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THE USE OF TESTS AS A BASIS OF PROMOTION

NELLIE MAUPIN

Practical administration must now give its attention to seeing that each pupil has turned in his just quota of school work. The school can administer to the development of the pupil only as it assigns work which challenges his best ability. Work that is too hard for the child causes strain which means worry, nervousness, and physical break down, or he quits working and finally drops out of school. Work that is too easy is apt to develop habits of conceit, laziness, and lack of concentration. Any of these results is bad for the personality of the pupil. It is a mental mal-adjustment. Work must be carefully adjusted to the individual before we can expect it to cause the growth we want.

In grading the course of study there has always been an attempt to relate closely the potential ability of the child to the task to be done. Teachers have considered this matching of the work to the pupils' ability their special duty, but we have not measured accurately what each child's innate ability is. Dr. Frederic B. Knight of the Psychology Department of the University of Iowa, in his course on *Problems in Grading and Promotion*, advocates a scientific grading plan by using in combination the various standardized tests as the basis for promotion.

To determine the mental ability of the child, intelligence tests should be used. When intelligence tests have been used, we have not turned these to the best advantage. We have not seen that pupils with fine ability do an honest day's work each day commensurate with their fine endowment. We have not shown the child of poor or medium mental ability the way to attack the assignment. We have not taught the correct method of handling books. Even the *mental age*, when found through the giving of mental tests, will not tell the teacher or the administrator all they need to know. The mental age is the score made on mental tests by the average individual

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of that age. The intelligence quotient (I. Q.) is what we need. This is found by dividing the mental age by the chronological age.

$$\frac{\text{Mental Age (M. A.)}}{\text{Chronological Age (Ch. A.)}} \text{ equals Intelligence Quotient (I. Q.)}$$

What does the I. Q. mean? What does it tell the teacher and the administrator? It shows: 1, what the mental power of the individual is; 2, what the rate of learning is. It is an index to the individual's growth into adult ability. The mental age does not tell how fast the individual can progress, or how much work can be done in a given length of time. For example, two pupils each with a mental age of sixteen will not have the same I. Q. if one is twelve years old and the other is sixteen years old. $\frac{16}{12}$ equals 1.25 I. Q. above normal intelligence, $\frac{16}{16}$ equals I. Q. normal intelligence. The intelligence quotient is the whole story of native mental power. The teacher cannot improve the I.Q. nor will good or bad training affect it, but a nagging teacher creating an atmosphere of confusion can temporarily depress it.

In giving mental tests care must be taken to see that enough tests are given to get an accurate and fair response from each pupil. Those administering intelligence tests should use care and tact to see that there are no blunders committed. In some States a license is required before one is allowed to give tests. Mental tests which require a long rather than a short time are to be preferred. The human mind is a marvelous mechanism and the teacher must have a wholesome respect for the intelligence which is being tested. In classifying pupils we must not think of normal intelligence as one number above which indicates superior ability and below which indicates a pupil below normal. The norm is a band between which figures indicate average mental ability. Normal intelligence is about one hundred but this may well vary between ninety and one hundred and ten, for instance. Mental tests are not primarily to test information or character factors. Persistence, which is a big factor in life, and other character qualities are not measured at all by mental tests, unless the tests are so long as to show persistence of those who continue to work even when very tired. The British psychologists have an interesting view of success. They consider three factors: 1, intelligence; 2, knowledge; 3, persistence. The uses of mental tests are: 1, to diagnose speed and power in learning; 2, to locate the upper five per cent of the pupils in intelligence; 3, to classify pupils in such a way as to get the best results from the capital that each pupil has in his nervous system. The upper five per cent of the pupils in in-

telligence will probably be the geniuses of your school and the leaders in the world of affairs. These are the pupils that should be urged to go to college.

Now consider education tests. These tests show the accomplishment of the pupil in arithmetic, spelling, grammar, composition, silent reading, history, geography and the like. Good training affects these tests, for practice is constantly changing the education accomplishment. The education age or the grade norm is the usual performance of a grade in a certain subject. The education age divided by the chronological age gives the education quotient, which is the accomplishment in subject matter. $\frac{\text{E. A.}}{\text{Ch. A.}} = \text{E.Q.}$ Two fifth grade pupils making the same score in arithmetic tests will have the same education quotient, but if one pupil is nine years chronologically, and the other eleven years, the nine year old has achieved a greater education quotient than the normal nine year old.

Many of the education tests have grade norms which are too low. Human beings seldom work as hard as they can, and seldom accomplish in a given length of time what can be accomplished. We must watch and revise the grade norms to see that they measure the best achievements pupils are capable of accomplishing. Silent reading norms, especially, are too low, because very few schools *teach* silent reading, and it is seldom well taught even when it is attempted. Hence, we need to get silent reading norms from pupils who have been pushed in silent reading from the very beginning of their school work. The Experimental Elementary School of the University of Iowa, under the direction of Dr. Ernest Horn, has been working on the silent reading problem and has astonishingly high silent reading scores.

Subject matter tests, apart from mental tests, show nothing. Mental tests and subject matter tests should be used together. Grade norms of education tests should not be used to make individual diagnosis, though we can see which pupils are above and which below the norm. We cannot judge from grade norms which pupils have advanced normally, and why. *What a child can do and what he does do are two very different things.* It is naive to interpret that because the pupils show fifth grade ability according to some arithmetic tests, that these pupils are well classified. If the I. Q.'s. of these pupils are widely distributed it is not a well classified group. The pupil with intelligence above normal is always gaining on the group. He is ahead now, and three months from now he is still farther ahead;

while the pupil with intelligence below normal is constantly losing and getting farther below the group. If classification is to be made on education tests, silent reading scores should be used. In preparing any assignment requiring reading and comprehension of material, the pupil who reads rapidly with high comprehension has a decided advantage over the pupil who reads slowly with low comprehension. If in the fifth grade three pupils, A, B, C, all ten years old, have the same arithmetic score and A has 150 I. Q. (high), and B has 100 I. Q. (normal), while C. has 75 I. Q. (poor) either the arithmetic norm is too low and should be higher, or A and B are not doing their best. When these three pupils are working at their highest level for a given length of time, A is doing 150 units of work, B 100 units, and C 75 units. These three pupils should not be in the same class. A should be given the opportunity and forced to make his education quotient match his intelligence quotient, for he has the mental power to accomplish more than B or C; otherwise he is developing conceited, slovenly habits, as was stated previously.

We need to measure the accomplishment or achievement of each pupil. To do this we divide the education quotient by the intelligence quotient, which gives the accomplishment quotient, $\frac{E. Q.}{I. Q.} = A. Q.$

Thus A with $\frac{75 E. Q.}{150 I. Q.} = \frac{1}{2} A. Q.$ He is only doing one half as much as he is capable of doing and his grade should show a failure. Such accomplishments quotients are too frequent in all schools. A should have $\frac{150 E. Q.}{150 I. Q.} = 1 A. Q.$ and this is a perfect accomplishment, a perfect

matching of E.Q. and I.Q., and he should be given the highest mark, because he did all he was capable of doing. B should have $\frac{100 E. Q.}{100 I. Q.} = 1 A. Q.$, which entitles him to the highest mark. C should have $\frac{75 E. Q.}{75 I. Q.} = 1 A. Q.$, which entitles him to the highest mark, also.

The E.Q. will not excel the I.Q. but it should match it as nearly as possible. Thus A, B, and C, though the quality and the quantity of the work is different, all deserve the same mark, because the accomplishment for all is as great proportionately. Nature did not give as many talents to C as to A, but C used his talents to the best of his ability. *Whenever the school sets up objectives which are either quantitative or qualitative, the whole process of instruction is stultified.* We have instruction in terms of the child's capacity and we must see improvement day by day. This educates the child. A pupil may do the best work in a grade and instead of deserving the

highest mark, he may deserve to fail, because he has not done his best. Retardation is quite a different thing from what we have been in the habit of thinking. *The retarded pupil is the one with the high I. Q. and is several grades behind his I. Q.* Not only must the assignment *challenge* the best ability of pupils, but they must work the full number of minutes they are supposed to work. To do well the assignment in less time means that too little was given for the ability possessed by the pupil. Two things may be done with pupils possessing high I.Q's. 1. They may be promoted to another grade being careful to see that the necessary skills and knowledge in the intervening gap are given to them. 2. They may be given more work and of a harder kind in the grade they now are in. The smart pupils in school are on a "perpetual vacation," while the slower ones working up to their limit are not encouraged by marks or praise from the teacher. Never being able to do anything *well* develops a "negative wall-flower attitude toward life" which is responsible for much of the behavior deviations in conduct in adult life. The more nearly the school obtains a perfect achievement from pupils, the more efficient is that school. The E. Q. equals the I. Q. only when: 1. The work is correctly graded and each necessary bond is presented the right number of times for learning, 2. The work is motivated and accepted as significant to the learner, 3. The teacher is doing his best and is well trained, 4. The pupil is doing his best, 5. The equipment is good.

Thus grading and promotion are based on scientific standards rather than the subjective judgment of the teacher. The effort of the pupil is accurately measured rather than guessed at. Parents have always interpreted marks to mean the effort of the child. The scores made on mental and education tests are almost as easily handled as the tests marks from class work. Schools must see that they get the highest dividends on the capital nature has put into the nervous system of each child.

MADE IN CAROLINAS

M. E. J.

"Made in Carolinas", since the Exposition in Charlotte, has become a phrase that has in it a richness and fulness of meaning far greater than it had when it was first coined. We have long been proud of our rank in agricultural products, we have boasted of our natural resources, and we have known that we deserved more in the geographies than the one sentence, "North Carolina is noted for her naval products: tar, pitch, and turpentine," which generations of children of other states, in the past, have been taught to believe was the sum and substance of what was made in Carolina. Few who thought they knew the two states well, however, had a comprehensive view of the products from the two Carolinas that have been put on markets. "Made in Carolinas" means *manufactured* products, not the raw materials, but what has been made up into something else that has made its place in the world of business.

Any one traveling through the Piedmont section of the two states and seeing it only casually through the car window, is impressed with the numbers of cotton factories. They know when they are passing through Durham or Winston-Salem because of the signs of tobacco, but they think of these towns in terms of tobacco only, not realizing there are many other products from these towns. When they go to Beaufort and Morehead, or if they go down the Cape Fear River, they know when they catch the whiff of unpleasant odors that there are fish factories near by. One cannot pass through High Point or Thomasville without knowing that furniture is shipped from these points.

The people needed, however, to have these things brought together, an assembling of the finished products, and demonstrations of how these things are made, to force the public the fact that the Carolinas are doing big things in the manufacturing world. The men who conceived the "Made in Carolinas" exposition were men of vision. They counted the cost as an investment that would return to the two states manifold times the money expended. To those who were so fortunate as to see the exhibits for themselves the exposition was a revelation. But these were only a small proportion of those who had their eyes opened. When commercial products get outside

of the paid advertising columns into the news columns, information about them gets spread abroad in the ideal way.

The exhibits would have done credit to any world's fair. The exhibitors took as much pains in the selection of the materials to go into them and the arrangement as if they were in the biggest exposition that could be held. The exhibits, while not spectacular and startling, were often unique and original. Two purposes seem to have controlled the exhibitors. To show the people what they have and how they make it. The *how* of anything is always the most effective way of getting interest. No child is too young and no man or woman too old to stop to see "how it works."

Some of the exhibits that stand out from the distance of two months are those that had machinery going. The weather man was evidently in league with the Southern Ice Machine Company, which furnished ice water with the ice made in the plant that was kept running full blast. The land is full of ice factories and refrigerating appliances, but few had realized there was a place near home where the machinery and equipment for these were made.

To any woman who naturally loves beautiful textiles the display of fabrics, most of them cotton, was a joy and a delight. Among these were gorgeous colored ginghams, madras, mercerized goods, and table linens that were so much like the real linen that it seemed as if a mistake had surely been made to place them among cotton fabrics. Beautiful patterns and weaves for bedspreads and attractive towels, were among the exhibits. The gingham cloth in the looms with the myriad colored strands showing just how it is made and the pretty girls wearing dresses made of the material which they had woven, gave picturesque touches to one busy scene.

The cigarette place seemed to be the most attractive place to the men. The white enameled fixtures, the white machinery, and the white dressed girls made it a veritable spotless town in which the tobacco was carried through all the processes and came out in packages of cigarettes. In marked contrast was the spot where cigars were made by the old-time darkey slowly pulling and twisting the big wrapper until it became a cigar.

The finished products that could not be shown in the making were displayed as attractively as possible. Every woman dreams of such furniture as she saw in the furniture exhibits. The trade marks, slogans, and catch words by which the eye and ear of the public are caught were effectively used.

Certain definite impressions stand out strikingly. That honesty of workmanship is the pride of the manufacturers in the Carolinas is one idea that the visitor could not fail to get. "The wagon that spans a century," "character cloth," "better bodies," and "autos for wagons," and other trade slogans prove this. Along with these come the old-fashioned industrial arts, the hand-woven and hand made articles as the toys made by the "Tryon Toy-makers," and the bed spreads and hand loom materials made at Crosnore where the students are taught the industrial arts.

Exhibits from three industrial schools were very noticeable. Two of these were from schools that are in mill districts and are run on the work-study plan, and if the school products are as creditable as the industrial product they are indeed doing excellent work.

The fact that there is no state line between the Carolinas when it comes to the manufacturing, especially of textiles, was significant.

The majority of the exhibits were from the Piedmont section, or in the vicinity of Charlotte. This was natural for the first exposition, but all sections of both states should be represented in the next.

It is worth any one's time and effort to study carefully the list of products and the claims of the manufacturers.

* There is abundance of teaching material right here. While the teacher is teaching the History of North Carolina, thus letting the children know the glorious past, and arousing state pride, if she stops here the child may feel that the best is past and gone, and that he has nothing left to take part in. It is well to sing "The Old North State" and to tell of the heroes in the wars she has fought in, but to leave it here is not sufficient.

It is the teacher's duty, yea, her right and privilege, to know the State and to let the children know it and love it for what it is now and to inspire in them the desire to pitch in somewhere and help push it ahead.

The resourceful teacher will find many ways of getting this into the hearts of the children. Why not have the children along the coasts whose fathers work in fish factories and are sea-faring men exchange letters with the children in the cotton mill districts? Why not exchange pictures and newspapers, and samples of products? Why wait until "Carolina Day," which comes only once a year? Why not have a Carolina exhibit in the school rooms that the children have made up of materials, with facts and figures, that the children themselves have collected and arranged as an exhibit? Why not have them find out what is around them that will be of interest to others

and get up local material and exchange with some school in another section? Each teacher can have her pupils find out about the industries and manufacturing plants in her vicinity, and then lead them to hunt the state over for what can be found in North Carolina.

Boundless possibilities seem to open up before me. If the children of North Carolina know just what we have, what things we make, how we make these things, where the material comes from, and where it goes to, they will be eager to get out and help do things. It will mean far more to them than high sounding phrases about the "grand old State" and the glittering generalities that are flashed out to them on the fourth of July and on other occasions.

The biennial report of the State Department of Labor and Printing gives a list of North Carolina industrial plants, and much information regarding them. *The Charlotte Observer* has compiled a "Carolina Shopping List" which gives a classified roster of the manufacturers in both North and South Carolina. This has a very interesting introduction. It also gives something of the facts concerning the industrial development of the Carolinas.

The industrial development of the Carolinas covers a period of little more than two decades. So rapid and quiet has been this development that even those in the midst of it, and part of it, have not had a full comprehension of its magnitude and importance.

A fair idea of the rapidity of the industrial development of the Carolinas, and of the tremendous importance of industry to the two States, may be gained from the statement that the latest statistics of the United States Census Bureau show that from 1914 to 1919 the value of the products of North Carolina manufacturers increased more than 226 per cent., while the wages paid to industrial workers increased more than 167 per cent. An equally creditable increase in both value of products and pay-rolls for the same period was shown in South Carolina.

FREE ILLUSTRATIVE MATERIAL

[This list was compiled by Maysie Southall, rural supervisor of Pitt County, and mailed out to the teachers.]

The following list has been compiled to help fill the great need felt by every teacher, namely, more concrete illustrative material for the classroom instruction. The manufacturers and publishers have prepared the following articles for educational purposes, and will gladly send them to you upon request. Most of the exhibits are put up in mahogany cases with glass covers, and are quite an asset to any schoolroom. In a few cases you pay the postage. I hope every teacher will avail herself of the opportunity of securing the following free material:

I. Exhibits:

Cement—Portland Cement Co., New York City.

Cereals—Kellogg Toasted Corn Flakes Co., Battle Creek, Mich.

Quaker Oat Co, Railway Exchange, Chicago, Ill.

Ralston Wheat Foods, 810 Gratiot St., St. Louis, Mo.

Western Cereal Mills, Akron, Ohio.

Cocoa—Baker, Walter Co., 45 Broad St., Boston, Mass.

Coffee—McLaughlin & Co., Chicago, Ill.

Corn—Corn Products Co., Jersey City, N. J.

Cotton—Lawrence Cotton Mills, Lawrence, Mass.

Flax—McCutcheon, James & Co., 5th Ave. & 34th St., New York City.

Flour—Washburn Crosby Flour Mills, Minneapolis, Minn.

Glass—Vineland Glass Works, Vineland, N. J.

Leather—Coward Shoe Co., 270 Greenwich St., New York City.

Lumber—Bureau of Forestry, Washington, D. C.

Milk—Borden's Farm Product Co., Hudson Terminal Bldg., New York City.

Oils—Standard Oil Co., 26 Broadway, New York City.

Paint—A. S. Boyles & Co., 1903 Daws Ave., Cincinnati, O.

Paper—Okonite Paper Mills, Passaic, N. J.

Rice—Rice Association of America, Crowley, La.

Rubber—U. S. Rubber Co., Philadelphia, Pa.

Salt—Colonial Salt Co., Barleton, Ohio.

Silk—Cheney Bros., 215 4th Ave., New York City.

Sugar—American Sugar Refining Co., 117 Walker St., New York City.

Tea—Chase & Sanborn, Chicago, Ill.

Wheat—Washburn Crosby Flour Mills, Minneapolis, Minn.

Wool—Lawrence Woolen Mills, Lawrence, Mass.

II. Pamphlets

N. C. History Leaflets—N. C. Historical Commission, Raleigh, N. C.
History of Pitt County—Board of Education Office, Greenville, N. C.
Agricultural Bulletins—Bureau of Agriculture, Washington, D. C.
and Bureau of Agriculture, Raleigh, N. C.

Illustrations of the National Parks, Dept. of Interior, Washington, D. C.

Miscellaneous Leaflets—Bureau of Extension, Chapel Hill, N. C.
Wonder Story Books on Rubber (order any number)—U. S. Rubber Co., 1790 Broadway, N. Y.

Child's Health Alphabet (order one for each child)—Metropolitan Life Insurance Co., New York City.

Wall Paper Sample Book (papering miniature houses)—Sears Roebuck & Co., New York City.

Write the Land and Industrial Department of any of the railroad companies for their educational booklets as:

Corn, Cotton and Cash—Land & Industrial Dept., Norfolk-Southern Railroad, Norfolk, Va.

III. Pictures

Flags of the Nations—Liggett & Myers, St. Louis, Mo.

Harvest Scenes—International Harvester Co., Chicago, Ill.

Soldiers—American Tobacco Co., New York City.

Scenic—Atchison Topeka & Santa Fe Railroad, Chicago, Ill.

Canadian Pacific Railroad, Montreal, Quebec.

Erie & Western Transportation Co., Anchor Line Dock, Buffalo, N. Y.

Great Northern Railway, St. Paul, Minn.

New York Central Railroad, Grand Central Terminal, New York City.

Union Pacific Railroad Co., Chicago, Ill.

Motion Picture Films—Many of the leading manufacturers and railroad companies issue free educational films. Space does not permit addresses here. They will be sent you upon request.

A PROJECT IN BIRD STUDY

MAGNOLIA SCOVILLE: [Teacher 6th Grade Model School.]

This is a project worked out by Miss Scoville with the sixth, seventh and eighth grades of the Normal Training School, Athens, Ga. The play was worked up by the children, the teacher co-operating. The birds were carefully studied. The costumes for the play were designed and made by the children. It was the center of nature work and language work for a period of several weeks.

Synopsis of a Dramatization of "The Birds of Killingworth"

[In this dramatization there are three acts. In act 1 there are three scenes, act 2, one scene, act 3, one scene.]

Act I, Scene i

The Voice of Spring appears and tells of the joy and happiness of the birds as they build their nests. She tells of the dissatisfaction the birds have caused among the people of Killingworth and how they called a town meeting to discuss ways of destroying them.

Scene ii. The Town Meeting

The Squire presides. After calling the meeting to order, a free discussion of the birds is given. At the beginning all the people except the teacher, her friend, Grace Brown, the Parson's wife and the preceptor are in favor of destroying the birds. The country teacher and the Preceptor make very strong appeals in favor of the birds. They convince a few of their value, but in the end the meeting votes to pay a bounty of eight cents on the head of each crow and five cents on other birds.

Scene iii. School boys go out to kill birds.

In this scene three boys appear with guns and sling shots. They discuss the killing of the birds and the money they are to get for it.

Act II

This act is composed of but one short scene, which shows the consequence of the destruction of the birds. Spring herself is completely changed, and she tells of the terrible desolation caused by devouring insects and worms. She now suggests that the people are beginning to regret they had considered the birds their enemies.

Act III

Spring appears again in all her splendor. The school girl rushes in and asks Spring about the return of the birds. She tells her that they are to return soon. Suddenly a strange sound is heard; it proves to be the Robin's return. As the school girl calls each bird, he appears and recites an original poem.

After the birds have all returned the girl asks Spring if the flowers are to bloom too. At once, two butterflies come dancing in and awake the flowers one by one. When the flowers are all awakened, they sing a song telling who they are. The flowers and birds and butterflies quickly group around Spring, while the people of Killingworth come in from the rear. They all seem to know that it is fair Almira's wedding day. The wedding march is played while the Preceptor bears his bride away, and all join in singing a joyous spring song.

 CHARACTERS:

Voices of Spring.....

Butterflies

Flowers:

Daisies

Roses

Buttercup

Violet

Forget-me-not

Birds:

Crows

Jay

Mockingbird

Robin

Thrush

Meadowlark

Oriole

Cardinal

Scarlet Tanager

Bluebird

Sparrow

Red-winged blackbird

People of the Town Meeting:

The Squire
The Parson
Deacon
Preceptor
Country teacher
Friend of teacher, Grace Brown.....
Alice Hawthorne, young girl of Killingworth
Mr. Stubblefield, a farmer.....
Mrs. Stubblefield, farmer's wife.....
Farmer Clodknocker
Farmer Hayseed
Farmer Jone's wife.....
Parson's wife
School girl
School boys

Act I, Scene i

Spring: It was the season, when all through the land
 The merle and mavis build, and building sing
 Those lovely lyrics, written by His hand,
 Whom Saxon Caedmon calls the Blithe-heart King;
 When on the boughs the purple buds expand,
 The banners of the vanguard of the Spring,
 And rivulets, rejoicing, rush and leap,
 And wave their fluttering signals from the steep.

