a record of existing conditions under the following heads: the size, condition, and equipment of the playground; the source and location of the water supply; amount and condition of schoolroom equipment; the lighting, ventilation, and seating arrangement of the respective rooms; the personality of the teacher and her attitude toward the work; and the organization of the school. From this the more obvious needs of the school were selected for immediate attention.

When the startling report of the N. C. Educational Commission was published, it naturally led to a comparison of conditions in Pitt County with those of the State. The similarity was very striking. The first grade was recognized as the biggest problem, since it contained nearly one-third of the enrollment. Since then there has been united effort to eradicate the causes of this congestion.

2. *Increasing the community activities of the rural schools.* The teachers have resolved that their school shall no longer be considered as a mere segment of the community, but shall function as a vital community center. To this end it was decided in a general teachers' meeting to enlist the interest and support of the people, by organizing them into Parent-Teachers' Associations. The number of organizations perfected has not been as large as had been hoped.

However, there are several vigorous associations that have rendered splendid service, such as furnishing wholesome recreation and amusement for the community, installing modern playground equipment, buying a musical instrument, clearing and draining school grounds, and providing library adequate to school and community needs. The Farmville Association has as its goal this year a thousand dollar library.

From last year's reports it was noticed that, while most of the schools had a library, very few pupils were reading. In order to encourage the use of the library and instill a love for good literature, the Pupils' Reading Circle Work was offered. From the library lists sent to the office a generous list of books containing subjects that would appeal to girls and boys at different ages was selected and sent to all the schools. The teachers explained the plan to the pupils and aroused their interest by giving them a short synopsis of the different books. Their interest was retained by using the reading done as a subject for oral composition. Many of the teachers keep a reading chart on the wall, so that all could see which books were being read, and by whom. From the reports that have come in, it is roughly estimated that over five hundred children will receive a Reading Circle Certificate this year. This has also awakened new interest in reading on the part of parents and enlisted their efforts in making money to provide more adequate libraries.

In order to motivate the practice of hygienic principles and form good health habits, the Modern Health Crusade work was introduced into the county schools. With the enthusiastic help of the teachers 1,773 children enlisted as Health Crusaders. With few exceptions they have all reached the rank of a squire, and there are several hundred knights. The improvement wrought by this work is not only evident in personal cleanliness, but with self-respect has come better school work, and efforts to improve the sanitary conditions of the home.

3. *Increasing the teaching efficiency of the teachers at work in the county.* This, of course, is the chief duty of the supervisor. At this time the teachers feel their need and gladly put into practice all principles and methods learned. The chief means to this end have been: personal visits by superintendent and supervisors; the Teachers' Reading Circle work done in the general teachers' meetings; and the observation and discussion of the work in the group center schools.

In the early part of the school term much thought was given to

making an economical distribution of the school time by making and using a scientific daily schedule. An effort was made to place the most important subjects at the best periods of the day, to give the correct allotment of time to different subjects, and to suit length of recitation period to the age of the pupils. Much time in teaching was saved by reclassifying the pupils and making combinations and alternation wherever it seemed wise.

On account of the importance of reading and the skill required in teaching, it was the subject selected for special attention this year. More emphasis is being placed upon silent reading, especially in the intermediate grades. Phonics and their application as a means for making independent readers has been stressed in the primary grades. To increase the accuracy and rapidity of reading many supplementary sets of readers have been made a part of the school library.

While the supervisor has made 185 school visits, or an average of three to each school, she does not feel that any time has been so well spent as in the group center schools. These, however, were not definitely selected until the last half of the year. In these schools programs were arranged to meet the needs of the visiting teachers, and to promote the teaching efficiency of the strong as well as the weak. The worth-whileness of these group meetings has been proved by the improvements observed in the schools of the visiting teachers. Next year more time will be given to this phase of the work and at least two meetings will be held in each center.

TO TEACH HEALTH IN CORRELATION WITH OTHER SUBJECTS

MARTHA D. DINWIDDIE

Specialist in Health Education, Bureau of Education

Health teaching may be included in most, if not all, of the subjects taught in the public school. The aim of health education is to teach how to keep healthy, *i. e.*, have an abundance of life, which can be done by the formation of correct *habits*. This means constant reminding and checking up of these health habits.

A series of eight bulletins on health education are published by the Bureau of Education. In the first of these the appeal is for teachers to enlist for child health service. This statement is made: "It is estimated by the best authorities that three out of four children in this country are suffering from some physical defect which might be prevented or corrected. This means that there are, perhaps, 15,000,000 such school children in this country today." This shows the great need for health teaching. There are certain health essentials that should be emphasized every school day. These health rules are:

- A full bath more than once a week.
- Brushing the teeth at least once every day.
- Sleeping long hours with windows open.
- Drinking as much milk as possible; but no coffee or tea.
- Eating some vegetables or fruit every day.
- Drinking at least four glasses of water a day.
- Playing part of every day out of doors.
- A bowel movement every morning.

These are the eight rules of the game.

The first question is how to interest the children in playing the health game. For some the monthly weighing furnishes a strong incentive to follow the rules. They are eager to make the normal gain, or to bring their weights up to or down to normal, as the case may be. Others will observe the rules, boys particularly, in order to be strong. A mother had vainly been trying to get her boy to eat spinach and similar foods. One day he came home from school and ate spinach at dinner. He told his mother he had learned at school that day that it would help to make him strong. For still others, girls especially, the desire to be attractive will give a motive. In a high school where they had difficulty in interesting the girls, a beauty

club was formed with the rules of the game as its rules. They soon had wonderful results, the school nurse reported.

Below are examples of some of the ways in which teachers are introducing the health work in various subjects:

- Arithmetic—Problems in this may be based on the weighing and measuring of the children, according to the grade. For example: (1) Mary weighs 63 pounds; she should weigh 75 pounds. How many pounds is she underweight? (2) What per cent is she underweight? (3) If Mary gains 2 pounds a week, how many weeks will it take her to become normal? (4) But Mary should gain normally one-half pound a month; then what would be her normal weight in six weeks if she weighs 75 pounds now?

English—Write health conversations. Write little plays and give them. Write jingles and rhymes. Example:

“If you would go early to bed,
As Henry Wadsworth Longfellow said,
You wouldn't be ill
And have to take a pill,
As so many children do still.

“If you would go early to bed
The thoughts would come quick to your head,
And in school or in college,
You'd get lots of knowledge,
If you would go early to bed.”

BY 6-B GRADE PUPIL J. G.

Debates on health subjects may be given. In one school an effective debate was given on “Resolved, Tobacco is good for the body.” Effective because of the results upon the boys themselves. This was done in connection with the hygiene class.

Reading—Health stories—Lessons to be learned from character or incidents. Example: A class was reading “Lady of the Lake” and the teacher asked why the warriors were so strong. The children's reply was that they climbed the mountains in the fresh air and they had to breathe deeply. Then the pupils applied it to themselves.

French, etc.—Translate health alphabet, or health rules, etc.

Art or Drawing, etc.—Make health posters, charts, etc., and a school might have a poster contest, using painting, drawing, water-color design, etc.

Music—Put health jingles to music. Sing health songs.

Hygiene or Physiology—Not only teach the parts of the body, but what we need to do to build them; what should we do to develop and take care of them. Example: Milk is the best of foods to furnish lime for the teeth and bones. It also has something (a vitamine) which helps the body to grow (*i. e.* stimulates growth).

Have a tooth brush drill to show how the teeth should be brushed. Ask the question, What foods help to make red blood?

Domestic Science—Have the problems definite. Example: Mary is 16 per cent underweight. What foods will help her best to gain? She is pale. What foods will help her to become rosy? What else should she do to become normal? Or, How can I keep my cheeks rosy and my lips red all the time?, etc. Girls in these classes may help teach the others in lower grades.

Story told by a sixth or seventh grade Domestic Science pupil to some primary grade children, exactly as she wrote it, without corrections, is here given.

THE CARROT

“Now, girls, I am going to draw a picture and while I am drawing it I shall tell you a story.

“In the earth there are tiny bits of iron and since the carrot is the friend of children she has a fairy inside of her. Whenever Mary Carrot sees any iron she quickly snatches it, for she knows that iron is good for children.

“One day Mary Carrot sent some green leaves above the ground. Tom and Gladys’s mother told them to pick a vegetable for supper. They saw the green leaves of Mary Carrot and pulled her up. They ate Mary Carrot and they liked her so much that they ate carrots every day. Their eyes grew bright their cheeks very rosy. Wouldn’t you like to have bright eyes and rosy cheeks, and if so ask mother to cook them.”

Spelling—Learn to spell and use words in health sentences and the like.

Geography—Products of places. What are their health value? How follow health rules?

Writing—Write health rules.

Manual Training—Make playground equipment.

These are just a few suggestions as to how health may be intro-

duced in various subjects and they are given to stimulate and bring forth others. For others see No. 6, Health Education.

Of course, even the bringing in of the health rules in every subject, as above, will be of little value unless the children form health habits. There should be a checking up of these habits until they are so firmly formed they are automatic.

SOME AVAILABLE MATERIAL

U. S. BUREAU OF EDUCATION, Washington, D. C.

Posters and Charts—"Health, Strength and Joy," "What is Health?" Height and weight charts; class-room weight record.

Bulletins—(1) Wanted Teachers to Enlist for Child Health Service; (2) Diet for the School Child; (3) Summer Health and Play School (for city children); (4) Teaching Health; (5) Child Health Program for Parent-Teacher Associations and Women's Clubs; (6) Further steps in Teaching Health; (7) The Lunch Hour at School; (8) Health Training for Teachers; (9) Teaching Health in the Schools.

Above material sent free of charge for single copies each or at cost in large quantities. May be bought from Superintendent of Documents, Government Printing Office, Washington, D. C.

CHILD HEALTH ORGANIZATION, 156 Fifth Avenue, New York City.

Health Fairy Stories, Plays, Characters, and the like, for small cost.

DR. THOMAS D. WOOD, Teachers College, New York City.

Health Charts.

Bulletins—Minimum Requirements for Rural Schools, 5 cents.

Health Essentials for Rural School Children, 10 cents.

METROPOLITAN LIFE INSURANCE COMPANY, New York City.

The Metropolitan Mother Goose—a health booklet.

The Bureau of Education will be glad to give any assistance it can. We also like to have reports of work being done, samples of illustrative material, pictures, etc., with good suggestions to pass on to others.

THE PROJECT METHOD IN TEACHING ARITHMETIC

MARIA D. GRAHAM

So much is being said and written in this day and time about teaching the various subjects in the course of study by or through projects. There is no doubt that real project teaching is an excellent means of vitalizing instruction and of making it dynamic. This is true for all subjects in the course of study, however varied the purposes of the projects may be. In the vocational class, the purpose is perhaps to produce or make something; in the English class it may be to write and present a play; in the History class, it may be to present a pageant. In all of these the main purpose is to get closer to real life and to life's situations. It was while in search of such real connections with the life about us that the project method as here given was evolved.

Kilpatrick, one of the best authorities on the project method, defines a project as "a whole hearted purposeful act carried on amid social surroundings." He gives various types of projects in his monograph, some *individual* projects and some *group* projects. In this article, only type 3, according to Kilpatrick, is considered, the *problem project*, and that for a *class* or *group*. This type was found most feasible for a class in a special subject under a special teacher. I hope, however, the reader will see that, in the elementary grades, a project cannot be limited to one subject; but instead the various subjects center around the one project. Some educators advocate that all teaching be done through projects. That is an extreme stand for which we are not prepared in North Carolina. Only specially trained teachers can make a success of teaching by projects to the exclusion of other methods; but every teacher can and should use the project method as supplementary to other methods.

Below are given, somewhat in detail, three *problem projects* as they were worked out in three different arithmetic classes in East Carolina Teachers Training School.

TOBACCO PROJECT

In the fall of 1919, the people of Greenville were greatly excited over the big amount of money put into circulation from the heavy sales of tobacco at fancy prices. This excitement was not confined to Greenville nor to Pitt County, but it extended into all tobacco growing sections of the State.

Because of such great and wide interest in tobacco culture in the State, the Senior arithmetic class under my direction chose as a project the solution of the problem: "Why are the people of Eastern North Carolina so wild about raising tobacco?" In attacking this problem, we asked the questions, "How much of this money which the people are now receiving for this tobacco is net profit?" "Could not the farmers clear almost as much money on cotton or corn if they spent as much time and money in cultivating these crops?"

The members of the class decided to get out a questionnaire and send copies to their fathers or friends who were farmers, and to find out from these as nearly as possible the real cost of raising an acre of tobacco, an acre of cotton and an acre of corn, and also to find out the selling price of the product from an acre of each, and thus to find the net profit from an acre of tobacco, an acre of cotton and an acre of corn. The questionnaire had a set of general questions and besides a separate sheet was devoted to questions dealing with each of the three crops, making four sheets in all. If a farmer raised only two of the three crops, he disregarded the sheet dealing with the third crop.

The general questions asked were as follows: total number of acres in your farm, number of acres in garden, orchard, potatoes, grain, peanuts, cotton, corn, tobacco; value of land per acre, value of buildings, value of farm implements; number of horses or mules, value of a horse, a mule; number of cattle, value of cattle; number of hogs, value of hogs; approximate cost of food bought for farm animals, approximate cost of food bought for family of size (....); amount of insurance carried on buildings, farm implements, crops.

Then the following questions were asked about tobacco: number of acres planted in 1918, number in 1919; number of tons of fertilizer used, cost of fertilizer; cost of preparing seed bed, cost of plant bed cloth; cost of preparing land for setting, cost of setting tobacco; cost of hand labor before priming including hoe work, cost of ploughing; number of barns cured, average weight of cured tobacco in each barn; cost of filling each barn, cost of sticks and twine; number of tons of coal used, price per ton; number of cords of wood used, price per cord; cost of preparing tobacco for market; total selling price per crop, average price per pound, maximum price per pound, minimum price per pound; cost of barns, number of barns; cost of storage house, cost of ordering pit or room; what crop is raised after tobacco the same year, cost of raising other crop, value of other crop.

With reference to corn, the following questions were asked: num-

ber of acres planted in 1918, number of acres planted in 1919; number of tons of fertilizer used, kind of fertilizer used, price per ton; cost of cultivation, cost of harvesting; average yield per acre in barrels, value per barrel; crop raised on corn land before corn crop, along with corn crop, after corn crop; cost of other crop per acre, value of other crop per acre.

The following questions were asked concerning cotton: number of acres planted in 1918, number of acres planted in 1919; number of bushels of seed used in planting, cost of seed for planting; number of tons of fertilizer used per acre, cost of fertilizer per ton; cost of hoe work, average price of hand per day; cost of ploughing, average price for man and horse per day; total cost of picking, price per 100 pounds for picking; yield in bales, average weight of a bale, average price per pound; number of bushels of seed made, value of seed per bushel; cost of ginning per bale, cost of storage, cost of hauling, cost of insurance. Did land produce any other crop besides cotton? If so, what crop, cost of other crop, value of other crop?

Accompanying the questionnaire was sent a personal letter from the girl sending it and in addition the following: "Will you please answer as many of the enclosed questions as you can? If you object to answering any question, scratch the question. If you cannot give exact answers, make your answers as nearly exact as you can. In giving cost of crops, if you can more nearly give cost of crop as a whole, do so; or if you prefer to give cost by the acre, do so. Tell which cost you give."

Eighteen replies were received from eleven different counties. If we had not made the questionnaire too lengthy, it is likely that there would have been more replies. A committee from the class, under the teacher's direction, tabulated results in a concise form. For home work, the job of working out averages was assigned. These assignments were made in groups sufficiently large for checking the work, but not so small that the work was too long drawn out. If any question was not answered, which was vital to counting expenses, the average obtained from the other answers was recorded in the vacant place. Then came the task of calculating: what it cost each farmer to make an acre of corn, of tobacco, of cotton; what selling price was per acre; what net profit was per acre. After finding these results from each farmer's statements, a general average was calculated.

In calculating cost of production it was discovered that in listing the value of buildings, the cost of the home was not separated from the cost of outbuildings. It was decided by the class that at least

three-eighths of the total value of buildings was invested in barns, stables, sheds for implements, etc. We figured on that basis, leaving five-eighths for the residence not charged up to any special crop. Then the number of acres of land planted by each farmer in cotton, in corn, in tobacco, etc. (with the exception of garden and orchard), were added together, and the part of the whole planted in each crop was found. Only half the number of acres in grain, peanuts and potatoes were counted, as we thought only this proportion of the time of the team was given to these crops. Then to each crop was charged up its proportionate part of the value of outbuildings, farm implements, team, food for team, interest on money, taxes, insurance, ten per cent depreciation, etc. In addition, all separate expenses were totaled and all receipts. The totals were divided by the number of acres planted in that particular crop and the average cost per acre, average selling price per acre, and average net profit per acre were found.

The final results obtained for the 1919 crop are given in part below:

The average cost of raising an acre of tobacco was \$155; the average selling price was \$443.40; the average net profit, per acre, was \$288.40. The average cost of raising an acre of cotton was \$82.25; the average selling price was \$170.35; the average net profit was \$88.10. The average cost of raising an acre of corn was \$42.90, the average selling price was \$57.25; the average net profit was \$14.35. The average amount of fertilizer used on an acre of tobacco was 1,000 pounds; on an acre of cotton, 693 pounds; on an acre of corn 420 pounds. The average value of land was given as \$120 per acre. The yield per acre in tobacco averaged 650 pounds. In cotton, the yield was seven tenths of a bale of lint cotton, averaging 450 pounds, with 28 bushels of seed per bale. In corn, the average yield was 6 barrels per acre at \$9.50 per barrel. The average value of a horse or mule was \$250; cow, \$68; hog, \$36; pig, \$10.50. The amount of wood used in curing a barn of tobacco was one and one-third cords, at an average price of \$6.50 per cord.

To obtain the figures given above, a great deal of calculating was necessary. Through the manipulation of the numbers and along with that work, much valuable information was derived. Such information should furnish a good basis in the way of material for making good problems for years to come. Prices have to be changed; but that is also true of text-book prices as well.

Little doubt was left in the minds of the class as to why North

Carolina farmers planted so much tobacco in 1920. It would be profitable to compare results of the 1920 crop with those of 1919 given above and to note the shrinkage in profits.

POTATO PROJECT

In the fall of 1920, when sweet potatoes began to appear daily on the table in the school dining-room, the Senior arithmetic class decided to work out a project on sweet potatoes. We set out to find the average cost of raising an acre of sweet potatoes, the average yield per acre, and the average net profit per acre.

A committee prepared the following questionnaire, which was sent out to the girls' parents and friends: How many acres of sweet potatoes did you plant in 1920? What was the cost of seed potatoes for bedding or slips for setting out? What was the total cost of production? What was the yield in bushels? What is the selling price per bushel? On what kind of soil do you plant potatoes? What variety did you plant? In what month were plants set out? In what month were potatoes harvested? Are you successful in keeping your potatoes through the winter? What method do you use for keeping them? Do you grow a winter crop on the land between potato crops? If so, what crop?

Twenty-seven replies were received and tabulated. The members of the class derived the following averages from the committee's tabulation: The cost of seed potatoes bedded to plant one acre is \$9.25; total cost of production per acre is \$44.80; yield in bushels per acre is 167; selling price per bushel is \$1.44; value of potatoes per acre is \$240.48; net profit per acre is \$195.68. Porto Rico and Nancy Hall were found to be varieties in greatest favor. Potato hills are still in common use; but the potato house with a drying process seems a more successful means of keeping potatoes. An interesting discussion grew out of the use of the word, *potato slip*. What is a potato slip? Is it a plant for setting or a seed potato for bedding? Both uses of the word seem common. The former is more general towards the central part of the State; the latter, in the section further east.

In addition to making calculations from the replies received, certain members of the class were delegated to measure the two potato patches which the school planted and the patch which President Wright planted for his family use. Another group of girls measured the space occupied by these potatoes in bins in the potato house.

From these measurements, by estimating that a bushel of potatoes occupies one and on-fourth cubic feet of space, the yield per acre for the school was found, and also the yield per acre for President Wright. In one case the yield was found to be considerably above the average obtained from the questionnaire, in the other it was a little below. In the latter case, however, the quality of the potato seemed superior.

The conclusion reached about sweet potatoes was that it is a profitable crop and a valuable crop. Every farmer who has gone to the expense of raising a food product so popular and so nutritious should, by all means, learn to keep his crop through the winter and even until late spring.

MILK PROJECT

In the winter term of 1921 the section of the Senior Class that taught in the Model School during the fall term decided to work out a project on milk. We set out to prove that it pays any family in which there are small children to keep a milch-cow, provided the family lives in the country or in a village where a small plot of land for grazing a cow may easily be obtained at small cost.

The questionnaire was again used. In addition, government bulletins were ordered; letters were written to people who we thought were especially fitted to give first hand information concerning milk and the cost of producing it. The questionnaire contained the following questions:

Do you live in town or in the country? How many milch-cows have you? What breed of cows have you? What is the value of your milch-cow? What is the value of a calf of six months? What is the cost of pasture per cow for a year? What is the cost of other food per cow for a year? What is the annual cost of caring for and milking a cow? What foods do you consider best for a milch-cow? What is the cost of the food per 100 pounds? At what price do you estimate the value of manure from one cow per year? For how many months does the average cow give milk? How many quarts does the cow average a day? What is the average number of quarts drunk by the family a day? What is the number in the family? How many children are there below the age of twelve? What is the value of milk in your community per quart? What is the value of butter-milk per gallon? What is the number of pounds of butter made per cow per week? What is the price of butter per pound?

Twenty-four replies were received: ten from people who lived in town; and fourteen from people who lived in the country. Four-

teen of those who replied reported only one milch-cow. Some of the results derived by finding averages from replies after tabulation are given below: Cost of a Jersey cow is between \$120 and \$125. Cost of other milch-cows is between \$90 and \$95. Value of a calf of six months is \$32. Cost of pasture per cow for a year is between \$20 and \$25. Cost of other food is about \$100. Cost of tending and milking a cow was rated at 20c per day. Value of manure from a cow during a year is between \$20 and \$25. The average cow gives milk for nine and a half months. She averages eight and a half quarts per day at 16 cents per quart. Buttermilk is worth 35 cents a gallon and butter is worth 60 cents a pound. Eight quarts of milk are required for making one pound of butter. Five pounds of butter is the average amount made from a cow per week. The average amount of milk drunk, per capita, is one pint per day.

From the data given in the replies it was found that Jersey cows are the most popular for milk production. The average receipts from the cows per month were about \$50. The average expenses were less than \$30 per month; and therefore, the net profit for the average cow was over \$20 per month.

Many pamphlets were received in addition to the information obtained from the questionnaire. The representative of the Metropolitan Insurance Company in the town sent over a number of copies of the pamphlet, "All About Milk." There was a sufficient number of these for each member of the class to have a copy. Clippings were posted from the newspapers. One of these clippings told that North Carolina's champion Jersey cow at the State College gave in a year 15,035.7 pounds of milk (1,748 gallons) containing 700.66 pounds of butter fat, which is equivalent to 805 pounds of butter. From this information the class calculated and found that a gallon of milk weighs 8.6 pounds and that .87 pound of butter fat yields a pound of butter.

As a result of a letter from one of the members of the class, Mr. A. C. Kimrey, of the Animal Husbandry Division, at the State College, asked that he might visit the class and give in person the information sought. A date was arranged for his visit with eager expectancy. He spoke to the entire student body at the assembly hour on "The Value of Milk in the Human Diet." He also spoke to the class at their arithmetic period on "The Advisability and Economy of the Family Cow." Much valuable information was gained from him because of his knowledge of the subject and also because his method of presentation was very pleasing and forceful.

He stated that without milk from some source the world would be depopulated of all mammal animals in one generation. He also stated that 60 per cent of the babies of the United States are dependent upon the milch-cow for their subsistence. He gave as the composition of milk approximately the following: water 87 per cent; fat $4\frac{1}{2}$ per cent; milk sugar 3 per cent; protein, mineral matter, etc., about $5\frac{1}{2}$ per cent. The water in the milk is a wonderful carrier of the other elements; the fat contains in solution vitamins that are essential to life and health; the milk sugar gives energy; the protein is valuable for building tissue; the lime is especially valuable for building bone, and is, therefore, so essential in the food for children. Milk has in it every mineral we need except iron, but the amount of mineral varies according to the amount given in the food of the cow. Iron must be obtained from leafy vegetables. One quart of milk is equivalent in food value to eight eggs or to four-fifths pound of pork, or to three-fourths pound of steak, or to two pounds of fish. One pound of butter produces energy equal to that produced by four pounds of steak.

Mr. Kimrey stated that a good average cow gives on an average two gallons of milk a day for 365 days in the year, or 6,278 pounds of milk in a year. If this milk only comes up to the average and tests four per cent butter fat, there would be 251 pounds of butter fat which should yield 300 pounds of butter. At 50 cents a pound this butter is worth \$150. About 3,000 pounds of skim milk or buttermilk is left, which at only one-half cent per pound is worth \$25. The manure from the cow amounts to about seven tons per year, if she is properly bedded. At \$3 per ton, this is worth \$21. The baby calf is worth \$10. These receipts total over \$200. It takes one pound of grain to produce three and a half pounds of milk. Therefore about 1,800 pounds of grain at 2 cents a pound, when bought by the ton, and 3,000 pounds of hay at 1 cent per pound, to go with the grain, will feed a cow for a year at a cost of a little over \$70. Other expenses will hardly amount to over \$30, making a profit of about \$100 per year.

He stated that the South consumes less than one-third pint of milk per person per day, while the United States as a whole consumes one pint per day. Every child under fourteen should drink a quart of milk a day. North Carolina's health record has improved materially in recent years. Among several factors that have caused this improvement is the fact that our State has within the last ten years doubled its milk supply.

Mr. Kimrey also spoke at the parent-teachers' meeting at the Model School. The seventh grade children heard him and wrote excellent compositions on what they remembered from his talk about the values of milk. This shows one of the many ways in which a project may reach over into the other subjects in the course of study.

Mr. Kimrey's visit cost the school nothing, as his expenses are paid by the Federal Government through the North Carolina State College. This proves that the milk problem is a vital one and that the National Government realizes it as such and is willing to assist those who desire to know more about this subject as well as many others.

Some of the special values which grow out of projects similar to the above may readily be seen. I may cite a few others which are not so evident. The students were given a voice in the selection of the projects. As it was to be a coöperative scheme, it was agreed that nothing be undertaken which they did not consider well worth while. Each member of the class contributed something towards collecting the material as well as in handling what was collected from other sources. All were taught how to collect first hand information, and how to utilize this information. This adds greatly to the interest in the work. Through discussions excellent opportunities were provided for forming judgments. Real situations were provided for the organization of thought. *Arithmetic* became a live, growing subject, instead of a conglomeration of dead facts and uninteresting figures in a text-book.

A YEAR OF STUDENT GOVERNMENT

At the close of the first year of student government it seems fit to pause and look back over the year and see whether or not it has been a success. It seems to be the verdict of the school, executives, faculty and students that it has been pre-eminently successful. In an endeavor to show this to the public, statements are given from the different points of view. These are from the president of the school, the executive head; the lady principal, as the one nearest to the students in their home life and perhaps the one most nearly concerned; and a student not on the council, as spokesman for the student-body; and a report from the president of the Student Government Association, speaking for herself and for the School Council. Instead of getting one statement from one member of the faculty, pains was taken to get the consensus of opinion and the faculty was unanimous in its enthusiastic approval of the work of the Student Government.