(Enter the robin and the bluebird)

The robin and the bluebird, piping loud,
 Filled all the blossoming orchards with their glee;
 The sparrows chirped as if they still were proud
 Their race in Holy Writ should mentioned be;
 The hungry crows assembled in a crowd,

(The crows assemble)

Clamoured their piteous prayer incessantly,
 Knowing who hears the ravens cry and said:
 "Give us, O Lord, this day our daily bread!"
 Across the Sound the birds of passage sailed,

(Birds in groups pass across the stage)

Speaking some unknown language strange and sweet
 Of tropic isle remote, and passing hailed

The village with the cheers of all their fleet;
Or quarreling together, laughed and railed
Like foreign sailors, landed in the street
Of seaport town, and with outlandish noise
Of oaths and gibberish frightening girls and boys.

Thus came the jocund spring in Killingworth,
In fabulous days, some hundred years ago;
And thrifty farmers, as they tilled the earth,
Heard with alarm the cawing of the crow,
That mingled with the universal mirth,
Cassandra-like, prognosticating woe;
They shook their heads, and doomed with dreadful words
To swift destruction the whole race of birds.

And a town-meeting was convened straightway
To set a price upon the guilty heads
Of these marauders, who, in lieu of pay,
Levied blackmail upon the garden beds
And corn-fields, and beheld without dismay
The awful scarecrow, with his fluttering shreds;
The skeleton that waited at their feast,
Whereby their sinful pleasure was increased.
Then from his house, a temple painted white,
With fluted columns, and a roof of red,
The Squire came forth, august and splendid sight!

(Squire appears)

Slowly descending, with majestic tread,
Three flights of steps, nor looking left nor right,
Down the long street he walked, as one who said,
"A town that boasts inhabitants like me
Can have no lack of good society."

The Parson, too, appeared, a man austere,

(Parson enters)

The instinct of whose nature was to kill;
The wrath of God he preached from year to year,
And read, with fervor, Edwards on the Will;
His favorite pastime was to slay the deer
In summer on some Adirondac hill;
E'en now, while walking down the rural lane,
He lopped the wayside lilies with his cane.

From the Academy, whose belfry crowned
The hill of Science with its vane of brass,
Came the Preceptor, gazing idly round,

(Preceptor comes forth)

Now at the clouds, now at the green grass,
And all absorbed in reveries profound
Of fair Almira in the upper class,
Who was, as in a sonnet he had said,
As pure as water, and as good as bread.

And next the Deacon issued from his door,

(Deacon appears)

In his voluminous neck-cloth, white as snow;
A suit of sable bombazine he wore;
His form was ponderous, and his step was slow;
There never was so wise a man before;
He seemed the incarnate "Well, I told you so!"
And to perpetuate his great renown
There was a street named after him in town.

These came together in the new town hall,
With sundry farmers from the region round.

(Farmers cross stage)

The Squire presided, dignified and tall,
His air impressive and his reasoning sound;
Ill fared it with the birds, both great and small;
Hardly a friend in that crowd they found,
But enemies enough, who every one
Charged them with all the crimes beneath the sun.

THE TOWN MEETING

ACT I. SCENE ii.

Squire: (Raps smartly on the table with mallet and as meeting comes to order, looks around over the assembly, then begins to speak)

Friends and fellow citizens; we have assembled here in the interest of the community to discuss the bird problem. From the number present, I perceive that this is a question

in which you are all interested. I am sure, with such excellent cooperation that this matter will be satisfactorily arranged. You know the birds are a great pest and a drawback to the progress of agriculture. The birds destroy our grain crops, fruit and the like. The hawks, owls and crows are a great hindrance to the poultry industry.

Mrs. Stubblefield: (interrupting) You said it, Squire, I can't raise any chickens at all for those hawks.

Deacon: Yes, the birds are the greatest pest and nuisance on the face of the earth.

Farmer Hayseed: Kill 'em, Kill 'em, I say. The quicker the better.

Squire: Well, my good farmer, that is a good idea, but we must talk this matter over. Now I believe in giving every one and everything, even the birds, justice. We must not sentence them to death until we hear the charges against them. The meeting is now open for discussion.

Mrs. Stubblefield: (Jumping up before the Squire sits down) I have just been dying to tell about the mischief——

Mr. Stubblefield: (interrupting Mrs. Stubblefield) Do sit down, Mahala Caroline, and give some of the men folk a chance to talk.

Squire: We will ask Mr. Clodknocker to give some of his experiences.

Mr. Clodknocker: Ladies and gentlemen, I have had many a dirty trick done to me by them creatures, and I am only too glad to tell you about them. Last week I planted a small patch of corn. Well, about the time it got three inches high a whole flock of crows came cawing around and before I realized it, they had pulled up over half of my young corn. For my part, I move that we kill all of the flying pests that we can find.

Mrs. Stubblefield: Mr. Clodknocker, I agree with you. They should every one be destroyed. I cannot plant a flower seed or any garden seed with good results. My beans are all picked and my lettuce and beets are simply ruined. I am not willing to put up with this much longer if it is in my power to prevent it.

Parson: Squire, may I say just a few words?

Squire: Yes, we will be glad to hear your views on this important question.

Parson's wife (speaking to him): I wish you would have nothing to say on this subject and let the people decide this for themselves. I should hate very much to see the birds destroyed.

Parson: *(he pays no attention to the remarks of his wife, rises slowly, clears his throat and looks around at everybody)* I haven't very much to say, as I have no crops to be destroyed, but I do think we should go to work and rid the farms of these annoying good-for-nothing things. Their awful chattering disturbs me while I am preparing my sermons.

Mrs. Stubblefield: Yes, they do make a terrible racket. Mrs. Jones told me that the birds almost gave her nervous prostration by their incessant chirping and chattering.

(Crows outside begin to caw)

Mrs. Jones: *(in a nervous, excited manner)* Listen! There are those abominable crows cawing again! How I do detest their chattering! Boys, run and drive them away, else I shall have to leave this place.

Boys: *(Bill to John)* Come, John, here's our chance to get a few.

John: I'm game. I'll try the new sling shot I made at school yesterday.

(Boys rush out and meeting continues as all settle again)

Deacon: Yes, they disturb my morning nap just when I need the rest most. Folks, if you will allow me to say so, I have been living around this place all my life, and as well as I recollect, I have never yet seen anything good that the birds do. In fact, I remember my pa used to say that he wished there weren't any birds at all. I say destroy the last one of them.

Mr. Stubblefield: You have expressed my sentiments.

School teacher: Squire, may I say a few words?

Squire: Yes, Miss Perkins, we should like to know your opinion.

Teacher: Friends and neighbors, I fear that my few words will not interest many of you because you want to kill the birds, and I am opposed to it.

Mrs. Stubblefield: Did you get that? Opposed to destroying them pests! Did you ever hear the like?

Mr. Stubblefield: Nobody called on you, Mahala. Miss Perkins has the floor now.

Teacher: (continuing) I have been deeply troubled with the remarks that have been made here this afternoon. I fear your prejudice against the birds is in some measure caused by ignorance, and I think it is my duty to enlighten you as far as I am able.

I know that in a way it does appear that the birds do more harm than good. But when we begin to consider it seriously, we find that the harm they do is little compared with the great amount of good, as I shall attempt to show you.

Take, for instance, the red-winged blackbirds. They are among the most destructive birds to weevils, caterpillars, ants, flies, bugs and worms. If these insects were not destroyed, what would happen to our crops and gardens? It has been estimated that the Red-wings of the United States in four months would destroy sixteen thousand two hundred million larvae. The woodpeckers and sap-suckers are also very valuable birds. They save many thousand dollars worth of lumber each year by destroying the insects that feed upon our forests and fruit trees. Even the noisy jay has done much toward planting acorns and seeds to help replenish our forests. All of the birds doubly earn the small amount of grain and fruit which they eat. The crow, which you so much despise, feeds his young almost entirely upon insects. It is true that he pulls up some young corn, but why are we not willing to give him some corn for his services.

Besides, how do you expect me to teach your children kindness and gentleness when, by your words and by your actions, you are contradicting everything that I am attempting to teach? I hope that I have shown you, in these remarks, that we should make a great mistake to destroy all the birds.

Grace Brown: (Friend of teacher) Miss Perkins has expressed my sentiments exactly. I agree with everything she has said. I love the beautiful birds and their sweet songs. I for one, am grateful to them for ridding our crops of the destructive insects.

Mrs. Stubblefield: You don't catch me believing that the birds do any good.

Mr. Stubblefield: I don't know, Mahala Caroline. I hadn't thought about the insects the birds destroy.

Deacon: I haven't been convinced of the value of birds yet.

Farmer Clodknocker: Me, neither, Deacon; them birds won't destroy enough bugs in six months to pay for the corn the crows pulled up in my field in one day.

(Much talking and gesticulating among the audience. The Preceptor, who has been very quiet, asks to speak.)

Preceptor: Squire, ladies and gentlemen,
Plato, anticipating the Reviewers,
From his Republic banished without pity
The Poets; in this little town of yours,
You put to death, by means of a committee,
The ballad-singers and the Troubadours,
The sweet-musicians of the heavenly city,
The birds who make sweet music for us all
In our dark hours, as David did for Saul.

"The thrush that carols at the dawn of day
From the green steeples of the piny wood;
The oriole in the elm; the noisy jay,
Jargoning like a foreigner at his food;
The blue-bird balanced on some topmost spray,
Flooding with melody the neighborhood;
Linnet and meadow-lark, and all the throng
That dwell in nests, and have the gift of song.

"You slay them all! and wherefore? for the gain
Of a scant handful more or less of wheat,
Or rye, or barley, or some other grain,
Scratched up at random by industrious feet,
Searching for worm or weevil after rain!

Or a few cherries, that are not so sweet
As are the songs these uninvited guests
Sing at their feast with comfortable breasts.

“Do you ne’er think what wondrous beings these?
Do you ne’er think who made them, and who taught
The dialect they speak, where melodies
Alone are the interpreters of thought?
Whose household words are songs in many keys,
Sweeter than instrument of man e’er caught!
Whose habitations in the tree-tops even
Are halfway houses on the road to heaven!

“Think every morning when the sun peeps through
The dim leaf-latticed windows of the grove,
How jubilant the happy birds renew
Their old, melodious madrigals of love!
And when you think of this, remember too
’Tis always morning somewhere, and above
The awakening continents, from shore to shore,
Somewhere the birds are singing evermore.

“Think of your woods and orchards without birds!
Of empty nests that cling to boughs and beams
As in an idiot’s brain remembered words
Hang empty ’mid the cobwebs of his dreams!
Will bleat of flocks or bellowing of herds
Make up for the lost music, when your teams
Drag home the stingy harvest, and no more
The feathered gleaners follow to your good?

“What! would you rather see the incessant stir
Of insects in the windrows of the hay,
And hear the locust and the grasshopper
Their melancholy hurdy-gurdies play?
Is this more pleasant to you than the whirr
Of meadow-lark, and its sweet roundelay,
Or twitter of little field-fares, as you take
Your nooning in the shade of bush and brake?

“You call them thieves and pillagers; but know
They are the winged wardens of your farms,
Who from the cornfields drive the insidious foe,
And from your harvests keep a hundred harms;

Even the blackest of them all, the crow,
Renders good service as your man-at-arms,
Crushing the beetle in his coat of mail,
And crying havoc on slug and snail.

“How can I teach your children gentleness,
And mercy to the weak, and reverence,
For life, which, in its weakness or excess,
Is still a gleam of God’s omnipotence,
Or death, which, seeming darkness, is no less,
The self-same light, although averted hence,
When by your laws, your actions, and your speech,
You contradict the very things I teach?”

Alice Hawthorne: Squire, may I say just a word?

Squire: Miss Hawthorne, we are delighted to hear from you.

Miss Hawthorne: Ladies and gentlemen, I have listened to the discussion and thought I had nothing to say. Since the Preceptor has made this wonderful appeal to us, I hardly see how we can have the heart to vote for the destruction of the birds. I can very well see what a place of desolation this world would be if it were not for the birds. Saying nothing of the great amount of good they do, how could we do without the melodious music of these songsters? If we had no birds, I am sure that we would even welcome the noisy jay and the cawing of the crow. I am opposed to any measure to destroy them.

Deacon: All of this speech making has not changed me one bit. We cannot live on the songs of birds nor flowery speeches. I move we put a bounty of eight cents on the head of each crow.

Farmer Hayseed: I second the motion.

(Great flutter among the boys)

John: O boy! I can’t wait to get my sling shot.

Bill: My rifle is in good working order.

Squire: (Rising and looking hard at the boys) It has been moved and seconded that a bounty of eight cents be put on the head of each crow. Those in favor of this motion let it be known by saying “AYE”—Opposed “NO”. The “AYES” have it.

Deacon: Squire, I move that we not only place a bounty on the heads of the crows, but also place a bounty of five cents on each of the other birds.

Mrs. Stubblefield: That's right, Deacon, we don't want a bird of any description left in this town.

Squire: The motion has been made and seconded that we place a bounty of five cents on the head of each of the other birds. Those in favor of it let it be known by saying "AYE"—Opposed "NO". The "AYES" have it. Since it seems to be the will of the majority to destroy the birds, each one must do his part. The meeting is now adjourned.

ACT I. SCENE iii.

(After Town Meeting)

Spring: And so the dreadful massacre began,
O'er fields and orchards, and o'er woodland crests,
The ceaseless fusillade of terror ran.
Dead fell the birds, with blood-stains on their breasts,
Or wounded crept away from sight of man,
While the young died of famine, in their nests;
A slaughter to be told in groans, not words,
The very St. Bartholomew of Birds!

(A short scene in which boys are seen with guns and shots discussing the killing of the birds.)

John: My father told me he would give me a nickel for every bird I killed.

Bill: That is nothing. My father bought me a new gun and some cartridges and said for me to kill every one I could see. He is going to give me a big dinner for every one I could kill. M-m-m I'm going to have turkey and cranberry sauce every day for the next six months.

George: I made a new sling shot to kill them with, and Mr. Stubblefield has promised me a nickel for every one I get.

John: Look yonder at those crows! Watch me! I am going to get me one! *(Bang! went his gun!)* I told you so. Look here boys, at what I got. That's eight cents I'm in.

Bill: See me get one too. (*bang!*) Ah! What did I tell you! Who can beat that? Two birds with one shot! The other boys will be sorry they did not come, too. I would hate to be such a sissy as some of them are. George, try your luck now.

John: O, let George go with his sling-shot. What can he do with that! I think I will try another pull with my gun. (*Bang!*) That was poor luck!

Bill: Boys, look out yonder.....crows.....jays.....robins by the dozens (*all gaze very excitedly*) Here's a chance for us all! Come! (*They rush off the stage to kill the birds.*)

ACT II.

CONSEQUENCES OF THE DESTRUCTION OF THE BIRDS

(*This act is given in one short scene. Spring appears completely changed and tells of the desolation of the country when summer came after the birds had been destroyed. By autumn, Spring tells us, everything, even the few last leaves lamented the destruction of the birds and wished them back again.*)

Spring: The summer came, and all the birds were dead; the days were like hot coals; the very ground was burned to ashes; in the orchards fed myriads of caterpillars, and around the cultivated fields and garden beds hosts of devouring insects crawled, and found no foe to check their march, till they had made the land a desert without leaf or shade.

Devoured by worms, like Herod, was the town,
Because like Herod, it had ruthlessly
Slaughtered the Innocents. From the trees spun down
The canker-worms upon the passers-by,
Upon each woman's bonnet, shawl, and gown
Who shook them off with just a little cry;
They were the terror of each favorite walk,
The endless theme of all the village talk.
The farmers grew impatient, but a few
Confessed their error, and would not complain,
For after all the best thing one can do
When it is raining, is to let it rain.

Then they repealed the law, although they knew
It would not call the dead to life again;
As school boys, finding their mistake too late,
Draw a wet sponge across the accusing slate.

That year in Killingworth the autumn came
Without the light of His majestic look,
The wonder of the falling tongues of flame,
The illumined pages of His Doom's Day book.
A few lost leaves blushed crimson with their shame,
And drowned themselves despairing in the brook,
While the wild wind went moaning everywhere,
Lamenting the dead children of the air.

Curtain

ACT III.

RETURN OF THE BIRDS

(Spring comes forth in all her splendor and recites:)

Spring: But the next spring a strange sight was seen,
A sight that never yet by bard was sung,
As great a wonder as it would have been
If some dumb animal had found a tongue!
From all the country round the birds were brought,
By order of the town, by anxious quest,
And, loosened from their wicker prisons, sought
In woods and fields, the places they loved best,
Singing loud canticles, which many thought
Were satires to the authorities addressed,
While others, listening in green lanes, averred
Such lovely music never had been heard!
(Young girl rushes in and addresses Spring.)

Girl: When can we expect all the birds to return? We want
them all back again.

Spring: "The birds are coming home soon;
I look for them every day;
I listen to catch the first wild strain,
For they must be singing by May.

The bluebird, he'll come first, you know,
Like a violet that has wings;
And the redbreast thrills while his nest he builds,
I can hum the song that he sings."

Girl: What strange sound do I hear? It must be the robin's
spring call.

*(Songs of birds are heard in the distance after which the
Robin appears)*

Robin: When winter winds stop blowing
I come with my song of cheer,
The meadow brook again is flowing,
'Tis spring, 'tis spring o' the year.

The sun shines on the sleeping flowers
They peep up everywhere;
I sing and sing from the budding bowers,
'Tis spring, 'tis spring o' the year!

As the winter comes with its ice and snow
I leave my home so dear,
But return again when the south winds blow.
For then 'tis spring o' the year.

Gladly I greet the falling rain
It brings the grass blades near;
Long asleep in the earth they've lain
But now 'tis spring o' the year.

Girl: Robin, I thought the bluebird came first. Where can the
bluebird be?

Bluebird: I am the prophet of the spring
There's life in my twitter and hope in my wing
I ask you to forget the bleak wintry scene
And prepare again for the meadows of green.

I am the joyous bird of blue
The color that tells to you "I'm true".
I like to bring you my message of cheer
That winter is gone and spring is here.

Girl: Where did you leave the Oriole? I'd like to see his
dress of gold.

Oriole: I weave my nest so round and trim
And hang it safe on the topmost limb
Where the little breezes play and sway
Up in the elm so far away.

My bright wings flash as I flit about,
Weaving the grasses in and out
For my nest in the forest so far away
Where my young ones can be happy and gay.

I sing my song from the tops of the trees
To welcome the butterflies and the bees
As they flit about so full of cheer
Scattering sunshine far and near.

Girl: Well, here comes the Jay. Did I ever think I'd be so
glad to see you?

Jay: In this world I have no fame
Because you give me such a name;
I do my work without any pay.
And yet you call me the noisy jay.

People think I do no good
Which puts me in an unhappy mood;
I plant for you all kinds of trees
Where you may rest in the cooling breeze.
I cheer you all the winter through
With my jargonizing noise and coat of blue;
The song I sing to you every day
Is a very melodious jay, jay, jay.

Girl: And also the sparrow. You're welcome in our midst
again.

Sparrow: I live in the boughs of the great tall tree,
And I am just as happy as can be;
I sing and chirp the whole day through,
I'm happy because I'm singing to you.

I sit and watch the people go by
And think to myself "too bad they can't fly,"
For I have so much fun flying there
Away over the tree tops, far up in the air.

When I watch little children at their play
I listen quite closely and hear them say,
"There is the sparrow so blithe and gay;
He sings in the tree tops every day."

Girl: Has any one seen the Scarlet Tanager? His red coat
tells us summer is on the way.

Tanager: I like to please my neighbors
By showing my colors bright.
At dawn through the apple orchard
I make my merry flight.

I fly from the topmost bowers
Across the meadows green
And light among the flowers
Where my colors can be seen.

We build our nest in the bushes
Where cats do not often come;
As I stand guard in the tree tops
My mate cares for our birdling's home.

Girl: Where are all our songsters?

Mockingbird: I wake you in the morning
With my song so pure and sweet,
I welcome each day's dawning
And gladly the morning greet.

I am the charming mockingbird,
Of all song birds the king;
Sweetest melody ever heard
Afar my glad notes ring.
Oh! Hear me singing gladly,
Gayly, happily, joyously, free;
I sing so merrily, so madly
My joy to give to thee.
I tell you that just living
Is full of wonder and delight;
To spend each day in giving
Makes every moment bright.

I put joy into the sunshine
And gladness in the rain,
And wonder in the springtime
As I go and come again.

Girl: And where is your cousin, the Thrush?

Thrush: With our song of gladness
We fill the summer air;
Our enemies are cats and snakes;
We meet them everywhere.

I love to watch the children play
Down under the maple tree;
I lay my eggs in a cozy nest
That I wish you all could see.

I live near a beautiful home
With a lawn that is very green;
I watch the bad boys run and jump
With eyes that are so keen.

I can hear the whistling of the other birds
All around me everywhere,
And they can hear my pretty song
That fills the summer air.

I like to watch my children play
In our cozy little nest;
We love to eat the insects near,
For we know they are a pest.

Girl: Look! I thought I saw a speck of cardinal flash through
the boughs.

Cardinal: I know you like my color
When I dart from tree to tree,
It's fun to fly in the sunlight
And it's joyous to be free.

We'll come to stay this season
And brighten the days for you
If you'll promise to protect us,
And not harm us if we do.

I'll build my nest in the thorn hedge
Down by the meadow brook,
And hide in the cool green leaves,
In a quiet secluded nook.

Girl: Where is the meadowlark? We can never get along
without him.

Meadowlark: Down by the margin of the brook
In clover fields or clumps of pine
Away from the world in a safe little nook
Comes my song of summertime.

Down by the rippling meadow stream
Where the reeds and rushes grow,
There in my little nest I dream
Of the gurgling streamlets flow.

Down in the meadows of clover bloom
From daylight until dark
Comes a sound that dispels all gloom
'Tis the song of the meadowlark.

Girl: The red-wing blackbird should be here, too. I hope he doesn't
fail to return.

Red-wing: I am a little blackbird
With my red spotted wing;
I have a pretty melody;
Just come and hear me sing.

My food is all kinds of grain
Especially young sweet rice;
I do not eat so much of it,
But a little is very nice.