These statements are given below and speak for themselves.

To make a school democratic and thus to prepare students for the duties of citizenship there must be some type of organization that gives to the student body an active participation in the affairs of the institution.

There are certain duties in the operation of a college that belong to the students; others that teachers must handle, and still others that must be dealt with by the officers. School government really means a form of government that allows an active participation of teachers, students and officers in certain college activities. There is both strength and democracy in co-operation.

This year the Student Government Association has been very helpful to the management of the school. It has brought to the student body a higher ideal of individual and of group responsibilities. It has been a means of developing higher ideals of citizenship. It has strengthened school spirit and it has given a correct idea of one's responsibility as a citizen in the school community. It is through the Student Government Association that our students have prepared themselves for the responsibilities soon to come to them as citizens in State and nation.

When people realize their civic obligations, conducting a government becomes less arduous. This has been made clear in the management of our school this year. Viewed from the standpoint of the chief executive this has been the easiest year we have had and I

attribute much to the splendid work of the Student Government Association. Our association is purely democratic, giving to the student body the actual functions of government as the students will find them in after-school years. It is a pleasure for me, as president of the school, to say a word of commendation for the spirit shown by the student body and a word of praise for the splendid way the officers of the association have managed the affairs of the association during this year.

ROBT. H. WRIGHT, *President.*

Student government has proved from the first its practical value and has taken a permanent place in the administration of the school. It came not as a result of a nervous desire for change, but as a natural result of persistent effort to develop self-control and self-expression. It has come to array a selfless desire to serve against thoughtlessness, carelessness and idleness. To care for, rather than to be cared for, might well be its slogan. It is a constructive as well as a conservative force, since it has come not, as some thought, to destroy, but to up-build; not to substitute, but to maintain; not to license, but to encourage sane use of personal and corporate liberty.

The record made during this, its first year, has proved its right to permanent place in the school's activities. Poise, dignity and fearlessness have characterized its council in the discharge of its duties. Nor were these duties few or easy. The blazing of a new trail never is. Not one of its offices has been a sinecure.

And while the school recognizes with pride and gratitude the work of its officers and of each individual in the "line-up" their chief recompense must and will be the incentive to greater achievement to which their successful administration has given rise.

Though not yet a year old, it is recognized as an indispensable moral and executive force in student affairs and as the strong right arm of the school management. Its council in its activities has been the exponent of the civic consciousness of the whole school. Hence its rulings have met with the hearty support of officers and teachers; though to gray-haired experience the sanity and fairness of its decisions and their sure executions have not yet lost the charm of welcome surprise.

The purpose of its being is not alone to preserve such order and integrity of living as will insure to each student an opportunity to get the best the school can give; but in its broader intent it exists to give students such practical knowledge of legislative, judicial and

executive obligations as will be demanded of women in the wider but not more important field of civic duties awaiting them outside.

MRS. KATE R. BECKWITH, *Lady Principal*.

We are all very proud of our Student Government Association. Although the organization is quite young it has already been a wonderful help to our school.

When student government came into power last fall conditions from the very first improved. The girls realized that they were responsible in every way for the success of the association. Knowing full well that starting any movement is especially hard every effort possible was directed toward the success of the movement.

We feel that student government is ours. We govern ourselves and therefore we are responsible for our own conduct. When one is responsible one will not break the rules of the school just for the fun of it. We may want to study with our best friend, but we cannot with a clear conscience, so we stay at home. By doing what we think is best we learn self-control. Unless we learn this valuable lesson how can we expect to control others when teaching?

Splendid ideals are encouraged by our student government. We are placed wholly on our honor. We are given the opportunity to keep a watch on ourselves and report any wrong doing. Truth is strongly advocated at all times.

This year every class is taking an active part in the affairs of the school. In years gone by only the seniors felt a particular interest in the government of the school. Now every girl, knowing that the government is ours, feels the responsibility equally as great. This develops strong leadership and character not only in the senior class but in every class here.

The girls have responded nobly to the efforts of the association. The behavior has been excellent. Because of our conduct we have won many privileges.

Although our Student Government Association is less than a year old I am sure no school has a better one than we. I am sure it will become better and more helpful each year.
become better and more helpful each year.

LOUISE MCCAIN, '22.

About the middle of November, 1920, an infant organization came to the Training School to stay—Student Government. Since that time the organization has had the support of the entire student body, the faculty and the officers of the school.

We have had our ups and downs. Many hours of labor and much anxiety have been put into the organization. Anxiety? Yes! Anxiety concerning the duties and problems of the council; anxiety concerning individual girls; anxiety concerning the relationship of council and school officers and faculty, and between council and student body. And yet with all its work it has been a labor of love.

We believe that student self-government means student self-expression. If our school needs something that it does not have, let's get it. We believe that in loyalty to our school and to our better selves we must stand for right ideals. We believe that small rules should be enforced as well as large ones, for there are principles behind the small rules or they would not be made.

We believe that student self-government should be student self-government and not council government. The basis of this democratic government is shown in our manner of election of officers and members of the council. Each student expresses her own personal opinion when she casts her ballot.

The council? What of that? We believe that the student's council must be made up of girls who are not extremists. They must not be over-lenient, nor must they be over-harsh; instead they must find that middle trail and be sane and uninfluenced in their judgments. An extremist has no place on the council and the votes of the student body prove that they do not think so either.

There are many times in making decisions that we would much prefer laying our hands on the defendant's shoulder and saying, "Go, my sister, and sin no more." But that would neither be right nor just. So, for the sake of right and justice, we, as members of a Student Government Association, must hold before us that fine thing—personal honor, our neighbor's honor and our school's honor. We must look for the best in others and give the best we have.

In a Student Government Association there is no room for a personal grudge. It cannot thrive in such an atmosphere of honor, justice and truth.

On the council we must forget personalities. We represent the government of the student body and when reports of misdemeanors are brought to us they are handled impersonally by the council. There has been no offense committed against the girls of the council, but instead against the government which they represent.

We feel that we have accomplished something in our work; but we realize that much is yet to be done. We have tried to find a way and make a path and we believe it will be easier for our successors.

Yet we know that they, in turn, will need to blaze more and more trails and broaden the old paths as the student body grows in qualities of self-government.

HELEN BAHNSON, *President.*

Student Self-Government Association, 1920-21.

County Commencement at Poplar Branch

Having accepted an invitation from the Superintendent of Schools in Currituck County to attend the county commencement, I had the opportunity of visiting a part of the State which was most interesting to one who has always lived as far inland as I. The Sound, with its wooded islands and yellow sand hills in the distance, was a new and beautiful sight to me.

A large crowd assembled at Poplar Branch, where the commencement was held, each school in the county being well represented. The wholesome spirit of rivalry existing between these schools added much to the interest of the day's program.

In the forenoon the children of the upper grades, with their parents and friends, assembled in the large auditorium, where they were entertained by the speaker of the day and by music furnished by the Elizabeth City Band. The children of the primary grades got together in one of the classrooms downstairs, where they enjoyed games and stories, later going outside to play.

At one o'clock a bountiful picnic dinner was spread on long tables, which had been set up on the school grounds for that purpose.

The crowd then reassembled in the auditorium to hear the recitation and declamation contests between the representatives of different schools. Most of the contestants showed they had ability along this line.

The latter part of the afternoon was spent out-of-doors, where the athletic contests, such as running races, jumping matches and basketball games took place. Much interest was manifested in these sports, those taking part giving evidence of splendid training.

The High School building at Poplar Branch is an excellent one, having many modern conveniences, among them steam heat and electric lights, the school having recently installed its own light plant. The building takes the place of one which was burned a short time ago and was erected at a cost of \$20,000. Much of this amount was raised by private subscription, both the men and women of that community contributing generously in work and money.

The people of Moyock are planning to erect a \$25,000 high school building soon. The women of Moyock have already given to the present school a splendid equipment for the playground and expect to do many things for the new building. There seems to be a fine spirit of co-operation between the teachers, patrons and friends of the different schools of that section. I feel that much of this is due

to the good work which has been done by Mr. W. D. Cox, the county superintendent of Currituck, for the cause of education. Everybody seems to be pulling together, the desired goal being better schools for "all the children of all the people".

A. L. WHITESIDE.

Using the Education Report as a Text-book

During the last term of this senior year, following two terms of psychology, our class took up sociology. We used the *Public Education in North Carolina*, a bulletin giving the report of the Commission on Public Education in North Carolina, as our text for this class. It is the first time a class has had such a fine opportunity to get such first hand material as is found in this recent report, which gives us the actual condition in North Carolina today. Each topic in this bulletin is taken up in class and discussed fully by the teacher and pupils.

The first subject gives a brief history founded on the educational progress of North Carolina. We were interested to learn that the State university was the first school established in our State; but it was not supported by the State at that time, and it was not until 50 years after the founding of the university that public elementary schools were established. Their establishment represented a tremendous advance in educational sentiment. From that time to now, after enduring many hardships, the system has developed, until there are 5,422 rural school houses for white children and 2,316 for colored children. This gives us a sweeping view of the growth of public schools.

The development of the course of study was of equal interest to us, as it seemed to show the growth of interest among the people for the schools. The course of study for the elementary schools at first included reading, writing, arithmetic and spelling, and from time to time other studies have been added, so that now all public elementary schools, according to law, must have reading, writing, arithmetic, spelling, drawing, language lessons, grammar, geography and history of North Carolina and United States, elements of physiology, agriculture and hygiene, home economics for the girls and manual training for the boys.

We realized that until recently the public elementary school was a blind alley, as it led nowhere, for there were no public high schools. Boys and girls desiring more than an elementary education had to go to private academies or preparatory schools, which then existed in large numbers. We are glad to see, as the public elementary schools grew, a few graded high schools developed in the cities, and some of the rural schools provided some high school work. Yet as late as 1886 there were only eight city schools in the State reporting high school instruction, and only two went as far as the tenth grade.

Nevertheless the leaven was at work. Twenty years later (1906) practically all of the 78 especially chartered districts supported some kind of high school work, and 96 country white schools and 90 country colored schools were teaching some high school subjects.

We know the State encouraged in every way it could the establishment of county high schools, and in 1918 there were 209 high schools in the county and 49 local and city high schools. We were glad to learn our public schools developed in other ways. The rural school term was lengthened from 48 days to 120 days. The per cent of attendance increased greatly also.

Large schools and colleges have also been established for teacher training, as the teacher must advance in order to make the children grow in educational ways.

As it is known, the State now supports three schools for colored teachers—the State colored normal schools at Fayetteville, Elizabeth City and Winston-Salem, and for the training of Indian teachers the Cherokee Indian Normal School at Pembroke. Besides these institutions the State has recently established teacher training departments in twelve high schools and six or eight-week summer schools in most of the counties.

The growth in public sentiment has expressed itself also in more and more liberal financial support of the public schools. It is clear the public schools are firmly established; that they are constantly reaching out to meet more and more adequately the needs of a developing commonwealth, and that their financial support is increasing liberally. All of us who knew the conditions of public education some years ago can see how much it has progressed in the last twenty years.

The other topics we will take up and discuss later are those outlined in the bulletin.

“Building and Equipment of Schools” is one we know something of first hand. We students can tell from experience how much better schools are built and equipped now than they used to be. We all know the rooms are better ventilated and heated and there are better sanitary conditions in most of the schools today than they were when we went to school.

“Course of Study” and “Length of School Term” are topics we are greatly interested in. We cannot realize now how our parents got along going to school such a short time each year and studying so few subjects in comparison with the advantages we have today.

While studying the topic “Teachers” we are glad we are among

the favored few who have the advantage of being in a teacher training school, because we realize how important it is for teachers to be prepared.

The remaining topics we shall take up are:

Instruction

Administrative Handicaps

Limitation and Conflicting Developments

Better Administration

Our class is fortunate in having this important information at hand, for it is something we are vitally interested in as teachers of North Carolina.

MILDRED REED, '21.

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EDITORIALS

Seniors to the Fore

Once each year, as has been the custom in the past, just before the Senior Class leaves this school they take charge of one copy of the QUARTERLY. All of this number of the QUARTERLY is the work of the Seniors. The last section has been given over to them entirely and in this all the affairs of the class are featured.

This special annual number of the QUARTERLY means more to the students than an annual because it contains more of the serious work, we believe. One who examines this number, even casually, sees that not only are the departments of suggestions and reviews prepared by the Seniors, but almost everything else. We try during the year to give the full money's worth without these features, and we give them extra.

During this term the faculty-editor has been thrown into the background. The faculty-editor has even given up the editorial page to the Senior Class. But more than ever has the blue pencil been employed by her when the students crowded in her room with their copy for the QUARTERLY.

Success of Student Government

The success of the Student Government Association in the school is indeed gratifying. The organization is very young but many beneficial results have already been derived from it. The students are almost wholly on their honor to do what is right and, therefore, have developed in self-control as well as in self-respect. They are growing stronger in resistance to the temptations which constantly surround them. When the rules, which the students have made for themselves, are broken, just punishment is meted out to the students by the Student Council, which is composed of students and a few faculty members. The school has been very fortunate in the personnel of the council this first year and has set a standard for itself in the selection of its leaders that they will not lower.

D. T.

The Four-Year Course From the Point of View of the Students

To the students the four-year course will mean much, for where the students have before been having to leave the State to get credit for two year's work done here and get their degree in two years, they now can do this right in this school. It means much to have a school among them where they can get the training and the full work which leads to the maximum salary for teachers in the State. This work may be done here with much less expense than at most schools. It is arranged so that a student may teach in the winter and attend summer school, letting her work count toward graduation and at the same time being able to pay her own school expenses by teaching. This should help a teacher add to her preparation until she reaches the maximum salary.

At the end of this four years of work the student receives a degree which puts her on an equal salary basis with teachers of the elementary grades from any other school in the State or elsewhere.

Another thing of interest to students is that the professional work is scattered throughout the entire four years so that a student may stop and teach before she finishes and at the same time feel that she has some professional work which will help her in teaching.

The number of hours of work required in each year has been decreased, leaving more time for preparation for each recitation. Where before each recitation has required only forty-five minutes

preparation, it now requires two hours. The students should be able to accomplish more by deeper and more prolonged concentration on their work.

M. H.

What Work of the Staff Means to a Student-Editor

As a student-editor of the QUARTERLY, it has been necessary that I devote a large part of my so-called free time to the work, but I have been more than repaid by all the direct and far-reaching benefits I have derived from the work.

My work, as an editor, has trained me in keeping my eye open for suggestions. These suggestions have been found while watching the girls teach and listening to their suggestions as given by them in the class-room and seeing if they can be of value to others. While observing, these questions arise and they determine the selection of the suggestions: Can it be followed by others? Is it merely class-room management, or is there an idea in the work done that can be grasped by others?

I have realized that efficiency in the use of the English language lies in putting across thoughts in sentences that contain words, phrases, and clauses, and my respect for the apt word or phrase has greatly increased.

Occasionally a suggestion that has not been considered a success in teaching, when written, can be of considerable value to others if they know how to use it to their best advantage. In other words, the idea is good, but management of it poor.

It is also necessary to grip the attention of the children at the beginning of a lesson. The news must also be such as to accomplish this purpose. If you fail to secure the attention at the first, in either case, it is hardly possible that you will gain it later.

The work has been very instructive as an aid in mastering the many difficult technicalities of the English language and has also given me beneficial aid in "getting to the point" in whatever I want to write. In writing reviews it has trained my eye so as at a glance it can pick out the main points. I have gained an idea of the varying types and amount of editorial work that must be done in connection with a publication.

I can safely say that one of the most valuable assets to me has been this: It has created in me a desire, not arising from the sense of duty, but of something that can be of service to me and mankind, to read and become interested in what is going on in the world about

me, and, most of all, the progress of education in our own country.

Although the results may not be evident in my work, I have found a higher ideal to struggle towards. I, also, as I dare say all the editors heretofore have done, feel a desire to continue. I give up the work with genuine regret and feel I should like to have another year of it.

G. S.

Much is written and said of the "project method" of teaching. In this number there are several articles or suggestions that give concrete examples of the partial use of this method. Miss Graham gives a most interesting account of what has been done in Arithmetic. The students found what they sought in Arithmetic and at the same time found how to get information first hand, and were introduced to the questionnaire. The reader can judge for himself the many other things, some tangible and others intangible, that they gained. In the Department of Reviews there is a brief report of the project method as given in another periodical.

In the fall number of the QUARTERLY was a report of the work of a supervisor, who had been in her county for several years. In this number there is a brief report of the work of supervision from the standpoint of one who has just started the work. It is worth a great deal to see the beginning of a piece of work and then to follow it up as it grows. Pitt County has profited greatly by the work this year and it will mean more and more as the years go by.

In this number appears a sketch of one of the industrial leaders in this part of the State. He, himself, tells the story of the cotton-planter, and the editor tells the story of the man behind the cotton-planter. Such stories as these are a part of the educational history of the State and should be familiar to the children in the schools of the county.

SUGGESTIONS

Suggestions for Teaching Reading in the Second Grade

Most small children are allowed to have only one reading book and as they take this book home at night the people at home often read the stories to them, or the children will read them for themselves so many times that before they have the stories in class they will become tired of them and will not be interested in reading them in school. To overcome this it is well to give them new stories at school so as to see that each child reads them for himself and overcomes difficult words. This gives the teacher a chance to provide for and check up silent and oral reading, and also to see that children work out words for themselves. Below are suggestions for this.

The teacher may have for the use of the children copies of different readers, simple story books, and colored picture books, which the children are encouraged to read before school and at any time during the day when work at their seat is finished. When a child has finished reading a story the teacher checks it up by having him tell or read it to the other children in his grade, or in another grade. If children have good story books at home, they are encouraged to read these and tell to the other children, and to bring these to school for other children to read and enjoy.

Much careful drill is needed in order to get good reading. When children have trouble with a word it is well to put the phrase in which the word occurs on the board so the children can get an eye-full instead of centering on just one word. In drilling on phrases rather than words children more easily recognize and get the meaning of the word because of its connection with the other words in the sentence.

The teacher may take a story which the children have not had. She will tell enough of the story to get the children interested, then stop at the most interesting place and let crayon tell the rest. For instance, if she should take the story of "The Naughty Shadow," she might ask questions about their own shadow, then say: "Once there was a little boy that wanted his shadow to come to him. 'Come to me,' he said; 'I want you.' But his shadow did not come. Wouldn't you like to know about the things this boy did to try to make his shadow come to him? Watch my chalk and it will tell you."

The teacher writes on the board "The boy ran toward his shadow. His shadow ran away." She says, "Read us what the boy did, and

what the shadow did, Edward." After he has read it, she writes "The boy ran after his shadow until he was very tired. Then he sat down to rest. Teacher says, "Will you read us the part that tells us some other things the boy did, Thelma?" The teacher writes, "While he was sitting there he saw his shadow beside him. He got up and tried to get nearer it, but it moved." Teacher says, "Read us what happened while the boy was resting, Mary." She writes, "The boy kept trying to get nearer his shadow, but his shadow kept moving away from him." Teacher says, "Read us what the boy and his shadow did this time, Frank." Teacher writes, "The boy became angry and started home. He looked back, and saw his shadow following him. He said, 'Oh! I know how to make you come to me, now.' The boy ran home and his shadow ran after him." Teacher says, "I would like for you to read us what the boy and his shadow did this time, Jack."

In order to review words that children have had trouble with, and also to drill on silent reading, make simple sentences using these words in the sentence. These must be action sentences, or question sentences about things the children have been studying about. As, "Sing a song." "Bring me a chair." "Stand by the window." "What people live in wigwams?" "What month is this?" The teacher writes each sentence on a slip of paper, as,

"Clap your hands."

The teacher holds the slips and calls on one child to come and draw one. The child draws a slip and reads it to himself, then does what it says. If it says, "Stand by the window," he will stand there long enough for the teacher to be sure that he knows what was on the slip. Then another child is allowed to draw one. If one child cannot read his sentence in a reasonable length of time, it is given to another child.

These little devices have been found very helpful in teaching

NORMA WARD, '21.

The Awakening of Spring as Taught in the Second Grade

The awakening of spring-time was taught in the second grade for three weeks in March, just as spring was coming; birds were coming back to build nests; buds were beginning to burst; insects were waking up. Instead of teaching nature from observation directly, it was

taught through stories, which were told to them and which they gave back in reproductions.

The study of seeds was the topic taken the first week. Their attention was called to the fact that in the spring we have sunshine earlier in the mornings and later in the afternoons so that the days are longer, brighter, and warmer, and that the earth is warmed, the ground is softened, and the little seeds that have been asleep all winter wake up. The way little boys and girls wake up was compared with the awakening of seeds and this made it much clearer to the children. They thought of seeds in their warm winter bed, the ground. When boys and girls wake up they open their eyes, perhaps have a "stretch," push out their feet and hands, push off the covers. Just so in the spring when the sun shines and warms the earth the little seeds that have been asleep all winter want to wake up. They open their eyes, have a stretch and burst the outside skin, and push out their feet and hands, push off the outer skin and put out a foot, ready to take root in the ground.

At the close of this lesson a little seed game was played. All the children sat real low by their desks. When the sun shone real warm they began to wake up, and stretch a little. When the earth got real warm the seed burst the skin, put up one arm, and then put up both.

The story of "Five Peas in a Pod" was told by the teacher. This story was told to summarize the above lessons on seeds, and then reproduced by children.

The study for the next week was the awakening of insects, insects taking on new life. We first made sure the children understood what was meant when speaking of insects. Some were named, such as bees, grasshoppers, flies, butterflies, and ants.

The children were told that the insects had been curled up in hiding somewhere, all winter, waiting for spring to come. They learned also that while the insects have been hiding all winter, many of them have changed to a different state. The butterfly, as a caterpillar, was taken up and discussed as to how he spends his summer and goes to sleep in the fall in a web woven by himself. When he awakes in the spring he has changed to a beautiful butterfly.

"A Lesson of Faith" was told and reproduced. This story fitted well in connection with this work. They studied not only seeds and insects, but flowers, birds, trees, and grasses.

As a climax to these lessons came the beautiful story of the "Resur-

rection of Christ." This story was first told in simple form by the teacher during Easter week, and later retold by children.

The last day was given to a general discussion of many and various changes taking place in spring.

BEDIE JONES, '21.

Silent Reading in the First Grade

There are still perhaps a great many people who do not believe that first grade children can read silently and get the thought from the printed page; but our experience in teaching reading in the first grade in the Model School has shown us that first grade children can read silently and get the thought. We had learned this before we began teaching through observing them; but we learned how to guide them ourselves.

I used silent reading in every lesson, giving the children some definite things to look for as they read. And as they read, when they came to a word they did not know, I helped them to pronounce it by using phonics.

I checked up on the silent reading by asking them questions about the part they had just read to see if they had gotten the thought, and if they had they were usually quick to respond as soon as the questions were asked. If they were very slow I felt sure they did not get the thought. Then, after asking questions on the silent reading, I always had different ones to read orally and judged from the reading whether they had gotten the thought.

The story of "Alice and the Bird" was one among the first stories I taught in the first grade.

My purpose in teaching this story was to create a desire to read and to get them to read with expression.

As an introduction I asked them, "How many of you have ever had a little bird to come and sing in front of your window early in the morning? How did it make you feel?"

Several of the children told about a little bird singing at their window and that it always made you feel very happy. They were asked to read and see what this little bird did. They found that it sang "Wake up, wake up," and waked Alice up and she jumped out of bed.

They were then asked to read and see what Alice did and what the bird said to her. They found that Alice went to play with Pattie. and she tried to take Pattie's doll, and the little bird said, "Give up!" "Give up!" And Alice gave it up. They were then asked

to look at the pictures at the bottom of the next page. "Why does Alice look so cross in the first picture, and so happy in the next one?"

Several suggestions were given, and they were then asked to read and find out. They found that her mother was gone and she cried because she was hungry and wanted her dinner. They were asked to read and see if the little bird helped to make Alice happy, and how.

They found that it had helped to make her happy by singing to her when she tried to take away Pattie's doll, and when she came home to dinner and found that mother was gone.

After having them read the story silently and orally I asked them if some one would not like to tell the story.

Several children volunteered to tell it. One child was called on to tell it, the class listening.

MATTIE CONNELLY, '21.

A Booklet on Switzerland

The suggestion here offered is the result of a frantic search for material on Switzerland. If one is teaching Swiss life in the primary grades she will find that the material offered in geographies is entirely too difficult for the children. Again, it does not often afford many details concerning the country, its people and their manners and customs. It is the details of this which the children enjoy most, and very often from these the teacher gets some of her best work in return.

To illustrate my point, let me quote the following paragraphs from Dodge's Comparative Geography:

"Switzerland is a small republic, about twice the size of Massachusetts and lying in the very heart of Europe. It has no seacoast and more than half of it is occupied by mountains.

"Owing to the altitude of Switzerland and to its position on the continent, it has a cool climate. Its rainfall is about as great as that of the eastern United States.

"Agriculture is an important industry in Switzerland, although the amount of land that can be devoted to that industry is small."

I realize clearly the difficult task of placing the whole world between the covers of one book, and I cite you to the above merely to show how impossible it is for small children to grasp that information, unless the teacher is able to simplify and supplement it with a store of interesting details and pictures.

The question of *Where* and *How* immediately arises. Sometimes

finding material is an easier task than others. The subject to be taught has much to do with that. Sometimes, however, the task proves a colossal one, as it did in my case.

All of the girls who have done practice teaching at the Training School know something of the excitement existing before the student teachers are told which subject they will teach. When I was told that it fell to my lot to teach in the third grade, using Swiss life as a topic for language, the first thought I had was: Where shall I get material?

I found a few books in the library, as follows: "The Story of Little Konrad"; "Around the World," volume 2; "The Blodgett," 3rd reader; "Heidi Spyri"; "Big People and Little People of Other Lands"; "Seven Little Sisters"; "In Field and Pasture"; "Primary Education"; "Carpenter's Geographic Reader (Europe)"; "Three Weeks in Europe," Higinbotham; "School Arts Magazine." Of course the Encyclopedia Britannica contributed its full share to the work.

It was during one of these scouting expeditions for material that the idea of a booklet on Switzerland was born.

The suggestion to collect material for future study on the subject, while not entirely original, I considered a good one. Any movement, no matter how small, has to have a beginning, so I decided to start the systematic collection of geographical material. It would at least help the next girl who taught Switzerland in the third grade.

My first idea was to list material found in the library and then to collect pictures. Eight pictures of Switzerland at two cents each were listed in the catalogue of the Perry Picture Company, of Malden, Mass. These pictures were bought by the children, as the booklet was to be left by them to the grade following.

The pictures were done in dark brown, so I decided to use a lighter shade of brown paper as a background for them. The booklet was fastened together with brown raffia. On its cover was the name SWITZERLAND, cut out of cream paper. The frontispiece was a Swiss post card, showing Lake Lucerne.