I am a little blackbird
With my nest so nice and round,
I do not build it in the trees
But in bushes or on the ground.

My mate is as large as I
But has a coat of brown
If you don't see her when she moves
You'll mistake her for the ground.

Girl: I should even welcome the jolly old crow,
And so would the farmers, too, I know.
*(The crows come slowly in, make several bows, flap wings
and caw with each movement. They then stand erect
while one repeats the following poem. The other crows
chime in at the end of the lines where the words are re-
peated.)*

Crows: "When the jolly old farmer goes out to plant
His corn, I watch with glee, with glee
From the treetops at his work
Because I know it's for me, for me!

"I watch how he scatters his seed all round,
And think he is kind to the poor, the poor,
But if he'd empty his sack in a pile on the ground,
I could find the grain quicker I'm sure, I'm sure.

I've learned all the tricks of this wonderful man,
Who has such a regard for the crow, the crow,
That he lays out his ground in a regular plan,
And covers his corn in a row, a row.

He must have a great fancy for me, for me,
He tries to entrap me enough, enough,
But I measure our distance as well as he,
And when he moves toward me, I'm off, I'm off."

Girl: Now, all the birds have returned. Can we expect the
flowers to bloom again?

Spring: "The daisies and buttercups are coming,
They are already upon the way;
When the sun warms the brown earth through and through
I shall look for them every day.

Then be patient, and wait a little my dear;
"They're coming" the winds repeat;
'We're coming! we're coming!' I'm sure I hear
From the grass blades that grow at my feet.

(Nature in verse.)

*(From either side of the stage two butterflies enter to the
tune of "Rosalie". They dance up the sides of the stage,*

to the front, toward each other, down center to flowers, who are sleeping, back to front, across the front of the stage and towards the rear where flowers are sleeping. They stop by the daisies and sing:)

“Through gardens, through meadows, through worlds
of delight,
We butterflies flutter so gaudy and bright.
Our wings are like rainbows all figured with gold,
The flowers shelter us when ’tis cold.

Chorus—

Come, come, we are happily calling,
Hark, listen! We call you so clear.
The earth waits for your coming,
Oh come and meet us here.

(While singing chorus, the butterflies sway their bodies, wave their hands and the daisies awake. The butterflies then pass to the two sleeping roses and sing:)

“The spring sends us breezes to say she is here,
And in the tall treetops the birds warble clear.
O wake from your sleeping! A flower carpet sweet
You can spread for the children’s gay feet.

Chorus—

(While the chorus is sung the roses awake as the daisies did at the singing of the first chorus. The butterflies pass along to sleeping buttercup and violet. They stop and sing.)

“The gay colored blossoms are jewels of spring;
We butterflies gay are the jewels on wing,
O wake! For winged jewels are waiting to see,
And ever to shine in your company.

Chorus—

(The buttercup and violet awake and butterflies repeat the little dance that they gave when they first entered the stage. They pass around to the rear and stop where forget-me-not is sleeping and sing:)

O haste! For the children wait, eager for you,
To fill their wee hands with the flowers of bright hue.
O wake from your sleeping! A flower carpet sweet
You can always spread for the children's gay feet.

Chorus—

(The butterflies wake the forget-me-not. Each time that the butterflies sing the chorus the flowers who are standing must sway body and arms in unison, and at the last two lines raise arms overhead, clasp hands and sway body. Then drop hands and stand still till the next chorus.)

(After the forget-me-not awakens they all sing. "The Spring Flowers."—Wreath Music Series)

The spring has called us from our sleep
And from the ground we gladly peep,
We love to hear her gentle call,
And come to greet her one and all.

Daisy: I am a little daisy bright
With golden eye and petals white,
Among the grass I have my place,
And star-like is my little face.

Forget-me-not: I am the blue forget-me-not,
The banks of streams my favorite spot;
I am the color of the sky,
Except my round and sunny eye.

Rose: I am the sweet perfumed rose,
The queen of every flower that grows;
My blossoms show that spring is past,
And the bright summer come at last.

Violet: I am the violet pure and sweet,
I always bloom beneath your feet;
The children know and love me well,
For happy secrets to them I tell.

Buttercup: The children call me buttercup;
I hold my shining chalice up;
When the sun sends down his golden glow,
I make another sun below.

(The butterflies dance again while spring ascends to her throne. The flowers and birds group around her. The people of Killingworth appear with garlands and bunches of flowers and vines which they place at the feet of Spring, the birds and flowers. They fall back in the rear for they seem to know that it is fair Almira's wedding day.) The wedding march begins while Spring recites:

But blither still and louder carolled they
Upon the morrow, for they seemed to know
It was fair Almira's wedding day,
And everywhere, around, above, below,
When the Preceptor bore his bride away,

(The Preceptor passes across the stage with his bride)
Their songs burst forth in a joyous overflow,
And a new heaven bent over a new earth
Amid the sunny farms of Killingworth.

After the Preceptor bears his bride away, they all join in singing a joyous spring song.

Curtain

A BACK-YARD PROJECT

FRANK HERBERT PALMER, EDITOR OF EDUCATION

We had the privilege of listening recently to a remarkable address by a distinguished educator before a highly cultured audience.* His subject was The Problem Method, which he presented from the standpoint of the parent and the teacher. Shortly after hearing this address we had an opportunity to study at close range some of the details involved in an actual project, carried out spontaneously by a boy of thirteen in his home back-yard. We here present a few reactions to the lecture, and to the project as worked out by this boy without suggestions from any adult,—at least until he rested from his labors with visible satisfaction, after completing his project. Then, cautiously, we made one or two minor suggestions which he accepted readily and incorporated in the result of his work. We would add that we took no notes of the lecturer's address, and the statements that follow are purely the impressions of the hearer, who would not hold the lecturer responsible for anything that is here reported.

The lecture was a plea for the Problem Method. It was shown that this method was equally valuable from the standpoint of the parents and the teachers. It is based upon the processes of mind that are observable in all children and that can be cultivated and directed tactfully by parents and teachers, with excellent results. But great care should be taken lest the more experienced adult shall substitute his own "mind-set" for the child's, thus thwarting the very purpose for which Nature has set problems before the child, upon every hand. The child gains mentality,—clearness of vision, depth of understanding, will-power, initiative, resourcefulness, perseverance in overcoming obstacles and final success, only as he experiences "mind-sets" of his own and works out the problems involved by himself,—not as we work them out for him. The parent and the teacher have their place in the process but it is a place in the background; they can tactfully guide, or restrain, where it is absolutely necessary in order to prevent disaster to the child or others; they can sympathetically suggest; but always just as far as possible they should leave

*Professor William H. Kilpatrick, of Teachers College, Columbia University, at a conference of educators at the State Normal School, Bridgewater, Mass., under the auspices of the State Board of Education, September 9, 1921.

the child alone to work out his projects as best he can,—even though the product is somewhat crude. For it is not the product which we are after—it is *the boy or the girl*.

An illustration was used, of a girl who was permitted to make her own dress, instead of hiring a dressmaker, or having her mother to make her dress. She was encouraged to select and buy the materials, make the plan, get the information needed by consulting whom she pleased, and fashion the garment to suit herself. Of course, in such a case the parent knows that there will be some waste of material in the cutting, some mistakes in the fitting, some imperfections in the stitching, a better job would result from the hiring of a skilled dressmaker, etc. But in this experiment the parent is after the girl, not the dress. The girl finds deep interest in the experience. She learns, at every turn. She is preparing for the time when she will have a home and girls of her own, and she is learning many laws of economy, of carefulness and exactness, of perseverance, developing constructive abilities and resourcefulness that will stand her in good stead all through life. It is these things that are the really valuable things about her project. If everything is done *for* her and she gains the finished product only, without the experience, she has learned very little indeed.

The speaker showed how the parent and the teacher had a wonderful opportunity and responsibility to unobtrusively aid the child in the formation and development of the project, but should be exceedingly careful that he shall not have the feeling that it has been imposed upon him from without, and that he is being watched and “told”, at every step.

The child will get his projects, and his methods of working them out, very largely as a heritage of race-experience. This is a most fertile thought and was forcefully presented by the Lecturer. We can verify it by studying our own adult projects and by watching the work and play of almost any child or group of children. We have a truly great and goodly heritage from our ancestors. They did not toil and struggle in vain in overcoming obstacles, subduing nature both animate and inanimate, learning how to develop and conserve food supplies, how to get and shape clothing for themselves, defend themselves from their enemies, utilize the streams and navigate the seas, etc., etc. We follow in their trails and instinctively do as they did, and better. All progress comes from the working out of projects. The process is as follows: Something determines a man's or a child's mind-set; the strength of the mind-set determines

him to attempt the project; he purposes, then plans, then executes, and finally judges his finished work,—criticising it or appreciating it, as the case may be, but always feeling a certain satisfaction in what he has done, because he has conceived and done it. Nothing that he is told to do and how to do it, ever satisfies him as his very own idea and work is sure to do. This is the way the child learns. This is the only true and really valuable education.

A peculiarly impressive opportunity to verify what this Lecturer had said was presented at about the time when we listened to his lecture, by a project which a boy of thirteen conceived and worked out in a back yard a view of which was commanded from our home abode. By the way, what an asset in any child's life is a pleasant back-yard! This particular one was broad and deep and shaded by beautiful trees, some of them the original trees of the forest which covered the spot before it was "reclaimed". On the one hand were flower-beds: on the other a vegetable garden of comprehensive proportions. A well-laden grape arbor near at hand stirred lurking memories of a far-away childhood which was not wholly devoid of projects, though the problem-method had not then been formulated. The time was late summer. The boy's project was the building of a hut,—a real, miniature house which should be *his* house, his very own in every sense of the word,—buildded by his own hand, from plans evolved from his own brain; a hut to which he could invite his own friends and treat them to food cooked over his own fireplace or stove; and in which he could sleep, some night, and not be afraid in the dark; for a boy old enough to build a house should and did feel that of course he would not be afraid of the dark.

Now this project is easily traced back to its inception in a race-instinct. This boy was possessed of an inheritance which was never written down in any one's last will and testament. But from far-away times in late summer men began to think of coming cold, and to make preparations for shelter from the wintry blasts. We have often noted the hut-building mind-set, and the fact that it attacks boys most violently in late summer time or early autumn. We watched this particular hut grow,—but said never a word. Cellar and stable were raided for materials. A neighboring "dump" furnished several valuable contributions, including a small stove and some stovepipe,—for heating and cooking purposes. A large, heavy sky-light that had been removed from a house in process of renovation was utilized for nearly one whole side of the hut. Its ground glass furnished interior light and yet was impervious to too-familiar

public curiosity. A roll of tarred paper, purchased without requisition upon the paternal pocket-book, covered roof and other sides and was impervious to rain. The floor boards were raised three or four inches above the ground, giving an air space so that dampness from the earth should be avoided. Great care was shown in arranging for a good draught for the stove, which was so placed that prevailing winds should not carry sparks or smoke toward neighboring buildings. A curious and original thought and device to exclude undesirable *big* boys was the making of the only doorway so narrow that a big, bullying boy could not squeeze through it. Positively that "was one" on the old folks. Carpenters and builders take notice, and next time make our doorway of such dimensions as will exclude undesirables! Defects that might be mentioned were the omission of screens to prevent the annoying presence of mosquitoes, flies and other insects; an insufficient slant to the roof to properly shed the water in the case of heavy storms; and a deficiency of shelves for books and small objects, such as every boy habitually keeps "in stock".

Now that project kept its projector out of mischief for more than *one* week. This, however, is a negative suggestion. What for the positive? Why, it interested him intensely. It developed brain power by the interested thought that he put into it. Ingenuity and diligence and exactness were required in finding and fitting together materials. He learned how to use tools of various kinds with skill and efficiency. A large variety of muscles were exercised and their strength increased. His lungs were expanded and forced to take in a large amount of pure, fresh air (save at the dump). His eye was trained to judge relations and proportions. He gained a new dignity through the development of a sense of ownership and mastery. The irresponsible boy was developed, in every act, toward a purposeful and efficient manhood.

Our conclusion is that the school project and the home project are equally valuable when we learn how to handle them rightly. The big secret is in encouraging the mind-set from the back-ground of maturity,—and then letting the child alone.

A PLATFORM OF PROGRESS

The National Education Association in annual convention assembled pledges again its devoted loyalty to American institutions and ideals. We hold it as our first and most important duty to instil these principles into the hearts and minds of those entrusted to our guidance.

We recognize the necessity for the further development of our American program of education. We look to our Federal Government for such sanction, encouragement, and leadership in education in coöperation with the States as will make possible the realization of our National ideals.

We pledge our continued support to the program of service for which this Association has stood and seek to enlist the co-operation of all organizations and individuals who hope through education to develop the highest type of American citizenship.

As representatives of the organized teaching profession of the United States, we pledge our support to the following principles and earnestly solicit the coöperation of all friends of education in the carrying forward of this program.

1. We recognize as fundamental to the development of an efficient school system the requirement that there shall be a well educated and professionally trained teacher in every American class-room.

2. We urge that increased facilities be provided for the training of teachers, and that the rewards of teaching and the recognition of the profession in the public service be developed in such manner as will attract to the profession the most competent young men and young women and hold in the profession those who have proved themselves efficient.

3. We strongly recommend that those who have proved themselves competent be made secure in their positions by laws establishing their tenure during the period of efficient service, and that adequate retirement laws be enacted in order to provide for those whose efficiency is lowered by age or physical disability.

4. We urge the adoption of a single salary schedule for all teachers in elementary and in high schools, determined upon the basis of education, professional training, and successful experience.

5. We call attention to the failure to provide an adequate program of education for the children living in the rural areas of our

country, and we urge that the educational opportunities provided for children in rural America be made equivalent to those offered to children in the most favored urban communities, and to this end we recommend that larger units of taxation and administration than the ordinary school district be adopted such as the township or town and the county.

6. We call attention to the fact that it is impossible to carry forward an American program of education without greater financial support than is now available. We call to the attention of the American people the fact that wise expenditures for schools are not to be thought of as gifts in aid of a worthy charity, but rather as an investment which will pay higher dividends than any other type of public expenditure.

We recognize the necessity for larger State distributive funds in aid of the public schools in order that the American ideal of equalizing the burden of support and the opportunities for education be realized throughout our commonwealths.

7. We recognize the distinction between the lay control of education and the professional administration of our schools. We believe that the highest type of professional service in the offices of State superintendent or State commissioner of education, of county superintendents of schools, and of city superintendents of schools can be secured by the selection of all such administrative officers by lay boards of education elected by the people.

8. We gratefully acknowledge the co-operation of other great National organizations in the development and promotion of an American program of education.

9. We are glad to co-operate with the American Legion in the establishment of a universal requirement of English as the only basic language of instruction in all schools—public, private, and parochial—and we commend heartily their demand that thorough-going instruction in American History and Civics be required of all students for graduation from elementary and from secondary schools. We welcome their co-operation in the establishment of a longer school year, and in the enforcement throughout the United States of compulsory education to the end of the high-school period.

10. We renew our unqualified endorsement of a Department of Education with a Secretary in the President's Cabinet, and Federal aid to encourage the States in the removal of illiteracy, the Americanization of the foreign-born, the development of a program of physical education and health service, the training of teachers, and the

equalization of educational opportunity as embodied in the Towner-Sterling bill now pending in the Sixty-seventh Congress. We are gratified to note the development of a nation-wide sentiment in support of the principles embodied in this bill. We unite with the friends of public education throughout our country in urging that Congress give prompt recognition to the primary importance of education in relation to the Nation's welfare. We earnestly protest against the submerging of education in any other Department of the Government or the subordination of education to any other national interest.

11. We call upon the teachers of America to unite under the banner of the National Education Association in carrying forward the great program of service to which the Association is committed. We urge professional organization fashioned after our American form of Government: a local organization of teachers in every community to develop public sentiment in support of education and to co-operate in the solution of local educational problems; a State educational association in every commonwealth to develop through State legislation an efficient and adequately supported school system; and the National Education Association which shall include all the teachers of the country to support a national program of education in co-operation with all forward-looking men and women who realize that only through public education can we hope to preserve our priceless American institutions.

Why Teachers Should Attend their Meeting.

THE INTER-MOUNTAIN EDUCATOR, the official organ of the Montana Teachers' Association, had one issue devoted almost entirely to the program of the Teachers' annual meeting, giving the program which, by the way, was an exceedingly interesting one, and boosting up the attendance. All the teachers were made to feel that they had great things to look forward to. In the editorials there are some things too good not to pass on.

It certainly would be fine if one teacher in two should attend the meeting of the association. There is enthusiasm and interest in large numbers lacking with small gatherings. The association meetings have passed the stage where interest has to be developed at the meeting. It is there all the time from the opening to the close.

We have many times stated the advantages to be had from attendance, and at risk of frequent repetition for some who have read our

repeated attendance urgings from year to year we are tempted to make the statements again.

The large gathering of teachers in itself is sufficient reason for attendance. Addresses by brilliant minds from other parts of the country, and from the equally brilliant minds of our home people, on topics with which teachers deal every day, supply stimulus and interest which cannot be gained by one's self. It is in gatherings like this where interest and enthusiasm develops and abounds. If one is a total stranger and attends for no other purpose except to hear the addresses the reward should be sufficient compensation for the outlay. But in addition there is the splendid opportunity of making acquaintances, of renewing friendships, of exchanging ideas and opinions, of forgetting for the time the humdrum of the work and revelling in the ideas of others. This part of the association meeting is of greatest importance. It is not by the single teacher that state or national advancement and progress are made, but by the combined action of many teachers working to a common end with a common purpose, and with an understanding of what others are doing. We do not overlook the fact that this gives an opportunity to visit the second largest city in the state, in a beautiful location in a historic spot. There are many who will take advantage of the opportunity to do some shopping and rightly so. To those who have not seen Great Falls and are planning to attend we promise a delightful treat, if not surprise. Those who have been there will, we are sure, want to go again. Nor must we forget the advantage to be derived by the teacher from the breaking away from the regular work. A complete change of place and action, the enthusiasm of numbers, the contact with those attempting similar tasks, the opportunity to see a beautiful portion of the state and a beautiful city, the inspiration that comes from listening to those who have given their lives to the work and have been successful, the joy that comes from the acquisition of new thoughts and new ideas, the delightful social gatherings with friends both new and old, all combine in giving a spirit for work and an inspiration for further accomplishments which one can never get alone. Count the cost of the association. Set it aside if possible, spend the money gladly and cheerfully, and the return will be felt by the individual, by the school, the community and the state.

The Wonder of a Book.

A log cabin in the still north woods.

A man stretched out on a bearskin rug, reads, by the crackling fire.

No sound but the wail of a coyote, off in the great white silence.

No living being but the faithful dog dozing at his feet.

He reads—and reads—a wondrous tale of the city. And the flickering oil lamp blazes into a thousand dancing lights, and the lonely cabin is thronged with hundreds of laughing, chattering people who lead him from the bleak solitude to the golden land of pleasure.

Back in the crowded town another man, city-tired, business-weary.

The lamp shines softly on his care-worn face.

Through the closed window comes the muffled city rumble of jangling street cars and tramping feet.

He reads and forgets the turmoil. For it is a book of the great outdoors—of sweeping plains and purple-shadowed mountains. He breathes the fragrance of a thousand firs; he follows the river through roaring canyons, and every fiber of his being thrills to the call of the wild.

A book—the wonder, the witchery of it!—*Chicago Daily News.*

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EDITORIALS

High School Course of Study.

A course of study for high school teachers has been added to the courses to be offered hereafter by this school and it will be published in the new catalogue. This addition became necessary because of the change in the State Department of Education. This school was established "To train teachers to teach in the public schools of North Carolina." So long as the public school system stopped with the seventh grade it was the duty of this school to prepare teachers for the seven grades. Now that the system includes the high school, and the public high school actually is now as much a part of the system of public schools as the primary or grammar grades, then this school must extend its courses, or offer additional courses, to cover the ground covered by the state system.

Although some of the graduates from this school are teaching in high schools, and are making successful teachers, they have not been sent out from the school recommended for this specific work. The special teacher who teaches only one subject in a city high school will probably go to the school where she will get special training along her line. Most of the high schools in this State, however, have teachers that combine subjects.

Co-operation Between School and Town.

Two events are reported in this number of the *Quarterly* that show the fine spirit of co-operation that exists between East Carolina Teachers Training School and the town and county people. On Armistice Day a part of the exercises were held in the auditorium of the school. The pageant-parade ended on the campus, in front of the Administration Building. A large crowd proved they did not consider the campus as holy ground, too good to be used. In the auditorium, the lower floor was filled with the American Legion, and the town people, and the gallery with the school girls, and all mingled in friendly style after the exercises.

During the summer school there was held one of the most delightful get-together meetings ever held in this part of the State when groups gathered from every part of the county for a community sing.

The line between school and town is difficult to find.

It was fitting that on the anniversary of opening day, October 5, Mr. Y. T. Ormond should talk to the students.

Mr. Y. T. Ormond is chairman of the Executive Committee of this school, and a member of the Board of Trustees ever since the school was established, a man who was in the State Assembly when the first bill for the school was presented and one who caught the vision when Mr. Ragsdale first tried to show it to North Carolina.

He has been on the executive committee from the beginning and knows every detail about the school. He has never been absent from a meeting, and never too busy to stop and attend to anything for the school.

The students and faculty see him come in quietly and always know there is a meeting for attending to the business of the school, but seldom does he step out and let them hear a word from him.

Vitalized History Work.

Whatever makes the child studying history live in the past, whatever makes him feel that he has stepped into the shoes of some man in the back yonder world, is helping to make a better citizen in the future, the world ahead. In the Department of Suggestions in this issue of the *QUARTERLY* is a report of the way seventh grade children

are living in the times of their forefathers. They have actually become the contemporaries of their great grandfathers. The posters, cartoons, and newspapers around the room give an atmosphere that is live. The stamp act, and the war of the Revolution are as vital questions to them as those in the headlines of the morning paper. Names from a hundred and fifty years ago are bandied about with as much familiarity and ease as the name of the present governor, the mayor, or the president—and, by the way, these boys and girls know what is going on today also.

Article on Tests and Standard.

Miss Nellie Maupin, who has an article in this issue of the QUARTERLY on tests and standards attended the University of Iowa this summer and took the course in educational psychology and paid especial attention to tests and standards. She had previously had a similar course at Peabody College. She is qualified to speak with authority on this subject. North Carolina has furnished a field for much work in tests and standards during the various surveys that have been made in the State, but few in the State have given these subjects very much consideration. They could be used and followed up more intelligently if the teachers in the actual classrooms studied them more carefully. The tests given at intervals and followed up by the teacher are infinitely more valuable than the occasional test given by the outsider. The latter have helped North Carolina to find where she stands, but they have not helped the teachers very much and the pupils have had little benefit.

A Questionnaire on the Project.

Some weeks before the meeting of the North Carolina Teachers Assembly a questionnaire on Projects was sent to the elementary teachers of the State to arouse interest in the discussions at the Assembly led by Dr. Charles Murray.

This was for the purpose of stimulating interest in the most recently recognized and defined educational method, and for creating a background for Dr. Charles McMurray's work at the Assembly.

The questions and the bibliography are as follows:

1. What is meant by the term project?

2. Discuss the four types of the Project Method, setting up the steps used in the development of each.

3. Do you consider this method psychologically and pedagogically sound?

4. What are its dangers?

5. Can project and drill be synthesized?

6. Are you using the project method in your school? If not, why not?

7. Do you advocate an entire project curriculum? If not, where should it be placed and to what extent should the organization of subject-matter be modified?

8. Define this statement: "Since the unit of worthy living is the project, the project should be the unit of school procedure: it utilizes the laws of learning; it leads to moral living."

1. Bonser. *The Elementary School Curriculum*. The Macmillan Company.

2. Dewey. *How We Think*. D. C. Heath & Co.

3. Freeland. *Modern Elementary School Practice*. The Macmillan Company.

4. Herring. *Bibliography of the Project Method*. The Teachers' College Record, March 1920. Price 40 cents.

5. *Outline of the Problem-Project Method*. English Journal 7:596-602, 1918.

6. Kilpatrick. *The Project Method*. Bureau of Publications, Teachers' College, Columbia University.

7. Krackowitzer. *Projects in Primary Grades*. J. B. Lippincott & Co.

8. McMurry. *Teaching by Projects: A Basis for Purposeful Study*. Houghton Mifflin Company.

9. McMurry. *Elementary School Standards*. The World Book Company.

10. McMurry. *How to Study and Teaching How to Study*. Houghton Mifflin Company.

11. Stevenson. *The Project Method of Teaching*. The Macmillan Company.

12. Wells. *A Project Curriculum*. J. B. Lippincott & Co.

13. Kilpatrick, Bagley, Bonser, Hosie, and Hatch. *Dangers and Difficulties of the Project Method and How to Overcome Them. A Symposium*. Teachers' College Record. September, 1921.

The superintendent of the Cleveland Schools in *School Topics*, the paper published by and for the Cleveland Schools, in telling how he picks good teachers has this to say about those from the South: "Educational advantages south of the Mason and Dixon line are so limited in professional training and experience that the northern requirements and standards are almost foreign to the southern teacher. From the South, however, come wonderfully good teachers of English."

Apropos of Credits.

From a Michigan woman who had had one and a half years at the state normal school, and wanted to secure from the Cleveland School of Education sufficient credits to receive the two-year diploma, came a letter which listed some of her achievements which she thought might be credited.

Among them were the following: A preparatory course for Sunday-school teachers, four years in the church choir, and nine years experience in poultry work and general agriculture on a Michigan farm. She was much disappointed when informed that the Board of Examiners could not allow her credit for these experiences.

SUGGESTIONS

North Carolina Past Made Real.

Several projects and devices were used to make the early North Carolina history of vital interest to the children of the seventh grade.

A knowledge of the early history of our State is necessary in order that we may train future citizens, the children. No State has a history more interesting or more one could take pride in than the "Old North State". We should therefore strive to make it as interesting as possible that children may understand and appreciate it.

The following few ideas have been tried out in the seventh grade of the Model School and have been found successful in arousing interest.

The newspaper project was introduced in studying the period from the early settlements to the Revolutionary War. Two papers were arranged, one for the boys and one for the girls and were named for the early Carolina papers, "The Carolina Magazine" and "The Carolina Gazette." These were published twice a week. The boys and girls each elected their editors, and the editors appointed their assistants, some of whom were called associate editors.

The first newspaper appeared during their study of the Cary uprising. Children gave interesting headlines, such as, "Vote for Cary," "Away with Oaths," "Who is Our Lawful Governor?" The papers were made more interesting by letters, maps, pictures, cartoons, etc.

The letter following, written by one of the children, was supposed to have been written by the Assembly thanking the king for sending Governor Burrington to the colony.

EDENTON, CAROLINA
FEB. 5, 1731

DEAR KING GEORGE III:

We are glad you sent Governor Burrington to us, we think he will be a good governor and make good laws. (Chief Justice Gale was wrong when he said that Burrington was quarrelsome. We know that Burrington has some good qualities and we thank you for sending him to us.

We are glad you have taken the colony in hand; we know you will be like a father to us.

Very truly,
THE CAROLINA ASSEMBLY.

(Written by Jacob Skinner)

Another letter was supposed to have been written by the Scotch Highlanders, inviting their relatives to join them in building new homes in Carolina.

CROSS CREEK, CAROLINA
JULY 5, 1750

DEAR FRIENDS:

We have found that Carolina is a good place to settle. This is a good place to raise sheep and cattle. The climate is mild, the land is fertile. We find tall pine trees and beautiful streams everywhere. The people in Carolina make good neighbors.

Please tell all of our friends to come to Carolina, land is cheap and they can make homes of their own.

Yours truly,
A SCOTCH HIGHLANDER.

(Written by Harry Smith)

As children studied the different settlements, blank maps were filled in to locate the settlements; later these maps were published with interesting accounts of each showing the growth of the colony during the king's rule.

Pictures and drawings were pasted in papers to represent the typical Carolina homes, the happy firesides, Governor Tryon's palace, improved roads, etc. One column devoted to advertisements illustrated goods sold in the early stores with their prices such as farming implements, furniture, cooking utensils, food and clothing.

The paper containing news on the Stamp Act gave the picture of a skull and bones in the place of the king's stamp and a balking mule to represent the colony. The following item appeared in this paper with the picture of the war-ship, "Diligence".

THE DILIGENCE HAS ARRIVED

Yesterday the Diligence arrived at Brunswick, it came from Virginia and brought stamps the king expected to sell in North Carolina. It sailed up and down the river looking mighty proud and had twenty great cannon.

The vessel soon anchored and the news spread up and down the Cape Fear River. The settlers were armed and ready to fight. Hugh Waddell and John Ash were in command. This is not the last time the settlers will march to resist the Stamp Act. For the people are not going to stand for it.

(Written by Jessie Briley)

The day we studied about the war with the Regulators, children made caricature pictures, a great fat man and a small lean man representing Edmund Fanning getting rich off the poor farmers. Below is one of the news items given.

A UNION FORMED

The farmers of Orange, Granville and Rowan Counties have thought of making a committee to stop the trouble they have been complaining about. They are already named Regulators. Their plan is to talk over the matter with the officers and see if something can be done about their taxes.

(Written by Troy Burnette)

In preparing and arranging material for these newspapers, children were trained in the use of good judgment and much originality and initiative were brought to light. Through this project spelling, language, penmanship, geography, and drawing were correlated, and a friendly rivalry was created between the boys and girls.

Another idea used in the grade was poster making. Attractive posters were made, such as cats fighting, with the sentence, "Cary and Hyde Take up Arms." To represent the Indian massacre, an Indian village was drawn with the sentence "Now is our chance."

In studying the early life of the settlers, children were asked to imagine that they had visited Carolina at this period and to tell the class the interesting things they saw. Several children gave good pictures of the early life. One child who had recently visited the museum in Raleigh was able to describe the relics as if he had seen them in the homes of the settlers.

As a review, games were used to an advantage. Slips were passed out containing names of different characters. Children who drew names were allowed to stand before the class and tell all they knew about the characters they drew without calling the names. From the reports given, the class guessed the characters, and decided on the best report.

EVA BATEMAN, '22.

Games in Arithmetic.

Games are good to use in teaching Arithmetic because they appeal to the children through many strong instincts as: play, rivalry, competition, curiosity, and rhythm. If these instincts are aroused, the pupils become very much interested and keep up attention, even to purely mechanical processes. The teacher should aim to make use of this instinctive basis and to plan her work according to the child's supply of original interests. Every number fact or process must be made interesting by showing its social worth or by making it appeal to the instincts of the child, and through games these instincts may be appealed to.

Games have an interest that pleasantly withhold the mental effort required, and will accomplish the result efficiently. Games

permit of group work where the attention is exceedingly spontaneous, therefore, children master the number operations under the free feeling of play. The pleasing influence of the game, which is due partly to change, reduces the symptoms of fatigue and supplies an interest and keen enjoyment for the work of the following day. If the child is interested in his work, the desired results are sure to come. The main aim in playing games is to get interest. If interest is secured, the best results will be accomplished.

There is a difference between a game and a drill. A drill may be purely mechanical. The two main purposes of drill work are increased accuracy and speed. In drill we wish to develop such a perfect mastery of the associations involved that the presentation of one element will instantly recall the others. Drills in multiples, and factoring can be made interesting to children by presenting them in the light of games.

Below are given games adapted to the different grades. A game that is excellent for one grade is poor for another, because it may be either too easy or too difficult.

FIRST GRADE. "BEAN BAG GAME"

With chalk draw a large ring on the floor, within this ring draw another ring, and within the second ring draw a third ring. In this third ring mark 3. In the second ring mark 2. In the first ring mark 1. The pupils stand in a parallel line a few feet from the ring. The first pupil in the line is given a bean bag. He throws it three times, trying to throw it into the smaller ring in order to get a large score. When he has finished he has to tell what his score was. For instance, if the child threw one time in the smallest ring, the second time in the next size ring, and the third time in the largest ring his score would be six. A boy and a girl keep score at the board, the boy keeping score for the boys, and the girl for the girls. When the first child has had his three trials throwing the bag, he gives the bag to the one next to him and goes to the foot of the line. This is continued until all have had a chance. The side that has the most large scores, for instance *nines*, wins. This game is good because every child takes part. It also, causes the children to have a desire to add.

SECOND GRADE. "GATHERING NUTS"

Cut any number of four inch circles from pasteboard. These will represent nuts. On each "nut" write a number combination not to exceed ten. On the blackboard some distance apart roughly sketch two trees. On the edge of the blackboard place the nuts with the blank side toward the class. Divide the players into two groups of nut gatherers standing as for a spelling match. At a signal from the teacher the first child on one side runs quickly to the board and picks up a nut. If he gives the correct answer to the combination, he may pick up another. If that result is also correctly given he may have one more nut. No player

may have more than three nuts. The first player on the other side follows, then the second player on the first side, and so on, the sides alternating, until every child has had a chance. On the board the teacher keeps a score of the number of nuts gathered by each side and the one gathering the greatest number wins the game.

This game is good because it is neither too hard nor too easy for a second grade. It is a game that appeals to a second grade pupil.

THIRD GRADE. "CONTEST GAME"

Put combinations on the board as:

8+8	14	15	13	7+7
6+7	16	18	11	7+8
5+6				9+9

Several combinations may be put on the board. Give two members of the class a pointer each and let them pass to the board. Let two others keep the score. Have some one in the class call a combination as 6+7. The two at the board race to see which one puts the pointer on the right combination first. The score keeper marks 1 under the name of the side which won. Let others call out combinations until these two have had a chance at six combinations. Call two others to race. Change the score keepers, and continue until all have had a chance. After the various contests, count the scores to see which side won. This can also be used in drill work on multiplication table.

This is a good game for third grade as it takes in every one in the class, and is not too difficult for them.

FOURTH GRADE. 1. "FOX AND HOUND RACE"

This is a group game played by one representative from each of the two groups. If the ninth table is the one on which drill is needed, the teacher writes

$$\times 9 =$$

in six or eight places around the boards. A child is selected from each group, one to be the hound and one to be the fox. The fox goes in front of the hound writing numbers by which the nine is to be multiplied. He must also write some multiple of nine under each combination, as

$$\begin{array}{r} 7 \times 9 = \\ 27 \end{array}$$

After the fox gets a start of two places, the hound begins trying to catch him, but he must take time to write the result of each indicated multiplication. When the hound catches the fox, he gains five points for his side and for every mistake which either makes, one point is taken from the side represented.

This is a good game to use in the early stage of drilling on a table to develop speed and accuracy. Only two children can actually play at one time, but all are going over the combinations mentally because it is a race between groups.

2. "RELAY RACE"

In this every child is taking part and there is a drill in both speed and accuracy. The children are divided into two groups and seated in two rows. All close their eyes while the teacher writes two rows of the indicated combinations, one for each in the group, as

$$\begin{array}{ll} 7 \times 9 = & 12 \times 6 = \\ 8 \times 6 = & 7 \times 9 = \\ 9 \times 4 = & 8 \times 6 = \\ 12 \times 6 = & 9 \times 4 = \end{array}$$

At a given signal the first two go to the board and write the result of the first combination. Each then gives the chalk to his next man, who writes the second. This is continued until all finish. A certain number of points is given to the side that finishes first and each correct result counts a certain number of points.

FIFTH GRADE. "RELAY RACE"

Let two girls (or two boys) be leaders and choose sides. Then let them line up on each side of the room. If there are eight pupils to each side have on the front board eight examples, and on the side board another group of examples like those on the front board. Count one, two, three and ready, and let the first child, the leader, go to the board and work the first example, then go back to the end of the line and so on until the end and see which side wins. Such examples, as

$$\begin{array}{r} 20\frac{1}{8} \\ +56\frac{3}{4} \\ \hline \end{array} \quad \begin{array}{r} 92\frac{3}{4} \\ +16\frac{1}{2} \\ \hline \end{array} \quad \begin{array}{r} 71\frac{1}{9} \\ +62\frac{2}{3} \\ \hline \end{array}$$

One can readily see from the above the difference in the difficulty of the games.

Below are given a few examples of drills that are good for fourth grade.

"GIVING OF MULTIPLES" (*oral*)

The teacher stands in front of the class and gives a multiple, as 72. The children say what the two numbers are that give that product, as 6×12 .

"THE FLASH CARD DRILL"

The teacher holds up cards on which are written combinations, such as

$$9 \times 9, \quad 8 + 6, \quad 9 - 5$$

the pupils give the answers, as 81, 14, 4.

The following illustrates another form of oral drill. The teacher gives out certain combinations, as this

$$7 \times 9 - 9 \div 8 + 10 \div 3$$

The children are expected to follow her so that they can give the answer *five* by the time she finishes.

As valuable as games are the inexperienced teacher may fail to get results unless she devises games adapted to the grade.

BLANCHE HARRIS, '22.

Drill for Speed and Accuracy in Arithmetic.

Five minutes of rapid drill, or "quick work" as the children call it, starts our sixth grade Arithmetic lesson. These drills are led by the children themselves, and help them very much as they require the children to think clearly, quickly, and accurately. In this drill some number is given and some operation performed on it, then another operation on the resulting number and so on.

One of these drills is: nine nine's less one; a half of it; a half of that; add five; a fifth of that; times six; a half of that; a third of that; add one; a third of that; times five; times ten; a third of that; less one-third; plus two; a seventh of it; what have you?

We get in as many of these as possible during these five minutes and they are given with remarkable quickness. Sometimes as many as ten of these examples are given in five minutes. While there are some in the class who came in this year for the first time and had never had these drills, they seem to be eager to learn. So, some, who are well up on the work, take those who are not up and give them individual help.

We have been studying especially the four fundamentals in fractions, and the interpretation of problems in the sixth grade. In our study of fractions we have been working for speed and accuracy. This has been done in their homework by the children's keeping an account of how long it takes them to work the examples that were assigned. Then, they go over their work, and check it, seeing how many they worked correctly. They keep a record of this and see if they can improve on it the next night. If they do not improve, we try to find out why they failed to do so. Then, too, each child gives his report in school and compares his own record with the record of his classmates. This is carried further by the assignment of examples to be worked in class, and the teacher keeps an account of speed and accuracy. This spurs the child on to do better work and to see if he can lead his class in the next "race."

LUCY ANDREWS, '22.

Problem Solving in Sixth Grade.

If the child has never had problem solving or the interpretation of problems, this should be taken up by the teacher as a supervised study lesson. She could establish a better foundation for his future work in this way and give him many of the short cuts that are so valuable in problem solving. This helps to save time, by giving more time for taking up more problems than could have otherwise been discussed.

In the work in problems the first thing to be considered is that the problem must be concrete to the child, in other words, it must be about something that he knows about and understands; and should contain only those words that a child can understand. Among the problems given must be some that are easy enough for every child to be able to get and some that are a test for every one. Otherwise some child would sleep through the class, either because the work was too hard or too simple. In the sixth grade we divided the work into five parts: (1) finding what is given; (2) finding what is required; (3) finding how to solve it; (4) solving it; and (5) checking the answer. Each problem is discussed by the class, taking up what is given and what is required in the problems, then how to solve it. They did not always solve the problems as this would have required too much time, and the aim was problem interpretation. The assignments were varied so as to concentrate more on one phase of the work, for example, one night problems were assigned and the children wrote out what was given and what required in each of them. Then, the next night the same problems were assigned to be solved and checked. In all the work speed and accuracy were emphasized, and as much of it as possible was made oral.

THELMA SHAMHART, *Ed.*

Teaching Fractions in the Fifth Grade.

In teaching fractions in the fifth grade, I tried to make each topic and each step we took up so clear and plain that all of the children would understand it. The children had begun fractions in the fourth grade, but as children forget from year to year, there was only a small background left. My critic teacher, however, had given them an introduction to fractions again and established some of the fundamentals as, what a fraction is, the parts of the fraction and meaning of the parts. Fractions in the fourth grade are taught very informally and objectively, but in the fifth grade we begin a more formal study of them and deal in the development of rules and principles. This was my work.

Four weeks is a very short time in which to see what you can do in the way of teaching children. I should say that the first two weeks one spends adapting herself to the work and the children, the next two weeks she throws herself entirely into the work, forgets self and really teaches. By the end of the fourth week she feels that her work has only just begun. She is just beginning to see the results of something she has done and is just then beginning to be interested and inspired to do more.

During the short four weeks I taught arithmetic in the fifth grade, I realize I did not have time to do much, but what work I *did* with the children I tried to do thoroughly. Often I realized that though I thoroughly understood the subject I had in hand, I was not making the children understand it. Then I would go over and over it again explaining it and making it as simple as I could.

The order of procedure in my lessons was: (1) a drill, (2) a review, (3) new work, (4) summary, and (5) assignment. I usually required the children to bring in some written work, for this was my best way of finding out whether or not all of the children were getting the things I was trying to put over. In this written work I tried to fix in them the habits of neatness and accuracy. Sometimes showing the neatest paper to the class, also the poorest one, and letting the children judge for themselves.

The first thing in my lesson always, was a quick drill using fractions. I used many different devices and games to make them interesting for the children, always trying to have a different one every morning. The same principle was included in all of these, but the "game spirit" seemed to add a new interest to the work for the children that otherwise I would not have had if I had called them drills as I did in my lesson plans. I think the children enjoyed this part of the lesson most and they were always wide awake and full of "pep" during the games, and I found them doing some of their quickest thinking here. My aim in these drills or "games" as the children called them, was to develop speed and accuracy, in other words, to train them to think quickly, accurately. The thing the children liked most to do was to have contests between the boys and girls, or different sides. I would have examples on the board and give a signal and then let them race to see which side finished first with the most examples correct.

The first lessons I taught were on dividing the whole into its different equal parts; halves, fourths, eights, sixteenths, thirds, sixths, twelfths, etc. I used drawings of squares or circles, divided into the different parts, on the board for illustrative material. This work was easily understood and grasped by the children and did not require much explanation, for the children could readily see through the work when explained objectively.

The next I took up was the reduction of fractions, changing fractions to lower and higher terms. Here came the big problem of really putting something over. New terms and rules the children had never heard of came in, and with them came the problem of how best to give each child the understanding of the

new terms and use of the rules. I had often been told not to generalize a rule too quickly, but to show that certain things were so in several cases before you gave the rule and drew the conclusion that they were so in all cases. But I never realized how much explaining and leading up to a subject one had to do to put a new rule or principle across to children until the first time I tried it. I always began by first calling their attention to certain things and asking them questions before I gave the point in full. For instance, in teaching changing fractions to higher terms, I would begin by showing them two fractions, as $\frac{1}{2}$ and $\frac{3}{6}$ and then let them decide which was the higher term and which the lower. At first I would *tell* them to change $\frac{1}{2}$ to 6ths and they would quickly answer $\frac{3}{6}$, but when I asked them to explain how they got $\frac{3}{6}$ perhaps they would not know. Here I gave them the plan of multiplying both numerator and denominator through by something. I handled reducing fractions to lower terms in the same way, only showing them that here one would divide through instead of multiplying.

From reduction of fractions we went on to changing improper fractions to mixed numbers and mixed numbers to improper fractions. When we first began changing mixed numbers to improper fractions, the children had from some outside help or some where caught on to the mechanical way of doing it, as for instance, in changing $3\frac{3}{4}$ to an improper fraction they would invariably tell that the way to do it was to multiply 3 by 4 and add in 3 and put the sum over 4. Of course this was right and would give the right answer, but I wanted to give them the logical way and to show them why $3\frac{3}{4}$ did equal $1\frac{3}{4}$. After much explanation and persuasion I led them to accept the logical form and then when I asked them to explain it they would give it back to me in this form; $3\frac{3}{4} = ?$ $\frac{3}{4}$ are equal to one whole and we have 3 whole numbers, therefore we would have $1\frac{3}{4}$, besides we already have $\frac{3}{4}$, adding the $\frac{3}{4}$ to the $1\frac{3}{4}$, we have $1\frac{3}{4}$.

Next came addition of fractions which includes finding the least common denominator. After adding many small fractions and finding the least common denominator by inspection, I tried to lead them to see that one could not always tell the least common denominator by inspection and showed them the method of finding it by factoring the denominators of the fractions. This required much explanation and drill. After they understand this the adding of mixed numbers came easily and it was only a step to the

subtraction of fractions, for in addition of fractions we establish many principles that carry over into the subtraction of fractions.

Each day's work was a repetition and drill of the work preceding with something new added. Toward the end of the lesson I would ask a few questions to bring out the big things in the lesson.

I thoroughly enjoyed the work and I am sure I learned as much as the pupils in the four weeks I taught, for I realized my mistakes and weak points and how they could be remedied.

LOUISE WHICHARD, '22

Teaching Location and Direction.

The aim in teaching location and direction to the third grade was to provide the child, through observation and experience, with such fundamental concepts, as will be helpful to him in the later grades when he is required to go in imagination to distant regions, which lie beyond his observation and experiences.

We drilled on the directions from their own room by means of games. We first had discussions based on the children's observations of the direction of the sun in the morning, when they first come to school, the position in the afternoon, thus getting the east and west, and then explaining north and south.