On the first page was a Swiss flag, made from cream paper and mounted. Then the eight pictures were placed in this order:

1. The Matterhorn, with village.
2. Mer de Glace, Switzerland.
3. William Tell Chapel.
4. Jungfrau.

5. Mont Blanc.
6. Castle of Chillon, Lake Leman.
7. The Lion of Lucerne.
8. St. Gotthard's Pass.

Just after the pictures came the list of books, which I found helpful in teaching Swiss life. This list has already been given.

The booklet itself was given to the grade with a hope that it will prove of service to the person who teaches Swiss life next year at the Model School. If she in turn will contribute something to be left for those following perhaps, though our service be small, some student teacher, who may never see either of us, may have cause to be thankful; or some teacher in another school can from this I have written know where to find material on the subject.

During the four weeks I taught language in the third grade the children got together a very interesting collection of pictures of Switzerland, illustrating scenery, dress, sports and customs of the country. A few of these pictures were taken from magazines, but most of them came from *The New York Times*, in which each week were to be found pictures on our subject. The children enjoyed collecting the pictures and after they were arranged into a very attractive poster, which was hung in the room, their pleasure seemed unbounded.

The critic teacher caught my idea of collecting material. The work was a pleasure instead of a task, for I had her hearty co-operation. She made the poster and together we made a sand table and showed the children moving pictures on Switzerland.

At the end of my term of teaching I was sorry to give up the work and the children, for, as all teachers do in connection with teaching, I had learned a great deal.

ETTA ROWLAND, '21

To Stimulate Interest in Written Form

The work in composition in the seventh grade for the month that I was teaching it varied very much in subject matter, as most of the work grew out of their other lessons, instead of using new material. This familiar material was used so that the children might concentrate on good form. Everything that could be done was done to arouse their pride in good form.

This was done by having a contest. In this contest the children were divided into two groups, the Purple and the White, and each pupil worked to see who could have the least number of mistakes in his written work for a month. At the end of the month the side

that had made the least number of mistakes was entertained by the other side.

The letter writing for some time grew out of their geography work. They had been studying Japan. They became so interested in the study of this country I told them to pretend that they had some friends or relatives in Japan, and to write to them, asking them any questions that they would like to know concerning this country. The next lesson they were allowed to pretend that they were in Japan, writing back to a friend or relative.

They all seemed to get a clear picture of Japan.

The letters below are some that were written by the children:

GREENVILLE, N. C., March 15, 1921.

DEAR FRIEND:

I know you are surprised to hear from me. The last time I heard from you you were in Tokyo.

What part of Japan do you think is the prettiest? I think Formosa is the prettiest island.

I hear that Japan is getting control of Yap, the international telegraph station. I don't think that is right. Each nation should control its own part.

I know the flowers in Japan are beautiful now; you have such pretty ones.

Yours truly

FRANK WILSON, JR.

GREENVILLE, N. C., March 15, 1921.

DEAR LIZZIE:

It has been such a long time since I have heard from you.

How do you like the cities of Japan? Is Tokyo very pretty? I bet you have seen Fujiyama and think it wonderful.

Surely you must have a good time in those beautiful tea gardens. Isn't it wonderful how they can make such a delightful spot out of such a small plot of ground.

It is real warm here. Is it very warm there? The flowers are beautiful and everything is green. I am sure the cherry trees in Japan are beautiful and all the other spring flowers.

I guess you will be tired of answering my questions; but we have been studying Japan and I want to know everything I can about it. Will have to stop now. As ever,

With love,

VIRGINIA.

TOKYO, Japan, March 16, 1921.

DEAR FRIEND:

I am going to write and tell you about my trip to Japan and about Japan itself. Japan is a wonderful place. When I first entered I thought I would not like it. There was a Japanese family to meet us. They took us to the house. The first thing I spied was their open house.

They had paper windows. We went inside and had to sit on mats. Then the maid served tea. It was very funny. Then we took our bath.

The next thing was going to bed. We had to sleep on mats and for our pillow we had a piece of wood. I know you would have a fine time if you would come over here. Well, I guess I will close for this time. From

Your friend, LEONA.

P. S.—My address is Tokyo, Japan.

Tokyo, Japan, March 16, 1921.

DEAR LOUISE:

We arrived in Tokyo last Friday afternoon, about three o'clock. Japan is a queer place; but everybody is nice and polite. It doesn't even seem like the United States could be in the same world with Japan—everything is so different.

Sunday we were walking down one of the main streets of Tokyo when we heard someone say the Mikado was coming. We stood still until he got by. He was a real nice looking man.

I haven't gotten used to the houses and furniture yet. The houses are built of very light material and some of them are very pretty. All day the whole front of the house is open. In the evening the house is made into one large room by sliding the partitions out. And before going to bed it is divided into small rooms.

They have hardly any furniture. The chairs are just straw mats on the floor. The beds are only blankets spread on the floor with a block of wood for a pillow. There are some hotels in Tokyo with beds and chairs especially for visitors; but I had rather have the experience of using real Japanese furniture.

Please read this letter to the Scouts, as I'll not have time to write to all of them. A few flowers have begun to bloom; but I know they are nothing compared with what it will be.

What do you want me to bring to you when we come home?

Please write to me and tell me all about everybody at home.

I brought my Kodak and about twelve rolls of films, so I will have something to show all the girls.

I have some new Japanese friends. One is named Tamali. She is real pretty and I think I would love her very much if she could talk to me. Some of the older people can talk English real well.

Write to me soon. We are going to stay about six months. It is about time to close now. I wish you were here to help enjoy the wonder and beauty of Japan. I am sure I would enjoy it much more if you were here. Well, good-bye for this time.

With love,

ALICE FOLEY,

302 Mikado Ave., Tokyo, Japan.

METTA J. MCGOWAN, '21

Posters on Japan

The collective instinct is one which is ever present in most people. This is true whether the objects for collection are buttons or birds'

eggs. With this knowledge in mind I determined to put this inborn quality of my seventh grade children to work on pictures when I began teaching Japan. The pictures thus obtained were used to make two posters illustrating Japan, its people, industries, customs, sports and architecture.

Teachers have a great field of material before them for use in this connection in the current magazines. McClure's and a foreign mission journal formed the basis for my poster work. Julian Street's "Impressions of Japan," which are at present appearing in McClure's, were a source of interest and pleasure to me in my work on Japan. This was true not only from the standpoint of detail, which was written in a most readable manner, but because of the pictures accompanying the articles.

These pictures, which I used with my work, were arranged on large sheets of cardboard. There were two of these posters—one on Japan and its people, as a kind of background for later work in industry, commerce, and a study of the government, another on commerce and industry. The first of the posters was hung up in the room for about a week, after which time it was replaced by the one on industry.

By their willingness to help the children showed they were interested in the work. And I think they were benefited by having done it. The children were asked to collect not only pictures, but also newspaper clippings and articles on Japan. These were placed in booklet form and from time to time individual reports were given on them to the class.

In connection with the study of the country I gave the children an illustrated lecture and placed before them several curios and articles of mine which came from Japan.

While all teachers have not the equipment to conduct such detailed study in their geography teaching, if they are awake to the situation it is quite easy to make what the children often consider "that dry old geography" a live, interesting subject. This may be done through the use of pictures and other supplementary material, which can be collected if only a little effort is used. **ETTA ROWLAND, '21.**

Some Spelling Lessons in Seventh Grade

Not merely to test the ability of the pupils to spell the words, but to test their ability to use these words correctly in sentences was my chief aim in conducting spelling lessons in the seventh grade. This

was one means of helping to enlarge their vocabulary. The words were taken from their written and oral work as well as from their spelling books. The types of words were mostly the ones that gave trouble in their written work, such as *income*, *develop*, *character*, *argument*, *separate*, *aviator*, *scene*, *superintendent* and words pronounced the same but spelled differently and different in meanings as *their* and *there*, *stationary* and *stationery*, *principal* and *principle*.

One way of treating the spelling lesson was to give out the lesson orally before writing sentences using the words. The words misspelled orally were written on the blackboard and they were pronounced distinctly as I wrote them. The child who missed the word was allowed to tell the part of this word that was difficult for him to spell. He was then asked to look away from the board and spell it. In connection with misspelled words the meanings of them were developed by calling on the pupils for either a sentence using the word or the definition of the word. They were then asked to look at the words very carefully before the words were erased, as they would be required to hand in, at the close of the lesson, sentences containing each word.

Another way of having the children develop the meanings of the words was to let the children write sentences containing the words and to have each one correct his own work by consulting his own dictionary if necessary, before they passed their papers in to me. It was understood by the pupils that every mistake I found in looking over their papers would count twice as much.

This seemed to appeal to the children very much, as there was a contest, lasting two weeks, to see which side would have the fewest mistakes. Most of the pupils were very eager to find their own mistakes, as a mistake would only count one if they found it; but if they failed to find it it would count twice as much. The corrections were marked with red and blue crayola, red indicating the pupil's correction and blue their neighbor's correction. To be able to keep a correct score one side of the front blackboard was devoted to this work. The space was ruled off in small blocks and the name of sides and days of the weeks were written just above it. The blocks were arranged in horizontal lines and just opposite each name was written the number of misspelled words.

I varied the spelling lesson by making sentences using the words in the lesson and dictating them to the children. They were asked to pay close attention to the reading of the sentence before they began to write. The words found in the sentence taken from their

lesson were to be underscored. In this way the children had to be familiar with the words, so they would be sure to underline the words correctly. These are some of the sentences: (1) We study the *importance* of *oxygen* in *science*, (2) We go to the *reference* shelf in the *library* to look up *material* on *different* subjects, (3) The *accuracy* of his *evidence* was what cleared him, (4) What is the *population* of this *territory*? (5) The man's *property* is in the *suburb* of the town.

I found it was a great help to the children to devote one period each week to the misspelled words. These words were kept in their spelling pads for a review lesson.

ALLIE LAMPLEY, '21

Getting Good Sentences in the Third Grade

After Dutch life had been taught to the third grade we made booklets. I presented the story of Holland to the children in story form. In order to see if the children were really mastering the story we had a review, which was presented to the children in the following questions:

1. Where is Holland?
2. How does the country of Holland look?
3. What kind of climate has Holland?
4. How do the people look?
5. What do the people do?

If you notice you will see it is really an outline using complete sentences. The first question was read and the children were told to think for a few minutes of a sentence that would tell where Holland is. As each thought out a complete sentence he raised his hand. They were reminded that this was a language lesson and that they must make good and complete sentences. Some of the best sentences were put on the board.

1. Holland is a low country.
Holland is on the west side of Europe.
Holland, or the Netherlands, is a small, low country in Europe.

After the sentences were put on the board the ones that wrote them were asked to criticize their own work. Then other members of the class criticized them, bringing out the favorable points as well as the unfavorable.

The other questions were treated in the same way as the first. The sentences are as follows:

2. Holland has many canals.
Holland is a low country.
Holland has more water than we have.
3. The wind from the sea keeps it from being so hot in Holland.
In the winter, when it is cold, the Dutch people go skating.
4. The people in Holland wear white caps.
The people in Holland have blue eyes.
The people in Holland dress very queerly.
5. The people in Holland are kept busy mending dykes.
The boys in Holland sell milk from carts drawn by dogs.
The people in Holland make butter and cheese.
The people in Holland knit stockings.

In another period instead of questions title topics were given as titles and the children made sentences on these topics:

1. The men's work.
2. The women's work.
3. The boy's work.
4. The girl's work.
5. Strange things the people do.

Some of the best sentences are given below:

1. Some of the men in Holland dig peat.
The men in Holland go fishing sometimes.
The men in Holland polish diamonds.
2. The women in Holland keep their houses very clean.
The women in Holland milk the cows.
The women wash their clothes in the canals.
3. The boys in Holland sell water.
The boys in Holland make boats.
The boys in Holland sell vegetables.
The boys in Holland sell milk from their dog carts.
4. The girls in Holland knit stockings.
The girls in Holland wash their wooden shoes.
The girls in Holland wash dishes.
The girls in Holland tow boats sometimes.
5. The people in Holland close one shutter when a cousin dies,
two when a sister or brother dies, and all but one when
mother or father dies.

The people in Holland keep the cows in the houses where they live.

Some of the people in Holland live on boats and grow their gardens on these boats.

After I finished telling the story of Holland we then made the booklets. On the second page of the booklet, in the middle of the page, the word "Holland" was written and under this the name of the child making the booklet. On the next page there was a hectographed map of Holland.

I told the children that we wanted to write the story of Holland in our booklets. I called their attention to the sentences on the board, which were the ones they had given in previous lessons. The first sentences were about the location of Holland.

Holland is on the west side of Europe.

Holland is a low country.

Holland, or the Netherlands, is a small, low country in Europe.

I told them that we were going to use these sentences in our story; but we wanted to change them so they would sound more like a story. I had them change the sentences whenever they could improve them. I called on several members of the class to tell me how they would change them or if they could add more to them. I selected the best ones to be put in the booklets.

I treated the other topics just as I did the first, taking up one at a time.

This is the story as the children wrote it. It was written on the board and the children copied it in their booklets:

Holland, or the Netherlands, is a small, low country on the west side of Europe.

Holland has many canals and much more water than we have. Holland is a very strange country.

The wind blowing from the ocean keeps it from being so hot in Holland. In the winter, when it is cold, the Dutch people go skating.

The people in Holland dress very queerly. They have blue eyes and wear white caps and they are very clean people.

The people in Holland make butter and cheese. The boys sell milk from their dog carts. The girls knit stockings while they watch their fathers mend the dykes.

Some of the men in Holland dig peat; others make their liv-

ing by fishing. They polish diamonds better than any other people.

The women in Holland keep their houses very clean and they wash their clothes in the canals. The women milk the cows and make the butter and cheese.

The boys in Holland sell milk, water and vegetables from their dog carts. They also make toy boats and sail them on the canals. The girls wash their wooden shoes and help their mothers wash dishes. They knit stockings while they watch the smaller children play. Sometimes they tow boats when the wind is not blowing.

The people in Holland close one shutter when a cousin dies, two when a sister or brother dies, and all but one when father or mother dies. Some of the people live on boats and grow their gardens on these boats. They keep cows in the houses where they live.

DAISY EVERETT, '21.

Keeping Up Interest in a Long Story

Baldwin's "Stories of the King," the King Arthur stories in a complete book, was studied by the fourth grade during the winter term.

There are many advantages in using a complete book in the fourth or fifth grades occasionally, instead of separate stories. In a complete book the children must follow characters through a series of events and see how one incident leads naturally up to another incident. The sustained interest required to follow a story through a long stretch of time is fine for a class, but this has to be developed gradually. In studying stories they must have at first those that are short, with easy plot and few characters, requiring but one day for the study of each separate story. Then the length of the stories is gradually increased, until sometimes one story consumes a week or more for completion. This class had been studying stories with more and more difficult plots, more complications and a number of characters, until finally the children were ready to let readers or collections of stories alone for awhile and take up the study of one complete book of stories, with the same characters, but a succession of deeds that seemed almost like separate stories, and yet held together by one theme.

· Unless the book is skilfully handled the children are apt to forget

what happens to certain characters, and lose the connection between the parts. If this occurs then the interest will lag and the story will be a failure. The children must not get worn out with the story. To keep up the interest of the children through the entire story one has to present it carefully every day, and in many different ways. The way the story is presented and the particular aim of the teacher in giving each story depends upon the nature of the story.

The children must be made to feel and see the relation of every separate story to the whole big story. In "The Stories of the King" the children must be made to understand the purpose of the Round Table and that King Arthur is the center of the story. And as they follow the stories of the different knights they must see them in relation to the Round Table and King Arthur.

Oral reading plays an important part in the teaching of reading in a series of this kind, as well as in separate stories; but before a person can do good oral reading he must have sufficient preparation, and each day he must feel that he has found something that the class desires to hear. Therefore questions and assignments play an important part in oral reading.

There are various types of questions that will help to get good oral reading. Here are a few that I used in my oral reading lessons to find out if the children were able to judge and select parts of the story:

"I want one person to read the part that tells about Sir Gawain from the time he enters the forest until a great change takes place in his life."

"Read the paragraph that tells what happened to Sir Bagdemagus when he met the white knight."

"I want one person to read the part that tells what Sir Lancelot did after the knights left, and also to give the conversation that takes place."

The assignments for reading should be such that it is necessary for the child to read through the chapter, or number of pages, that the teacher has assigned, before he finds the complete answer to the question.

Silent reading is the basis of all good oral reading, and unless a person is able to know and understand the meaning of words and expressions and know the thought of the story he cannot do good oral reading.

Here are a few assignments which I gave for home reading:

Read chapter 22 and find out:

1st—If you think “The Crimson Sleeve” is a good title for this chapter, and why?

2nd—How King Arthur received Merlin’s message.

3rd—What King Arthur decided to do, and why he decided to do this?

I wish to give an example of a silent reading plan for class work, taken from “Stories of the King,” by Baldwin.

The first sentence in our lesson says, “Very lonely was King Arthur in his pleasant halls and in his fair city of Camelot.” I want you to read and find out why he was so sad.

Find out who comes to his castle and why this person comes.

Who goes as her champion?

Read and find out what happened when he met the knight.

Read and find out if he was kept under this spell very long, and if not, why?

After the king returns to his palace, read and find out what he does.

Whom does he meet one day while riding? Read the conversation that takes place.

What does the king then do? Read the conversation that takes place.

Whom does he meet on his way to his castle? Read.

Read the conversation that takes place.

Do you think that Sir Gawain was honoring Arthur by marrying the hideous lady?

Read and find out how the hideous lady receives King Arthur’s message concerning Sir Gawain.

Read and see if Gawain is true to his promise after seeing the hideous lady.

After Gawain marries her, read and see what reasons he gives for being sad, and how she answers him.

What wonderful change took place about this time?

Read and see what reasons she gives for this change.

Read and see if Sir Gawain is able to lift the second half of the charm.

After giving this lesson we had a discussion of it, and by means of this discussion I was able to find out which of the children had done good, thoughtful silent reading.

The Story of Cortes in the Sixth Grade

Cortes was the third explorer sent to the New World by Spain that was studied in the sixth grade. The other two were Columbus and Magellan. The children learned how the work of all three benefited both Spain and America.

The threefold purpose Spain had for sending ships to the new land, that is, her thirst for gold and adventure, her greed for new territory and a desire to Christianize the Indians, was emphasized. The children were led to see these tended towards further explorations. As gold was the main purpose of exploration, Spain naturally sought those places where gold might be found. So when she heard that gold was to be found in Mexico her problem was to find some one to lead an expedition there. Cortes, a spirited young nobleman, was chosen. I was careful to be sure the children understood why Cortes was selected and why he accepted the position. The reasons why he was selected were these: His early training as a nobleman fitted him for army life; he was an acknowledged leader; at the time he was given the position he was an assistant to the governor of Cuba. His love for adventure and need for money caused him to accept the position.

In the same year that Cortes' expedition left Cuba, Magellan's famous fleet sailed from Spain. Comparisons of the two expeditions were made whenever possible.

The children traced on the map and globe the voyage of Cortes from Cuba to the coast of Mexico, and then his inland march to the City of Mexico. This was an excellent opportunity to correlate history with geography.

After founding Vera Cruz as a base for his supplies, Cortes began his march towards Mexico City. The fact that Cortes sank all of his ships so as to keep his men in Mexico made him a very interesting character to the children. In tracing the march inland the children learned how Cortes, with his small army, overcame large numbers of unfriendly Indians. Cortes planned to capture Mexico City, the capital and center of great wealth, and by doing this get control of Mexico.

The study of Mexico City as Cortes' army saw it was very interesting to the children. This beautiful Indian city, built over a wide lake, with three wonderful roads connecting it with the surrounding country and meeting in the center, where a great temple stood, was a source of interest to the class. They learned that the Aztecs lived

in stone houses with flat roofs, where beautiful flowers were planted. Two other things they learned about this strange city was that it had water streets and floating gardens. The children compare the Mexican Indians with those Columbus found.

The Spanish army was entertained in a very friendly manner by the ruler of Mexico, and in return for this kindness Cortes caused the ruler to be killed and the city destroyed. How the city was captured and the damage done showed the cruel, selfish spirit of the Spanish. A study of Spanish character was begun here and the children were asked to try to find in the character of these Spanish explorers the keynote to the loss of much of Spanish territory in America. Here again this topic was correlated with geography. Some time later the children found why Spain lost Cuba and the Philippine Islands, and they remembered the character of Cortes.

How did the capture of Mexico benefit Spain? In working out this question the children saw that a vast amount of new territory was added to Spain's possession. They learned that the mines of gold and silver poured great wealth into the treasury for three hundred years, thus making Spain the richest and most powerful nation of Europe.

At the end of the lesson several children were called on to give summaries of the main points in the lesson, such as the purpose, how accomplished, results. In this oral work the children were required to use good English. In different topics written summaries were assigned. These were not long papers, but they included the most important events. Correlation with English, writing and spelling was used here. The children were being taught to observe the proper margins, and no history paper was accepted unless it was neat. Some excellent summaries were written. Several times the children were asked to write the answer to a big question, such as, why Spain sent ships to the New World or the purpose and results of Cortes' expedition. Only five minutes of the period was given to answer this question, and it was five minutes well spent, for it enabled the teacher to understand better the progress of her class.

There was very little material in the text book on Cortes, so the pupils and the teacher had to get up most of the work through reference study. In making the assignment the teacher put several leading questions on the board that would require the reading of the text and reference books before the children would be able to answer. The assignment had to be definite or the children would have had no motive for reading references. As the children did not under-

stand how to look up references for themselves, the teacher found the references and put on the board the names of the books and the pages where the topic could be found. If there are not enough books to put in the hands of the children it is very important that the teacher should do supplementary reading before trying to teach a topic in sixth grade history. The children were encouraged to bring to school histories from home. Many good reference books were used; but the following had some of the best references on Cortes:

"Mace's Primary History."

"The Story of Old Europe and Young America," Mace-Tanner.

"The Dawn of American History in Europe," Nida.

"Builders of Our Country," by Southworth, Book I.

"First Lessons in American History."

MARY DANIEL, '21

A Collection of Words Often Misspelled

There was a committee appointed from the senior class to look into the spelling of the Training School students, especially those in the senior class. We collected a list of words misspelled by the students and attempted to find where the trouble lies. In a large proportion of commonly misspelled words the trouble is due to the lack of drill on those words in the elementary and high school.

Rules for spelling were required in times past and pupils were compelled to memorize a considerable number of them. Perhaps that old plan adapted might be well, for the lack of understanding of principles is appalling. But instead of memorizing rules it might be well to look out for reasons. It would be better to investigate a number of words, not merely as illustrations of the rule, but to turn to the rule as an explanation of the reason why. Rules really are guides, for they give some principle; but they should be taught first inductively, formulated by the teacher and pupils, after studying together a number of illustrative words.

We have found that with some the trouble lies in forming the plural of words, especially the common nouns ending in *o*, some add *es* to form the plural, some add only *s*. In some cases the trouble was with the enunciation; the girl did not speak the word correctly and naturally she did not spell it correctly. In other cases we found defective eye sight; the girl had not seen the letters in words clearly, her sight was blurred and her spelling was blurred. One cause was just pure carelessness, without rhyme or reason. Those who have

been careless will have to pay the price by spending time and thought on their spelling.

There are some students who see the misspelled words of others, but do not see their own. For that reason they need some one to help them find their own troubles. There are students who do not know the distinction between homonyms. They do not spell the word with the idea in mind and frequently they are careless in sentence structure. For instance: *Two* men went *to* a town *to* live, but it was *too* small for them. Some have trouble in the joint where the prefix or suffix is attached to the root. This can be remedied by giving a root and having pupils build up by adding prefixes or suffixes as many words as possible from the root. A little word study goes a long way in spelling.

The list given below is the result of our study and is composed chiefly of common, everyday words. They came from letters, themes and tests of the students, as well as from the papers from the spelling test given to every student on the first Saturday after the fall term opens. All those who spell 90 out of the 100 pass; but when they do not pass they are required to take spelling until they can pass.

It is interesting to note that these words are misspelled not only by our students, but by people throughout the United States. Many of them are the same words that our Model School teachers are working so hard to fix in the minds of the children. We have compared our list with those from other places and found practically the same words on each list. A test we found an account of was given to 65 teachers in an institution. Many of these common everyday words were misspelled by them. At the annual spelling contest in the State of Illinois, to which forty counties sent representatives, some of the same words were misspelled. I may go still further in proving that our list is not limited to East Carolina Teachers Training School. Perhaps it will be of some interest to you to glance over a list of these words most commonly misspelled:

analyze	accumulate
autumn	accuracy
automobile	angle
alphabet	aching
annually	anxiety
animals	armistice
appreciate	anniversary
always	ascended
access	algebra

burned	essential
bargain	exhibit
bureau	examination
business	engine
beginning	especially
believe	exaggerate
banquet	equivalent
comma	eligible
carpenter	explanation
climate	escape
concrete	environment
central	February
challenge	fortieth
comfortable	friend
carriage	finally
curiosity	fraud
calendar	fiftieth
committee	financier
condemn	forfeit
compel	fierce
campaign	guests
college	gasoline
chaperon	grammar
dying	guess
despair	greasy
disobey	hygiene
delegate	hospital
desirable	haven't
discontented	hoping
disappoint	handkerchief
disease	isthmus
duplicated	ignorance
destroy	imagine
despise	irritable
distribution	inference
debater	inconsistent
diligence	justice
dormitory	jealous
deceit	January
discipline	jubilant
embarrass	journey

kitchen	parasol
luncheon	palm
library	physician
leisure	president
legible	preparation
latitude	plateau
mining	pantomime
mirror	pencil
myself	pianist
mosquito	potatoes
molasses	perhaps
moisten	pretended
millionaire	quotation
minority	quantity
manage	quality
medicine	quarrel
maintenance	question
memorize	rotary
necessary	recommendation
niece	raspberry
nuisance	reason
numeral	rabbit
neutrality	regretted
nutritive	really
ninth	relieve
nineteen	receive
overcome	ridiculous
orchard	requisite
occasion	rhythm
opposite	Santa Claus
occurrence	stationery
onion	stationary
privilege	sheriff
pleasant	sufficient
pestilence	scientific
puzzle	senator
politics	secretary
possible	studying
perform	studied
prove	sanitary
planning	scissors

superintendent	village
sensible	vague
schedule	vehement
separate	verifiable
stretching	vivid
siege	vacation
saucer	valuation
sausage	valentine
thoroughly	vaseline
tranquil	vehicle
tragedy	vengeance
triumph	ventilation
tuition	vestibule
title	victorious
Tuesday	visualize
thief	visible
tour	voluntarily
terrapin	vowel
tyranny	vocabulary
tenacious	weather
testament	whether
twentieth	without
twelfth	window
trophy	weary
vinegar	writing
vaccinate	Wednesday
volume	warmth
vegetable	warrant
voyage	wasteful

We have spent much time and labor in collecting these words and decided it would not be wise to drop the work there. We, as a committee, wanted to help the students find their troubles. In order to do this, we planned several devices that we thought would help them.

A few minutes was used during an English class period once a week to find out just where these words gave trouble. In some cases the committee diagnosed the student's case. A list of words was put on the bulletin board, where every student in school could look through the list to mark words which she found she had been in the habit of misspelling, and to learn the spelling of those words. As a matter of fact, some found that they misspell comparatively few words, but misspell these so often they are considered poor spellers.