First we had the children to observe the length of their shadows, morning, noon and afternoon, and explained the reason for the difference in the length of the shadows at the different times. Attention was called to the difference in the length of days during June, July, and August, using the Globe to show the children the reason for the variation.

In getting the directions the class first found the east side of their room by finding the side which faced the sun in the morning. From this they located the west, the north, and the south by standing with their right hands to the east, their left hands to the west, their faces to the north, and their backs to the south.

They made the map of the school room on the blackboard, and called on members of the class to show where to put various things in the room, such as the teacher's desk, the blackboard, the windows, and the children's desks. One after another was called on to point to his seat on the map and to tell in what direction it was located.

We used a drill game at this point. One pupil was chosen as the leader. He called on the children to stand in the different

directions in the room. If any one failed to take the direction indicated he had to take his seat. If the leader failed at any time to recognize a mistake of any one in taking the correct position, he had to let some other child take his place as the leader. After every child in the class had taken his position, the game was continued by asking the children who were standing in the different directions to change places, as north and south change, north-east and south change, etc. Those who missed took their seats, and the others worked to see who could stand the longest, somewhat as in a spelling match.

Another game which we used to drill on the directions is this: One child gave one of these directions to some one in the class. If the pupil chosen did as he was told, he then gave a direction to another member of the class; and so on until all the children had a chance to play. The game was played rapidly.

Point to the north.

Walk to the west.

Skip to the east.

Fly to the south.

Run to the north.

Point to the south.

March to the east.

Turn to the west.

A map of the school ground was drawn by the teacher, under the direction of the pupils, and in this we located the school building, and the play grounds of the different grades. After the map of the school ground was completed, we had the children to locate certain streets in the town beginning with the street nearest the school ground. The teacher then drew on the board, under the direction of the children, a map of the town, in which she placed the main streets, and some of the main buildings, such as the Courthouse, Post Office, and bank.

When the entire map had been drawn, the children reproduced the map on paper, as a means of fixing definitely in their minds the locations and directions of the town.

ALMA WORTHINGTON, '22

Indian Life in the Third Grade.

Indian life as a language topic in the third grade has been covered in past numbers of the *QUARTERLY*, but every year there

are new features, different devices for making it interesting and appealing to the children.

This year it was introduced in a different way. The story started with Columbus landing on the Coast of North America in search of India. Seeing the funny people that lived here and thinking he had found India, he named these peculiar looking people Indians. The natural question then followed, "How did these Indians look?" This was answered by a full description of an Indian. An Indian doll in full dress was shown them, in order for the children to get a clear picture of the Indian.

Next, we took up the Indian homes, customs, and occupations in full.

As a test of really knowing how well the children got these concepts, each child was asked to draw a picture that suggests Indian life. There were many excellent illustrations. A picture of a wigwam with the Indian fence around it was one of the best. Another good one was an Indian squaw wearing an Indian blanket. In studying Indian occupations we had talked about the making of Indian blankets and observed their many colors. The picture of an Indian long house with the pot under the tripod and an Indian boy standing by the pot with a bow and arrow in his hand and a deer at his feet seemed to appeal to the children. Others were: pictures of a papoose bound on the limb of a tree, wigwams, and Indian canoes.

For construction work the children built on the sand table a relief map of North America and built an Indian village on the Coast where Columbus landed and found the Indians. This village was surrounded by a picket fence on the inside of which were the wigwams and trees and on the shore were the Indian canoes. They also made pamphlets on Indian life. In these pamphlets are pictures of the Indian chiefs, squaws, a boy, a wigwam, and a canoe. Under each of these pictures the child wrote a full description in his own words.

An Indian exhibit decorated the walls of the school room. Among the decorations were Indian moccasins, snow-shoes, canoes and paddles, and Indian pictures the children had painted from hectograph copies.

After taking up Indian life as a whole, we took up North Carolina Indians, the Cherokees and their reservations in the mountains, and compared them with the Indians we had studied, as to dress, homes, customs, occupations and education.

As a fitting close to the study of Indian life an Indian play was given including an Indian war dance. We found an Indian play and by adding another act adapted it to the study. A synopsis of the play may be suggestive.

Two little Puritan girls are left alone in an Indian settlement while their mother and father go to town. To amuse themselves they make Jack o'lanterns of pumpkins. The Indians decide to attack these white people because they are taking their lands. They have a war meeting and decide to send two Indian scouts to find out what they can about the white people. The little girls hear the scouts and become frightened. They decide to bar all the doors and put Jack o'lanterns in the windows. The Indians see these Jack o'lanterns and become frightened. Then they go back and tell the Indian Council of War that the palefaces have something that will hurt them if they go in and they decide to let the white man alone.

This program closed with the singing of an Indian lullaby.

This play was to impress upon them the lives and customs of the Indians and help them get real pleasure out of the work.

LOTTIE LEE BLANCHARD, '22

Good Citizenship and Language.

In the third grade special attention has been paid to getting the children interested in putting up their written work in good form, and in arousing their pride. Some excellent work has been done during the Language periods by correlation of work. They have been absorbed in the subject matter, but have been trained to realize it must be in good form, and thus they are made to use language as a tool.

During these Language periods they have organized their class into a community, and written rules by which all good citizens of the community should be governed. They made a good citizen chart, on which were printed the following rules:

1. No one can be a good citizen who is not brave, honest, kind and truthful.
2. He must be thoughtful of others' rights.
3. He must obey laws.

Those who live up to these standards receive a red or blue star every afternoon. Not only did they do this, but they made their

own rules of politeness, which are followed by all gentlemen in their treatment of ladies. Six of these rules are:

1. A gentleman picks up anything a lady drops.
2. A gentleman tips his hat to a lady.
3. A gentleman rises when a lady enters a room.
4. A gentleman always walks on the outside.
5. A gentleman gives a seat to a lady.
6. A gentleman opens the door for a lady.

They made attractive posters illustrating these rules. They themselves found the pictures for the posters at home and each one decided what rule he wished to illustrate. The teacher selected the best ones and placed them on the wall.

They feel very proud of the little booklets in which they are going to put these rules, and also they are beginning to put these rules into practice. Each one highly prizes his book because in this work he has done his best. He has observed good written form, using correctly capitals and periods, making good sentences and writing neatly, and has been careful with his work, trying to make his the best in the room.

ANNIE SMITH, '22

The Pig, a Topic of Language Work in First Grade.

Language work in the first grade for several days centered around the pig. We had a conversational lesson, story telling, dramatization and a jingle.

Some of the children who had been to the Fair the week before told about the pigs they saw there. The children who had pigs at home discussed freely their pet pigs and their father's pigs. They described the pigs, told what they fed them on, of what good they are to us, and what time we kill them. They were very much interested in telling about their pigs. Those who did not have any at home, told about some of their neighbor's pigs or some they had seen.

All children are interested in animals about their homes and so were very much interested in this conversational lesson. They talked freely about pigs, asking and answering questions. I brought them back on the subject when they wandered off, and also asked questions about the things they did not think of.

The lesson following this was a story told to the children, "The Three Little Pigs." After the story was told, questions were

asked about each little pig, thus dividing the story into three different parts. After the discussion of each little pig, that part of the story was told by a child. After each part of the story was discussed and told, the whole story was retold by one child after another. They all wanted to tell the story but, to keep order, I told them I would let that boy or girl who would be the quietest and hold up his hand when he wanted to talk, tell the story.

Following this was the dramatization of the story. We selected the characters by having a try out, that is, by letting different children talk as they thought the pigs and the wolf talked. The ones that talked the most like the wolf and the little pigs were selected for these parts. They pretended they had in their hands, straw, sticks, and bricks. They selected a place for each little pig's house and the place where the fireplace should be and put the pot on it. They went through the motion of building the fire. One little boy took the place of the churn and rolled on the floor when the time came. Each character decided upon what he needed to help him play his part in the play.

They then played their parts filling in conversation and acting themselves with just as few directions from the teacher as possible. If they happened to forget some part, I suggested something that would make them remember their part. They were intensely interested in this story and acted their parts well. The children gave many suggestions and enjoyed planning the work. The children themselves arranged the stage.

The little girl who had asked to be the apple tree was a very talkative child. She selected her place by standing in a chair. While the play was going on, every once in a while, she would tell us something we ought to do. Then I would ask her if apple trees talked. She would immediately say they did not, so she would keep quiet.

I followed the dramatization with a Mother Goose rhyme, "To Market." The jingle was introduced by a picture study. I passed the picture around and told each child to tell me what he saw in the picture. The picture contained a little boy and girl coming down a big road. The boy was driving a pig and the little girl had a basket on her arm. I asked them where they supposed the little boy and girl had been and where they were going. They told me they had been "to market and were going home." I asked them what they supposed they bought. They said "a pig," but could not guess what the little girl had in her basket.

I introduced the rhyme by telling them to listen as the rhyme was read and to see what the little girl had in her basket. They answered correctly "a plum bun" after the rhyme was read to them. The children were asked what the little boy and girl bought the first, the second and the third time they went to market. I repeated the first part and then had children to say that much of the rhyme with me. The second and third part I treated likewise. I repeated the whole rhyme and then the children said it with me. Then they said it in concert without my help and then several children were called on to say it alone.

OPAL WATSON, '22

The Teaching of Color in the First Grade.

All grades take up the subject of Color in drawing, and the first grade is given only the Primary Colors, red, yellow, and blue, together with the neutrals, black, white, and gray. The Primary Colors were introduced in the first grade as little fairy colors, which made them much more interesting to the children. There are numerous ways of getting them to use these colors freely so they will become familiar with them.

In their first attempt in drawing, I gave them slips of paper with three squares outlined on each. The children took much interest in coloring each square on a slip with the same color. As they had more than one slip of paper, they had the opportunity of using color on separate slips. These squares were later made into box-men, adding a head, the arms, and feet. Men were also made from round balls, having the same effect as box-men.

Hallowe'en was now drawing near, and surely we should have something in our drawing to represent it, and for this purpose I let them draw trees with the little red brownies on the limbs and under them. Before the trees were drawn the question came to mind, "What color must we draw them?" As green is not a Primary color, we decided to let our trees be black, as though they were seen at night. This satisfied the children and they were very much pleased with their results.

Although these gave the children much pleasure it could not surpass nor equal the pleasure they got from making little lanterns and bookmarks.

The lanterns were made on separate pieces of paper with the main part of it made with one of the Primary colors and a few

short strokes of black at the top and bottom. After this was done, he added a black string at the top for a handle.

The book mark was made by giving the children ruled paper, one inch by eight inches. They made little circles in the six middle inches with one of the Primary colors, leaving an inch on both ends for cutting a fringe. The children cut these.

Both the lanterns and book marks are articles they know; therefore, they are much more interesting to children of the first grade, and afford them much more pleasure, because they understand them.

MAMIE STOKES, '22

Fall Nature Study in Fifth Grade.

The Nature Study lessons taught in the fifth grade for three weeks during the Fall term centered around the season.

The reasons for studying Nature at this time of the year were discussed by the children and teacher and some interesting and beautiful thoughts were brought out.

The first topic in the work was "Wild Flowers," and the sunflower, dandelion, goldenrod and aster were talked about as being typical wild flowers for Fall study. Drawings of the sunflower and the dandelion were shown to the children as the plants could not be obtained. But whole plants of the goldenrod and aster were brought into the schoolroom.

We discussed freely why the flowers were given their names, where they are found, their appearance, how pollen is distributed, and the uses of some of these flowers or their seeds. For instance, it was found that the uses of the sunflower were many. Indians use the roots for food and the stalks for fuel, oil is made from the seeds, the seeds are fed to poultry, and the leaves used as fodder for cows.

We found the reason that the dandelion can withstand drought and why the pappus, or the little balloon, as the children call it, is so necessary to the fruit and seeds.

We decided that the goldenrod reminded us of golden streets with golden houses, and that further than furnishing insects with honey, it has no uses but to beautify the world.

The aster blooms as the goldenrod and is an interesting little flower because every blossom is a family of blossoms. There are two kinds of flowers in each flower and they have different colors. The purple flowers are called ray flowers and the yellow ones are

called disk flowers and these are tube-shaped and contain the stamens.

The next thing we studied was seeds. We learned what the purpose of seeds is, then we told the life history of a seed—what it does when planted, how the seed leaves throw off the seed-husk and become the first leaves of a tiny plant. Then how the plant continues to grow and finally the blooming of the flower.

When we had reached the point in the history of the seed where the flower is blooming we talked of how the pollen is distributed and how it goes into the ovary through the pistil and fertilizes the little ovules which causes them to develop into fruit containing more seeds.

After we had learned how seeds are made, we took up different kinds of seeds, tracing their development and noting similarities in all. The seeds studied were the apple seed, corn, chestnut, seeds in pods, seeds with sails, as the milkweed, winged seeds and seeds enclosed in burrs. The children were shown samples of the seeds and were particularly interested in the milkweed seeds with their beautiful silken sails.

We turned our thoughts to another side of Nature now, and our last topic was "Getting Ready for Winter."

We discussed what people do when winter begins to come and why they do it; we found what animals do and what birds do. There is a human element in the actions of the animals and birds that appeals to the children greatly.

I put the lessons in outline form on the blackboard and the children copied these outlines with pen and ink on their penmanship paper. On the margins pictures of the different things we had studied were drawn and colored. We made covers for the outlines and for other Nature Study work to follow, in our drawing.

In studying Nature the teacher and the children learn to love it and appreciate its beauties and wonders to a greater extent.

DAISY WILLIAMS, '22

Teaching Children About Typhoid Fever.

In teaching the causes and prevention of typhoid fever to the sixth grade, the causes naturally fell into two parts, namely, typhoid fever caused by impure water and typhoid carried by flies.

We first lent our attention to typhoid caused by impure water. We carefully impressed upon the children the fact that water is

polluted by people being so careless as to fail to disinfect every discharge from the body of the sick. This discharge is thrown out on the soil and finds its way, with the surface water, back into the well. Also persons who have been sick with the disease, or the attendants of such persons, may aid these germs to get into water by handling ropes, buckets and other things about the well.

Naturally, then, we took up purification of water. We made a study of the water system of our own town, Greenville, to learn how the water is purified. We followed it through the processes from the river to the faucet. The children, themselves, brought in the many steps such as its journey to the settling tank and from there to the sand filter. It was their delight also to tell how chemicals were put in it. They were interested also to know that water may be purified by boiling it and by distillation.

The question then arose, what about people living in the country who do not have a water system? The children expressed their opinion that they should be very careful about the location of their wells. They should be located on a high place away from stables and other outhouses, and they should be so arranged that no surface water can enter it. People that are germ carriers, such as those just recovering from the disease, should not be allowed to handle the buckets or ropes.

The next step in our study was typhoid fever carried by flies. We tried to make the children realize that the same care should be taken in regard to flies as to water. The discharge from the bodies of the sick should not be exposed to flies but should be destroyed as soon as possible after leaving the sick, for the flies, on getting all the germs they can on the many little hairs that decorate their feet, take a special delight in going to the table and lighting on the milk or boiled potatoes or any food that is convenient to them.

Prevention had a prominent place in our study. The children knew that screening was the best method to use to keep the flies out of the house, and that the "swatter" was very useful at some times. Among the other preventions stressed were these: inoculation, the purification of water, destroying body waste and destroying the breeding places of flies.

I finished up the work by having a contest between the boys and girls. Each child made four good health rules and a poster to illustrate one of them. The contest was this: After a child read his rules then I would hold up the poster letting them guess which rule it illustrated. The side guessing the most numbers

right won in the contest. It happened to be the boys. The following are some of the rules which the children prepared:

1. Take plenty of fresh air.
2. Take a bath more than once a week.
3. Eat good wholesome food and some fruit every day.
4. Brush teeth daily.
5. Eat slowly.
6. Sleep long hours with windows up.
7. Go to bed at regular time.
8. Keep dry feet.

JULIA GATLING, '22

A Reading Table In the Fourth Grade.

There is a reading table in the Fourth Grade room on which helpful and interesting reading books and pictures are placed for the children. They are allowed to go there at any time after their work has been finished and read or look at pictures.

The purpose from the standpoint of the child is to furnish busy-work, the problem that so many teachers have. Young children are forming habits, either of healthful activity or of idleness every day they live, and when they are not occupied in some work or play they hunt mischief as a relief.

On this table are pictures of Columbus about whom they have studied recently in their History lesson. Then there are pictures of Pilgrims, Indians and Eskimos and of the subjects that they have studied about or things they hear about every day either in their Reading, Geography or History lessons. A few days before Armistice Day a large number of war pictures were placed there at their disposal.

There are a number of different magazines. The children enjoy looking at those that have pretty pictures. Then the Geographic Magazines are a help to the teacher in teaching that subject. They may see pictures in there that will help to clear something she has tried to bring to the children.

Games that help them in their work are found on this table. The Domino game gives the players an excellent drill in Arithmetic.

The importance of this table is that the children are allowed to go to this table when they have finished the work the teacher has assigned and this takes care of the strong pupil that usually does his work in half the time that is required for the weak ones.

Furthermore the teacher is not interrupted before she finishes with the other class or section and the child then is gaining for himself freedom and self-discipline. If he should not conduct himself rightly then the privilege is taken away from him.

It keeps every child busy and it helps greatly in the improvement in silent reading. The child is always on the lookout at home for magazines and pictures to contribute something to his room and this is a help to obtain the material for the table. It also gives them a home-like feeling to be able to leave their seats and gather around this table and be occupied in something they enjoy doing.

When the sand table is needed the top is taken off and this makes the one table serve for two good purposes.

CYRENA ALLEN, '22

Newspaper Reporting in Greenville Schools.

The children in the public schools of Greenville are doing some excellent publicity work for the schools by reporting regularly for the two newspapers of the town. Each Monday, each newspaper opens its columns to the schools and publishes whatever is furnished by the schools. Seeing their reports in print is an incentive to the pupils to do their best work, and the people of the town seem to be greatly interested. The work has been carefully organized and all grades in the three schools are given a chance to contribute.

In each grade above the third, the teacher appoints a pupil each week to be reporter. It is the duty of these reporters to write, in their own words, an account of the work and news carried on during that week. If they have had visitors, they tell this; and all other class-room events. When there is unusually good written work, it is selected by the teacher to be published.

The purpose of having this reporting is: To teach English composition in a way that is illustrative and practical; illustrative, because it gives the principles and rules taught in English; practical, because it causes the children to realize the value of form in written work. It teaches them to realize the purpose of writing and gives them pride in making their written work appear the best possible. In the second place, it gives the children a chance to judge news value, because it helps them to learn to select interesting things and real news rather than trivial and personal news.

The third purpose is, to arouse a school pride in the children, because they feel that they are really contributing something worth while to the community, and are interesting the community in the school. In this each child tries hard to make his school measure up to the best.

The children below the third grade are too small to take part in this kind of work, but they help in their own way. In this case, the teacher writes the account of the news, and also hands in to be published a copy of the best compositions.

A pupil of a higher grade is appointed by the principal to keep up with all the school activities, that is something that the whole school takes part in. For instance, at the Evans Street school, the opening exercises are held once a week on the school grounds, the entire school participating. One grade has charge of the exercises each week, giving an interesting and appropriate program. The school reporter handles this. These reports are then turned over to the principal to be passed on, and afterwards they are turned in to both of the newspapers and are given a prominent place, and treated as news of educational value.

As a result, it creates a deeper interest among the townspeople, in the work done in the schools. In this way the people can know more of the real progress of the work being accomplished by the children. These reports are not only valuable in the way that they make the children take a deeper interest in their school life, but they create in them a desire to make school life appeal to others, so that they, too, will be interested. These reports should also encourage visits from the parents of the children, and patrons of the school.

Below are given some reports sent in by the children of the upper grades.

THE MODEL SCHOOL—GRADE B

When school began this year Miss Scoville, our teacher, asked us if we did not want to organize a Junior Audubon society and we told her we did. We decided that we needed some officers. We elected Edward Thomas, president; Eli Saleeby, vice president; John Mayo Forbes, secretary, and Dorris Allen, treasurer. After electing the officers we voted to see how much we should pay each month. It was decided that we should pay ten cents. Miss Scoville ordered some bird pictures and pamphlets for us. We use them in our language work.

On Hallowe'en, the Audubon society gave a party to our parents and some of the teachers. We were dressed as ghosts and witches and the room was decorated in all kinds of spooky things. We played lots of games and everybody had a good time. Mother said she thought it was almost as nice as Mrs. Porter's Hallowe'en party.

We have planned to do some other nice things in our society.

P. T. ANTHONY.

SIXTH GRADE REPORT

The newspaper staff of the sixth grade of the Model school consists of Laura Overton, Van Statom, Archie Sugg and Clifton Black.

Each pupil has the privilege of giving notes to the staff or suggestions as to what can be put into the paper. We select three of the best and give them to the newspaper staff to assist them in their report.

In the speed and accuracy race during the past week Elizabeth Rogers won in speed, but by a close margin Laura Overton won in accuracy.

The duty of the Sunshine Circle is to see that a note is sent to the pupils who are absent on account of illness.

Evelyn Hart has had her tonsils removed, but we hope she will be able to return to school Wednesday.

Leone Allen who has been out during the past week on account of illness has returned.

Elizabeth Norman is absent because of illness. We hope she will soon return.

We are going to plant flowers on the school grounds and each room will have a part of a bed.

We have story telling every Friday afternoon. Three pupils are chosen in advance to tell the stories.

We are glad to have this opportunity of inviting our parents and friends to visit our room.

SEVENTH GRADE REPORT

The boys and girls of the seventh grade have started two newspapers in which they tell the important things that happened in Carolina about the middle of the eighteenth century.

The paper is published twice weekly, Tuesday and Friday.

The editor of the girl's paper is Gladys Palmer; assistant editor, Elba McGowan; contributors, Elizabeth Matthews, Urtie Pearce, Leona Daughty and Mamie Ruth Fleming.

The editor of the boys' paper is Harry Waite Perkins; assistant editor, Herbert Atkinson; contributors, Jack Tripp, David Whichard, and Billie Brown.

The first week of school we had a half holiday because no one was tardy the whole month or absent except on account of sickness.

The seventh grade girls are doing their very best to make their school grounds attractive and are doing it. They have arranged to put flowers here and there on the school grounds without having them in the way of the children.

A campaign has been started to see which grade can go the longest without having any paper on its playgrounds.

NEWS ITEMS

GRADE III

Reporter —Laura Thornton.

The third grade had a Hallowe'en party last Monday afternoon. We were glad to have so many fathers and mothers with us; also Mr. Rose, our supervisor. We all had a good time. Mr. Rose was the first to pin the tail on the cat. One of the girls was dressed like a witch and hid behind a sheet. Our mothers went fishing and the old witch hung a basket of candy, peanuts and popcorn on each of their fishing poles. We sang songs and played games.