The list does not pretend to be complete, though it seems long enough. We trust it helped considerably in improving the spelling in the School. Many of the words in the list were found only once.

In order to get a number of words presented to the eye in a striking way we cut out words printed in bold type and pasted them on a large white piece of cardboard with the word "Notice" at the top. This made a very attractive spelling poster for the bulletin board.

We made a spelling book of the 240 words that were misspelled by our students. We have asked the girls to test themselves to see if they can spell all these words. We have tried to impress the fact that mere knowledge of the letters that form a word is not sufficient, but the real test is whether or not they can spell correctly in writing

SALLIE BELLE NOBLIN, '21.

Practical Subjects for Composition

A very interesting piece of work in practical composition was done by the "B" Class (which is equivalent to the last year of high school) last term, which gave the students the opportunity of finding practical subjects and of selecting and organizing materials that they themselves had found.

The complaint is often made that high school students cannot write a plain tale plainly. They need to have their eyes opened to commonplace, every-day things around them, to subjects which require some initiative upon their part, and yet are practical.

The interest that the "B" class took in their practical composition work this term is a proof that students enjoy work of this kind as much as they do the reproductive or imaginative types of composition work.

The chief aims were to give them practice in finding subjects, selecting one and in organizing material.

In the beginning of this work a great many old magazines were put into the hands of the class. They searched the advertising sections of these and made a list of the practical subjects which they were interested in and wished to write about. They were also allowed to collect pictures for illustrations. They collected most of their subjects, pictures and information from these advertisements in the magazines; but they chose things they used, or that were of practical value in life. They also used their own experience and their previous knowledge, and when it was necessary supplemented what they had known before hand and the information obtained from magazines by reference to encyclopedias, dictionaries and other books.

They found there were interesting stories about foods, fruits, shoes, clothes, conveniences, comforts, homes, people, etc. The conglomeration was almost "Shoes and ships and sealing wax, cabbages and kings." The advertisement pages were chosen because there one can see what people want and are buying.

The first thing the class did was to collect all the pictures and information they could find in the magazines and elsewhere relating to the subject they wished to write about. After they had collected, the next step was to select the good material and reject the poor. By doing this they also learned to judge good and poor advertisements, as well as good and poor material.

The third step was to organize and arrange the selected material and write the composition, being sure to add their own first hand knowledge.

The fourth and last step was to make a booklet composed of their theme and illustrations. They took pains to have attractive covers and title pages. The collection of booklets makes an attractive exhibit. All of the booklets they made show pictures of things and the history, meaning and uses of the thing illustrated.

It has been interesting to the seniors, who knew nothing of it until they saw the exhibit, to examine these and to find out why the girls chose certain subjects and how they did the work.

One day this question came up in class, "What is a trade mark?" One girl took this as a subject for her composition and proceeded to gather all the information she could find about trade marks. She wrote up the history of trade mark, beginning with the guilds in the middle ages, and told what its practical use was and the purpose of a trade mark today.

In this booklet were posted various kinds of trade marks that the girl had collected from advertisements, so as to show the classification and arrangement of her illustrations. When she had finished she put on the cover of this booklet a picture of a good standard trade mark and the words in cut letters, "Trade Mark."

This booklet was full of practical information and illustrations that any one would have enjoyed reading and looking at.

Many other interesting booklets were made in the same way. One was made on the subject, "Beautify the Home." In this booklet the student pasted pictures of beautiful homes and the things that help to beautify the home. Along with the pictures she gave information and helpful suggestions for making the home more attractive.

Another attractive booklet was on "Labor-saving Devices." Various

kinds of labor-saving devices, from electrical machines to soap powder, were shown in this booklet. Pictures of all the modern conveniences were pasted in and written suggestions were added.

The history of "Musical Instruments" was written up and illustrated with pictures of different kinds of musical instruments and had in it pictures showing the stages in the history of the piano. This book would be appreciated by and valuable to any one studying music.

A booklet showing pictures of "The Modern Homes" was very effective.

Still another student wrote up the story of "Campbell's Soups." She showed the uses made of modern soups and told how extensively Campbell's soups were used all over the world today. To make the booklet more attractive and illustrative she had a great number of Campbell's soups' clever advertisements pasted in her booklet. She also told the story of how her mother and grandmother had made soup.

Many others on this order were made that would be serviceable and practical to everyone.

In making each of these booklets, finding the subject and writing it and getting the pictures for illustrating were greatly enjoyed by the students. They helped each other by exchanging pictures they found on any subject that was written about, and by offering suggestions whenever they found any.

In order to get the information needed to make some of the booklets the students sometimes had to write to different places asking for the desired information. This brought out the form and essentials of good letter-writing.

Another piece of work this class did was just as interesting. The class collected and wrote down the clever jokes they could find. These jokes were told on class for the sake of giving the members of the class practice in telling effectively a short story, anecdote or joke, bringing out the point clearly. Each student had to write out and hand in jokes ready for print. This is a fine test on technical matters, such as punctuation, capitals and especially the arrangement of dialogue.

After the jokes were selected two joke books were made, one by each section of the class. Then a "joke contest" between the two sections was given. The jokes from each section were placed in the hands of a committee chosen by the class, who were to judge and decide which jokes should go in their book. According to the judges

the contest was such that the decision was not positively for either side. One book was considered the richer and fuller, while the other was the more complete and finished in the various types of clever jokes.

Both sections were pleased with the contest and decision. The incentive in the contest was to see which section could make the best joke book.

The work in practical composition consisted of gathering together all kinds of illustrative materials, suggestions and information, and making these materials into something that would give useful information to the students, as well as a piece of good work in composition. The idea for making these booklets is to get pupils into the habit of noticing and looking for interesting and helpful materials in the way of pictures, truthful and witty sayings, information, directions and descriptions, which may be found in any magazine in which there are advertisements, as well as elsewhere.

After the pupils have once got into the habit of noticing advertisements they will look for them whenever they get a magazine, and collect all the useful suggestions they can find in them.

When they have decided on the subjects each student can have a particular subject to write on, or they can work in groups, as they prefer.

This work is helpful to students for many reasons. It develops good taste, judgment of the good and poor; it develops in the students the ability to see the value of things and to be able to use them as helps. They learn how to make something worth while from the materials within their own reach.

ETHEL M. CLEMENTS, '21.

Committee on Language Topics

In order to work out the many phases of teaching English in the intermediate grades in one term we decided to divide our class of forty-two into small groups, and make each group responsible for some definite thing. In order to convince the class that they had become authority upon their special topic each group used many devices, such as attractive posters and language booklets, most of which were made from magazine advertisements. The bulletin board was kept full all the time.

There was a Bulletin Board Committee that kept the schedule

and made arrangements for the various committees to get their work on exhibit. Often a group had to speak a week ahead for the bulletin board.

The greater part of this work on the bulletin board was display work. There was no expense attached to it, for the materials used were collected from various cast-off magazines. We found that there was nothing like a picture to attract attention, and after having caught the eye with an attractive poster we could get attention for the more serious matters below the poster.

This work gave a splendid chance for the carrying over of what was learned in drawing about poster making and booklet making, in placing the picture and making the letters to harmonize with the picture.

The letter-writing committee had as its task to convince the class that letter-writing is the most important form of written composition in the grades, for letter-writing involves technique and form, besides furnishing the best motive and being the most used form.

Their source of reference for authority was mostly *Woolley's Handbook*. Actual letters were used for illustration.

The Committee on Punctuation and Capitalization had up-to-date style sheets, illustrated by an attractive poster, made by using sentences in bold type cut from magazines.

The Spelling Committee did a very practical piece of work, by collecting the words misspelled by the students and combining them in a spelling booklet. They also made a list of words commonly misspelled and combined them into an attractive poster. The report of the committee is given in full elsewhere in the *QUARTERLY*.

There was a group whose task was to collect errors and the correct forms of speech, and by making an attractive display the contrast was brought out.

The question arose as to what was the best way to keep a note-book. This called for a Note-book Committee, to gather all the information on note keeping possible. Some members of this group had a talk with each teacher and found out what each considered a well-kept note-book. A very favorable report was made to the class as a result of the investigation of this group.

The study of fables brought us face to face with the problem of where to find certain fables, so another group was formed to collect and post a list of fables, telling where they could be found. Each girl was glad to get this list for use next year.

One thing calls for another, and the next cry was for suitable stories, poems and songs, to be used for programs on special days, such as February 22d, Valentine's Day, and Lincoln's Birthday. A group was formed to collect this material from various sources and give their suggestions to the class. The work of this committee at first appeared meager because it takes time and experience for acquiring and collecting program material. The program suggested for both Washington's and Lincoln's birthdays are used very successfully in the Model School. The work of this committee led to another committee to work out a list of classified poems.

Through committee work the class was able to carry on each phase of English work much further and each of the forty-two girls during the term had a chance to serve on a committee.

CAMILLA PITTARD, '21.

REVIEWS

The General Assembly of 1921

The members of the General Assembly of North Carolina of 1921 finished their work and went to their 170 different homes weeks ago and their record is history. It remains for the State to put into action their laws and to carry out their behests. We are, even yet, too near to realize the far-reaching work done by that assembly. The State papers in summing up its work at the close, commenting on it, expressed, perhaps, the state of mind in which it left the people.

The summary of the outstanding things that were done are, as given in the *News and Observer*, the following:

"1. It completed the revolution of the taxation system of the State.
"2. It provided for State-wide system of hard surface roads, connecting every county seat and principal town.

"3. It provided for perfection of 1919 Revaluation Act, through local machinery.

"4. It provided for expenditure of approximately seven million dollars for the expansion of State educational and custodial institutions, during the next two years.

"5. Increased appropriations for maintenance of State education and custodial institutions.

"6. Codified the banking laws of the State with most rigid requirements for the safeguard of the depositor. Minimum of capital stock required for the beginning of a banking business raised from \$10,000 to \$20,000.

"7. Continued the work of the State Board of Charities and Public Welfare, with additional appropriations for the prosecution of the work. Authorized and directed the establishment of the reform school for negro boys.

"8. Strengthened the work of the State Educational Department by codifying the educational laws of the State, provided the usual equalization for funds for weaker counties, and perfected the plan for teacher-training in the State."

Below we again quote from the *News and Observer* as one of the papers nearest the scene of action:

"Ten years from now will prove whether the General Assembly was epochal, whether it marked the beginning of a new era, whether it was intelligently progressive, or as will most likely be declared

in the next campaign, merely extravagant. Time is an exceeding deliberate judge. . . .”

“Extravagant the General Assembly might have been, or it may have been merely generous. Certain it is that no General Assembly has ever voted so great a total of expenditures.

“Certainly the records of the General Assembly stand out from among its immediate predecessors, certainly its actions will be the basis of campaigns for years to come, and certainly there were set in motion new forces in North Carolina that must yet have their final evaluation. . . .

“Whatever the outcome, North Carolina stands at the forefront of all the states of the South in the magnitude of its vision. Its road program surpasses that of any state in the Union, and until modern roads become commonplace, the road building program will be an outstanding achievement of the General Assembly.

“The road legislation, fifty million dollars worth of it, looks bigger than any other thing the General Assembly did, and that may two, four, six years from now, loom bigger than anything else, but ten years may give it secondary consideration, and move up to the first place the fact that North Carolina reached the parting of the way of its taxation system. A hundred years from now, if the status endures, it will be the outstanding fact.”

In this General Assembly the Act to Raise Revenue was passed, providing for no direct tax on property for the support of the State government. This may have been a wise act, or it may have been very unwise, but no one can say which it will prove to be in the long run.

There was undoubtedly an awakening of the people to the need of improvements, and “Progress” seemed to be the watch-word, not only of the whole State, but of every portion of the State.

“There was scarcely a county but asked the General Assembly’s leave to use its credit for local improvements. From the majority of counties there were bond issues for schools, roads, local institutions, courthouses, and the like, that swelled the total of authorized indebtedness to near the hundred million mark.

“Fifty millions for roads, seven millions for permanent improvements in State institutions, and five millions for a loan fund for the erection of public school buildings made a total of sixty-two millions. Immediate expenditure is not contemplated for more than twenty-five millions of the total.” But twenty-five millions seems a vast sum

to North Carolinians, who always, heretofore, talked in terms of thousands.

Besides appropriating five millions for a loan fund for the erection of public school buildings, the General Assembly strengthened the work of the State Department of Education by codifying the educational laws of the State, it provided the usual equalization fund for weaker counties, and it perfected the plans for teacher-training in the State. Additional normal schools were taken over by the State Department of Education, so that more teachers might be prepared, and better prepared to teach the children of the State. The *High School Journal* says: "Improved methods of school support, better schoolhouses, more nearly adequate facilities for training teachers, and a more rational method of securing text-books for the elementary schools have been some of North Carolina's persistent educational needs for many years. Some of these problems have been acute, and all of them have challenged our best thought and effort. They have been difficult to solve. But in recent legislation appear other efforts to meet these difficulties more rationally and earnestly. . . .

"We have made progress, and we are making progress in public education. But there is much work yet to be done before the youth of the State can enjoy the educational advantages to which they are entitled.

"But we like to believe that each year brings us nearer the desired goal. Certainly the school legislation recently passed should bring us still closer to it."

This General Assembly was epochal from a few points of view, at least. For the first time in the history of North Carolina a woman sat in its council chamber as a member. Miss Louise Exum Clements, from Buncombe County, has the honor of being the first woman representative.

This General Assembly had, perhaps, more new members than any other assembly has had in a generation.

There were, also, more people in the lobbies than ever before. This shows that more people are awakening to their needs and now know better how to get them, as there was no charge of corrupt lobbying. It seemed to be "clean lobbying."

LUCILE CARLETON, '21.

The subject of *Projects in Connection with School Work* is treated clearly in the *Virginia Rural School Messages*, a news sheet published by the State Normal School for Women at Radford, Va.

First, the different definitions of the term are given. One definition of project is in these words, "A single complete unit of purposeful experience." Dr. McMurry's idea of a project is defined as, "Units of thought and the organizing of different centers." It is also given as "the understanding and thinking out of a thing which puts the student into a stream of action, into the current of life." Other definitions are also given.

The next to be given is the aim of a project, which is to make life projects school projects; to make education not a representative of life, but life itself. The suggestion made in the teaching of a project is to take up something with the children in which they are vitally interested. Instead of teaching agriculture out of a text-book, a real farm can be conducted by the teacher and pupil at school or at home.

The characteristics of a project are presented. The teacher usually selects the project and the pupils work it out under her suggestions. It is better for the teacher to select the project, for she knows more about the nature of the project that will be best suited to her class. The pupils should do all the planning and executing of the project, but now and then the teacher may make suggestions in order to give right direction for the best possible effort. In developing a project concrete material must be used in a constructive way. The pupils collect and organize the material and are led to use it in a constructive way. A project must be a purposeful enterprise, and it should have some practical application.

There are three characteristics which a project must have: (1) "A desire to understand the meaning of some fact, phenomenon, or experience. This leads to questions and problems; (2) A conviction that it is worth while and possible to obtain an understanding of the thing in question. This arouses interest in the work; (3) the gathering from books, experiences, and experiments of the needed information to answer the questions in hand."

In considering the project one should always keep in mind the three main factors: (1) The problem or solution of which meets a felt need in the life of the pupil; (2) the natural setting relating it closely to the real experiences of life; (3) the use of concrete material," particularly in a constructive way.

Two projects are given—one is "The Use of Corn."

The first step in developing this project, which is suitable for the sixth or seventh grade, is to ask the children to bring selected specimens of ripe corn, stalk and all, from the fields. These products were exhibited in the school-room.

The next step of the project was taken up by use of advertisements found in magazines. A complete list of corn products was made. The pupils wrote to the Corn Products Company, of New York, and they added a long list of products made from corn.

The second step in the project was the preparation and enjoyment of a meal made entirely out of the products of corn.

The third step consisted of language work. Poems, legends, and short stories were used in connection with the project.

Then the plant growth, cultivation, and harvesting of corn were topics of study and conversation.

The Tap Root is the other project reported—a nature study project for the fourth grade.

The first step taken up in connection with this project was the study of the roots and of each part of the root.

The next step was the study of how the plants stored up their food. The plants, like the beet, turnip, carrot and parsnip, stored up their food differently from the potato and other plants. They studied different roots.

These suggestions were worked out by one of the Radford Normal School teachers. Each child was given a tap root of an apple tree and told to find the different parts of the root. Different roots were given, like corn, grass. This project proved to be very successful and the children enjoyed it.

MARY P. NORMAN, '21.

The article, *Children Taught by Doing as Well as by Books*, in the March number of *School Life*, by Frank D. Slutz, Director of Moraine Park School at Dayton, Ohio, sets forth the unconventional methods followed in this school. This article is based upon the belief in demonstration rather than argument.

“We want progress based upon a knowledge of actual school conditions rather than upon mere fanciful theories.”

To accomplish the above and to give each parent and child an opportunity to help, a secret committee of the board of directors was appointed to adjust the tuition according to the parents' wealth. To obtain a building the children became pioneers with the directors and helped build a school.

The aim of this school is to give a quiet kind of laboratory work. This school is organized upon the idea of a triangle, the three sides standing for the following: Student activities, citizenship, and solvency. As a basis for this triangle, “physical fitness” is used,

stressing healthy bodies through regular play for both faculty and students. The pupils in the school shall progress according to their ability and not by demanding a yearly standing and checking.

Some of the principles practiced are, briefly: Teachers are pupils' companions. If the school is to be loved by both, the pupil must be the creator with the teacher. This allows the teacher to be a member of the "boys' gangs," and of the "girls sets," and this cancels the silly notion that school work is done for the teacher alone. The teacher is not a policeman but a friend and companion. Excessive supervision means that child's progress is limited by the time the teacher has to inspect the pupils' work. Books are valuable but are not all of life. Children love to do real things.

The fundamental human occupations which every human creature engages in, from the cradle to the grave, are: "Body building, spirit building, truth discovering, opinion forming, thought expressing, society serving, man conserving, comrade or mate seeking, life refreshing, wealth producing."

Mr. Slutz says, "Personally, I feel that the greatest usefulness of private schools is as independent laboratories for demonstration purposes and I doubt if America has any other use for private schools."

GLADYS ARNOLD, '21.

An article appears in the *School Review* on *Rating Scales, Self-Analysis, and the Improvement of Teaching*.

Much has been said recently concerning the value of scales for rating a teacher's efficiency. Studies have been made of the characteristics of good teaching and of the causes of failures. There have been several different methods used for an aid in the improvement of class-room instruction. Supervisors and progressive teachers have agreed that the use of rating scales has helped more than any other method.

A generation ago they began using this method to find out the essential characteristics of an effective teacher. During the past five years these rating scales have decreased, but this is due to the fact that they were used, primarily, to rate teachers rather than to improve instruction.

In May, 1920, Dr. Rugg presented a rating scale which marks a distinct step forward. This scale contains sixty-seven important questions relating to five essential phases of a teacher's work; namely, skill in teaching, skill in the mechanics of managing a class, teamwork qualities, qualities of growth and keeping up-to-date, and per-

sonal and social qualities. This scale can be used by supervisors to an advantage, but its most important use, as described by Dr. Rugg, is self-improvement of teachers through self-rating."

The rating scale has also been objected to on the ground that self-analysis by a teacher leads to self-consciousness and inefficiency. Analysis is very essential to effective progress in the improvement of teaching. This has been proved in the past ten years by the tests that have been given to children. Most of the pupils were tested for the purpose of comparison. This made the teachers want to know, not only that their pupils were strong or weak in their work, but what were the causes of these conditions? In order to find this out it was necessary to analyze the results of the tests, to make studies of pupils and to outline a program that would help the children.

Self-analysis will aid the teacher in finding her weak points, so that she may improve them. Careful, deliberate analyses of the characteristics of good teaching are essential to improve instruction.

The first step in introducing a rating scale in a high school for the purpose of improving instruction is to secure the coöperation of the teachers in selecting the qualities which should be included. In some places they have a committee appointed by the faculty to prepare a list of qualities or questions, and then submit it to the faculty for consideration.

Another method is to use a rating blank. A copy of this blank is placed in the hands of every teacher. The teachers have a meeting and discuss these blanks and offer suggestions.

If the questions on the rating cards are not sufficiently detailed to enable the teacher to discover the exact reason for poor work along particular lines, she is given other questions that are supplementary to the ones on the rating cards that will help her to solve her problems.

Throughout this discussion rating cards and self-analysis by teachers have been emphasized as significant devices in a program of supervision. There are numerous advantages in such a plan. It directs the teacher's attention to significant problems of teaching; it leads to a careful analysis of strong and weak points; it establishes a means of effective coöperation between principal and teacher; and, finally, it leads to a continuous critical study of problems of teaching so frequently omitted in otherwise progressive high schools.

SARAH E. PEARSON, '21.

A report of the committee on the Educational Bill is found in

The Journal of the National Education Association for March, and the present status is given in *April Journal*. The report gives the main features of the bill, the reasons for each provision, and the objections.

It is generally admitted that the education of citizens is the most important work in which a government can engage. Early in our history we began making appropriations to the States in lands and money for educational purposes. The Government now has thirty or more different parts in service, doing educational work, and we are annually making large appropriations from the National Treasury for their support. There is no coördination of these activities and no head to direct the work. The commissioner of education has no authority over the educational work of the Government outside his own bureau. The big object of the bill then is to concentrate and coördinate this work, which will make both for efficiency and economy, and to give education recognition in the Federal system.

The particular branches of this work to be aided and strengthened are:

1. The removal of illiteracy.
2. The Americanization of immigrants.
3. The equalization of educational opportunities.
4. The promotion of physical education.
5. The preparation of teachers.

The extent of illiteracy in the United States is a national disgrace. According to the census of 1910 there were 5,500,000 persons ten years of age and over who could not read or write any language. The surgeon general's report of the draft registrants during the late war showed that of the men called to service between the ages of 21 and 31 nearly 25 per cent were practically illiterate.

Investigation has shown that one-half the industrial accidents are the result of ignorance, because the workers cannot read the danger warnings or understand the orders given them. Illiteracy is even more than a race question, for there are over 1,000,000 more white illiterates in the United States than negro illiterates.

We have now more than 15,000,000 foreign born population in the United States. More than 5,000,000 cannot read or write the English language. More than 2,000,000 cannot read or write any language. Most of the difficulties among foreign workingmen have their origin in the evil work of these foreign malcontents and trouble-makers. A man cannot love a country which he does not understand. He cannot appreciate and cherish institutions which are incompre-

hensible to him. The task of the Americanization of immigrants, as well as that of the removal of illiteracy, is very largely an adult problem. This makes it even more difficult and accounts partly for the delay and reluctance of the States to meet the demand; but it is the duty of both the States and nation to meet it. Americanization has a very broad meaning. Kenyon S. Butterfield, whose address was read before Americanization and citizenship conference, Atlantic City, puts a very clear and helpful meaning to it. He makes this assertion: "It is the leadership of ideals which are, first of all, recognition of the dignity of man; recognition of the sacredness of personality; the ideal of real equality, that every man shall have a chance to become all he is capable of becoming, with all the rights and privileges that are any man's due; the ideal of coöperation and service. These various elements all merge into one big ideal—that of a real democracy. Also that a part of Americanism is to make religion vital and to build a Christian democracy."

Provision is made for an appropriation to encourage the States to equalize educational opportunities for the youth of the land. The idea is sound that the nation, the State and the local community should share in the responsibility and the expense of supporting an adequate and equalized system of public education.

Physical education has for its object the physical, mental and moral improvement of a person by means of bodily exercise. Unfortunately, physical education has been neglected, and what has been the result? It is stated that 90 per cent of the hundred of thousands of young men classed as physical defectives, unfit for military service in the late war, could have qualified had they been taught the application of the simplest rules of hygiene and health. As the nation has an immediate interest in the physical fitness of its citizens, it is only proper that it should bear a part of the expense and do something toward stimulating the activity of the States in this regard.

The question next arises, how are we to secure competent teachers for our schools? Thousands of schools are closed. The principal cause is that teachers are paid less than any other class engaged in private or public service. It is certainly the duty of the people of the United States to bring up at least a scale of reason and justice for the salaries of the teachers of the country. Adequate means must be made available on such terms as will induce competent young men and women to engage in teaching. This is not only a State problem, but a national problem as well.

The objections to this bill are that it provides for an undue exten-

sion of the powers of the general government; that education is a State function and should not be invaded by the nation. In reply to this objection it may be said that the legislation proposed does not usurp the powers of the States in their control of education. Very definite and positive provision is made against any interference on the part of the Federal Government. The bill is to aid and encourage, and not to control.

All details with respect to courses of study, plans and method are left entirely to the States. Because of this opposition of the bill it has received the widest publicity ever given to an educational measure.

The bill has been carefully revised for re-introduction in the 67th Congress. A special provision of the revised bill declares: "The act shall not be construed to imply federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems. Every provision is made to conform to this principle. The victories which have won in the past should give courage and confidence to the supporters of this cause."

THELMA SPEIR, '21.

Commissioner of Education P. P. Claxton in the *School Life* for April 1 shows, in the comparison of very interesting figures, how the *Cost of Education* in the United States in comparison with other expenditures is almost negligible. More is spent for luxuries in a single year than for education in three hundred years.

Despite the low salaries of teachers and the meager and inadequate equipment of schools, many people believe the support of our schools to be our chief burden. Mr. Claxton shows how these figures compare with other expenditures, both public and private, and that public education is not a burden.

In 1918, the last year for which complete reports have been compiled, we spent in the United States for public education, elementary and secondary, \$762,259,154; for normal schools for the training of teachers, \$20,414,689; for higher education in colleges, universities and professional and technical schools, \$137,055,415. The grand total was \$919,729,258. In the 50 years from 1870 to 1920, we paid for public, elementary, high schools, normal schools and higher education a total of \$14,552,796,037 for the 50 years.

Making all due allowances for defective returns, the total amount spent for public education in 1918, including expenditures for private and endowed colleges and universities and for capital investment

in building and equipment was less than one billion dollars, while for luxuries the people of the United States in 1920 spent \$22,700,000,000—more than 22 times as much as was spent for education two years before and 30 per cent more than we have spent for education in our history.

It is interesting to compare some of these items with the expenditures for education in 1920. Tobacco's cost in one year equals higher education's cost in 273 years. The total cost of tobacco in all its forms in 1920 was five times the total of teachers' salaries in 1918. For tobacco in its varied forms we paid more than we have paid for higher education since the founding of Harvard College in Massachusetts and William and Mary in Virginia.

The cost of cigarettes in 1920 was twice as much as the salaries of teachers in elementary and high schools. For face powder, cosmetics and perfume the amount spent is only \$12,000,000 less than the total amount spent for public, elementary and secondary education in 1918.

It is also interesting to compare the expenditures for education with other governmental receipts and expenditures. Receipts of the Federal Government from customs and internal revenues for 1920 were \$5,730,978,117. This is more than six times the amount expended for education in 1918. It is fully ten times the total of salaries of all teachers in all schools, public and private.

The comparisons above are for the country as a whole. For individual States the comparison is sometimes more striking. North Carolina's direct federal tax bill of \$162,667,320 in 1920 was several million dollars more than its total expenditures for education, higher, lower, public and private, for the 250 years of its existence as colony and State.

Other figures besides these might be easily determined to show very clearly the contention in the first part of this article, that compared with other expenditures, public and private, expenditures for education are almost negligible.

We think we believe in education. We talk about it and many believe we pay much for it, that it in fact constitutes a great burden, if, indeed, it is not our chief burden. No doubt we believe in education in a way; but we have not paid and do not pay much for it.

BESSIE H. HORTON, '21.

The statement, "A hundred thousand new teachers are employed every year for the rural and village schools of the United States," is

found in the article *The Training of Rural Teachers*, which appears in *School Life* for April 1. One-third of the teachers have no professional training; one-third receive their training in short term summer courses; one-third are in the high schools, county and State normal schools. In 1917 there were 16,626 graduates from county normal schools and high schools. In 1918 there were about 23,626, and by this time the number has increased to about 33,000. This is only one-third of the number employed in the rural schools.

The popularity of normal training in high schools has greatly increased, due in a large measure to the fact that it is provincial. These courses increase the high school enrollment by attracting country girls who are planning to teach. The function of the normal schools is to train rural teachers. There should be close affiliation between the rural department of the State Normal Schools and the teacher training high schools.

"The public school system in this country is a monument dedicated to the proposition that the stability of a republican form of government depends upon the intelligence of its people; but so long as the children of the rural districts are taught by teachers with training and experience inferior to those of the city districts we shall have a long way to go in the realization of opportunity for all the children in the Republic."

We shall have trained and efficient teachers for the rural schools as soon as the country realizes the fact that rural teachers must be as well prepared as city teachers, and not until then.

MARGARET ALSTON, '21.

The School Building Shortage in the United States is reported by J. F. Abel in *School Life* for April 1.

Additional accommodations apparently are needed for 1,569,500 children and the cost would be approximately six times the annual expenditure for school houses before 1917.

Twelve hundred and eighty-seven replies were received from 2,831 towns and cities with a population of 2,500 and over. The 1,287 cities that reported on their school building conditions represent a population of 34,402,000—that is, 32.5 per cent of the total population.

The need of more and better buildings is not confined to any one section of the country, nor to any special class of cities. But cities and towns of all sizes and in every State report that their school plants must be increased in size and made better in type.

There are several reasons for the school building shortage. Public building, except as it pertained to military operations, was largely stopped during the war. The comparatively small amount of the total of requests for permission to issue bonds in 1919 indicates that in the school years 1918-19 and 1919-20 only a small part of the school building was done that was necessary to take care of the number of children that were added to the attendance in those two years and to provide for more diversified courses and for deterioration of buildings.

After the armistice was signed the high cost of materials and labor and the difficulty of disposing of bonds that bore moderate rates of interest kept many boards of education from undertaking even urgent building programs. The spread of the junior high school and junior college ideas has created a demand for building especially adapted for such work. The estimated cost is usually \$400,000 to \$500,000 for a single building. The tendency seems to be to relieve congestion in the grades by building new high school buildings and using the space formerly devoted to the high school for grade purposes.

A fairly active building program that calls for more room is being carried out in many places, to add commercial courses, increase the work in agriculture, manual training, domestic science, etc.

The need of more and better buildings in North Carolina should be proportionately greater in the smaller cities, although the most aggravated cases of inadequate housing are in some of the large cities.

MAYME E. WHITFIELD, '21.

ALUMNÆ

Alumnæ Editor, GRACE SMITH

Fellow Alumnæ, come HOME to the 1921 commencement. The entire school—student body, faculty, officers, all who are connected with the institution, want you. The school has proved it by making the necessary arrangements to provide room in the school for all who will return.

Commencement is to be shorter this year, ending on Tuesday instead of Wednesday. There will be something interesting all the time. So you can't afford to miss being here.

Monday, June 6th, is Alumnæ Day. At present, we are planning a full day for all Alumnæ. The business meeting will be in the morning, an informal get-to-gether luncheon in the early afternoon, and an artist for the evening.

I know you will welcome the idea of a real luncheon, where you may eat, drink, and be merry. So, you see, there will be no need of worrying about an evening dress.

The artist for the evening is Miss Dicie Howell. Miss Howell is a native of the South. She was born in Tarboro, North Carolina, and received most of her education in Southern schools. She attended Salem College at Winston-Salem, where she received not only her elementary studies in the regular curriculum, but her early musical education was likewise started there. After leaving Salem she went to Boston and continued her voice studies under the direction of Charles White, in the New England Conservatory, a little over two years. In 1914 she went to New York to continue her studies. Miss Howell had two years of concertizing before she made her New York debut in November of last season. She has sung with the New Haven Symphony Orchestra, under the direction of the late Dr. Horatio Parker, with the National Symphony Orchestra, under the direction of Walter Henry Rothwell. She will be the soprano soloist in "The Damnation of Faust" at the Fitchburg Spring Festival in April, appearing with Paul Althouse and Arthur Middleton, both of the Metropolitan Opera Company.

It is useless for me to attempt to tell you what you will miss if you do not hear Miss Howell. Come and hear her for yourself. You will always be glad you came.

This is the long-talked of Alumnæ entertainment. We must come ourselves and boost it. Get everybody else to come.

News is scarcer than usual this quarter. We must have a full department in the summer number of the QUARTERLY. We are indebted to Julia Elliott for news of the Class of '17.

Reba Everett, '19 (Mrs. Willie Barnhill), is living at Parmele, N. C.

Estelle Jones, '18, is teaching in the first grade in the school at Rockingham, N. C.

Wita Bond, '17, is teaching sixth and seventh grades in the school at Jacksonville, N. C.

Mavis Evans, '14; Emma Robertson, '15; Elizabeth Hathaway, '18; Ruby Giles, '19, came over from Kinston to see "Green Stockings" when it was presented at the E. C. T. T. S.

Mary Cowell, '17, now Mrs. Weyer, came to her home in Greenville to spend the Easter holidays.

Ruth Brown, '20, who is teaching in Rocky Mount, spent Easter in Greenville with her parents.

Jennie Taylor, '17, was married to Mr. Edward Taylor on October 20th, 1920.

Ruth Spivey, '17, was married February 16, 1921, in Suffolk, Va., to Mr. H. R. Winslow. They are now living in Hertford. Ruth is still teaching.

Leona Tucker, '17 (Mrs. H. A. Hudson), is teaching in the intermediate grades in Simpson School.

Alavia Cox, '17, is now Mrs. Turner Whitehead of Scotland Neck, N. C.

Virginia Sledge, '17, is teaching in Greenville, N. C.

Lillie Mae Whitehead, '17, is teaching in the school at Rich Square.

Myrtle Lamb, '17, is teaching in the school at Washington, N. C.

Vivian Jenkins, '19, is teaching fifth grade in the Bethel schools. She is also taking an active part in Sunday School work.

Mavis Evans, '14, has recently spent the week-end at home. This is her third year as teacher in the Kinston schools. She says that she likes each year better than the previous one.

Annie Smaw, '14, is principal of the Joyner School, near Greenville. This school has organized a Parent-Teacher Association, with Mary Emma Clark, '13 (Mrs. Gus Forbes), as president. The association is now at work improving the school grounds.

Ernestine Forbes, '15, besides being teacher in the Greenville school, is captain of a troop of Girl Scouts. This troop is composed

of 56 enthusiastic girls. They are going on a camping trip at White Lake in June. Ernestine is very proud of her girls.

Martha Mercer, '19, is teaching in Vance County.

Emma L. Cobb, '14, was married to Mr. A. S. Bynum on March 30th. After returning from their bridal tour in Florida they are making their home in Greenville, N. C.

Martha Lancaster, '16, and Mr. Leon Fountain were married on March 30th. They are living at Leggets.

Myrtle Brendle, '17, is now Mrs. C. R. Little of Asheville, N. C.

Viola Kilpatrick, '17, now Mrs. Harry Fagan, is living in Pine-tops.

Virginia Suther, '17, is teaching in the Goldsboro schools.

Vermelle Worthington, '17, is now Mrs. David Smith of Ayden, N. C.

Mrs. Adrian Brown, formerly Hannah Cuthrell, '17, has charge of the Teacherage in Ayden, N. C.

Martha O'Neal, '17, now Mrs. Hugh Perry, is making her home in Louisburg, N. C.

Marguerite Wallace, '16, now Mrs. Ray Jones, has three fine children.

Rosa Forbes, '19, now Mrs. Whitehurst, has a son.

Mattie McArthur and Ruby Worthington, both of the Class of '19, are teaching in the Barnhill School, Pitt County.

Ernestine Forbes, '15, is doing remarkable work with the Girl Scouts of Greenville. She has the following to say of the work:

"The Girl Scouts of Greenville, N. C., were organized in the spring of 1920 by Miss Flossie Martin, with an enrollment of about twenty girls. Soon after Miss Martin turned the work over to Ernestine Forbes, who is still in charge, assisted by Miss Novella Moye.

"The following June fourteen of the Girl Scouts, accompanied by the Boy Scouts, Mr. Rose, Dr. Chester, Mr. S. K. Phillips, Miss Novella Moye, Mrs. Robert Wright and Ernestine Forbes, went on a camping trip of ten days down to White Lake. This beautiful spot is about forty miles from Fayetteville.

"At the present time there are two troops of thirty-two each. The girls have been extended the privilege of the Rotary Club and every Wednesday finds just about sixty-four girls present to take the setting-up exercises and participate in the games. Dr. Turner and Mr. S. K. Phillips have been very kind in helping with the physical part of their training.

“Scouting is meant to develop every girl along physical, social, mental and spiritual lines. We expect to take another camping trip in June and each girl is looking forward to the good times that are promised her.”

E. FORBES, *Captain.*

The Pitt County Chapter of the Alumnæ met at the Training School March 12th. The meeting was opened by a talk from Mr. Wright, which we all enjoyed. He spoke of the four-year course, which begins next year, and will enable the school to give a degree. He also gave a cordial invitation to the alumnæ to be here at commencement.

Mrs. Warren read a letter from Miss Dicie Howell, concerning the recital she was asked to give. It was decided that we have Miss Howell come to us June 6th. We hope to make this a big feature of commencement.

We were glad to have with us the other members of the Finance Committee, Misses Emma Robertson and Elizabeth Hathaway.

This was the largest meeting we have yet had. At our next meeting, which will be in May, we will complete our plans for commencement.

CHRISTINE JOHNSTON.

SCHOOL ACTIVITIES

Y. W. C. A.

OFFICERS FOR 1921-22

MARIE LOWRY	<i>President</i>
JODIE O'BRIANT	<i>Vice-President</i>
ANNIE H. FELTON	<i>Undergraduate Representative</i>
PENELOPE WILSON	<i>Secretary</i>
CLARA DOWDY	<i>Treasurer</i>

CHAIRMEN OF DEPARTMENTS

JODIE O'BRIANT	<i>Membership</i>
LOUISE MCCAIN	<i>World Fellowship</i>
MARIE RIDDICK	<i>Social</i>
ALMA WALKUP	<i>Social Service</i>
DAISY WILLIAMS	<i>Publicity</i>
MARY BROCK	<i>Religious</i>
CLARA DOWDY	<i>Finance</i>

The President's Report

The Y. W. C. A. cabinet members received knowledge and inspiration at the Blue Ridge Conference in June, which they have tried to show in the Y. W. C. A. work this year. They came back in the fall with an earnest desire to carry out the purpose of the organization.

During the summer the Y. W. C. A. work was carried on under the direction of Miss Maebelle Privott. An account of this successful work was given in the summer QUARTERLY.

All the other old members were not idle during the summer vacation, but the school office was kept in close touch with and a letter containing a hearty welcome was sent to every new applicant. This was not the only welcome they received, for many members of the association were at school to greet and help the new girls. The new dormitory was not completed and nearly sixty girls were without rooms. During the confusion the Y. W. girls were seen everywhere helping girls find places to sleep, assisting them in registering and making them feel at home in every way possible.

The association was very fortunate in having President Wright deliver the opening message. This message, delivered in such an impressive way to girls, many of whom were leaving the home influence for the first time, made many see their responsibility toward the religious activities of the school.

The Y. W. C. A. tried to educate its membership this year. The leaders did not feel that it was right to ask any girl to join the organization unless she understood something of its purpose and great work. For this reason they were invited to several Friday evening services, which were devoted to the training of girls that were to become members. They were told something of the Y. W. C. A. work in this and other schools and of what it has meant to the women of America and foreign countries. During this time Mr. Meadows helped enlighten the girls by his talk, "What Membership in the Y. W. C. A. Should Mean."

About three weeks after school began the students were invited to a birthday party. These girls were arranged in groups according to the month of their birth. Two former students had charge of each group, and every group was entertained in a different manner. There were songs, games, stunts and contests between the old and new girls. Sometime during the party the girls were given an opportunity to join the Y. W. C. A., and each group reported many new members. During the year 306 members have been enrolled.

The Religious Department has been responsible for the excellent Sunday and Friday evening services; also the Bible study classes conducted by Mrs. Steidly.

The school is indebted to the World Fellowship Department for the remarkable success of the Mission Study Classes. This work led to desire for further study along this line. Some of the girls organized a Bible class with Mr. Meadows as leader. For six weeks this class had a delightful time studying the different characters of the Old Testament.

The Y. W. C. A. bulletin board has been a source of interest this year. Beautiful posters, newspaper clippings, interesting pictures and Y. W. news have filled the board. Besides this work the Publicity Department has furnished a number of new books for the association library.

Sunshine in the form of flowers, fruit, letters and visits has been freely distributed by the Social Service Department. The department has been especially thoughtful of Mrs. Jarvis.

Owing to the large membership the Y. W. C. A. has been able to send a large amount of money to headquarters. In spite of a financial depression the Y. W. has been able to give \$226 to foreign work. The association is planning to buy a new desk and sections for the bookcase. Y. W. C. A. more than doubled the convention fund started last year.

Realizing the need for social activities, the Social Department has given several informal teas to the students and faculty. It has also given several delightful programs after business meetings. The work of each of these departments has been given in detail in previous numbers of the QUARTERLY.

The Y. W. C. A. is justly proud of the Rest Room, which is a step towards a hut. Ever since this room was opened in the fall it has been the gathering place for the school. It is a favorite place in the afternoon after school and the evening before study hour. The town girls especially enjoy this room during their vacant periods.

The other organizations in school have been very generous in helping furnish the Rest Room. The senior class gave nice, comfortable rockers, which have been enjoyed by every class. Several beautiful rugs were kindly contributed by the Junior class. How can one rest without pillows? The "B" class clearly foresaw this, therefore presented a beautiful '23 pillow to the room. The Students' Self-Government Association has a gift in store.

Last year the Y. W. C. A. sent more delegates to Blue Ridge than ever before in the history of the association; but we are going to send a larger delegation this year. The Junior class is aiding greatly in raising money for the Blue Ridge fund.

This is the first year that the students of the Y. W. C. A. have had undergraduate representatives. These were supposed to have had their first meeting in Richmond, Va., during the Christmas holidays, but owing to financial reasons they were unable to meet. The "U. R." in our association keeps in touch with the Y. W. work in other schools and she will represent us at the Richmond meeting next year.

Two delegates were sent from here to the Student Volunteer Conference at Trinity College. They are beginning an active volunteer band.

Now, as the 1920-21 cabinet turns to view its work, we see many, many things that were left undone, but we have enjoyed the privilege of serving in the association. What success we have had has been due to the hearty co-operation of the girls in the association, the untiring efforts of the advisory board, the willingness of the faculty and officers to help in every way possible, the careful consideration given us by our field secretaries and the Christian service rendered us by the friends outside of school.

While we have failed to reach our ideal, we feel that the strong cabinet that is to follow us will make rapid strides towards advanc-

ing the purpose of the Y. W. C. A. if they will remember our motto: "Not by might, nor by power, but by my spirit says the Lord of Hosts."

MARY DANIEL, PRES. '21.

During the quarter the vesper services have been led almost wholly by groups of girls in the various organizations. A full account of the services by the Junior and "B" classes will be found in *Class News*. A group of new girls gave the following program:

Chorus—"In the Garden".....SELECTED VOICES
Scripture—Matthew, 25th chapter.

Vocal Solo—"The Voice in the Wilderness".....LEONA JOHNSON

Reading—"A Message to Garcia".....BERTHA BULLOCK

Duet—"Rock of Ages".....VIRGINIA RHEA AND LUCY GOODWIN

Poem—"Little Giffin of Tennessee".....LILLIE MAE DAWSON

Violin SoloMISS GORRELL

Mrs. Nannie Jeter at one meeting read Tolstoi's story, "Where Love Is There God Is."

There have been only three outsiders to conduct the services. Rev. Walter Patten, pastor of the Methodist Church, brought out clearly the universal message of God's love. Rev. Leland Smith, pastor of Memorial Baptist Church, in his topic, "Guard Well Your Thoughts," made his audience realize the importance of honest and pure thoughts. Mr. J. C. Oats, superintendent of the Presbyterian Sunday School of Greenville, used for his subject "Service" and impressively illustrated his points by giving stories from actual experience.

Dr. B. W. Spilman held a large audience at the Training School Monday evening, February 28th, with his charming account of the life of Joel Chandler Harris, interspersed with Uncle Remus stories.

"Joel Chandler Harris is the only man in the literary world who has taken a lowly negro and made him more famous than the author, and has made a timid rabbit better known than himself," is the tribute that he paid the creator of the Uncle Remus stories. "Harris said that he never composed a story, but merely told what old negroes had told him." Dr. Spilman says that he himself had heard old negroes tell most of the stories that are famous in Uncle Remus.

Dr. Spilman aroused the sympathy and understanding of his audience for the big hearted, timid, stammering man who could write so wonderfully and yet who shrank from meeting people and lived in solitude. He never told one of his stories to any one, not even to his own children.

The children in the audience chuckled with delight as Dr. Spilman told stories of Brer Rabbit, Benjamin Ram, Jedge B'ar and the other creatures, and the older folks enjoyed them just as much. Everybody wanted just one more when he closed.

"Thousands know Uncle Remus who never heard of Joel Chandler Harris," said Dr. Spilman, and it was his privilege to tell the story of the man and interpret his character and work, and he did it well.

The money taken in was given to the Pitt County fund for the Chinese Famine Relief Fund.

Classes

The annual Junior Y. W. C. A. program, held on March 6, was on the subject, "A Study of Parables and Allegories." The following program was rendered:

<i>Hymn</i> —"The Son of God Goes Forth to War".....	CLASS
<i>Violin Solo</i>	MISS GORRELL
<i>Hymn</i> —"O Lord, Most High".....	CLASS
<i>Scripture Reading</i> —Matthew 13:1-11.....	LEAH COOKE
<i>A Series of Parables</i>	A GROUP OF GIRLS
<i>Vocal Solo</i> —"Elsa's Dream".....	FANNIE JOHNSON
<i>Sketch of John Bunyan's Life</i>	CHARLIE MAE HENNESSEE
<i>Story of Pilgrim's Progress</i>	
<i>Poem</i> —"The Ladder of St. Augustine".....	KATYE HARRIS
<i>Hymn</i> —"O, Zion Haste".....	SCHOOL

On March 11th "A" class held assembly exercises. The following program on "Spring" was rendered:

<i>Song</i> —"O, Worship the King".....	SCHOOL
<i>Scripture Reading</i>	LEONA JOHNSON
<i>Prayer</i>	SCHOOL
<i>Poem</i> —"Spring"	HORTENSE MOHORNE
<i>Story</i> —"Anemone"	WILLIE MAE MCLEAN
<i>Story</i> —"Narcissus"	LAURA SMITHWICK
<i>Story</i> —"Trailing Arbutus".....	NAOMI PETERSON
<i>Solo</i>	LEONA JOHNSON
<i>Poem</i> —"Daffodils"	BERTHA BULLUCK
<i>Song</i> —"Morn-Rise"	CLASS

The "B" class for their Y. W. C. A. program gave a missionary drama, "We Never Knew." It was carried out wonderfully well and their costumes were very effective. The following was the program:

Doxology.

Scripture—67th Psalm.....MAGGIE DIXON, *Class President*

<i>Prayer</i>	MAGGIE DIXON
<i>Duet—"Ivory Palace"</i>	ROSA DEANS and HAZEL KENNEDY
<i>Piano Solo</i>	VIVIAN RICE
MISSIONARY DRAMA—"We Never Knew"	

CAST OF CHARACTERS

<i>Mrs. Stanley—A Worldly Christian</i>	CLARA GILLIAM
<i>Miss Maxwell—A Missionary Visitor</i>	MILIAH PEELE
<i>A Maid</i>	ADA WHORTON
<i>Conscience (personified)</i>	VERA MILLER

THE WOMEN WHO NEVER KNEW

<i>An American Indian Girl</i>	CLARA DOWDY
<i>An Italian Immigrant</i>	MILDRED BRODIE
<i>An N. C. Mountain Girl</i>	FRANCES GASKILL
<i>A Chinese Woman</i>	HAZEL KENNEDY
<i>A Japanese Woman</i>	NINA RODGERS
<i>A Hindu Woman</i>	KATHLEEN JONES
<i>A Child Widow</i>	GRACE DIXON
<i>A Siamese Woman</i>	LILLIAN PAUL
<i>A Brazilian Woman</i>	MARGARET HOLLAND
<i>A Korean Woman</i>	MARY VAUGHAN
<i>A Syrian Woman</i>	MADELINE RIDDICK
<i>A Persian Woman</i>	SENIA FRAZIER

The "B" class was entertained by the Seniors. A full report of this appears in the Senior section of the QUARTERLY.

Societies

The annual inter-society debate was held on March 19. The query for debate was, "Resolved, That the incoming Congress should devise and put into operation a plan for the immediate independence of the Philippine Islands."

The Laniers won the cup.

AFFIRMATIVE—*Lanier*

Lillie Mae Dawson
 Annie Ruth Joyner
 Blanche Harris
 Beatrice James
 Helen Watson
 Mae Barker
 Augusta Woodward
 Elsie Wilson
 Lucy Andrews

NEGATIVE—*Poe*

Helen Croom
 Camilla Pittard
 Mayme Hayes
 Melissa Hicks
 Grace Strassburger
 Oma O'Brien
 Carrie Lee Belle

Instead of having the form of debate which is usually held, that

of having two debaters on the affirmative against two on the negative, the two societies decided on the open forum debate. The open forum as used at the Y. W. C. A. and Y. M. C. A. summer conference was adopted. As used at the conference the discussion is spontaneous and there is no contest, but merely gives a number a chance to speak; therefore a form had to be used which would match one side against the other in the contest. The following regulations were drawn up, to be used in the inter-society debate:

1. There may be from 7 to 10 speakers from each society.
2. Each society may have 45 minutes for discussion.
3. The majority of speakers must be Juniors. There may be three Senior speakers.
4. Not more than two speakers from one side may speak in succession unless the other side waives its right to speak.
5. The same speakers may speak as often as they wish, provided they do not exceed the time limit.

This new form of debate was very successful. It was very interesting to those who listened, as well as to the ones who took part in the debate.

In adapting this new form of debate many advantages over the old form were discovered. Instead of four girls having the whole responsibility and work of the debate, a group of girls did it, thereby distributing the work more evenly, lightening the work for a few and giving more an opportunity to show their ability. In the open forum much depends upon the rejoinder. This throws the girls on their own initiative. They have to think rapidly so as to show skill in answering questions and knocking down points on the spur of the moment. In the rejoinder the danger of wandering from the point must be guarded against. The open forum is also more practical than the other form, for it will be of use to the girls after they leave here. They will need it in the various organizations in which they take part. The value of work of this kind is of unquestionable importance to the girls in their every-day life.

President Wright released control of approving marshals and put it into the hands of the advisory members of the societies. Each society has a set of standards for both scholarship and conduct for those eligible for election. The marshals for 1921-1922 are:

POES

Helen Boone
 Pauline Saunders
 Melissa Hicks
 Neola Spivey

LANIERS

Lillie Mae Dawson, Chief
 Lucy Andrews
 Irene Stem
 Elsie Wilson
 Louise Buffaloe

Sidney Lanier Society

We are indeed proud of the record the Sidney Lanier Literary Society has made this year. It has carried out successfully every definite thing it has attempted. Perhaps, on the whole, it has been the most successful year this society has ever known. The spirit of co-operation has stood out clearly this year. The president, Helen Watson, has shown much skill in fulfilling her duty as leader. She has had the spirit of stick-to-it-iveness, which had led her to such success. Her enthusiasm has been a real inspiration to the society.

The initiation was different from any of the previous initiations. We had it at Rock Springs, which was a most fitting place. The outdoors and the moonlight and around camp fires made the evening all the more enjoyable and popular. This led the society to make plans for a picnic in the spring, as each girl was so enthusiastic over the one in the fall.

The society formed a glee club at the beginning of the year. It had its first chance to show its ability at the initiation. The music rendered by the Glee Club around the fires was especially enjoyed by all. So its success seemed to grow out of the initiation. It has helped out wonderfully in the programs and has been fully appreciated by the society.

The society has shown keen interest in dramatics, especially in the fall term. "Standish of Standish" was presented. The characters showed skill and good training in carrying out their parts. In the winter term they had the Raleigh Community Players to come and present "Green Stockings" under its auspices. The play captivated and delighted an usually large and appreciative audience.

This is the contribution the society has made to the public this year. Each year we have made a point to bring some special treat to the town. Never before have we pleased the public better. We consider ourselves extremely fortunate in having the Raleigh Players.

The *Greenville News* had the following report:

"The Raleigh Community Players and the orchestra they brought with them captivated the hearts of Greenville last night because of their splendid performance of "Green Stockings." The town and school and surrounding territory feel greatly indebted to the Sidney Lanier Literary Society for bringing the Community Players here. From the first chords from the orchestra until the curtain went down for the last time the audience was charmed with the performance, and there was not a dull moment during the evening.

"The play is a delightful comedy, with tangling and untangling of a plot full of suspense and amusement, and it was so cleverly acted that the fine lines got across the foot lights.

"The stage was well set for the interior of an English home, and the gowns and hats were indeed handsome.

"Every part in the play was excellently interpreted.

"The actors played their parts so well that they literally became the characters in the play. They played so well and so much like professionals that it was difficult to realize that they were amateurs, and in real life were doctors and lawyers, teachers and business men, and that their coaches and managers did not make a business of theatrical work.

"Miss Eva Oglesby as Celia, the star of the play, was superb. Her enunciation was so clear that every syllable was heard distinctly, and her acting so good that it brought out the finest shades of meaning in the character. Mr. McMillan played the part of Col. Smith, alias Vavasour, with rare subtlety showing a keen sense of humor.

"Mrs. Billy Williams as the ingenue, Phyllis, was piquant and charming, and won the audience at the very first. Her lover, Travor, the young swell, was well played by Mr. Ray. Mr. W. W. Williams, as the father of the four daughters, William Faraday, was one of the greatest favorites of the evening and was indeed the typical Englishman of story books and plays. Mrs. Claire Thomas as Aunt Ida was wonderful in that exacting part. Mr. A. M. Myers made a great old sea-dog. Messrs. Lemmond and Jones, the two bachelors, never failed to get their share of attention from the audience. The two beautiful younger sisters, Mrs. Rockingham and Lady Trenchard, Miss Louise Baker and Clara Bahret, were always beautiful and charming. Mr. G. W. Mong, as Martin, the butler, was the most dignified and imposing personage on the stage.