Mary Wall Bost was selected by the class to go to the fifth grade to recite a poem because she said it best.

Five boys and girls were appointed to get up a program for Armistice day. They were Laura Thornton, Edward Outlaw, Edward Anthony, Virginia Clark and Nina Williams. The committee met and made out this program:

1. *Song*—America—by class.
2. *Prayer*.
3. What This Day Means.
4. *Story*—The First Flag—Mary Tripp.
5. *Song*—The Three Little Sisters—Mary Wall Bost.
6. *Class poem*—Our flag.
7. *Songs*:
 - Hurrah for the Flag
 - Ten Little Soldiers
 - Marching Song
8. *Salute to the Flag*.
9. *Song*—North Carolina.

For our language lesson we wrote an invitation to the first grade inviting them to come to the third grade room Friday morning for our program. Dorothy Willard's invitation was chosen. She took the invitation to the first grade teacher. The first grade came and we had a good time. Then we marched down to see the parade.

EVANS STREET SCHOOL NEWS: PRIMARY GRADES

During the past month there were only four absentees among the girls in one section of the first grade.

Grade 1A. All the children have been to school three weeks without any tardies or unexcused absences. They started on the 4th week Monday, hoping they can complete the last week so they can have a half holiday Friday.

Monday afternoon, Oct. 31, Misses Cannady and Pugh entertained their second grades with a Hallowe'en party. Each grade had an interesting program, then a number of Hallowe'en stunts such as pinning on the cat's tail, eating apples tied to strings and etc. Later candy, fruit and popcorn was served. When the party was almost over an old black witch accompanied by a little red imp visited the room much to the enjoyment of the children.

Grades 2A and 2B are working to get a Victrola for their rooms. They are making money by selling candy, sandwiches, doughnuts, etc., on the playground at recess. Any help from the parents will be greatly appreciated.

NEWS FROM THIRD A GRADE

We have thirty nine members in our class, each one working to make a record. Our class has not had a tardy in two months.

Wednesday we had a spelling test. Twenty-one members had perfect papers and only four made below ninety-six.

Each day the class votes on the best reader. The first five chosen this week were: Mabel G. Best, Katherine Utley, Frances Harvey, Marnita Adams, Belmont Kittrell.

VIRGINIA RHEA. '22

It is interesting to note that a system of news reporting, similar to our system used in Greenville has been successfully worked out

in several places. One especially similar plan, as found in The Journal of the National Education Association, is that used in Oakland, California, in the public schools there. They, too, are working for school news to be collected in a well-written, readable way, with the facts accurate and up-to-date, and fashioned in a word-form usable by the press of the city.

They met with great coöperation with the press representatives. The one problem to be solved is that of suitable illustrations. They could do much better, as we also could, if the different interesting activities of the schools were photographed. A good suggestion made was that this piece of work be made as a committee undertaking for the next year.

Since this plan of reporting was begun, the press men have not only coöperated with, but are becoming personally interested in, the school problems. As a result, there have been more editorials on school matters, and some careful column articles on school subjects which the individual reporters have worked up on their own initiative.

It goes to prove that since this plan has met with success in such a school, this same plan will meet with just such a response in our town as it is already beginning to show as well as in other places.

THELMA SHAMHART, *Ed.*

Joyner School Notes.

The Joyner School opened October 10th, 1921. All the teachers are new this year. Two of the three teachers are Training School girls: Miss Nonie Johnson is of the class of '20, and Miss Ruby Worthington is of the class of '19. - Miss Mary Nesbitt is from South Carolina.

The weather has been fine and the Student-Teachers from the Training School have enjoyed their work out there. The teachers and pupils have been busy this fall doing interesting things.

The program given on Armistice Day was excellent. Mr. C. W. Wilson of the Training School made a most interesting talk upon the duties of American people of today, and indicated some of the lines along which they must develop. Other features of the program were readings and songs given by the pupils.

Below is given the Joyner School news as reported by one of the pupils.

JOYNER SCHOOL NEWS

(Reported For The Reflector)

The Joyner school opened October 10th 1921 with an enrollment of about sixty. Our teachers this year are Misses Nonie Johnson, Ruby Worthington and Mary Nesbitt.

When school opened the school house and grounds were very untidy so we decided to have a clean up day. On the first Friday the boys and parents brought all tools needed for the work. After lunch, school turned out and teachers, parents and children went to work with a will. When we left for home everything looked much better.

On the next Friday we met to organize our literary society. The following officers were elected: Georgia Johnston, president; Alf Forbes, vice-president; Louise Evans, secretary; Anastassia Forbes, chairman of program committee; Alline Johnston, critic; and Allie Harrington, Chaplain.

All of us have chapel exercises together three times a week and on the other days we have it in our own rooms. A girl or boy acts as leader. The exercises are very interesting.

We wanted some more athletic equipment for our school so we decided to give a Hallowe'en party Oct. 27.

If you had walked into the school house at seven o'clock that night a chill would have gone up your back. A ghost would have met you at the door and led you to the main hall which was decorated with beautiful autumn leaves, cornstalks, flowers and jack o'lanterns. In the dim light you would have seen ghosts, witches on brooms, fortune tellers and red devils. You would have heard them sing a thrilling song and then listened to a ghost story. After the program you would have been allowed to dance, have your fortune told, bob for apples, see side shows and other things too numerous to mention, besides buying all the good things you wished to eat.

Georgia Johnson, Reporter, Eighth Grade.

RUTH SWINNEY, '22

REVIEWS

Why Teach is the title of a bulletin published by the State Normal School of Platteville, Wisconsin.

Under the topic "choosing a career," there are three factors to be taken into consideration; (1) choose a career and do not drift; (2) choose it early; (3) know the distinctive features of different careers; (4) choose that which appeals to you most.

A broad education will give you greater pleasure in life, make you a better teacher, help you succeed in your profession, and enable you to make some real contribution to the solution of educational problems, which are pressing on every hand. The world needs, especially in the schoolroom, well prepared men and women as leaders. Never was the call for teachers so great, as the number in estimated shortage and below standard is placed at 100,000.

There are many new opportunities open to the teacher of today. Three especially promising ones are: (1) The need of well-trained teachers in rural schools; (2) The need of teachers, in the field of agriculture, who can also act as principals; (3) The very acute need of well prepared teachers in the line of manual arts, or vocational and industrial education.

Although from the business standpoint, teaching has not been all that could be desired, because of the uncertainty of tenure, yet the times are changing for the better. Salaries are increasing. Some of the compensations awarded the school teachers are: they do not have the danger of failing to make a living at present or at future times, because of the retirement funds, which are fast becoming universal; they have and will have, always, greater social recognition, which is due to the realization of the importance of the teacher in the community.

Not only does teaching award one along business or material lines, but along broader lines also. It offers opportunities for intellectual growth, through the association with students and co-workers. It offers opportunity to train future citizens in ideals of government, ethics, religious, and social service. It gives the joy of service, the joy of helping to fashion the ideals of a new generation which in turn exerts its influence on others.

The trained teacher in her work can benefit, not only herself and the children she teaches, but she may also be a great factor in community service. Her work in the community constitutes the redi-

rection, reorganization, and quickening into life of any aspect of institutional life. One who is a real factor in community life radiates his influence in his classroom instruction, and leaves its imprint on the mind and in the hearts of the students under his tuition.

Where shall I prepare for teaching? This question is asked by every person, planning to make teaching his work. The Normal School is the proper place for receiving training for two reasons: (1) It is a professional institution devoted solely to the preparation of teachers. (2) The practice school in connection with the Normal School is the most effective machinery for training teachers.

To one who approaches it with open-mindedness and intelligence, teaching may become the way of discovery and invention, and such is the way of adventure. To find adventures in work is to find the satisfaction of play and to find the satisfaction in work, is to find the joy of living.

Looking over various occupations one will find none without drawbacks, and few that have greater advantages than teaching; in mental growth, ideals, associations, types of work, social service, and advancement in world development. Even financial gain may, of late, be added.

There are some broad reasons for the attractiveness of teaching. Some of these are: (1) There is the pleasure of association with the freshness and buoyancy of young life. (2) The opportunity of service in daily contact with youth in its formation period. (3) The realization that the work is worthwhile. (4) The realization that the work is absolutely essential to the safety and progress of the commonwealth.

The greatest reward of teaching, as a life work, is the consciousness of a purposeful life of service in human welfare.

The publication for October 1921, of the *Craven County School News* gives some very interesting articles concerning the work being done along educational lines in Craven County. These articles should be of great interest and help to prospective teachers as well as those already in the profession. They also give an insight into the real progress of the schools of Craven County. One reason in particular that accounts for the great work being done, is the wise selection of the corps of teachers. In addition to the rating of teachers as secured through training, experience, and certificate,

there is a rating as to personality. The following are some general points used in such a rating.

1. PERSONAL CHARACTERISTICS

- i. Dress.
- ii. Voice.
- iii. Manner.
- iv. Health.

2. TEACHING ABILITY

3. SOCIAL EFFICIENCY

- i. Influence on Pupils.
- ii. Influence in Community.

4. PROFESSIONAL ATTITUDE

The report of school equipment in Craven County draws our attention. It seems that the Craven County people have fully awakened to the fact that before work can be done there must be sufficient tools with which to work. As a result of this realization, the schools are being moderately and efficiently equipped. In many instances, the school buildings are being enlarged in order to meet the needs created by a larger and fuller curriculum. The schools are equipped with a thought to the health and comfort of the teachers and pupils, and from an aesthetic standpoint, also. In every way possible, the classrooms are being transformed into livable, lovable, attractive places in which the children really enjoy staying. Needless to say, the results are gratifying in many respects; the enrollments are larger than ever before; and Craven County is pushing to the front in real educational progress.

A number of states have been publishing a code of professional ethics for teachers. In the October number of *The Journal of the National Education Association* is the code presented by the Michigan State Teachers Association. The first item is that a teacher should be actively affiliated with his professional organization. Three sections with sub-sections are devoted to contracts, care in scrupulousness in keeping contracts. Most of the items begin with "It is unprofessional." Among the unprofessional acts of teachers are given: underbidding, knowingly, a rival; tutoring pupils of his own classes; remuneration without special permission of school authorities; absence from school except in case of serious illness or some grave reason; the measuring of duties and responsi-

bilities in terms of financial reward; criticism of co-laborers in the presence of children and failure to coöperate with the teachers; and the failure of superintendents to give a successful teacher a worthy promotion. There are two other articles, one of which deals with the conduct of the teacher and how the teacher should be ready at all times to assist in giving information and advice.

Among the many articles on *Children's Book Week*, we have chosen three appearing respectively in the New York *Sunday Times*, *The Primary Education*, and *The North Carolina Library Bulletin* to give the purpose of Book Week. The New York *Sunday Times* further shows that it should also be "good movie week."

Book Week began on November 14, the birthday of Robert Louis Stevenson, the great lover of children and creator of children's classics. This article emphasizes the need of good books for children and also how they may be obtained. Publishers, booksellers, libraries, Women's Clubs, schools, clubs and churches coöperated in their efforts to place books of genuine merit in the hands of the children. The Women's Clubs have made out programs that will be used to *further show* and emphasize the child's great need of good, wholesome stories. When the parents and educators of the country fully realize the need of better books for children, they will see that the children get them, thereby causing the book sellers, libraries and publishers to coöperate with them in supplying the demand.

But why is *Children's Book Week*? It comes as a result of a realization that children need to be kept busy reading good books lest they pick up the habit of reading anything that happens to come under their observation. This movement is already making the life of the child fuller and richer and it promises to grow in merit with the passing of time.

The November number of *Primary Education* gives *Children's Book Week* a prominent place. There is a delightful article, telling the need of better books for children and how they may be supplied. It also gives some practical suggestions that may be a great help to teachers. These suggestions appear as follows:

(1) Have a story telling hour each day, the story selected from some book that the child will be sure to want after he has heard your selection. Have books where the child will be able to get them.

(2) Have some famous picture books for children, if possible.

(3) Have a Parents' Day and give a series of living pictures representing characters or scenes from favorite books and have audience guess identity.

(4) Have a questionnaire for your classes and get a list of books each child has read. Cross out everything objectionable and have these lists posted about the room for children to see.

If this *Book Week* is effectively motivated the desired results should be the reading of at least one good book per week per child.

The North Carolina Library Bulletin also gives an interesting article on "Children's Book Week" from a librarian's point of view. This discourse is taken up under several big heads.

First, advertising improves quality of selling. By the clippings found in the office of the Children's Book Week Committee, it seems that the above heading is true. People, especially parents and teachers, are demanding better books, and better books should have emphasis.

Second, library recommendations must be practical. Librarians should furnish the best books possible for the amount of money used in purchasing books for children. Books that will be suitable for different stages of children's growth should be purchased and distributed with that thought in mind.

Third, lists should not close with 1880. Not only should old classics have a place in the libraries, but also up-to-date books that may be classics of the future should be there.

These and other factors determine the standards used by librarians.

The *National Education Association*, in order to have an effective professional organization has called on the teachers of America to give their hearty coöperation in carrying forward the great program of service to which the Association is committed. Teachers in every community are urged to create and develop public sentiment in support of education and to coöperate in the solution of the local educational problems. All teachers are further urged to coöperate with all far-sighted men and women who realize that only through public education can it be hoped that our priceless American institutions be preserved. Therefore, so that the influence of the teachers of the country may be most effective, they must each recognize that he owes it to himself, to his profession, and to the cause of education, to unite with his fellow teachers in organized coöperative effort.

Failures in Arithmetic and Reading.

In the October number of *School Topics* Superintendent Jones of the Cleveland schools gives some percentages of failures in Arithmetic and Reading and some reasons for failures. The per cent of failures, Superintendent Jones says, is greater in arithmetic than in any other subject. Six per cent of total enrollment in the elementary grades failed to pass off their work during the second semester of the school year 1920-1921. Reading is the next highest in per cent failures. Five and one half per cent of elementary enrollment failed to make a passing grade in the last semester. Language failures amount to three per cent of elementary enrollment. These failures give cause for wonder as to what the causes are. Four per cent of the enrollment was mentally unable to successfully carry required work; 2.4 per cent, due to lack of preparation; and indifference, amounting to 1.9 per cent of enrollment. Irregular attendance, personal illness, and physical defects are minor causes of these failures.

It is intimated in this article that a large number of failures would not exist if there were better coöperation between the home, teacher, school doctor and school psychologist.

It is suggested that the efforts of this group be well coöperated, working to adapt school work to capacity of child and to decrease the amount of indifference and to cut down the lack of preparation. It would be well for each teacher to make a mental estimation of her responsibility for the child's failure. If she is found guilty of defective methods, a revolution should be made and better methods used.

Defective Vision Among School Children.

Dr. Thomas D. Wood of Columbia University, prominent in educational circles and chairman of the joint Committee on Health Problems in Education of the National Council of the National Educational Association and the A. M. A., gives some very illuminating facts concerning the great need for care of the eyesight of school children.

This problem of the conservation of vision involves three aspects; the eyes of the children; the character of the material which they see with their eyes; the conditions of light illumination under which they use their eyes.

Of the twenty-four million children in the United States that have not been examined, we are confident that at least 25 to 40 per cent have errors of vision which should be corrected.

"Equipment must be provided in order that those children who need attention may be examined and cared for. Certainly, so far as for the children of this land are concerned, we will be content with nothing less than a program of universal care of the children's eyes."

In the November number of *School Life* an article on "Training Teachers for the Blind" is well worth thoughtful consideration. Harvard University is offering a course in the education of the blind in the graduate school of education. This course emphasizes the problems that naturally come in teaching the blind. The blind may be quite successfully taught a trade. Being capable of pursuing a trade not only helps the blind from a financial standpoint but at the same time gives self-respect, a feeling that they are doing something worth while and to some degree may find contentment and happiness. There are various trades that can be taught the blind. Among some that are quite successful are chair caning, broom and mop making. While these may not be as highly valued as some other trades, yet they are necessities in our mode of living and require more skill in the making than one at first thinks. It is remarkable that the output of the blind usually equals and sometimes surpasses the work of people possessing the faculty of sight. Hats off to their dogged determination to win!

In the *New York Times* of October 16, there appears a most interesting article on the finest rural school in America. Situated in a small town of New York near the Canadian border, this rural school is doing a wonderful work. Most modernly equipped and with a capacity of caring for 1,000 pupils in a most efficient manner, this school is a great magnet, drawing to it pupils from all the surrounding country, giving them training that will fit them for better citizenship and then sending them forth into the world well equipped for service. These wonderful advantages given the people of the village and of the surrounding country, are made possible by the generosity of a well-known inventor, whose birthplace is in the vicinity. Would that there were a larger number of such noble, public spirited citizens in America! After reading this article, one is impressed more than ever with a deep desire that the one room rural school might be abolished all over America and be

replaced with well equipped, modern schools like the one in the Champlain Valley, New York.

This ideal rural school which is a dream come true stands out strongly in contrast to the gloomy, dismal background of the one and two teacher rural schools scattered up and down and across the country. The facts here given are as presented in the *National Journal of Education*.

Almost half the school children of the United States, about 8,000,000, attend one and two teacher rural schools, which are located in 210,000 box-car buildings, many of them dilapidated and neglected. An investigation recently concluded shows that the school term in these institutions averages 137 days a year, as against 184 for city children. An analysis of these figures carried over the necessary period proves that the country child has an elementary school course of only six years, compared with the city child's eight. The average daily attendance of the former is 65 per cent and of the latter 80 per cent. It is estimated that 90 per cent of country children never go beyond the elementary school. When it is also borne in mind that the city child has, as a rule, better teachers, it will be readily perceived that almost from every point of view the country child has a heavy handicap to carry.

The investigation shows that in matters of health also the situation is serious for the country child. When it comes to malnutrition, affected tonsils and adenoids, defective teeth, ears and eyes, and death rate, the percentages are all against the pupils of the rural schools. The results are summed up in the statement that the country child's chance of getting an education is little better than half that afforded to the city child.

One of the causes of this unfortunate state of affairs is comparatively poor superintendence. Another, and a principal one, is the small salary paid to the country teacher and the low efficiency which is the necessary consequence. Forty per cent of the teachers in rural communities receive less than \$600 a year, 24 per cent less than \$500, and 11 per cent less than \$400. While the United States as a whole is spending \$40 for each city child's education, it is spending only \$24 for the education of each country child. Under such conditions it is no wonder that there has been a shortage of 18,000 rural educators, and that of the 300,000 employed in that capacity not more than half have themselves completed a four years' high school course, while 10 per cent have finished only seven or eight grades of the ele-

mentary school, only 2 per cent are normal school graduates, and 33 per cent have had no professional training whatever.

In view of these revelations there is no need to argue that a thoroughgoing reform in the rural educational system of the United States is urgently called for.—*The Washington Post*, October 3, 1921.

An article in the October number of *The Inter-Mountain Educator* gives an insight into the educational problems arising in the four year accredited high schools in the State of Montana and how the students to a great extent are overcoming these difficulties. Let us first see the physical features that inhibit the promotion of education. In the pursuit of agriculture, mining and foresting, reverses are often met and the working classes are not financially able to send their children into town for school advantages. This is more often the rule than the exception, it seems. Sometimes, the more ambitious children work their way through school by earning their room and board. While this is not such a hardship, yet better results would no doubt be obtained if the children had better conditions to work under. The corps of teachers in some respects is not up to par but usually they are very well trained. Another great difficulty is the scarcity of high schools. Too many pupils *must* go through life with only an elementary education because there is no high school near enough for them to attend and they are financially unable to secure educational advantages away from home. While these high schools are few and deficient in many respects, there are also points that are worthy of imitation. A few of the schools have a dean of girls and some, a dean of boys. This is a fine thing, endorsed by the leading educators of America and should be followed out. Another person almost invaluable in their school system is the school nurse. It is her duty to help in keeping up the health of the children and to help care for them when sick. She must make them feel that the school is interested in them and their home. It is impossible to estimate the good from such a work.

Practically all of the schools have libraries containing from four hundred to five thousand volumes. After all, the schools are very well equipped. The main difficulty seems to be the scarcity of schools. Some day not far distant Montana and all other States deficient along educational resources must be fully equipped to give every child a chance to become the very best citizen possible.

An article headed "*Big Courses in Harvard College*" in the November number of *School Life* certainly must make the small colleges feel like patting themselves on the back.

In this article, another advantage that small colleges have over large colleges is brought to mind. From the standpoint of effective education, it is most important that there be a personal contact between the educators and their students. This contact is often lacking in larger colleges where classes must exist. This is not true of smaller institutions. Due to the small numbers enrolled the educators have opportunity to work individually with students, thereby putting the personal touch into an otherwise boring lecture. It is the feeling of interest in their efforts that brings forth the best results from pupils. Therefore, it would be well for teachers and prospective teachers to keep this fact in mind and apply it whenever the enrollment of a class permits.

ALUMNAE

Alumnae Editor, GRACE SMITH

The Members of the Class of 1921 are located as follows :

Margaret Alston, 1st and 2nd Grades, Wise.
Gladys Arnold, Oriental.
Lois Byrum, 5th and 6th Grades, Seaboard.
Miriam Burbage, Primary Work, Cameron.
Wilma Burgess, 6th and 7th Grades, Old Trap.
Fannie Bett Brown, 4th Grade, Kernersville.
Elizabeth Brown, 3rd Grade, Franklinton.
Ethel Brothers, Laurel Hill, Pasquotank Co.
Lois Boone, Primary, Oak Level School.
Alice Best, 1st Grade, Saulston. --
Maybelle Beacham, 2nd Grade, Bethel.
Annie Laurie Baucom, Washington.
Gladys Ballance.
Helen Bahnson, Winston-Salem.
Elizabeth Bahnson, Winston-Salem.
Nellie Benson, 1st Grade, Castalia.
Blanche Cannon, Principal of Fork School in Pasquotank Co.
Lucille Carlton, near Snow Hill.
Ethel Clements, 2nd and 3rd Grades, Mill School, Tarboro.
Robbie Clouse, Jarvisburg.
Mattie Connelly, 2nd Grade, Glen Alpine High School.
Mary Corbett, Primary Work in Pender County.
Helen Croom, Belmont Graded Schools.
Mary Crinkley, 1st Grade, Belmont.
Mary Daniel, Cornelius Harnett School, Wilmington.
Ruth Dean, 3rd Grade, Wendell.
Jennie Mae Dixon, Washington Graded School.
Josie Dorsette, 4th, 5th or 6th Grade, Charlotte.
Nannie Lee Elks, Three teacher school, Pitt County.
Carrie Evans, 3rd Grade, Kinston.
Millie Everett, Grades 5-8, Holly Ridge.
Daisy Everett, Sand Hill School.
Bruce Exum, 1st Grade, Red Oak.
Effie Fuller, 3rd Grade, Kernersville.
Lois Haskins, In College Work—E. C. T. T. S.