"Dr. Horton and his corps of helpers deserve the highest praise for the successful performance.

"When the Raleigh visitors come again Greenville will again give them a full housé and an appreciative audience.

"Citizens of Greenville met the train with cars and brought the visitors to the school, where they had supper.

"Dr. W. C. Horton, the manager and coach, assisted by Misses Wiley and Houchen, had charge of behind the scenes. Mr. William Heller and Dr. Noble, the business manager and the treasurer of the Raleigh Community Players, came with the cast. There were twenty-four people all told among the visitors.

"After the performance the cast was served a light supper by the Lanier Society."

The society is greatly indebted to friends in the town who so kindly met the Raleigh players with their cars and brought them up to the school.

Hatch's Orchestra, the one that plays regularly at the Academy of Music in Raleigh, came with the players and added greatly to the pleasure of the evening.

The programs throughout the year have been good and enjoyed by the society. They have been varied to a great extent, which, of course, added to the enjoyment of them. Literary, debating and musical programs have been given. Most of these had been reported in other issues of the *QUARTERLY*.

The plans for the other meeting this year have been made. We intend to have a picnic the 23d. It is our plan to secure a boat and sail down Tar River to a most fitting place for a picnic. If the weather is bad, the Juniors will give a program. Later we intend having a musical program, the B Class managing this. It will consist of vocal and instrumental selections. In addition to that Miss Gorell will render some favorites on her violin.

The flower beds of jonquils and other spring bulbs were never more beautiful than this year. The Lilliputian sunflowers will soon be in bloom on the same plots and will keep the green and gold waving all summer.

The posters have been fitting for each and every occasion or program. They aroused keen interest in the society.

ALICE BEST, '21

THE EDGAR ALLAN POE LITERARY SOCIETY

The Edgar Allan Poe Literary Society has done a great work this year towards fulfilling our society purpose, which is to further the mental, moral and social development of its members, and to create a greater love for the best in Literature, Music and Art.

We began our year's work by installing the moving picture outfit. We consider this one of the biggest things the society has ever done for the school. We had been in school only a short while before we received the machine. Mr. Austin, one of our faculty members, was put in charge of the machine for the school after its presentation to the school by the society.

Soon after the machine was installed Mr. Austin taught Julia

Taylor, Grace Strassburger and Helen Croom the art of running the machine. After a period of practicing under Mr. Austin they assumed the responsibility of showing pictures to the school each week. The hour from seven to eight o'clock each Saturday evening was decided upon by all organizations as a suitable hour to enjoy the pictures. It has been a great pleasure to us this year and we feel proud of the fact that we have made this gift to the school for the benefit of all. The pictures have been a source of great pleasure to everyone this year, and the school has been very fortunate to have pictures of the best class. Among some of the best have been: "Les Miserables," "Martin Chuzzlewit," "Macbeth," "Lorna Doone," "The Cricket on the Hearth," "The Raven," which gives the life of Poe; "Napoleon" and "Napoleon and Josephine."

Members of our society had the privilege of having President Wright present at the initiation. A short talk was given by him. Our society on the night of initiation was the first to enjoy seeing a picture on our machine, "Lorna Doone."

On the evening of November 30 the Poe Literary Society entertained the Lanier Society with the presentation of four scenes from "Twelfth Night." The scenes selected for presentation were those which show the romantic character of the duke and the sweetness and beauty of Viola's character. The costumes were rich, elegant and in keeping with the picturesque attire of Shakespeare's time. The cast played their parts exceedingly well.

Miss Lois V. Gorrell, of the Piano Department, a member of our society, has been very generous in entertaining the society with violin solos. She has rendered beautiful selections, both violin and piano, in our musical programs at different times during the year, which the Poe Society chorus and Music Committee have given.

February 26th was an evening given over to Edgar Allan Poe. An intensely interesting literary and musical program was rendered. It was the pleasure of the Poes to have the Lanier Society as guests on this occasion. Poe's essay, "The Poetic Principle," was the basis of the program. This essay is Poe's poetic confession of faith that beauty is the real inspiration of all poetry. Many beautiful short poems illuminate this essay, and illustrate the Poetic Principle.

The interpretations of these poems, in voice and manner, showed poetic appreciation on the part of the readers.

The following program was rendered:

Hymn to Beauty.....CHORUS
Program AnnouncementJULIA TAYLOR

<i>Appreciation of Edgar Allan Poe</i>	MILLIE EVERETT
<i>Poetic Principle</i>	MARY SUMNER

ILLUSTRATIVE POEMS

<i>The Day is Done</i> (Longfellow).....	LILLIE BELLE SHEPARD
<i>A Health</i> (Edward C. Pinkney).....	PATTIE HUNTER
<i>I Arise from Dreams of Thee</i> (Shelley).....	CAMILLA PITTARD
<i>Annabel Lee</i> (Poe).....	ANNABEL O'NEAL
<i>Tears</i> (Tennyson)	HELEN BAHNSON
<i>The Sleeper</i> (Poe). Solo.....	FANNIE JOHNSON
<i>The Bells</i> (Poe). Solo and chorus.....	VIRGINIA RHEA and CHORUS

Two members of our society, Helen Bahnson, one of our readers, and Virginia Rhea, one of our singers, enjoyed the privilege of entertaining the "End of the Century Club" at one of its meetings in February.

Many of our programs have been given by the Debater's Club. The girls have developed wonderfully and have become more familiar with parliamentary law through debates and open discussions in general.

April the 4th the school had the opportunity of enjoying a delightful minstrel given by a number of the Greenville High School boys, under the auspices of our society. The boys considered it an honor and received much real pleasure by being the first to represent the high school in our auditorium.

A delightful evening is promised the society on April 23d; we will be entertained by the members of the society who are Juniors.

On May 14th the sparkling and witty one-act play, "A Proposal Under Difficulties," by Kendrick Bangs, will be presented by the society. It is a most entertaining and laughable play that never fails to delight audiences.

The society owes a debt of gratitude to the Program Committee for its admirable work, and has shown its appreciation by its active coöperation in all programs.

The society has received much pleasure from its flowers this year. The dahlias were beautiful last fall, and we had an abundance of violets this spring. Our roses are beginning to bloom.

We consider it a great privilege to have had the opportunity for the last year of linking our society with the Greenville "End of the Century Club," and the high school, in order to accomplish worthwhile things for the school.

We will close a most successful year with a "Story Hour" under the stars, May the 28th.

Last, but by no means least, is the thanks of the society to our former president, Miss Julia Taylor, who has been a faithful, energetic and untiring president. Through her leadership and guidance the society has developed into a more ideal literary society, and has done much to create a true literary taste among its members.

ROBBIE CLOUSE, '21.

ATHLETIC LEAGUE

The basketball tournament was held with the "B" Class entering for the first time in the history of the school. The Juniors were unfortunate in losing some of their best players before the tournament. Four games were played, the last game being between the "B" Class and the Seniors. The Seniors won the cup.

SCHOOL NEWS AND NOTES

Appropriations for the Next Two Years

The General Assembly appropriated \$325,000 for permanent improvements in this school and \$105,000 a year for maintenance. The building program will be announced in the next number of the QUARTERLY.

Commencement Program

The program for the Twelfth Annual Commencement exercises, beginning on June 4th and ending June 7th, is as follows:

Music Recital—Saturday, 8:30 p.m.

Dr. George A. Miller, of Washington, D. C., pastor of the Christian Church, will deliver the commencement sermon Sunday, 11 a. m.

Rev. R. C. Craven, pastor of the Methodist Church in Oxford, N. C., will deliver the Y. W. C. A. sermon Sunday, 7:30 p. m.

Board Meeting—Monday, 10 a. m.

Alumnæ Meeting—Monday, 10 a. m.

Luncheon—Monday, 1 p. m.

Class Day Exercises—Monday, 6 p. m.

Alumnæ Concert at which Miss Dicie Howell will appear—Monday, 9 p. m.

Hon S. M. Brinson, Congressman from Third District of North Carolina, will deliver the address at the graduation exercises Tuesday, 10:30 a. m.

Graduation Exercises—Tuesday, 11:30 a. m.

Dr. Merrill's Visit

Dr. Merrill, of the Department of Agriculture in Washington, formerly from the Georgia State Normal School at Athens, visited the Training School and made an excellent talk to the students at the assembly hour.

He spoke first of the potential possibilities in such a school as the Training School, and said that the Department of Agriculture considered no phase of educational work more important than what is being done in schools like this.

He spoke especially of the big outstanding ideas in history that show the growth of men and of government. History he defined as his story: the story of how other people live. He referred to the dry old-fashioned way in which people had to study history in the past, and showed how interesting it is now. Instead of memorizing long lists of dates, he gave four that should be remembered. These were, first of all the year 1, when through the Master's teachings the prin-

ciples of the brotherhood of man were first known to the world. The next approximate date that must be learned is the signing of the Magna Charta, around about the end of the twelfth century, when people decided a king could not sell and buy other people, 1776, when all men were considered free and equal and it was established that no one had a right to govern except with the consent of the governed. The fourth is November 11, 1918, another declaration of independence, for no matter how we may feel, it will always be clear that the principles are the same running throughout the four epochs, and that some day the world will be better.

It is our part to hold on to these principles and push forward. This is the chief object of education in our time. A new man and a new age with different types of mind are needed today. Woman has taken a different place, radical changes have come about, and citizenship brings new responsibilities. The field is glorious. No matter how circumscribed a person's life may seem, or how small a place may seem each must take his place and do his part to make the world better.

Dr. Merrill spent the day inspecting the school.

Mr. A. C. Kimrey, of the Department of Animal Husbandry, N. C. State College of Agriculture and Engineering, visited the Training School and spoke to the students at assembly hour, to the members of the Senior Class, to the Parent-Teachers' Association, and the sixth and seventh grades of the Model School. These talks had especial value, as they came within the weeks during which the Health Crusade was conducted, when children, as well as parents, are especially interested in foods that will produce the proper physical development.

Mr. Kimrey emphasized the value of milk in the human diet, and demonstrated by charts, showing the quantity of other foods required to equal in value one quart of milk, that milk is not more expensive than other foods.

In speaking of the value of milk in combating disease, he said that the sections consuming the most milk have less tuberculosis. He mentioned the fact that Bulgaria consumes more milk per capita than any other country and that people there live to be older than in any other country.

An account of his talk at the Training School is given in Miss Graham's article on "Projects."

A crowd from the Training School went to Arthur to a community sing on Saturday night, April 9th.

The Greenville papers report the following:

A "Community Sing" at Arthur on Saturday evening was a most interesting and inspiring occasion. In spite of threatening weather the people of the community, from babies to grandfathers and grandmothers, came out just for the purpose of getting together and spending an evening singing and having a good time. They do something like this every week at Arthur, and the school has become the meeting-place for all kinds of "get-together" meetings. Mrs. Lucas, the principal of the school, is doing a great work in getting that community together for work and play, realizing that if they come together for entertainment they will get together on more serious propositions.

Miss Muffy, of the Training School faculty, had charge of the "Community Sing." Miss Gorrell, a member of the Piano Department of the Training School, took her violin along and rendered valuable assistance. There were two others, the Messrs. Joyner, in the community, who could "make the fiddle ring," and they added to the enjoyment of the evening. Miss Muffy took with her thirteen young women from the Training School to lead the singing and to assist in any way they could, but it was not a concert and they were not allowed to monopolize the singing. The first song was "America," sung as it should be sung, and all taking part in it, paying close attention to the words, and making their meaning come out strongly in the singing. "Carolina Sunshine" was the next. This was new to most of the people. Miss Aileen Jones sang the stanza alone and all joined in the chorus, singing it over and over until they knew it thoroughly. The people caught it well. In "Love's Old Sweet Song" Miss Leona Johnson sang the stanza and the chorus was first sung by the Training School girls, and then by all. Soon the people were taking the different parts, some even whistling and humming, but everybody joining in. Miss Gorrell played two violin solos, and the violinists from Arthur played.

After this favorites were called out by different ones from the crowd. They started with "Dixie", with the fiddles going in a swing as accompaniment. Then followed "Good-bye, My Lover, Good-bye," "Old Black Joe," "Carry Me Back to Ole Virginny," and other old favorites. One of the most popular of all was "Reuben and Rachel," the men singing the part of Reuben and the women singing that of Rachel.

President Wright, Superintendent Rose, Miss Southall, County Supervisor; Misses Maupin, McFayden, and Jenkins, members of the faculty, were in the crowd that went from Greenville.

President Wright was called on for a short speech. As his car got stuck just on the edge of the town, he had a good theme on which to speak. "We need good schools and we need good roads so we can get to good schools" was his text. He said he didn't know but that the people were right, who said it wasn't right for the State to appropriate fifty millions on roads, because he wasn't sure but that it should have been a hundred millions. He proceeded to show how the State would be paid in dollars and cents for the outlay. He showed how expensive it was to go over bad roads. From this he passed on to the idea that people always pay heavily for ignorance. "It is an expensive luxury," and North Carolina has too much of it.

He commended the people of Arthur for the great work they were doing. People in other places are talking about them; they have a home for their teachers, and other schools and even whole counties are following their example. He spoke of the way in which they were getting together for occasions like the "sing," and for the way they were standing by the school.

The school building is an attractive two-story brick building with a good auditorium. There are seven teachers in the school. Mrs. Lucas is principal. Miss Belvin is teacher of Domestic Science and Miss Sarah Butt, the music teacher. The other teachers are Misses Lucas, Smith, Ferol Little, and Annie Newman. This school is the center of the community for all kinds of interesting affairs. They have a moving-picture machine and come out once a week to see the pictures. They have plays, spelling bees and debates. The school boys and girls recently presented the farce "Peck vs. Peck," and did it well, so the folks say.

A community that gets together like this just for fun is obliged to get together on more important occasions and make the best community possible.

The "Peabody Club" met on March 1st and elected officers. The following were elected:

<i>President</i>	MR. LEON R. MEADOWS
<i>Secretary and Treasurer</i>	MISS MARIA D. GRAHAM
<i>Chairman of Social Committee</i>	MISS MARGARET COBLE

The club is composed of the following members:

Misses Graham, Coble, Goggin, Maupin, Wyman, Whiteside, McClelland, and Southall, and Mr. Meadows.

After the business was attended to they spent the remainder of the meeting having a social time; then refreshments were served.

Rev. Collins, of Wake Forest College, visited the Training School and made a very interesting talk to the student body at assembly hour.

President Wright, Mr. Underwood, Supt. Rose, and Mr. L. C. Arthur, chairman of Pitt County Board of Education, attended the meeting of the Department of Superintendence of the National Educational Association, which met in Atlantic City.

Pres. Wright, on his return, gave interesting reports of this meeting.

The "Black Beauty Minstrels," composed of Greenville High School boys, repeated their minstrel show to the school on the evening of April 6th. The Poe Society stood as sponsors for the boys.

A Health Clown, "Happy," gave an entertainment on the evening of March 21st. He came at the invitation of the Senior Class.

The summer term will begin June 14th and continue until August 6th.

The four-year course of study and the revised two-year course, as they will be given next year, are announced in the new catalogue.

Miss Elsie Heller, Student Secretary of the South Atlantic Field of the Y. W. C. A., spent a few days here training the new officers of the Y. W. C. A. during the second week of April.

She gave an interesting talk to the student body at assembly hour. She presented a vivid picture of an International Conference of the Y. W. C. A. In giving this picture she brought clearly before our minds the 29 countries that are represented and the different types of problems that are discussed by various groups of girls.

Dr. Vines, from Richmond, Va., who was conducting a meeting

at the Immanuel Baptist Church, delivered an excellent talk to the student body on April 12th. His theme, "Learn of Me," was taken from the eleventh chapter of Matthew. He brought out that Jesus Christ is the one supreme teacher, and he also gave several incidents showing how He stands out above all others.

"Education is physical, mental, and moral. The Bible is the basis of education and morals. Everything in life is a mystic maze if you leave out Jesus Christ."

At a regular meeting of the Student Self-Government Association the following officers were elected to serve during the term 1921-22:

- President* CARRIE LEE BELL
- Vice-President* LILLIE MAE DAWSON
- Secretary*..... HAZEL KENNEDY
- Treasurer* LEONA JOHNSTON

- House Presidents*..... {
 - MELISSA HICKS
 - HELEN BOONE
 - VIRGINIA RHEA
 - KATIE YATES

- House Vice Presidents*..... {
 - MILIAH PEELE
 - BEATRICE O'NEAL
 - VIOLA RIMMER
 - ANNABELLE WOOD

The mass meeting of the students was like a political convention. Owing to the fact that a deadlock arose it took four and one-half hours to elect the president and two hours to elect the other officers. It was a very interesting meeting.

The proctors of the Students Self-Government Association for the spring term are as follows:

WEST DORMITORY

- West Wing* (upstairs) HORTENSE MOHORNE and OPAL WATSON
- West Wing* (downstairs)..... RUTH SWINNEY and SARAH McDUFFIE
- East Wing* (upstairs)..... MARY BELLE McDADE and ALMA WALKUP
- East Wing* (downstairs)..... CLARA DOWDY and BEATRICE JAMES

EAST DORMITORY

- West Wing* (upstairs) MARY SUMNER and IRENE WOODLIEF
- West Wing* (downstairs)..... CARRIE LEE BELL and PAULINE STEM
- East Wing* (upstairs)..... MARY BYRD PENNY and KATHRYN KELLY

CLASS OF 1921

The Ragged Robin

Reminder of a time so dear,
Attendant of the peaceful spring,
Gift of the gods to please and cheer,
Graceful and pure, your petals bring
Eternal joy. Your blossoms blue
Do always tell us to be true.

Reveal to us thy hidden power;
O make us, in the testing hour,
Both wise and good, sweet little flower.
Inspire us with a love for beauty.
Nor let us leave the path of duty.

Officers, 1921

JOSIE DORSET.....	<i>President</i>
HELEN CROOM.....	<i>Vice-President</i>
JENNIE MAE DIXON.....	<i>Secretary</i>
WILMA BURGESS.....	<i>Treasurer</i>
CLEYFE HOLLOWAY.....	<i>Critic</i>
MARY CRINKLEY.....	<i>Doorkeeper</i>

Class of 1921

As president, I present to the public the Class of 1921.

On all the pages before this you see our work, and you have been seeing it in the QUARTERLY throughout the year. Although we are prospective teachers, we are merely natural school girls, yet if you care only for the serious side of our lives turn no further, for from this page on we are at play. You see us as we are when off duty.

You can look into our faces—for our pictures are here.

A group of eighty-six to be placed on a 7 by 11 page dwarfs each one so that we feared the public might not get a clear idea of the importance of each one of the Class of 1921. To spread us out individually would take up so much space that it would give undue prominence to each one. Therefore, we divided ourselves into three groups, like all Gaul, but as all Gaul was one country, we wish



*Row 1—3, 40, 15, 27, 24, 28, 23
Row 2—17, 10, 81, 58, 39, 41*

*Row 3—64, 74, 53, 72, 4, 63, 26
Row 4—38, 75, 56, 77, 82, 11, 6, 25*

it to be distinctly understood that we are one in heart and mind and deeds.

The numbers underneath the pictures refer to the names as given in the statistical roll.

JOSIE DORSETT, *President*.

Senior Honors

STUDENT GOVERNMENT.—President, Helen Bahnson; Vice-President, Ethel Brothers.

HOUSE PRESIDENTS.—Helen Croom, Elizabeth Brown, Camilla Pittard, Jennie Mae Dixon.

CLASS REPRESENTATIVE.—Elfye Holloway.

SOCIETY PRESIDENTS.—Lanier, Helen Watson; Poe, Julia Taylor.

Y. W. C. A.—President, Mary Daniel.

CHAIRMEN OF DEPARTMENTS.—Julia Taylor, Ruth Dean, Elizabeth Brown, Sallie Bell Noblin, Earle Wynne, Helen Watson.

ATHLETIC LEAGUE.—President, Emily Langley; Business Manager, Elfye Holloway.

QUARTERLY EDITORS.—Editor-in-Chief, Grace Strassburger; Business Manager, Elizabeth Bahnson; Assistant Editors, Marion Hodges and Doris Tripp.

CHIEF MARSHAL.—Ruth Dean.

MARSHALS.—Elizabeth Brown, Elizabeth Bahnson, Emily Langley, Maybelle Privott, Linda Warren, Annie Laurie Baucom, Nell Pappendick and Margaret Hayes.

(All these are in picture group No. 1.)

STATISTICAL ROLL

Name	Age Favorite Occupation	Ambition Noted For
1. MARGARET ALSTON.....	{And he got married {Studying	{To teach {Silence
2. GLADYS ARNOLD.....	{Her height plus two inches {Looking dignified	{To be a "Mighty smith" {Snappiness
3. HELEN BAHNSON.....	{She voted {Giving advice	{To please {Sweet disposition
4. ELIZABETH BAHNSON.....	{Ask her {"Office Boy"	{To teach in California {Being Helen's sister
5. FANNIE BETT BROWN.....	{Still young {Bragging	{She lost it {Domestic skill
6. ANNIE LAURIE BAUCOM	{She could be sensible {Being dated	{To be love(d) {Pensiveness
7. GLADYS BALLANCE.....	{A mystery {Copying P. M. notes	{Unknown {Her flirtations
8. ALICE BEST.....	{Who cares {"Casing"	{To be an artist {Slimness
9. LOIS BOONE.....	{See style of hair {Teaching history	{Ask her {Her love affairs
10. ETHEL BROTHERS.....	{Censored {Going rather fast	{To teach them—what? {Her speed (y)
11. ELIZABETH BROWN.....	{Use algebra {Singing	{To be a choir leader {Piety
12. MIRIAM BURBAGE.....	{Size doesn't always tell {Ask Thelma	{To be tall {Her style
13. MAYBELLE BEACHAM.....	{Beyond recall {Fussing	{To be a second Miss T. {Talkativeness
14. NELLIE BENSON.....	{Unknown {Being silent	{To teach {Conversational ability
15. WILMA BURGESS.....	{A voter? No {Seeing Miss Jenkins	{Country schoolmarm {Collective ability
16. LOIS BYRUM.....	{Can still tell it {Studying in library	{To be a barber's wife {Bluffing
17. BLANCHE CANNON.....	{Old enough to teach {Writing letters	{To be a poet {Leading yells
18. LUCILE CARLTON.....	{Who cares {Walking	{To be like Miss D. {Domestic skill
19. ETHEL CLEMENTS.....	{Look at her teeth {Playing the uke	{To live in New Bern {Timidity
20. ROBBIE CLOUSE.....	{Height doesn't tell {Writing to Pat	{To be as tall as Gladys {Sweet disposition
21. MATTIE CONNELLY.....	{Don't ask {Sewing	{She lost it {Conversational powers
22. MARY CORBETT.....	{Same as Ethel {Playing uke	{To educate one {Her love of "Ivanhoe"
23. MARY CRINKLEY.....	{Goodness knows {Asking questions	{To be an interior decorator {Sarcasm
24. HELEN CROOM.....	{Knowledge doesn't count {Talking to Mr. Austin	{To be like Helen B. {Her orations
25. MARY DANIEL.....	{Look and see {Looking angelic	{To link it up with life {Studying psychology
26. RUTH DEAN.....	{Beyond recall {Singing	{To go to Holland {Witty sayings
27. JENNIE MAE DIXON.....	{Why do looks deceive? {Curling her hair	{Hasn't any {Her gracefulness
28. JOSIE DORSETT.....	{Voting! {Calling class meetings	{To be a prima donna {Bus-i-ness
29. NANNIE LEE ELKS.....	{Eleventy seven {Sitting	{To graduate {"Sweet" disposition
30. CARRIE EVANS.....	{Quite young {Buying soap	{To be as tall as Margaret {Height
31. MILLIE EVERETT.....	{Too much to count {Calling girls down	{To be matron {Crushing on Miss M.



Row 1—18, 16, 30, 20, 15, 46, 19 Row 2—9, 7, 1, 35, 36, 42, 22, 8, Row 3—33, 21, 29, 32, 51, 48, 43, 34, 12
Row 4—5, 13, 37, 52, 41, 14 Row 5—31, 47, 49, 50, 2

32. DAISY EVEGETT.....	{Three guesses {Studying	{Undiscovered {Looking wise
33. BRUCE EXUM.....	{Less than fifty {Walking	{To have long hair {Curly hair
34. EFFIE FULLER.....	{Young for her age {Running her mouth	{To be pretty {Bashfulness
35. ENNIE MAE HARRELL.....	{She knows {Flirting	{Hard to say {Style of hair
36. NANNIE B. HARRELL.....	{Who wants to know? {Going to Ayden	{Unknown {Teaching
37. LOIS HASKINS.....	{Old as she looks {Giggling	{To teach and grow fat {Noise
38. MARGARET HAYES.....	{Ask Thad {Deciding what to do	{To be famous {Wisdom
39. MARION HODGES.....	{Don't, I'll laugh {Working math	{To be like Miss Graham {Knowledge
40. ELFYE HOLLOWAY.....	{Old enough to entertain {Making music plans	{To be an athlete {“All ‘roundness”
41. BESSIE HORTON.....	{Size deceives {Unknown	{To be a loving wife {Demureness
42. PATTIE HUNTER.....	{Less than thirty {Combing her hair	{To go on the stage {Her “Basso profundo” voice
43. MATTIE HUNT.....	{Watch her sing {Singing	{To sing like Miss M. {Quietness
44. AGNES JONES.....	{Did she vote? {Looking for birds	{To teach {Her mathematical calculation
45. BEDIE JONES.....	{Doubtful {Taking notes	{To have more time {Silence
46. AILEEN JONES.....	{Soon to stop teaching {Singing	{To be a Caruso {Flirting
47. GRACE JENKINS.....	{Old enough to teach {Studying history	{She is deciding {Good English
48. ANNIE JAMES.....	{Look behind her glasses {Studying	{To teach {Silence
49. ANNIE JESSUP.....	{Old enough to fuss {Talking about home	{To go home {Pensiveness
50. LILA MAE JUSTICE.....	{Old enough to marry {Fussing with her room-mate	{To be thin {Her slinness
51. ALLIE LAMPLEY.....	{She can be pensioned {Getting up notes	{Only to teach {Quietness.
52. MYRTLE LANE.....	{Beginning the teens {Being silent	{To stay at home {Being homesick
53. EMILY LANGLEY.....	{—? {Getting even with Mary	{To be Mary's little lamb {Being late
54. METTA MCGOWAN.....	{Her hair is thin {Ask Gladys	{To leave school {Gaiety
55. MYRTIE MORSE.....	{Old enough to teach {Meditating	{To teach and grow fat {Wisdom
56. SALLIE BELLE NOBLIN.....	{Depends on hair dressing {Collecting “Mission” books	{To have a “Bud” {Piety
57. MARY PERKINS NORMAN.....	{She wont tell {Wearing out shoes	{To teach out West {Wisdom
58. NELL PAPPENDICK.....	{Over sixteen {Going up town	{To be different {Arguments
59. AUDREY PARKER.....	{Rather young {Unknown	{To be a queen {Pretty hands
60. SARA PEARSON.....	{Withered {Cleaning	{To have a crush {Her winning ways
61. INEZ PERRY.....	{She's dried up {Teaching reading	{To ride in an Oakland {Boisterousness
62. ROSALIE PHELPS.....	{Older than you'd think {Can't decide	{To be like Ennie Mae {Her sweet smile
63. CAMILLA PITTARD.....	{Less than fifty {Walking Raleigh streets	{To be dignified {Making reports
64. MAE BELLE PRIVOTT.....	{She has received proposals {Fixing the table	{Make a musician happy {That enticing look
65. LYDIA PURSER.....	{Not fixed {Talking about the Forrest	{Lost {Innocence

66. RUTH POINDEXTER.....	{Old as the hills {Working	{To be a schoolmarm {Her manly voice
67. MILDRED REED.....	{She's young {Looking angelic	{To be tall {Making dates
68. ETTA ROWLAND.....	{Hard to say {Teaching about Japs	{To concentrate {Studiousness
69. IRENE SMITH.....	{Can't count it {Talking of Dover	{To obey Laws {Her sweet temper
70. SARA SMITH.....	{You can't never tell {Gossiping	{To be admired {Looking for Crink
71. THELMA SPEIR.....	{Guess again {Deciding	{To read letters {Her laziness
72. GRACE STRASSBURGER.....	{Just "rite" {Bumming	{To be an editor {"Unsophisticatedness"
73. PEARLE STRAUGHN.....	{About — ? {Playing	{To play {Entertainment
74. MARY SUMNER.....	{Beyond recall {Scrapping	{To favor Emily {Talking
75. JULIA TAYLOR.....	{She's all right {Presiding	{To please Miss Muffly {Capability
76. CLARA MILDRED TODD.....	{Iron age {Hopping	{To cook for two {Her good note books
77. DORIS TRIPP.....	{Three bits {Walking	{Oh! you know {Piety
78. MABEL THOMAS.....	{There's no telling {Looking for Etta	{To lead her classes {Her knowledge
79. CHESSON VAN LANDINGHAM.....	{Count it up if you can {Singing	{Unknown {Keeping the rules
80. IRMA VAUSE.....	{X — 8 {Eating	{Deciding {Her mouth
81. LINDA WARREN.....	{She never tells {We all know	{Unknown {Her sweet smile
82. HELEN WATSON.....	{Do you know? {Bluffing	{To teach school {Excitability
83. MAYME WHITFIELD.....	{A decade or so {Breaking hearts	{She lost it {Reckless driving
84. METRICE WOODLIEF.....	{I wonder {Reading methods	{To climb the heights {Patience
85. ROSALIE WOODLIEF.....	{Doubtful {Playing ball	{To make a hit {Dash
86. EARLE WYNNE.....	{Young for her age {Running her mouth	{To be pretty {Bashfulness
87. NORMA WARD.....	{About 5 ft. 6 in. {Unknown	{Unexpressed {Minding her business

ETHEL BROTHERS,
ELIZABETH BAHNSON,
MARY SUMNER,

Lookout Committee.