Margaret Hayes, Brevard Graded Schools.
Marion Hodges, 4th Grade, Red Oak.
Elfye Holloway, 3rd Grade, Laurel Hill.
Bessie Horton, 2nd and 3rd Grades, Youngsville.
Pattie Hunter, 3rd Grade, Benson.
Mattie Hunt, Primary Work near Snow Hill.
Nannie Harrell, Principal Falkland School, Pitt County.
Ennie Mae Harrell, Edgewood School, Bertie County.
Annie James, Primary Work, Fleming School.
Grace Jenkins, 3rd Grade, Spencer.
Annie Jessup, Pasquotank County.
Aileen Jones, Eure.
Bedie Jones, Enon School, Granville County.
Agnes Jones, Belmont.
Lila Mae Justice, 2nd Grade, Marshall.
Allie Lampley, Newton Graded School, Newton.
Myrtle Lane, Pasquotank County.
Emily Langley, 4th Grade, Hickory.
Metta McGowan, 1st and 2nd Grade, Marshalburg School.
Myrtie Morse, near Bethel, Pitt County.
Sallie Belle Noblin.
Mary Perkins Norman, 1st Grade, Kinston.
Nell Pappendick, Gardner's School, Wilson County.
Audrey Parker, 1st Grade, Duke.
Sarah Pearson, Black Creek, Wilson County.
Inez Perry, Tyner.
Rosalie Phelps, Sladeville High School.
Camilla Pittard, 4th Grade, Raleigh.
Ruth Poindexter, 2nd Grade, Benson Schools.
Maebelle Privott, Boardman School near Whiteville.
Lydia Purser, 3rd Grade, Bethel.
Mildred Reed, 2nd Grade, New Bern.
Etta Rowland, 2nd Grade and Domestic Science, Richlands.
Pearl Straughn, Mt. Gilead.
Thelma Speir, Cameron.
Grace Strassberger, Douglasville, Pennsylvania.
Mary Sumner, 3rd Grade, Hickory.
Irene Smith, Grifton.
Sarah Smith, Bahama Farm Life School.
Julia Taylor, New Hanover County.
Clara Todd, 2nd and 3rd Grades, Mars Hill School.

Doris Tripp, Alliance.

Chesson Van Landingham, Elmo School, Chowan County.

Irma Vause, 4th and 5th Grades, Glendale School.

Norma Ward, 1st or 2nd Grade, Warsaw.

Linda Warren, 4th Grade, Burlington.

Helen Watson, Union School, Wilmington.

Mayme Whitfield, 4th, 5th and 6th Grades, Moss Hill School.

Metrice Woodlief, Union Ridge.

Rosalie Woodlief, Hurdle Mills Schools.

Earle Wynne, 1st, 2nd and 3rd Grades, Union.

Mabel Thomas, Community Work, Chatham County.

Sallie Belle Noblin is the first of the class to marry. She is now Mrs. Westmoreland of Goldsboro.

The Wake County Alumnae Association had charge of the "Training School Get-Together Dinner" at the Teachers Assembly. There are a number of graduates from this school teaching in Raleigh who are happy to have the opportunity of working with Mr. Underwood. Among these are Misses Pattie Dowell, '11, Annie Smaw, '14, Louise Smaw, '16, Laura Newton, '19, Blanche Lancaster, '14, Cora Lancaster, '18, Mary Wooten, '17, Camilla Pittard, '21, Nannie Mac Brown, '17, Mrs. Annie Hardy Tongue, '14, and Ruby Garriss, '20 and Alla Mae Jordan, '19, are teaching in the Blind Institution again this year.

Sadie Nichols, '14, is now Mrs. J. C. Richardson, of Kenly.

A number of our girls are teaching in Winston-Salem. The list sent in is as follows: Marguerite Hensley, '20, Helen and Elizabeth Bahnson, '21, Mildred Maupin, '20, Irma Fuquay, '20, Gladys Nelson, '18, Ernestine Forbes, '15, Hattie Weeks, '13, Mrs. Roland Martin Herring, '20, and Ruth Davis, '13.

Musa Harris, '17, is teaching the seventh grade in Jonesboro.

Emma Cobb Bynum, ('14) is living in Farmville and is teaching in the public school a special class of children of primary grades.

Nell Dunn, '16, has changed from Washington where she has been teaching ever since she finished school, to Rocky Mount.

Alice Herring, '16, is teaching in Rocky Mount.

Ruth Davis, '13, and Ernestine Forbes, '15, are teaching in Winston-Salem.

Ethel Hunter Crew, '12, is teaching in Weldon High School.

Eloise Tarkington, '20, is teaching grammar in the Graded School in High Point.

Kathleen Vaughn, '20, is quite a success as a teacher. She is teaching in Williamsburg.

Agnes Ellis and Helen Stewart, '20, are teaching in the school in Dunn.

Elmira Wommack, '20, is teaching at her home.

Gladys Baum, '20, is teaching at Old Trap, N. C.

Edith Matthews, '20, is teaching in Roseboro, N. C.

Ruth Loy, '20, is teaching in Grifton, N. C.

Ethel Southerland, '20, is teaching in Bailey this year.

Ellen McIver, '20, is teaching in Pikeville, N. C.

Vera Wooten, '20, is teaching in the third grade in the school at Sanford.

Helen Elliot, '20, and India Elliot, '18, are teaching in the school at Vanceboro. Helen is teaching first grade, and India is teaching third and fourth.

Blanche Farabow and Harriett Thomasson, '20, are teaching in the Intermediate Department of the School in Hester, N. C.

Mildred McCotter Sawyer, '20, and Julia Rowe, '20, are teaching in Stonewall.

Vivian Sawyer Dees, '20, is teaching in Reelsboro. She lives in Alliance and each morning she drives out to her school which is six miles from Alliance. Vivian is teaching fourth and fifth grades.

Sophia Mann Credle, '16, of Fairfield, N. C., is very proud of Clifton Mann, Jr., who is now about eight months old.

Blanche Satterthwaite, '17, is again teaching in Fountain, N. C.

Ophelia O'Brian, '17, is again teaching in the Graded School at Kinston, N. C.

Eula Pappendick, '17, was married on December 1st, to Mr. Frank Timberlake.

Fannie Grant, '17, is again teaching in Weldon, N. C.

Martha O'Neal Perry, '17, has a little son about four months old. Her home is in Louisburg.

Viola Kilpatrick Fagan, '17, is living in Pinetops, N. C.

Flora Hutchins, '17, who married Mr. D. A. Martin, is living in Jonesville, N. C. They have a little son.

Sallie Best, '18, is teaching in Morehead City.

Viola Williams, '18, is teaching first grade in Creswell, N. C.

Lizzie Smith, '18, is taking a business course in Wilmington.

Elizabeth Hutchins Sullivan, '18, has a little daughter that was born July 12th.

Mary Tucker, '19, now Mrs. Durwood Reed, is living in Hertford, N. C.

Laura Newton, '19, is teaching in Raleigh.

Mildred McGowan, '19, is teaching third, and fourth grades in Currituck, N. C.

Catherine Boney, '19, is teaching in Wilmington, N. C.

Leona Patterson, '19, now Mrs. L. C. Marcom, is living in Morrisville.

Edith Bertotte, '19, is doing clerical work for the Atlantic Coast Line Railroad Company at Wilmington.

Lois Hester, '19, is teaching in the Primary Department in the Grassy Creek School near Nelson, Virginia.

In the summer of 1920, Iola Fench, '19, married Mr. B. D. Bunn. They are living in Dunn, N. C., and Iola is teaching the sixth grade in the Graded School there.

Ina McGlohon, '19, married Mr. Ralph G. Knight who at that time was teacher of Manual Training in the High School at High Point, N. C.

Emily Gayle, '14, attended Summer School at Chapel Hill.

Irene Fleming, '18, and Bettie Pearl Fleming, '13, attended Summer School at Charlottesville, Virginia. Irene is now teaching in the Graded School at Huntersville, and Bettie is teaching in the Murphy School in Raleigh.

Sallie Jackson Evans, '15, and her little son have recently visited their people in Greenville.

Ruebelle Forbes, '15, was married on November 15th, to Mr. C. S. Graves. After returning from their bridal tour, they will make their home in Greenville where Mr. Graves is in business.

Wita Bond, '17, Marie Gatling, '20, and Janice Mizell, '20, are teaching in Windsor.

Annie Bridgeman, '18, and Mary Bridgeman, '15, are teaching in Spring Hope.

Juanita Dixon Lane, '11, is living in Stantonsburg, where her husband is pastor of the Methodist Church. They have two nice little girls.

Annie Hardy Tongue, '14, is again teaching in Raleigh.

Gertrude Boney Owen, '16, is still living in Fountain, N. C.

Bess Tillet, '18, is teaching the Graded School in Farmville, N. C.

Lucile O'Brian, '16, married Rev. L. L. Carpenter. They are now living in Columbia, S. C.

Clara Griffin, '16, is teaching at Robersonville.

Louie Dell Pittman, '13, is teaching in Stantonsburg. This summer she taught in the Summer School at Trenton, Jones County.

Lula Quinn, '13, is now Mrs. Paul Parker and lives at Beulaville, N. C.

Geneva Quinn, '14, we all regret to know, is now unable to teach on account of ill health. She is confined to her home in Chinquapin, N. C. We wish for her a speedy recovery.

Lela Carr Newman, '15, is living in Raleigh, N. C., in Boylan Heights. She is keeping house for her father.

Lois Reid, '15, now Mrs. Thomas N. Charles, is living in Union, N. C.

Mavis Evans, '14, attended Summer School in Asheville, N. C. She is now teaching in Rocky Mount.

Luella Lancaster Stancill, '14, lives on the farm near Greenville. She is a frequent visitor to E. C. T. T. S.

Ruth Brown and Henrietta Zahniser, both of the class of '20 are teaching in Bethel. This is Henrietta's second year there.

Emma J. Brown, '15, is teaching in Pitt County.

Grace Strasburger, '21, is teaching in her home town, Macedonia, Pennsylvania.

Fannie Lee Patrick, '16, is teaching at Red Oak.

Dorothy Johnson, '19, is teaching at Ingleside, N. C.

Jennie McLawhorn, '17, married Mr. C. L. Forbes on September 12th. They are living near Greenville, N. C.

Lela Deans Rhodes, '15, is again teaching in the New Hope School in Wilson County.

Alice Blake, '19, is staying at home near Fayetteville.

Bloomer Vaughn, '14, is teaching sixth grade in Macedonia. There are three other E. C. T. T. S. girls there, but the Editor did not learn their names.

The following E. C. T. T. S. graduates are teaching in the Greenville Public Schools: Elizabeth Evans, '18, Mary Lee Gallup Edwards, '19, Christine Johnson, '15, Estelle Greene, '12, and Virginia Sledge, '17.

Vivian Case, '17, is teaching in the Farmville School. This is her third year in this school.

SCHOOL ACTIVITIES

Committee of Presidents.

A new feature in the school is the organization of a President's Club, composed of the presidents from each organization in school. The following are members of the Club:

<i>Student Government</i>	CARRIE LEE BELL, chairman
<i>Y. W. C. A.</i>	MARIE LOWRY
<i>Sidney Lanier Society</i>	ANNIE RUTH JOYNER
<i>Edgar Allan Poe Society</i>	OMA O'BRIANT
<i>Athletic League</i>	ORENE HOLLOWELL
<i>Senior Class</i>	LILLIE MAE DAWSON
<i>Junior Class</i>	MARY BAGETTE
<i>"College 1"</i>	ANNIE BLANCHE HERRING
<i>"B" Class</i>	LINA STEVENS
<i>"A" Class</i>	TEENY MOHORNE

Purpose: To bring the different organizations of the school into closer coöperation, and to work with the chairman of Social Activities Committee to settle social matters concerning the different organizations in school.

The only work of this Club so far is the announcement of "Union Pay Day," which is on November 19, 1921. On this day all dues will be paid into the different organizations.

Student Self Government Association.

The Student Self-Government Association of East Carolina Teachers Training School has started its work this fall with excellent success. The new members seem to have caught the spirit of the Association and have fallen in line with the old members, both working in a hearty coöperation.

Officers of the year 1921-1922

<i>President</i>	CARRIE LEE BELL
<i>Vice President</i>	FANNIE JOHNSTON
<i>Secretary</i>	HAZEL KENNEDY
<i>Treasurer</i>	HORTENSE MAHORNE

Committees

<i>Social</i>	PENELOPE WILSON, chairman
<i>Point System</i>	MAE BARKER
<i>Campus</i>	ANNIE RUTH JOYNER, Interior chairman
	LUCY ANDREWS, Head chairman
	MAGGIE DIXON, Exterior chairman

Class Representatives

<i>Senior Class</i>	PAULINE SANDERS
<i>Junior Class</i>	MAGGIE DIXON
<i>"B" Class</i>	ANNIE LITTLE
<i>College "I"</i>	MILDRED BEAMAN

Faculty Advisors

MISS ALICE V. WILSON—MISS SALLIE JOYNER DAVIS—MISS BIRDIE MCKINNEY

The Student Council thought there was a need of making some amendments and the result was one amendment to the constitution and two to the regulations.

Article X of the Constitution was amended as follows:

An amendment may be proposed by fifteen members of the association; by any members of the Advisory Board, or by the Student Council. A proposed amendment must be approved by the school Council, after which it shall be posted at least one week before it is presented to the Association. An amendment shall become a part of the Constitution when adopted by a two-thirds vote of the Association.

One amendment was made in regard to the regulation concerning, "visiting," on page 13 in the Hand Book of the Student Self-Government Association. This now stands as follows:

A student may not leave the college on Saturday until thirty minutes before her train time, and must return on Monday, within thirty minutes after her train arrives at the station in Greenville, unless especially permitted by the school to do otherwise.

The other amendment to the Regulation was:

The second paragraph on page 14, in the Hand Book shall be amended by placing the period after the word "only" in the second line and striking out the rest of the paragraph. It then reads as follows:

"Students must receive visitors in parlors of West Dormitory only."

The house presidents, vice presidents, and the proctors for this term are as follows:

West Wing of West Dormitory

<i>House President</i>	HELEN BOONE
<i>Vice House President</i>	VIOLA RUMNER
<i>Proctors (downstairs)</i>	MAXINE BULLOCK—SENIA FRAZIER
<i>Proctors (downstairs)</i>	BETTIE CARRAWAY—DE LILA WHITFIELD

East Wing of West Dormitory

<i>House President</i>	VIRGINIA RHEA
<i>Vice House President</i>	vacant
<i>Proctors (upstairs)</i>	KATE NEWSOME—INEZ WHITE
<i>Proctors (downstairs)</i>	MAXINE BULLOCK—SENIA FRAZIER

West Wing of East Dormitory

<i>House President</i>	EVA COOKE
<i>Vice House President</i>	ANNABEL O'NEAL
<i>Proctors (downstairs)</i>	MARY BAGGETTE—LILA MITCHELL
<i>Proctors (upstairs)</i>	NELLIE BURBAGE—BEATRICE O'NEAL

East Wing of East Dormitory

<i>House President</i>	MALISSA HICKS
<i>Vice House President</i>	MELIAH PEELE
<i>Proctors (upstairs)</i>	LUCY GOODWIN—NAN BURWELL

The Y. W. C. A.

The Young Women's Christian Association is doing splendid work and, as ever, is wide awake to the needs of the school.

Long before the fall term opened the members were busy. Each new girl that had engaged a room received a letter of welcome from some member of the Association, committees were on the trains and in the school to give the new girls a cordial welcome, and the "Y" girls rendered valuable assistance at the registration. They furnished each pastor in the town of Greenville with the names of the girls who desired to attend his church.

On the first Saturday evening of the fall term the Y. W. C. A. and the Student Self-Government Association held a delightful get-together social. Games were played and contests held on the front campus. Two of the amusing contests of the evening were the race between the girls with bobbed hair and those with large puffs, and the race between girls wearing high-heeled shoes and those wearing low-heeled shoes. A unique handshaking contest helped the girls to get acquainted. Delicious punch was served.

A program was given by the Social Committee of the Y. W. C. A. Saturday evening, November 5. "The Three Bears" was dramatized and there were several other amusing stunts and songs. After the program, the girls were invited to go down to the Rest Room where refreshments were served.

The Sunday evening Vesper Services this fall have been intensely interesting and helpful.

Sunday Vesper Services.

At the first Sunday evening service of the new school year President Wright made an inspiring talk to the students. The breaking of traditions, the readjusting of ideals and standards was his theme. The scripture lesson he read, told the story of the attack the Christians made on the beliefs of the Jews and their breaking of traditions. This theme is peculiarly appropriate just at this time when the school is filled with new girls who have new traditions, ideals and habits that will be broken or changed. This will come hard to some, but President Wright assured the young women that this institution will not give them anything but the truth, and the truth is what makes one free. He expressed the hope that each one would measure distinct growth at the end of the year, and impressed the truth that no person can really grow unless he improves.

He then gave a running review of Paul's life, following it to the climax—his fearlessness before Agrippa. He developed the figure of speech used by Paul in his letter to the church at Corinth, in which he compares the building of Christian character to the building of a temple that can stand all tests. In application he brought out the fact that they are this year going through a testing time, and that they must put into the building of their lives only the best material if they are to stand the tests. The thought that the human body is a temple for the indwelling of God should give one a new and higher regard for herself.

He closed by expressing the hope that every member of the new body of students would stand the tests before them and that everyone would become a Christian before the year closes.

There were two excellent Bible Study lessons during the fall. The first one was conducted by Mr. Austin.

He impressed the importance of Bible study and asked pertinent questions which were answered by Bible references read by the girls, who had been previously requested to bring their Bibles.

"Do we appreciate the Bible?" "What Bible Study will lead to," and "What a neglect of Bible Study means" were the points developed.

The other Bible study lesson was conducted by Mr. Wilson. His first question was, "Did Christ make a universal appeal to men?" This was answered by answering other questions as "Did the Jews accept Christ?" "Did the Samaritans accept Him?" "Did the Ethiopians and others accept Him?" The first question, thus, was answered in the affirmative. "To what classes does Christ appeal?" and "Does He appeal to all ages?" were similarly answered. Mr. Wilson's last question was, "Does He appeal to you and me?"

Both of these services were unusual and most interesting and some great fundamental truths were impressed.

Dr. Shamhart, in conducting Y. W. C. A. services, gave a brief study of the Book of Hebrews.

The word "better" was the key to the main thought and Dr. Shamhart applied it in several ways. "Better is the pathway to the best," and we will gain the better in striving for the best, although we may never reach it.

The study was very interesting and instructive and caused many a girl to resolve to read the book so as to get a better understanding of it.

Mr. Meadows conducted one Sunday evening service. His subject was "The Key to Success." He gave a very uplifting and in-

tellectual talk and not one girl who went would have missed it.

Miss McMullin, a missionary recently returned from China where she has been for the past six years, talked to the girls one Sunday evening. Her message was inspiring and caused some of the girls to think more seriously of doing foreign work.

The cabinet members told about their work Sunday evening, November 6, and the Membership Committee gave out application blanks for new girls to fill in.

The Friday evening services have been largely for the purpose of educating the new girls. The old members have done most of this work, but Miss Graham did a great deal on the Friday evening previous to the call for members. She told what the Y. W. C. A. is and what it stands for, and what it has meant to her.

The recognition service was held Sunday evening, November 20.

DAISY WILLIAMS, '22.

Literary Societies.

OFFICERS FOR 1921-22

LANIER

<i>President</i>	ANNIE RUTH JOYNER
<i>Vice-President</i>	LOUISE DIGGS
<i>Secretary</i>	MARY BALLANCE
<i>Treasurer</i>	MARY FRANCIS PITARD
<i>Critic</i>	KATIE YATES
<i>Marshals</i>	BEATRICE JAMES, chief LUCY ANDREWS MARY BROCK ELSIE WILSON JULIA GATLING

POE

<i>President</i>	OMA O'BRIANT
<i>Vice-President</i>	MILDRED LYON
<i>Secretary</i>	KATE NEWSOME
<i>Treasurer</i>	HORTENSE MOHORNE
<i>Critic</i>	FANNIE JOHNSON
<i>Marshals</i>	NEOLA SPIVEY MAMIE HAYES NEOLA SPIVEY ELIZABETH BONEY

On Saturday, October 22, each new girl awaited anxiously to receive an invitation from one of the societies. The old girls too, were very anxious to know which society her new girl friend would become a member of. On Saturday morning the curiosity of all was settled, for each new girl received an invitation of welcome from the society which she was to join. The invitation ceremonies of the

societies took place that night; each society reports having spent a delightful evening.

Edgar Allan Poe.

On the evening of October 22, 1921, about seven or eight trucks full of Poes found themselves on their way to the Joyner School. A merry group of folks they were, judging from the songs and gay laughter that floated about almost as freely as did the fog of dust. If there were any fears among the new girls concerning the mysteries of initiation, they concealed them well by their happy, care-free moods. After what seemed a very short ride outside the town limits, an abrupt turn was made and the Poes had reached their destination. Nearly everyone seemed possessed with a desire to investigate the building with its mysterious shadows cast about by dim lights. Especially, did the old girls want to find out something about the place that they had heard the Seniors talk about so much last year. A very delightful picnic supper was then served on the school grounds. Immediately after supper, the initiation proper began. Here again the new girls showed little fear and a surprising amount of composure. A short, interesting program was rendered following the initiation, during which ice cream cones were served. Miss Hilda Duke from time to time delighted all with instrumental solos of favorite songs. Mr. Austin gave a talk that brought forth a great deal of applause. By the time the program was completed, nearly everyone was tired out and sleepy and was ready to start home again. Along with the dust, everyone brought back with her an evening of experiences altogether pleasurable, enjoyable, and never-to-be-forgotten.

Sidney Lanier.

Again the Laniers held their meeting for initiation around a large campfire on the hill above Rock Spring. Committees of the old girls had gone ahead and made preparations for the amusements of the evening. At twilight the new members, the old girls and members of the faculty gathered on the basket ball court. The new girls and old girls were divided according to their birthdays, and then started in double file to Rock Spring. Much of the excitement as they were going, was the crossing of fences and the foot log. As the girls neared Rock Spring they could see the campfires burning and could hear the old girls singing and giving yells of welcome. It was a very

impressive sight to see how every one caught the spirit of the evening, as they gathered around the Sidney Lanier Banner and were welcomed by the president. Songs, story telling, fortune telling, toasting weiners and marshmallows constituted the amusements of the evening. Every one enjoyed the trip and came home declaring that it had been a very pleasant and unusual evening.