Who's What in 1921

- 1—Most popular, Helen Bahnson.
- 2—Most attractive—Margaret Hayes.
- 3—Cutest, Robbie Clouse.
- 4—Best all around, Helen Bahnson.
- 5—Prettiest, Annie Laurie Baucom.
- 6—Most graceful, Jennie Mae Dixon.
- 7—Biggest flirt—Aileen Jones.



1921

Row 1—59, 70, 86, 57, 80
Row 2—65, 68, 87, 78, 54, 83

Row 3—62, 73, 84, 79, 85, 76
Row 4—61, 66, 69, 71, 67

- 8—Best athlete—Elfye Holloway.
 9—Most unsophisticated, Audrey Parker.
 10—Best dancer,
 a. Leader, Aileen Jones.
 b. Follower, Lois Byrum.
 11—Most musical (vocal and instrumental), Mabelle Privott.
 12—Most stylish—Nell Pappendick.
 13—Most reserved, Gladys Arnold.
 14—Most dignified, Camilla Pittard.
 15—Laziest, Thelma Speir.
 16—Best natured, Agnes Jones.
 17—Most ambitious, Mabel Thomas.
 18—Most conscientious, Mary Daniel.
 19—Most conceited, Earle Wynne.
 20—Wittiest, Ruth Dean.

OUR DEEDS SPEAK FOR US

We, the Class of 1921, who are about to complete our school career at East Carolina Teachers Training School, feel that we should leave a record of our deeds, properly recorded and authenticated.

The class was organized November 19, 1917. We then had thirty-four members, with Miss Maria D. Graham as class advisor; Pearl Prescott, president; Caroline Fitzgerald, vice-president; Alice Wilkerson, secretary; Inez Perry, treasurer, and Clara Mildred Todd, critic. The class flower of 1917, the ragged robin, was chosen as ours, and the class colors of that class and the class of 1913, Yale blue and white, were passed on to us and willingly accepted.

During the spring term we presented as our Annual Assembly program four episodes from the Middle Ages:

1. The Story of Charlemagne's School.
2. The Knighting of a Squire.
3. A Feudal Ceremony.
4. The News of the Invention of Printing in the Monastery.

This program was for the purpose of vitalizing the work in history. The audience pronounced it very interesting.

"Pickled Pollowog" was the play presented to our sister class on the evening of May 20. Judging from the reception given it, we made our fame as comedians.

"Fifty-seven varieties" of "B's" arrived in the fall of 1918. We started to work with the following as leaders: Miss Maria D. Gra-

ham, class advisor; Julia Taylor, president; Carrie Vanhook, vice-president; Camilla Pittard, secretary; Geneva Lancaster, treasurer, and Katye Harris, critic.

As this year was a time that called forth patriotism and thrift, we organized a War Saving Society and bought War Savings Stamps. We were ready to give our savings to worthy causes; we therefore contributed to the Armenian Relief Fund.

"The Emancipated Ones" was the title of the prophetic play presented to our sister class, and the faculty members as honorary members. We had no idea the prophesy of this play would be fulfilled, and some of us, at least, would be voting before we finished our career here.

"It Happens In Japan" was the title of the play presented at our annual Y. W. C. A. services. We conducted the chapel exercises with a memorial service for Ambassador Walter Hines Page. During the service we presented a picture of Ambassador Page to the school.

We were highly elated in the fall of 1919, when after registration day we found that we had one hundred and nine in the Junior Class. We began our work as a professional class with Helen Bahnson, president; Mary Sumner, vice-president; Thelma Linton, secretary; Ethel Brothers, treasurer; Ruth Dean, critic; Emily Langley, door-keeper; Geneva Lancaster, cheer-leader, and Maridonna Swanson, mascot.

We decided to accept the suggestion of the President of the school, and instead of having one class advisor have all of the faculty. The one who had been our class advisor for two years, because of pressure of work, could not continue to be as one of us. We believe that this class has gone on record as having used the faculty when wanted and needed, and having left them alone when not wanted or needed. At any rate, we lived through the year, and it has been said that our Junior year was a wonderful success, and we made a name for our class. After the success of our first year without a special class advisor, in the fall of 1920 this plan was adopted by all the classes.

We tried to make the "A's," our sister class, feel at home by giving them an informal reception.

"Junior Class 100% Strong in Y. W. C. A. Membership" was the announcement made at our annual Y. W. C. A. services. At this service we gave a missionary program, which brought out very clearly the work and needs of missionaries in home and foreign fields. As it is a custom for each class to conduct the assembly exercises sometime during the year, we decided to use Washington's Birthday for

our date. We dramatized the most important events of Washington's early life at this period, and in the evening we gave the important events of his later life. After this program, which brought out the originality and the dramatic ability of the girls, the faculty and some members of our class said that the possibilities of our senior dramatics were very promising.

The Junior-Senior reception was said to have been one of the most enjoyable events of the year. This was given in the dining hall. Besides the contests, and other things given for entertainment, readings were given by Miss Catherine Fahnestock, of Harrisburg, Pennsylvania. We were fortunate in having this charming and popular Chautauqua reader who was visiting her sister here.

"A May Carnival" was displayed in bold type ads on the campus and downtown for a number of days before May 5. On this day the carnival was given, and the crowds that poured in proved that advertising pays. Seventy-five dollars of the proceeds from this was given to the Y. W. C. A. to help send delegates to the Y. W. C. A. conference at Blue Ridge.

We think the best thing we did for the school was to introduce and begin Student Government. Mr. Wright and the entire faculty were in favor of Student Government. They seemed anxious for us to take the lead in this movement which would mean so much to this school if it proved a success. The officers were elected before the end of the spring term, but Student Government was not to be put into operation until the beginning of the fall term in 1920.

The height of our ambition was at last reached when we became Seniors. This is what we had been looking forward to for three years. We had also hoped we would be the largest Senior class in the history of the school. This hope was reached when eighty-seven girls registered as Seniors in the fall of 1920. The officers for the year are displayed elsewhere. As our former class mascot, Mari-donna Swanson, had moved away, we elected Leon R. Meadows, Jr., as mascot of the class.

One event of the year that was immensely enjoyed by everyone present was the reception given by the Juniors in honor of the Seniors.

One of the events of every class is an annual Y. W. C. A. service. When our time came, "Love" was our theme. It was said that our program was carried out very effectively and appropriately. At our annual assembly period we gave a "Riley" program. At this period the life of James Whitcomb Riley was given, and some readings from

Riley were also given. These readings were given by Mrs. Chester Harris, of Greenville, N. C.

The history of this year is seen through the QUARTERLY. Turn the pages and see a full account of our deeds, especially during the last quarter. Notice that during the past few weeks we have been busy. We have had the State College Band to entertain us with a concert and the privilege of entertaining them; "Happy," the clown, came and went; we won the cup for basketball, leading in the athletics in school; tree planting; and the climax of all is the Senior play.

All the events recorded in our class annuals may seem trivial to some, but with these and our regular school work filling in the gaps we have spent four very busy, but very happy years. Those who can read between the lines can understand the amount of work, the joy, the hopes and fears of all these years.

RUTH DEANS,

CARRIE EVANS,

Historians.

Athletics

From the beginning of the Junior year athletics has been an outstanding feature to the minds of the members of the Class of '21. Our colors, blue and white, are now on the basketball cup, and also the school cup. We won the basketball cup this year. Our only regret is that we didn't have the chance to show the Class of '20 that we would and could have won the basketball cup last year. All we needed was somebody to play us. We are now working hard in order to keep our colors on the school cup, leaving here with our colors on both cups.

When the Class of 1921 were A's, athletics were "dead" except for the enthusiasm in basketball. Being A's, and that means tiny in the sight of the Juniors and Seniors, we took no active part in the athletics in 1917-18.

In the fall of 1918 the Athletic League suspended the athletics that we are so accustomed to, and put in that form which at the time was more popular, namely, cotton picking, etc., and making their main stake help with labor problems and to make money to help in war activities. In this the "B" class went in with whole-hearted enthusiasm, organizing a Thrift Club. On account of the influenza epidemic, the tennis and basketball tournament could not be played that year.



1—CAPTAINS OF TEAMS

2—TENNIS CHAMPIONS

3—WALKING CLUB

4—BASKET-BALL TEAM

5—VOLLEY-BALL TEAM

In the fall of 1919 the Athletic Association was reorganized at the Training School. One of our class, Emily Langley, was elected secretary of the league. The first thing of interest was the annual Thanksgiving Day basketball game. The score was 11 to 6 in favor of the Juniors. The lineup for our class was as follows: Center, Rosalie Woodlief; forwards, Emily Langley and Elfy Holloway; guards, Mabel Harris and Blanche Cannon; side center, Nell Pappendick. This was a big game, and we were justly proud of the score. This success was the beginning of our athletic career.

To encourage the girls we decided to bring into the school emblems. We worked out a point system, requiring a certain number of points to win an emblem. To do this we won points in walking, volleyball, basketball, and tennis. A committee of girls kept the points. These were, Misses Mary Crinkley, walking; Mabel Harris, volleyball; and Emily Langley, basketball and tennis. To be counted, points had to be turned in to this committee on the day they were won. At the end of the year those winning emblems were as in order: Misses Elfy Holloway, Emily Langley, Mary Sumner, Mary Crinkley, Helen Bahnson, Metrice and Rosalie Woodley, Thelma Speir, Pearl Straughn, Grace Strassburger and Maebelle Privott.

In the winter term the class team began practicing basketball. The team had rebuilt its strength of the fall and was practically ready for the tournament when the Seniors, at the next athletic meeting, refused to play on the grounds that they had no time to practice on account of the Senior opera. This was a disappointment to the entire school. But the members of the Class of '21 were not to be outdone by this.

We were all the more determined to win the school cup. To do this we had to work hard in the three sports, tennis, volleyball and walking. Langley and Holloway represented our class in tennis, with Helen Bahnson and Grace Strassburger as substitutes. The Seniors won in tennis but lost in volleyball and walking. Grace Strassburger did excellent work in serving the ball in the volleyball game.

The cup was presented by President Wright on Saturday morning, May 29th, at the last assembly of the year to the Juniors. Miss Helen Bahnson, our President, accepted the cup and changed the colors. This was a day that will be remembered by the Junior Class of '21.

In the fall of 1920 we returned as Seniors. Our heads had been slightly turned by our success as Juniors. We were ready and eager

to start the new year. The first thing was the election of the officers Emily Langley was elected president; Elfye Holloway, business manager, and Agnes Jones school agent, all coming from our class, the secretary and sergeant-at-arms coming from the Junior and "B" Class, respectively.

Then came the annual game on Thanksgiving Day, which was played between the Juniors and Seniors. The basketball court was made smaller, as the players were going by the new rules instead of the old rules, as they had done for a number of years. Our lineup was as follows: Forwards, Elfye Holloway and Emily Langley; guards, Mary Sumner and Metrice Woodlief; jumping center, Rosalie Woodlief; substitutes, Maebelle Privott, Blanche Cannon and Helen Bahnson. The score was 15 to 5, in favor of the Seniors. Both sides played well. The team-work on the part of the Seniors was splendid, especially is this true of Rosalie and Metrice Woodlief, for the ball seemed to fall into their hands.

During the week of March 15-18 the basketball tournament was played. There was a great deal of excitement and interest in the series of games. On Tuesday the Seniors and Juniors played. The score was in favor of the Seniors. On Wednesday the Juniors and "B's" played. The "B's" won by the score of 6-4. This is the first time in the history of the school that one of the lower classes has had the honor of being in the final games. We were proud of our sister class. The final game was between the Seniors and "B's." The "B's" put up a good fight, but the Seniors won the day, thus winning the basketball cup. At the close of the last game Mr. Wilson presented the cup to Miss Elfye Holloway, captain of the Senior Team, commending the class for their excellent playing and wishing them success in the game of life.

The Class of 1921 is proud of its record in athletics, and hope the "B's" will keep the cup in the family.

AGNES JONES, '21.

"MONSIEUR BEAUCAIRE"—THE SENIOR PLAY

April 22 was Senior Play night. The play this year was "Monsieur Beaucaire," a wonderful dramatization of Booth Tarkington's novel. It is a French play only so far as the leading character is concerned, and yet it is Frenchy; it is a charming romantic comedy.

Adele Gutman Nathan managed the performance, spending the

last two weeks here, Miss Muffly coached the play until her arrival. Mr. Austin and Mrs. Nathan planned and arranged the scenery, which was quite different from anything heretofore seen in the school.

The costumes were those from the days of brocade and velvets. The cast of characters was excellent.

CAST OF CHARACTERS

Monsieur Beaucaire	RUTH POINDEXTER
Duke of Winterset.....	ELFYE HOLLOWAY
Harry Rackell.....	PATTIE HUNTER
Mr. Molineux.....	EARL WYNNE
Captain Badger	MILLIE EVERETT
Beau Nash.....	JOSIE DORSETT
Mr. Bantison.....	GRACE JENKINS
Sir Hugh Guilford.....	JULIA TAYLOR
Henri De Beaujolais.....	THELMA SPIER
Marquis De Mirepoix.....	MAYBELLE BEACHAM
Lord Townbrake.....	MABEL THOMAS
Lady Mary Carlisle.....	HELEN BAHNSON
Lady Malbourne.....	ANNIE LAURIE BAUCOM
Lady Clarise	CAMILLE PITTARD
Lady Rellerton	ETHEL BROTHERS
Lady Baring-Gould	IRENE SMITH
Estelle	NELL PAPPENDICK
Marie	ROBBIE CLOUSE

Servants to Beaucaire—

SALLIE BELLE NOBLIN, MILDRED REED, PEARLE STRAUGHN, NELLIE BENSON,
MARY SUMNER, ROSALIE WOODLIEF

Servants to Winterset—

ETTA ROWLAND, MYRTLE LANE, NORMA WARD, DORIS TRIPP, MARGARET
ALSTON

SENIOR ENTERTAINMENTS FOR WINTER TERM

STATE COLLEGE BAND AND RECEPTION

The following program was rendered by the North Carolina State College Band on the evening of Feb. 19.

PART I

OVERTURE—"Symbol of Honor".....	Skaggs
AIR VARIE—"The Old Home Down on the Farm".....	Harlow
(Cornet Solo—Mr. Carl Taylor)	
SELECTION—Faust	Gounod
WALTZ—"Wedding of the Winds".....	Hall

PART II

CLUB SWINGING, BY MUSIC.....	Mr. F. A. Prentis
MARCH—"American Patrol".....	<i>Meacham</i>
SOLO—"Fire Fly".....	<i>Stobbe</i>
(Xylophone—Mr. T. C. Felton)	
SERENADE—"Twilight Hour".....	<i>Myers</i>
MARCH—"Stars and Stripes".....	<i>Sousa</i>

The Greenville papers had the following report of the reception:

The reception given by the Seniors after the concert was one of the greatest social affairs in the history of the class. The parlors in West Dormitory were effectively decorated in blue and white of class, and red and white of State College.

The lights were red, giving a warm shade of welcome to the whole scene. The red of the State College was carried out in the punch room by the use of a mass of beautiful red japonicas arranged around the punch bowl.

In the receiving line were President and Mrs. Wright, Mrs. Beckwith, and the officers of the class, and Miss Jenkins. The officers are Miss Josie Dorsett, president, and Misses Jennie Mae Dixon, Wilma Burgess, Mary Crinkley, Elfye Holloway. Miss Helen Bahnson, president of the Student Government Association, Misses Mary Sumner and Ethel Brothers met the guests at the door. Misses Emily Langley, Annie Laurie Baucom, Mildred Reid and Mary Perkins Norman conducted the guests from the line to the punch bowl. Misses Mary Daniel, Grace Strassburger, Doris Tripp and Julia Taylor served punch. Misses Linda Warren and Margaret Hayes saw that each guest had a partner.

Miss Helen Bahnson, as chairman of the committee on entertainment, had charge of the "stunts"—a marshmallow contest, a peanut race, and posing before a camera. Miss Blanche Cannon won the prize for the first, a "squealer." Miss Irma Vause and Mr. Worth Allsbrook won prizes for the second, kewpie dolls dressed in State colors, and Miss Elfye Holloway and her partner won the 1921 emblem for the third contest.

Refreshments were served by a line of Seniors who filed through the rooms. Miss Aileen Jones sang during the evening. There was not one dull moment from the time the guests arrived until the good-night yells from each school.

Col. Olds accompanied the band and was master of ceremonies. There were six members of the faculty in the band—Capt. Price, Messrs. Maynard, Prentiss, Hall, N. B. and H. M. Foster.

The members of the band are as follows: Director, R. W. Price; drum major, Zachary; cornet players, Starr, Taylor, Matthews, Graham, Prince, Harrill; clarinet players, Norris, Armstrong, N. B. Foster, J. R. Chamberlain; flute player, J. M. Foster; baritone, Jones; alto horns, Ware, R. G. Foster, Monroe, Harris; trombone players, Stephenson, Kearns, Lewis; drums, xylophone, bells, etc., Felton, Ray, Breen; brass horns, E. D. Barr, B. B. Barr, Hall; saxophone players, Maynard and Rice.

RILEY ASSEMBLY PROGRAM

A James Whitcomb Riley program was given March 5 in the annual Senior Assembly exercise. After the class march in the following program was rendered:

<i>Song</i>	School
<i>Scripture Reading</i>	JOSIE DORSETT
<i>Short Sketch of James Whitcomb Riley's Life</i>	HELEN BAHNSON
<i>Readings from Riley</i>	MRS. CHESTER HARRIS
<i>Song—"Don't Cry, Little Girl, Don't Cry"</i>	D2's

RECEPTION TO "B's."

The Senior Class entertained the "B" Class on March 12 by giving a delightful St. Patrick's Day party. The parlors in the West Dormitory were decorated in Irish green and shamrocks were in evidence everywhere, thereby carrying out the "B" Class colors, green and white. The punch bowl was in a mass of green. The favors were little boxes, with a shamrock on the cover, and filled with green mints. These were delivered to Miss Maggie Dixon, president of the "B" Class, by a decrepit old lady, with her "little granddaughter," a fairy-like creature dressed in white with shamrocks sprinkled over it. She bore a big green box filled with the favors, which were distributed by the president.

The entertainment features of the evening were enjoyable contests between the "B's" and Seniors. The first of these was a left-hand writing contest with one sheet of paper for the "B's" and one for the Seniors. The next was a spelling match, with the two classes matched against each other to see who could spell backwards the words given out. In the last one, girls from each class were selected and were shown some pitchers on the floor, and were told that they must watch carefully where these were, and when they came in blindfolded they must walk around and not touch these. When the blind-

folded girls moved around the room, stepping high, there was much fun watching them avoid the pitchers, which in the meantime had been removed.

At the end of the evening Mrs. Beckwith delivered the prizes, which were souvenir favors in green and white.

VISIT FROM HAPPY

On March 14 the Senior Class had a Health Clown, "Happy," to give a performance. It was a thing which entertained the children and grownups of Greenville, and which furnished helpful suggestions as to how to keep well. The eight health rules were brought out in an amusing, and at the same time impressive, way.

SENIOR TREE PLANTING

The Senior Class planted their tree between the dining room and the powerhouse on April 2d. After the school marched out the following program was rendered:

<i>Class Song</i>	Senior Class
<i>Message of the Tree</i>	JOSIE DORSETT
<i>Song—"Planting the Tree"</i>	CLASS
<i>The Heart of a Tree</i>	CAMILLA PITTARD
<i>Woodman, Spare That Tree</i>	MARY SUMNER
<i>Dedication of the Tree</i>	CLASS
<i>Presentation of Tree to Pres. Wright</i>	JOSIE DORSETT
<i>Acceptance of Tree</i>	PRES. WRIGHT
<i>Spade Given to Juniors</i>	_____
<i>Junior Class Song</i>	Junior Class

The tree planted is an evergreen oak with an interesting history. The parent tree from which it came was brought from Arron, Scotland, and there is only a small number of these trees in this country.

SLIPS AND SLIDES

Helen Bahnson, teaching *The Ugly Duckling* in the third grade, asked the question, "How does a guinea's egg look?"
Freckled-face Boy—"It's freckled, just like me."

Lila Mae Justice, conducting prayer in morning exercise in first grade.

Boy (waving his hand frantically)—"Miss Justice, Edward didn't close his eyes."

Miss Justice—"Well, you close your mouth, please."



1, 2—PLANTING THE CLASS TREE

3—SENIOR MEMBERS STUDENT COUNCIL

4—PRESIDENTS OF ORGANIZATIONS

5—A HALLOWE'EN GROUP

6—PURITANS

Junior, on seeing the green shades on the electric bulbs, said: "I can't for the life of me see why they put those Victrola records on the lights on the rostrum."

Smithey—"Goodness, I sat on your nail scissors!"

Crink—"Heavens above, I hope you didn't break them!"

Miss Scobey (Domestic Science class)—"Miss Jones, what do we mean by the term 'pasteurized milk'?"

Miss Aileen Jones—"I er-er, I think it's when a milch cow has been raised in a pasture and pasteurized milk is the milk we get from this cow."

One senior (D. T.) remarked as she was coming from uptown that the business part of Greenville was awful, but the presidential section was beautiful.

Elizabeth Bahnson came back after Easter holidays raving over her new beau—that he wasn't so good looking, but he was so unsophisticated.

Mary Daniel afterwards said, "Elizabeth said her beau was so felicitated."

Crink—"I wish I could take 'Country Life in America.'"

Nell Pappendick—"Well, sure thing I don't; I have enough subjects already."

Nannie Lee—"Who is going to write the 'jungles' for the Senior Quarterly?"

That gave us the title we are using.

Being requested by Mr. Austin to look up rivers, Lucille Carlton was unable to find "Bordering Waters."

Annie Laurie and Jinks, discussing the reception given to the N. C. State College Band.

Jinks—"I tell you that just gave me a taste of life, and I want some more."

CLASS REUNION IN 1931

(Special to the Training School Quarterly.)

June 6, 1931.

It is my pleasure to be reporter for the reunion of the Class of 1921. Much interesting news of my classmates and friends have I gleaned during the three days of this commencement, the 22d, of this school.

On June the 6th, 1921, ten years ago, as we assembled on the Training School campus for our class day exercises, just before going into our great teaching careers, little did we think that today, June the 6th, 1931, would find us so far apart in actual careers. We were all in one class then, prospective teachers, and thought ten years later we would be teachers still, whether married or single.

Every effort was made to get every member of our class to be present at this reunion, but as it was impossible for some to come, they have either sent messages, written personal letters, or I have heard through some one else the reason for their absence. Last night I received a cablegram of love and regrets from Miss Alice Best, who is now studying art in Paris. She sent, weeks ago, the wonderful posters used in advertising the Alumnae Concert.

There are three musicians from our class, Miss Carrie Evans, who is teaching piano in New England Conservatory, and two opera singers, Miss Josie Dorsett, who will appear in Chicago grand opera on this date, and Miss Aileen Jones. We are indeed proud to have Miss Jones and Miss Evans with us, and they will appear in the Alumnae Concert tonight.

I have seventeen personal letters, six of which came by air mail, from members who could not return because of household duties. How we would like to look into the happy homes of these. They are leaders, whether living in mansions or bungalows. You will find in the class register their present names and addresses, but they are, as we knew them, Ruth Dean, Miriam Burbage, Sallie Belle Noblin, Nell Pappendick, Irene Smith, Maebelle Privott, Lois Byrum, Camilla Pittard, Ethel Clements, Jennie Mae Dixon, Elizabeth Bahnson, Nellie Benson, Mattie Connelly, Metrice Woodlief, Clara Mildred Todd, Lois Boone and Mattie Hunt.

We find ten of our class staunch and stormy politicians, while several others are playing a very important, but more quiet, part in politics. One of these, Miss Helen Bahnson, who is one of the most distinguished Senators, is now attending the special session of Con-

gress. She received much of her early training right here. She is now chairman of important committees, and is considered the best parliamentarian in the Senate. She made a great reputation as chairman of the last National Democratic Convention. The other nine are present. There is one judge, Mrs. F———, formerly Elfye Holloway; three lawyers, Misses Haskins, Cannon and Everett, and four mayors, Mrs. T———, formerly Maebelle Beacham, Julia Taylor, Pattie Hunter and Ruth Poindexter, and one City Manager, Helen Watson. The last named determined in her first year here her career.

These are all prominent in North Carolina education. If our class were to drop entirely out of the educational life of North Carolina it would be like dropping the bottom out of a bucket.

Of the eighty-six members of our class there are twenty-nine who are teaching in public schools, seven who are teaching in colleges, five who hold the office of County Superintendent, and one who is now State Superintendent. Those teaching in public schools are Mrs. F———, formerly Miss Gladys Arnold; Mrs. M———, formerly Miss Bedie Jones; Misses Jessup, James, Carlton, Whitfield, Pearson, Perry, Corbett, Daisy Everett, Fuller Rowland, Hayes, Elks, Sarah Smith, Ballance, McGowan, Justice, Ward, Exum, Morse, Alston, Lampley, Lane, Jenkins, Elizabeth Brown, Horton, Phelps, Van Landingham, and Rosa Lee Woodlief. The County Superintendents are Miss Irma Vause, who is Superintendent of Pamlico County; Doris Tripp, Bertie County; Fannie Bett Brown, Johnston County; Annie Laurie Baucom, Wake County, and Mary Crinkley, Warren County. (By the way, Miss Crinkley has written a most interesting history of Warren County. A number of the eighty-six have been writing county histories, as well as making history for their county. Those teaching in colleges are Wilma Burgess and Mabel Thomas, of the North Carolina Teachers College, Greenville, N. C.; Earle Wynne, Meredith College; Mary Perkins Norman and Agnes Jones, Trinity College; Mary Daniels, Peabody, and Miss Pearl Straughn, North Carolina College for Women. Mrs. H———, formerly Ethel Brothers, as we all know, is our present State Superintendent.

Miss Thelma Speir is now at the head of the sales department of a big firm in Baltimore which manufactures various cosmetics.

Miss Helen Croom is stage director of the Harrell Movie Company. This company belongs to Ennie Mae and Nannie B. Harrell,

and I'm sure almost every one of us has seen recent pictures featuring the "Harrell Sisters."

There are four of our class that are nurses, Mildred Reed and Marion Hodges, of Johns Hopkins, Baltimore, and Lydia Purser and Robbie Clouse, of St. Lukes, Richmond.

Miss Linda Warren is in Chautauqua work. She expects to be with us within the next two or three days, as she is touring Eastern North Carolina this month.

Miss Grace Strassburger, who is Editor-in-Chief of the *Philadelphia Record*, is going to send each of us a copy of next Sunday's paper, in which this class will be especially featured. You can compare this group with the ones in the QUARTERLY of 1921 and note the changes in appearance.

Misses Mary Sumner and Emily Langley, who are now living in Richmond, sent a telegram saying they would join us if they could possibly catch the train. Just at the close of the meeting a whirr was heard above us and down dropped an airplane, and out stepped these two with marvelous tales to tell, but just which are the many things they are doing is chief, one could not find out. I'm sure the entire class will be glad to learn that Misses Sumner and Langley have at last found a way of traveling that will get them to their destination on time.

Not a soul in the class that hasn't made good! And they'll live on to ripe old age, thanks to the health lessons learned while in school, and plan to hold a big jubilee on the twenty-fifth anniversary of their graduation.

MARGARET HAYES

CLASSIFIED ADVERTISEMENTS

HELP WANTED—MALE

To keep me company on Sunday nights.—J. D.
 To find one heart cracked and worn.—M. Crinkley.
 To take me to a dance—any time—any place.—Aileen Jones.
 Repairs done on one Studebaker.—Blanche Cannon.
 A select few to serenade in front of "West" dormitory.

WANTED

Miss Morse to tell me how she made

arrangements to get a leave of absence.—Sara Smith.

A box of chewing gum to keep me company.—Annie Jessup.

Some one to introduce all the speakers in Y. W.—Mary Daniel.

Flowing tresses.—Agnes Jones.

A bite of real life.—Jennie Mae Dixon.

To know if Mr. Austin can make a plant to order.—Earle Wynne.

To know what we could have done without Helen Croom's help on the senior play.—Seniors.

To know the attraction on 5th Street.
 To know if Emily Langley and Mary Sumner are ever on time to classes.—A. J.
 To know when the parlors will be completed.—M. C. and N. P.

LOST

A beautiful voice.—Ruth Dean.
 One heart between Training School and Evans St.; if found return to N. Pappendick.
 A pair of old shoes somewhere in Greenville; if found please notify room I.
 One fountain pen, one bottle of ink, two note books. Reward if returned to Sallie Belle Noblin.
 Two post office box combinations.

FOUND

One letter from Greenville; owner may receive same by calling and paying for this ad, at room 80.
 The key to Pat's heart.
 One bottle of "anti-fat."
 Two rats in the wash bowl.
 One man's hat on the campus.
 Ennie Mae Harrell studying the style book.
 Rosa Phelps with a smile.
 Margaret Hayes without curls.
 Audrey Parker reading a novel.
 Helen Bahnson still smiling.
 Mary Crinkley still singing "Little Grey Home in the West."

FOR SALE

A sewing note book.—Thelma Speir.
 Two rugs, very cheap.—N. P.-E. H.
 One rocking chair, comfortable size.—Ethel Brothers.
 Extra corn plasters.—M. B. Harrell.
 One pair black satin slippers. Will have no need of them after I begin teaching.—Lois Bynum.
 One hair brush.—S. Smith.
 One neckpiece, two tails gone. Will

sell to first bidder.—M. Hayes.
 My bungalow apron; I see no use for it.—Gladys Ballance.
 One ukulele—has two strings.—Mary Corbett.
 One hope chest completed.—Maebelle Privott.
 All pictures in my room.—Mayme Whitfield.
 Eight electric hair curlers. I have decided they're too much trouble to me.—Lois Boone.
 Two trunk ropes. I have too many.—Metta McGowan.
 One coat-suit—can be altered to fit anybody desiring such — Carrie Evans.
 My book on "How to Make Your Sweetheart Propose to You." It has proved very helpful to me.—Ethel Clements.

POSITIONS WANTED

A tall girl with black curly hair desires a position as teacher of 3d grade, with a single professor as principal. Town must have a picture show, and roads leading out from town must be paved.
 Young lady desires position in a two-teacher school. Other teachers must be subject to humoring those around.—A Tall Senior.
 Stylish young lady desires position as housekeeper. Prefers residence in an eastern town.—Earle Wynne.
 A position wanted on small truck farm. Soil must contain all elements necessary to produce the highest net proceeds.—S. Smith, M. Crinkley.
 WANTED—A position as chauffeur. Must be a Buick roadster, owner a single young man.
 Graceful young lady of Senior Class wants a position as a dancing teacher.

- WANTED—A position, any kind, shape, form or fashion.—M. H.
- WANTED—A position driving a speedster.—Ethel Brothers.
- WANTED—A position where there is plenty of amusement and little responsibility.—All in Senior Class.
- WANTED—A position playing a piano in picture show. All pictures must be love stories.—P. S.
- WANTED—A position for hunting hares.—P. H.
- POSITION WANTED as housekeeper of a bungalow in Betsy City.—A. L. B.
- WANTED—A position as a tobacco-nist's housekeeper. Big time and little responsibility.—T. S.
- POSITION WANTED as an opera singer.—R. D.
- WANTED—To know who is responsible for these columns.—Ans. Nellie Pappendick, Blanche Cannon, Jennie May Dixon.

SENIOR EXPERIENCES

Going to Joyner's

I consider myself very fortunate in having been given the opportunity to do a part of my practice teaching at Joyner's, in a typical three-teacher rural school. It was my first experience in a school of this kind. Many times I have heard that a country school teacher did not have to work nearly so hard as a town or city one, and I guess I had formed that opinion myself, but it was not many days before I was ready to change my mind as to this. To be a good teacher in a country school there are many problems to come up that a teacher having only one grade has never heard of, I firmly believe. Now, I feel that should it fall to my lot to teach in a country school I will have no easy task and many problems will confront me. I certainly have a much clearer idea of the teacher's work. Although it may be harder, it is certainly no less interesting.

Each one of us, who did some of our practice teaching at Joyner's, enjoyed our work and we feel we understand more fully what teaching in the country really is. Those who taught out there last regretted that, because of the bad roads from the Training School out to Joyner's, our teaching was abandoned a couple of weeks before the term was really out.

Getting to and from Joyner's is always a problem. Nearly all in our group could drive a Willys-Knight car. However, after careful consideration of the question from all angles, we decided on Mayme Whitfield as chauffeur. Mr. Wright went out with us the first two days and we were such an apt group he then felt perfectly safe to leave us. But had he known what was to follow I think he would have stayed at least a day longer.

At first the car just would not start. All of us had a trial but Mayme only, the first and last to try, succeeded in getting it started, thus proving our wisdom in selecting her as chauffeur. When we were at last off to Joyner's we were so excited Mayme forgot she must stop at Five Points, according to police regulations, and in trying to do so, suddenly, we almost ran into another car that was crossing at the same time, but managed to get by without a policeman getting us, and we were off again for Joyner's. Nothing else happened of unusual importance the rest of the trip out except murmurings from the rear seat, "Don't go so fast," "Oh, you are meeting some one," "Please put on the brakes!" Every girl helped drive the car. The way our chauffeur ignored our advice again shows our good judgment in selecting her.

We got to school just as the first bell was ringing. We joined in the opening exercises and started the day off in good spirits.

At 11:30 we were ready to start back to the Training School, for we were supposed to be back in time for an observation lesson at the Model School.

Did we do it? We got as far as Five Points with nothing unusual happening except merely knocking a Ford car out in the middle of the street, but we couldn't be bothered by so little a thing as that, for we must hurry on. Again we came face to face with serious trouble. Our chauffeur found it utterly impossible to change from low to high gear. We drifted on down Evans Street, from Five Points for at least three blocks. We were so excited that none of us realized that the motor was not moving at all, and a man walking along the street came over to see if we needed help. We hoped he did not want to pull us for speeding, for we were going at a rate of five miles per hour. He soon helped us to put an end to the "gear" trouble, and in a short while we were stopping at the Model School. Although we heard a part of the lesson taught, I fear the excited "bunch" understood little of the lesson.

Every Tuesday and Friday afternoon we drove out to the Joyner school to talk over our work with the critic teachers, also to get assignments for the week.

The children of this school gave an ice cream supper while we were teaching out there, and we, the student-teachers, were very glad to go. The purpose of this supper was to raise money to buy books for this school.

We were all sorry when our work was finished in the Joyner

school, and I hope the children were helped by my working with them as I was by their work.

Don't think for a moment that we considered going to and coming from Joyner's the day's work. What came between these times is what counted, but it would take a book to write it up.

MIRIAM BURBAGE, '21.

Being Postmistress

The sight of the postmistress in a school suggests mail, and, I fear, mail only. Every day more than three hundred pairs of eyes see me, and each time, only these questions arise, "Has the mail come?", "Have you put it up?", "Did I get any?"

When my eyes pop open in the morning the first thought is mail, because if I don't get it up before breakfast I will see three hundred disappointed people march to breakfast as if they were going to a funeral. The thought of mail comes as regularly as a tonic—three times a day, twice before meals and just after school. Only on Sunday mornings do I get the extra fifteen minutes of sleep, and then about the time I start to dress for Sunday school some one calls down the hall, "Annie Laurie, the mail has come." On Sunday afternoons, as I am enjoying a nap, or just before I get ready to join the parade on the campus, there comes the reminder from below my window, "The mail has come." However, at this hour the crowd is not quite as impatient as at other times, for those girls who are always expecting *mail* are too much interested in the *males* on Fifth Street to leave and go to the postoffice. I dare not let myself be seen on the campus after the mail is up, for all I would hear would be, "Did I get a letter?"

At the postoffice, at the noon mail hour, is one of the best places and times to observe human nature, and the various characteristics of individuals. It is generally accepted that everybody likes to get mail, so at mail time every type of human nature seems to show itself. There is always the noisy group, each one of whom shouts her affairs to the world, one calling across to another one, "Look in box No. 21", "If I don't hear from Bob today, I'll never write to him again," "I heard from Nick, but there's nothing in it," "Oh, 'Liz, I heard from Shorty," "Glory be! here's a check! Guess I'll go up street this afternoon," "Here's a 'call for package' slip; I hope it's something to eat," "My, this is a scorching letter," "Annie Laurie, didn't I get a package?" (when she wasn't even expecting one).

Then there is the type made up of those who never utter a sound about mail, but that's no sign that what is received by them is not interesting. Just watch one of these when she thinks no one is noticing her and see her face sparkle with enthusiasm, as she turns the pages of her letter; or notice the shadow of disappointment spread over her face as she finds no mail and calmly walks out. Then last, and least in number, are those (mostly the faculty) who, I would not say are altogether indifferent, yet had rather wait awhile and avoid the rush, knowing that their mail is perfectly safe and that it will be just as interesting any time they go for it.

It is also amusing when with a crowd of girls some of the very talkative tell various tales about their numerous friends which would make others think they are very popular, but I have noticed that those who talk most often receive fewer letters than those who sit quietly by and say little. Their letters come regularly, and after time passes and we pick up a paper and read about their weddings, it will reveal no surprise to us.

In spite of all the little worries, I can cheerfully say that it has been one of the most fascinating positions I ever held. It has never ceased to be exceedingly interesting to look at letter after letter. Sometimes I catch myself trying to picture the homes and the personality shining through these letters, and I feel as if I know the girls better. Of course, there is always a feeling of thrill when I come across my own mail, and it is sometimes a temptation to stop and read mine, but I fear I would not get far before the three hundred outside would set up a howl of protest. I also defy any one to say that postoffice officials read every post-card, for I haven't had time to read the first one yet.

Taking all into consideration, I am wondering if I will be as happy in the schoolroom as I have been in the postoffice this year.

ANNIE LAURIE BAUCOM.

Living Through the Hurly-Burly

One day before going home in June, 1920, I put in my application for the next year. I was then rooming in town and did not know which room I wanted, but the girl whom I had planned to room with knew the good rooms and she said, "Let's apply for either 67 or 71." So we wrote on our application, "I prefer either room 67 or 71, west dormitory." We thought surely we would get one or

the other. Every time we would write to each other we would ask, "Do you know which room you are going to have?"

Well, time went by and still I didn't know where I was going to room. Finally, about two days before I was to leave home, I received a tag for my trunk and on it was room No. 54. Well, I began wondering as to where 54 was, and also as to whether or not the girl whom I had requested as a room-mate had been assigned 54 also. I was simply on my head to know whom I was going to room with.

I reached Greenville about 7:30 o'clock. I ate supper in town and right after supper I came to investigate the location of 54. After looking on all the halls downstairs, I came upstairs, and looked on all of the halls, and where do you think I found the long-sought-for home? The second door from the end, on the east hall of *west* dormitory, as far as possible from the room I asked for. There the room was, but no room-mate or any one. It looked so forsaken that I didn't tarry long. I asked every one that I saw if they had seen Ethel Clements and they would say yes, that they had seen her, but that they didn't know where she was. I looked in every room in *west* dormitory; then I had a thought that possibly she was somewhere in east dormitory, so I went over there, and after a long search I found her. Before I spoke to her I asked her where she was going to room, and she said 54. When she said 54 I was happy for I had found the one that I was to spend the winter with; the room mattered little just so I had the right person.

I came over the next morning to help fix up our room. When I got here I heard some one say that the new wing of east dormitory was not completed and that there were more girls here than could be properly cared for, and that three or four would have to stay in a room until the wing could be completed. Well, I was scared to death for fear that my room-mate and I would have an extra one, or may be two, for there were three or four in nearly every room on my hall, but we went through the "hurly-burly" without an extra one. Nearly every morning there was a big commotion. The girls had to get up at six o'clock in order to get ready for breakfast by 7:30. Sometimes some girls would wait until the fifteen-minute bell would ring before they would get up, then you could hear them flying to the little bath-room. When the breakfast bell rang it was very amusing to see four and five girls piling out of one little room, dressing as they came. It was not an unusual thing to hear some one say, "Has any one a hair-pin that they can let me have? My room-mates got up before I did and they got all of my hair-pins and I couldn't find but two anywhere in the room."

Although the parlors had not been furnished there were a few chairs, and it was a frequent sight to see them draped with girls, sometimes more than one on a chair, who had gathered for the professed purpose of amusing themselves with music and talk, but we have an idea that many of them sought refuge there as an escape from room-mates. Since we are all properly coupled off, two by two, each one appreciates her room and one room-mate more than ever before.

MARY CORBETT, '21.

Hold your breath until you see—

1. Josie Dorsett not having "so much to do."
 2. Nell Pappendick not going "shopping" every day.
 3. Mary Daniel create a sensation.
 4. Thelma Speir study a little.
 5. Agnes Jones not wanting to go out in the woods and see the birds.
 6. Rosalie and Metrice Woodlief not having good team work in basketball.
 7. Alice Best without a question to ask.
 8. Camilla Pittard at a vaudeville.
 9. Irma Vause not able to work a Math. problem.
 10. Rosalie Phelps without a neat note-book.
 11. Pearl Straughn not singing.
 12. Emily Langley and Mary Sumner not fussing.
-

CLASS IN JUNGLES

(KEY TO PUZZLE.—Numbers match those in Statistical Roll, and those under pictures.)

1. Margaret is slim and steady.
But the girl that's ever ready.
2. She's tall but not so slim.
Wonder what she'd do without "him."
3. Up and down and all around,
Another like Helen can't be found.
4. We know this girl will sure win fame
For at E. C. T. T. S. she made a name.
5. Talking from morn till night,

But what she says stands for the right
 This is the girl that goes like a dove
 And all because she fell in love
 Is a girl that's good and true
 A member of the class of white and blue
 Writing bullet-boards all day long
 Putting in their own hearts' song

9. This girl is full of pride,
 Yet not a bit too dignified.
10. The girl who will always lead,
 If she can keep her "speed—(y)."
11. Give her a yell, girls, give her a shout,
 It'll take more than "teaching" to put her out.
12. Little and cute is her name,
 The way she "vamps" (?) is a shame.
13. Aurora to this girl lays a claim,
 But to E. C. T. T. S. she came.
14. In a crowd she does not talk,
 Get her alone and she won't balk.
15. As treasurer of her class she's fine,
 And in Psychology she leads the line.
16. You've heard of girls stumping their toe,
 But when she fell she fell for "Joe."
17. Here's the girl with lots of pep,
 When it comes to composing she's a rep.
18. This little lass in our class
 Neither Mr. McMurry nor Klapper can surpass.
19. You've seen "garlands" in May;
 That's what Ethel wants, we say.

CLASS IN UNIFORMS

20. She's a little lass and she's small
 She's a good old sport—and that ain't all.
21. In her eyes of brown
 You can see success and renown.
22. Some long for money, some for fame,
 But she longs only to change her name.
23. "Dinks," the name she loves to call,
 Even though he's long and tall.
24. Some people think she'll be a lawyer,
 But we think she'll be a lawyer.
25. "Personality," she can't deny,
 But she's not lacking in that line.

26. You've heard of "Roland" and his horn;
He blows for Ruth from night till morn.
27. On her door you hear a rap—
Oh! no, it really can't be "cap"?
28. No sweeter song was ever made
Than those sung in her serenade.
29. This girl lays claim to "Hugh"
And to him we think she's due.
30. "Curls."
31. As a man, she takes the part well;
And many other things we cannot tell.
32. The girl with the coal black hair;
You find girls like her very rare.
33. Here comes Bruce with her curly head.
Things too good for her are never said.
34. Her voice is often heard;
When you cross her path she's a bird.
35. The campus "vamp."
She's on it whether dry or damp.
36. On the front seat to win her fame.
There's where Nannie B. plays the game.
37. She likes to work, she likes to play;
But had rather talk the live-long day.
38. To her a string of beaus we give,
Hoping she keeps one as long as she lives.
39. Smart as a "tack,"
But she never forgets "Jack."
40. Elfye is an athlete, and so is "Journegin," too,
But "Fuller" is the only one to whom she is true.
41. You need not worry—
Bessie's never in a hurry.
42. Hunter is her present name,
And hunting "hare" is her favorite game.
43. If actions speak louder than any word,
Mattie will surely always be heard.
44. Take it fast or take it slow,
Agnes is one who'll surely go.
45. Regularly every day
For primary methods she chooses Miss Ray.
46. In our ears are ever ringing
Songs that Aileen comes a-singing.

47. Some girls just sit and wish
But not with Grace, because she's English.
48. We believe this girl will make a success,
And give to all her very best.
49. The girl with long eye-lashes,
And also the lover of "bows" and sashes.
50. We believe this girl's name
Will always win for her much fame.
51. Some one hath said
No boy will ever turn her head.
52. Here is a girl whose name is Lane;
Around her head there is a halo of fame.
53. Some girls like cake, others like pie,
But she likes "Pudding," riding by.
54. Whose nick-name is Me-ta.
Who's famous for being such an eater.
55. Miss Morse is the steadiness of our class.
She didn't waste time tramping 5th Street grass.
56. Bud is a poet
For all his letters show it.
57. Brown are her eyes, straight her hair,
But she's a good old sport, so why care?
58. Up-to-date and full of style;
She won "Irving" by her smile.
59. She's the quietest of '21,
But, after all, "it's" full of fun.
60. At this school she was a "Caser";
To keep up with her, buy a "racer."
61. Cupid has played its part
In winning for her "Ask-U's" heart.
62. With a quiet, dignified manner
O'er her will wave the successful banner.
63. Always dignified, but with joyous pride
She will become "Frank's" June bride.
64. Of all the things you'll hear her say
The first will be "Ray."
65. You've heard of houses made of wood;
She would take a "Forrest," if she could.
66. Heroes are very rare,
But she made a wonderful "Monsieur Beaucaire."

67. Some girls are lacking in fun,
But Mildred can't be counted one.
68. When you want to be sure a thing is done,
Look around for Etta, she's the one.
69. From Reidsville she came,
But here's where she'll change her name.
70. Although she's been with us just one year,
We love her and know she's very dear.
71. Is a fine old sport;
When it comes to eating, she could hold a fort.
72. What shall we say?
Grace is known to work all through the day.
73. Playing the piano she's got the "rep."
When it comes to "ragging" she's got the "pep."
74. You've heard of girls that couldn't talk,
But Mary's one that will never balk.
75. "What is so rare as a day in June?"
"A President like this," is the "Poe's" tune.
76. Girls are smart and full of fun.
When you meet her you'll find she's one.
77. A girl with lots of "pep."
And for her work she's made some "rep."
78. What will our wise Mabel do
When with Psychology and Mr. Wilson she's through?
79. Shake 'em up! Shake 'em down!
A name like hers is seldom found.
80. Is a fine old girl.
When it comes to Math. she'll make your head whirl.
81. Some girls you meet are very fine,
But here's the girl that could lead the line.
82. She's the girl that wins our heart,
For she's always willing to do her part.
83. Famous for her walking;
Yet never lacking when it comes to talking.
84. In basketball she'll run a race.
Get some skates and keep in "pace."
85. In basketball and tennis, too,
There's lots and lots we owe to you.

86. You've heard of girls that played the game,
 And Earle chose Monk and did the same.
87. Last but not least,
 At play or at feast.

BLANCHE CANNON,
 NELL PAPPENDICK,
 JENNIE MAE DIXON,
Committee.

LAST WILL AND TESTAMENT

To Whom it May Sound Reasonable—CONGRATULATIONS:

We, the Class of 1921, organized and incorporated under the sacred charter of the East Carolina Teachers' Training, realizing that we are about to launch from the reef of prospective school teachers to teachers in reality, and being of a heterogenous body and indecisive mind, do here make known our last will and testament. We leave the future surroundings of this campus and other articles mentioned herein to the parties and parasites named, to wit:

ARTICLE I

SECTION 1. We, the Class of 1921, give and bequeath to our beloved president, Mr. Robert H. Wright, our sincere affection, our deepest reverence, and our heartiest gratitude. It shall be his to watch every step of our progress, to note each trial, each attempt, each victory, each success and honor that we may achieve in the arena of the world, and to accept for himself as interest every ounce of the praise gained by us.

ARTICLE II

SECTION 1. We give and bequeath the Student Government Association the right to post any names from the incoming Senior Class which may need posting.

SEC. 2. We also will the Student Government Association the right to forbid the students of this school from using the front campus, along Fifth Street, as a play-ground, if they see fit, and think the more quiet spots better for the students' nerves.

ARTICLE III

SECTION 1. We will the two societies—the Edgar Allan Poe and the Sidney Lanier—plans for the society halls which are so badly needed and which we hope they will soon get.

SEC. 2. We do will and bequeath said societies our dramatic,

musical and oratorical ability that they may carry on the good work already started.

ARTICLE IV

SECTION 1. Be it known to all those concerned and unconcerned, that we do hereby will and bequeath to our Y. W. C. A. the "Y Hut" which the students next year are going to build.

SEC. 2. Furthermore, be it known that we give to that said organization our very best wishes for a successful year.

ARTICLE V

SECTION 1. Let it be known to one and all that we, the Class of 1921, leave to the Athletic Association the time between the rising bell and the breakfast bell, for its members to practice faithfully volley-ball, tennis, and basketball.

SEC. 2. It will be the further privilege of this organization to allow its members to walk anywhere in Pitt County any afternoon in the week with Miss Ross as chaperon.

ARTICLE VI

SECTION 1. To the Class of 1922 we donate in its entirety this plot of ground, known as the campus of East Carolina Teachers' Training School, from the ravine on the west to the farthest end of the school garden on the east. On this plot of land we hope they will find enough pleasant thoughts to fill the idle hours with.

SEC. 2. We leave as a parting gift to said class these words, "For future reference."

SEC. 3. Lastly, we give to these rapidly approaching Seniors the precious privileges so dear to all Seniors, namely, the privilege of going uptown any day in the week, the privilege of visiting the library at night and access to all the reference books the different teachers see fit for them to use.

ARTICLE VII

SECTION 1. To our dear little sisters, the "B" Class, we leave all our hopes and wishes for their success during their stay here.

ARTICLE VIII

SECTION 1. To the "A" Class, realizing that they need our help, we leave our tracks for them to follow in.

ARTICLE IX

SECTION 1. We give and bequeath to the Model School as a whole the incoming Senior Class, with all the theories and knowledge the members may possess—and our deepest sympathy for the pupils of the said school.

ARTICLE X

SECTION 1. The following may seem not ours to give, but we hope that they may be greatly appreciated by those who may receive them as they represent our hopes and dreams:

1. To our faculty we leave a suitable dormitory, which they can call "home" and where they may rest undisturbed by the voices of the students.

2. In conclusion, being about to depart, we leave to the student body and our beloved faculty the enlarged auditorium, the extended dining-room, the library, the society halls, the gymnasium, the dairy, the third dormitory, and all other needed buildings to be built as the State appropriates enough money. We leave to all our everlasting good will and friendship, wishing every one good luck at every turn.

(Signed, for Class of 1921)

HELEN WATSON.

Executor—Class Mascot, LEON MEADOWS, JR.

FAREWELL

O, Joyous Day, the goal is reached,
 And victory crowns the hour.
 The budding thoughts of yesterday
 Are now a full bloom flower.
 Each of us must bear our burdens,
 Whether pleasure or care,
 And head towards a higher goal—
 To reach without despair.

Today means to us the parting of the ways;
 Our Senior cares are past and gone.
 Still memories now of by-gone days.
 But the paths of Life await our feet;
 We'll march with steady tread,
 For we see written far beyond, "Go ahead."
 'Tis hard to say farewell to all
 And yet we're bound to say:
 "Farewell, farewell, class-mates all!
 We'll meet again some day."

—BLANCHE CANNON, '21.