Classes.

All the classes in school have been organized except the "College 2" class.

SENIOR CLASS

<i>President</i>	LILLIE MAE DAWSON
<i>Vice-President</i>	RUTH SWINNEY
<i>Secretary</i>	CLEONA MINSHAW
<i>Treasurer</i>	LORENE EARLY
<i>Critic</i>	CYRENA ALLEN
<i>Doorkeeper</i>	ELIZABETH BONEY

JUNIOR CLASS

<i>President</i>	MARY BAGGETTE
<i>Vice-President</i>	LUCY GOODWIN
<i>Secretary</i>	NINA ROGERS
<i>Treasurer</i>	CLARA DOWDY
<i>Critic</i>	MABEL WOOTEN

"College 1"

<i>President</i>	ANNIE BLANCHE HERRING
<i>Vice-President</i>	MARY SHELTON McARTHUR
<i>Secretary-Treasurer</i>	CLARA LEWIS
<i>Doorkeeper</i>	EMMA ALLDROOK

"B" Class (Last year High School)

<i>President</i>	LINA STEVENS
<i>Vice-President</i>	NINA RUTH SPIVEY
<i>Secretary</i>	HORTENSE MOHORNE
<i>Treasurer</i>	BETTIE CARRAWAY
<i>Critic</i>	BERTHA BULLOCK
<i>Doorkeeper</i>	HELEN KNOTT

"A" Class

<i>President</i>	TEENY MOHORNE
<i>Vice-President</i>	SUSAN PITTARD
<i>Secretary</i>	BLANCHE SUTTON
<i>Treasurer</i>	SYBLE LADYEN
<i>Critic</i>	BERTHA BULLUCK
<i>Doorkeeper</i>	MANA BRADLEY

Athletic League.

This year the Athletic League organized earlier than usual and as a result, the classes have organized their respective teams and are doing excellent work. More girls are taking part in athletics this year than there were last year. Each class is very anxious to know who the winning team in the "Thanksgiving Basket Ball Game" will be. [Since going to press the game has come off and the Juniors won.]

SCHOOL NEWS AND NOTES.

The Opening.

East Carolina Teachers Training School had a full opening and the most satisfactory in many respects of any in the history of the school. The high schools are sending better prepared students which greatly simplifies the classification.

The registration of new students of the Training School is completed in two days with the exception of those that enter late. The first the old students registered and the second the new ones. The third day regular class room work proceeds as if there had been no vacation to interrupt.

At the first assembly of the school year President Wright devoted most of the time to the explanation of courses, giving instructions about registration and to other routine matters. He called especial attention to the new courses, urging the students to be careful in making the right start. This is the first fall term that the four year course has been offered. There are a number of new students who enter with the intention of staying the full four years, others that are shifting from the two to the four year course and some that have been graduated from the school who are here to take advanced work. The majority of the students, however, are taking the regular two year normal school course.

President Wright announced that hereafter those who wish to train for teaching in a high school will also be given the opportunity to do so in this school, for, by act of the legislature and decision of the courts, this school is required to prepare teachers to teach in the public schools of the State, and the high schools are a part of the public school system.

Anniversary of First Opening of the School.

The thirteenth opening of the school was appropriately celebrated on the morning of October 5. This year the date marked the opening of the first week after the opening of school.

Mr. Y. T. Ormond, chairman of the Executive Committee and a member of the Board of Trustees ever since the school was established, was the fitting one to make the leading talk to the students on this day. He spoke with intimate knowledge of the beginnings of the school, and traced its growth and influence from the first time it was brought

before the General Assembly of North Carolina. He has ever been one to see the great need for such an institution and has worked continuously for the success of the school. He has rejoiced at the success of the students who have gone out from its walls, and has had faith that such a school with such a spirit and with such leaders will be a greater and greater power in the State. The girls caught some of this feeling and he made them realize the great privilege to be trained for service in North Carolina in a school of this kind.

Dr. Chas. O'H. Laughinghouse, school physician, also spoke. He confined his address mainly to a discussion of health problems, and told in an interesting way what health means to success in school as well as in business life. He urged the young women to give proper attention to the preservation of their health at all times and in this way be prepared to meet the duties of life from a physical as well as intellectual standpoint.

Some of the interesting facts and figures given that day received editorial comments from the two newspapers of the town, and these are given below:

Did you know— that Pitt County is the home of the East Carolina Teachers Training School—a State Institution, valued at approximately \$1,000,000—Total number of students enrolled during the history of the school over 7,000, supervised by a faculty of thirty-five. A full four year course is given, terminating with a degree.—*Greenville Reflector*.

If there is any one thing that Greenville and Pitt county is proud of more than another it is the East Carolina Teachers Training School, which on yesterday reached its twelfth milestone in its career as an educational institution of learning. Twelve years ago, October the fifth, the school was opened to the young women of North Carolina, the primary object being the training of the young womanhood of the State to become fit in every way to teach our boys and girls to become the citizens they should be in the years to come. According to President R. H. Wright, the number of young ladies to enroll the first year were 174 and since that auspicious hour, over 7,000 have matriculated at this well-known institution. This is indeed a wonderful record, especially is it wonderful when one takes into consideration the fact that not a single graduate from the institution has cast one blot on their alma mater but they have each and every one reflected credit upon themselves, and the college from which they were given

their diploma. While not all of the graduates have followed the teaching profession, those who have performed the task committed unto them have done so meritoriously and creditably. And they have been no small factor in helping to build up the rural school, the city school and every other educational institution in the state and elsewhere. North Carolina never performed a better act than when it decided to establish the East Carolina Teachers Training School, for its worth has long and long ago been fully demonstrated in more ways than one.

It has helped to purge every community, where its graduates have cast their lot, of unwholesomeness, and placed in its stead high morals and ideals that will long live after those planting them have been forgotten. The motto of the institution, "to serve," has always been practised by its graduates, hence the entire state has been made all the better through the high ideals taught and engendered into the minds and hearts of the thousands of young ladies who have come forth to engage in the battle of life for the mastery.

While the graduates from the East Carolina Teachers Training School have proven worthy of their alma mater, there is something back of all this, and this is the wisdom and judgment displayed by the board of trustees in the selection of its president and those to assist him in the management and conduct of the school. President Wright and every member of his capable faculty have left no stone unturned to build up an institution, not only creditable to the state, but to the nation. As a result of their indefatigable effort the Training School stands out today as one of the foremost in the country. Right from the beginning its influence for good was felt, and this influence has broadened and expanded all these years. To speak of Greenville and Pitt county is to speak of the East Carolina Teachers Training School. That it has been a God-send to this community needs no argument to establish and what it means to the community in the years to come is only to judge the future by the past.

Felicitations to trustees, faculty and students. Yesterday was indeed a glad day for the institution which has done so much for the women of North Carolina. It has had a great mission to fulfill and we are glad to note that it is measuring up to the expectations of those who twelve years ago saw the first student to enter its doors to help make the state better and purer for having entered. Long live the East Carolina Teachers Training School, its faculty and every graduate therefrom.—*Greenville News Editorial.*

The New Superintendent of Pitt County.

Mr. R. J. Fitzgerald, Superintendent of Pitt County, by virtue of his position becomes teacher of Public School Administration in place of Superintendent Underwood who is Superintendent of Schools in Raleigh.

Mr. Fitzgerald comes directly from Harnett County, where he had been superintendent for one year. He was graduated from the University of North Carolina in the class of '15. He has been superintendent of schools in Hillsboro, Benson, Belwood, Bethel, and he was in the army for one year.

He and Mr. Underwood had worked together and he perhaps understands conditions in Pitt County better than any other man who could have been found for the place. He assisted Mr. Underwood in the superintendent's office during one summer. He was thoroughly in sympathy with Mr. Underwood's ideas and ideals and will carry the work on along the same lines. There will be no tearing down and changing of policies. He pitched into the work the first of July, with sleeves rolled up. He has taken hold of the work in such a manner as to gain the confidence of the people. He is an indefatigable worker, and works intelligently. He is already pushing forward many progressive plans.

He made an excellent impression at his first teachers' meeting. While he did not map out any formal policy for the year, did not indulge in high sounding phrases promising things beyond the power of mere man to accomplish, he did indicate some of the things he expected to be done. The meeting was devoted largely to routine work, and this seemed to be the keynote to what he expects to do himself and what he expects of others. He called on his teachers to give good, honest work for what the county pays them. He asked for their co-operation in making this the best year Pitt County has ever had. He begged the teachers not to feel that they were making any sacrifices to teach in this county; each teacher acted as a free agent and asked for the work which was given her or him. It was forced on no one. If any teacher thought she had the worst school in the county she had certainly taken the first step to make it the worst. He said he was tired of so much talk about the poor underpaid teacher and feared it had a tendency to make the teachers feel sorry for themselves, which was not the best state of mind for one to have in order to give the best service. But he also wished them to know that he did believe the laborer was worthy of his hire, and had done the best he could for them in the way of salary.

The other county organizations were represented at this meeting. Mr. K. T. Futrell, the County Welfare Officer, explained to the teachers what their part should be in helping to carry out the compulsory attendance law. Miss Louisa Hubbard, the Red Cross Community worker, made a short inspirational talk, offering her services to the teachers and telling them of how she could help them and they could help her. Mr. Smith secretary of the Pitt County Chamber of Commerce, made a good short talk.

The classes were organized for the Reading Circle work. There are three classes, the one for the high school conducted by Supt. J. H. Rose, of the Greenville schools. The one for the teachers of the intermediate grades, which is studying methods in arithmetic, is conducted by Miss McKinney, of the Training School faculty, and the one for the primary teachers is conducted by Miss Whiteside.

Faculty Members.

There were a number of changes in Model School Faculty this fall. Miss MacFadyen, who has been principal ever since it opened, has become helping teacher for last year's Senior Class, and Miss McClelland has taken her place as principal. Miss Mary Sharp, of near Rock Hill, S. C., a graduate of Winthrop College and student of Georgia Peabody for teachers, is teacher of 1st grade.

Miss Magnolia Scoville, a graduate of Western Kentucky Normal and Peabody College for Teachers who for eight years has been a critic teacher at Georgia State School at Athens, took charge of 5th grade in place of Miss Margaret Coble who has become Rural Supervisor in Harnett County.

Miss Hallie Scoville, her sister, also a graduate of Western Kentucky Normal and Peabody College for Teachers, is teacher of the 3rd grade.

Miss Hattie Daly of Kinston is teacher of second grade in place of Miss Lida Taylor.

The three teachers in the Joyner School are all new this year. Two of them are graduates of the Training School, the principal, Miss Nonie Johnson, and the teacher of the intermediate grades, Miss Vermelle Worthington. The primary teacher, Miss Mary Nesbitt comes from South Carolina.

The Helping Teacher.

Miss MacFadyen as "helping teacher" has been busy all the fall following up the girls from the class of 1921 and finding out their

problems and giving the needed advice or help. To every one she carries encouragement and cheer. The inexperienced teacher who knows something is wrong, but cannot tell what it is, rejoices to have some one come in and point it out. Another seems to be getting on all right but is not sure, and she gets assurance. Miss MacFadyen is making the rounds of the class so that all will get the benefit of her visit before they can go far wrong. President Wright in a letter to the superintendent sets forth the purpose and plan of the work:

"In our efforts to be of service to the students who were graduated from our school this year we have established what we call a Helping Teacher. For some time I have been convinced that such a person could be of invaluable service to the graduate who is teaching for the first time. Miss Miriam MacFadyen has been chosen for this important position because of her rich experience, splendid ability, and unusual fitness for this type of work. She knows personally each of these young women and, as Principal of our Model School last year, she came in touch with them in the way that enables her to render the greatest possible service to each of them in many of their perplexing problems—such as we all meet the first year of our teaching experience.

Miss MacFadyen is to spend the entire year in the field with these young women. If you have any of our 1921 graduates, and if you would like to have Miss MacFadyen visit them this year, I would appreciate your giving me the name and teaching address of each. I would like to have this data as soon as convenient so Miss MacFadyen can plan her trips. If you should find one of our 1921 graduates in need of *immediate* help, please let me know and Miss MacFadyen will make it a point to visit this teacher as soon as possible.

We believe there are great possibilities for this follow up work,—this counsel and advice to our recent graduates through a member of our faculty. We wish to give this scheme a thorough trial. Your sympathetic coöperation and wholehearted support is earnestly desired. On the other hand, we do not wish to go into your schools unless you would like for us to do so.

So far as I know this idea has never been tried out. I believe it should be a great factor in teacher training. I trust you will help us help you help our recent graduates do an exceptionally good year's work."

Miss Muffly has taken a prominent part in the teachers meeting in two counties, Craven and Hertford. In both of these counties the teachers were in session three days and every phase of school work was taken up and discussed. The teachers not only gained inspira-

tion but much information about what they are to do throughout the year. Miss Muffly had charge of the discussions and demonstrations of public music and community singing. She is enthusiastic about the prospects in both counties and sees possibilities of an awakening along these lines.

Mr. Austin attended the Conetoe Community Fair and was the chief speaker. His subject was "Some Essentials of Rural Education." He evidently made a good talk judging from the reports that reached the school. He found the occasion an inspiring one. He was especially pleased with the cotton judging contest in which both the girls and boys took part.

The exhibits were arranged in the high school building and consisted of the school exhibit, farm products, fancy work, sewing and canned goods, cakes and pies, etc. One of the most interesting features was the curio room. The *Tarboro Southerner* gave a full report and the following is clipped from that:

"The front room of the school contained the school exhibit. The walls of this room were covered with free-hand drawings and nature study books. On the tables arranged in this room were the arts and craftwork. There were log cabins, rabbit boxes, flower stands, settees, hog troughs, clothes racks, log carts, churns, hammocks, wheelbarrows, rolling pins, chicken coops, hay racks, wooden mallets, pine straw baskets, small basketball and croquet sets, doll houses, barnyard scenes, wooden axes, hammers and pickaxes.

"All these articles were made by the boys and girls of the school.

"In the curio room was found a flax wheel used long before the civil war, also a hand made cotton gin, owned by John D. Walston for eighty years. This gin was given to Mr. Walston the year he was born by one of his kinsmen, Mr. Everett.

"Upon the table were dresses worn by some of Governor Caswell's people, also several pieces of crockery used by the same family. The display of civil war swords and pistols was good and these implements of war called to memory the great war of 1961-65."

The Training School people were delighted to have a visit from Supt. S. B. Underwood. His coming was treated as the home-coming of one who belonged to the school, for he still seems to belong to Greenville, Pitt county and the Training School. President Wright said that he needed no introduction. He said that the only reason he was allowed to leave for Raleigh was because it had the most difficult public school problem in North Carolina and they needed him

to solve it, and he is doing it. He has already made the newspapers stop knocking the schools.

Mr. Underwood made a happy little heart to heart talk to the girls, bringing greetings from the Wake County Alumnae Association.

The girls from the Training School who are teaching in Raleigh and in Wake county are making good, is the news he brings. He recalled that on his first visit to the Training School years ago, he said when a girl comes out of this institution she gets something that makes her want to teach, and he still says the same thing.

He expressed the hope that the students would always keep two things: The instinct to serve and the enthusiasm for the job. There will be no doubt about their doing their tasks if they get these plus the background they get in the school.

He urged them not to get sorry for themselves and feel that school teachers have the hardest time of any folks in the world. There has been so much of that kind of thing that there is no danger of the teacher's losing sight of what is expected of her.

A baptism of the spirit of service is needed. First, last and all the time a teacher should remember her obligation and not her price.

On November 14, Franceska Kasper Lawson scored a second brilliant success as this is the second time she has appeared before a Greenville audience. Her singing seemed even more beautiful than last year. She sang some of the same songs and a few others. At the close the audience refused to leave, so she sang as an encore "Annie Laurie." It was a beautiful ending to a happy evening to send the people in the audience home with these lovely old favorite songs singing in their ears and hearts. There was a large and appreciative audience.

The program was as follows:

1 CLASSICAL AIRS

- | | |
|-----------------------------|--------|
| A—Polly Willis | Arne |
| B—Swiss Echo Song | Threne |

2 SONGS OF OTHER LANDS

- | | |
|---|------------------|
| A—Hymns to the Sun from "Le Coq d'Or" | Rimsky Korsakoff |
| B—The Three Cavaliers | Dargomyztsky |
| C—Twilight | Massenet |
| D—Villanelle | Del Acgna |

3 ENGLISH AND AMERICAN SONGS

- | | |
|---|-------------|
| A—The Lark now leaves his watery nest | Parker |
| B—Requital | Ernest Lent |

(Dedicated to Mrs. Lawson)

- | | |
|-----------------------------------|------------------|
| C—Daddy's Sweetheart | Lehman |
| D—A Little Bit of Honey | Bond |
| E—Lindly | Neidlinger |
| F—The Heart Call | Frederick Vauder |

4 Aria and Polonaise From Mignon	Thomas
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Rev. R. Murphy Williams of Greensboro, who is in the Synod of the Presbyterian church, and is chairman of religious work in the State institutions of North Carolina, was a visitor in the Training School today. He has visited each State school for the purpose of making a report to the Synod of his church which is meeting in Tarboro. He announced that he did not come as an inspector, but as one bringing the offer of his church to serve the institution in any and every way possible.

He commented on the excellent religious work done in this school and said that the religious conditions are perhaps better here than those in any he had visited because of the smaller size; as numbers increase, difficulties increase. President Wright asked the students who were members of the church to hold up their hands and it seemed as if almost all the hands went up.

Dr. Williams read as the scripture lesson Isaiah's call and made an excellent application of the lesson.

On November 13, the Training School was very fortunate in having Mr. R. Y. Winters from the State Experiment Station of Raleigh, to make a visit to the school. He made an excellent talk at the assembly hour on seed selection. He compared the heritage of plant seeds to the heritage of the human race, and showed how each of the plants is improved, because of careful seed selection.

President Wright gave a series of talks on the Public High Schools of North Carolina, at the assembly hour, explaining and bringing out the distinctions between the different types of schools and making clear what a standard school means. His talks were really an interpretation of Dr. Highsmith's bulletin on the High School of North Carolina.

The reason why this school offers a two-year High School Course is because there are some girls that do not have access to a standard high school in North Carolina. Until the State provides ample facilities we will continue to offer this course.

Following these series of talks President Wright gave another series of talks on law and order. He explained very carefully

the Jewish and Roman laws. Then he showed how the laws of the United States were based on these. The students always enjoy these series of talks from President Wright.

In one of these talks he congratulated the students that they were so fortunate as to live in one of the fifty most productive counties in the Union, North Carolina boasts three, namely: Robeson, Johnson, and Pitt.

The East Carolina Teachers' Training School Unit of Teachers Assembly was organized soon after the opening of school and the three delegates to which the Unit is entitled were elected as follows:

President Wright, Mr. Austin, Miss Jenkins: Alternates, Mr. Wilson, Miss McFayden, Miss McClelland. Several other teachers attended also.

Hallowe'en Party.

The Senior class on the evening of October 30 gave the students a most thrilling and delightful time. Spirits, ghosts, red and black devils, held sway throughout the evening.

The girls were divided into six groups and each group was led to a different spot on the campus for a picnic supper. As dusk began to creep upon them so did ghosts and witches. Spooky feelings gripped the guests and made them look twice at each bush as they passed it on their way to the supper. Stunts were performed and after supper, guided by spirits they groped their way through the "hall of horrors" in the basement of the administration building, with bats flying in their faces and came at last into "the room of the corpse" where ghosts hovered moaning over the loss of their dear one.

Blue Beard's room was the next place of interest. The heads of his wives were seen hanging by their hair and Blue Beard sat sharpening his knives.

A more cheerful scene was in the room where bobbing for apples was the fun. Fortune telling booths were popular. In one brightly lighted room groups entertained themselves as they pleased, after which the girls sought the auditorium to enjoy the picture show.

The Seniors gave a serenade after the lights were out.

Churches Entertain.

On the second Monday of school from 8 to 10 p. m., all the churches in Greenville gave receptions complimentary to the stu-

dents of the Training School. All the churches were beautifully decorated for the occasion. Musical programs with many varying features of interest were rendered by the different churches. Delightful refreshments were served and the occasion will long be remembered as a very enjoyable one by all who attended. Each girl felt as she returned that she had chosen the best church in town.

Among one of the enjoyable activities of the school, is the Thursday Evening Story Hour. This is a revival from years past. For awhile there seemed to be no time for it, but it has been revived. Each one that attends goes away feeling that she has spent an hour in a most profitable yet pleasant way. This story hour not only brings joy to the listeners but it is one of the best ways for recreation also. During the twilight hour the girls gather in the Young Woman's Christian Association Rest Room, bringing sofa pillows and chairs. Some sit on the floor and some in chairs, forming a circle to bring the spirit of the group into harmony. One of the most pleasing thoughts is that the ones who tell the stories are volunteers from any class in school. Each time the chairman of the "Story Telling Hour" tries to have a teacher give a story or a reading to the group. It is quite interesting to note how the girls will lose all thought of other things and become so attentive to the story. Only those who attend can know and appreciate the full value of the "Story Hour."

August Commencement.

On the last evening of the summer school was held the first formal August commencement to which the public was invited, and the first when a special out of school time had been set aside for the occasion. Graduation exercises have been held for the two years before but at the morning Assembly of the last day. The class this year was the largest August class and was a strong class. Ten young women received diplomas. When the Director of the summer school, Mr. C. W. Wilson, presented these to President Wright for graduation, President Wright said that he turned over to the summer school nine young women from the class and he thought it would have been creditable if there had been no casualties, but he had not hoped that there would be any gain.

President Wright delivered a strong address full of inspiration and good will.

The special music was beautiful. The glee club sang songs from the lovely operetta "Three Springs." Miss Pritchett, the Public School Music teacher who had charge of the music, explained briefly the story of the operetta and interpreted the songs.

The young women receiving diplomas were as follows: Misses Gladys Ballance, Nannie Lee Elks, Daisy Everett, Eunice Hoover, Aileen Jones, Lila Mae Justice, Ruth Poindexter, Etta Rowland, Sara Smith and Chesson VanLandingham.

Song Recital by Miss Joyner and Dr. Poteat.

The College group of students in the summer school gave the school and the town a great treat by making it possible for them to hear two such artists as Dr. Hubert Poteat and Miss Arlene Joyner. The recital was a brilliant success. The Greenville papers had the following to say about it.

"The song recital Saturday evening by Dr. Hubert M. Poteat and Miss Arlene Joyner was a brilliant success. Both of the artists were in excellent voice and fine humor and the audience was very responsive and appreciative. The program was varied, ranging all the way from the heavy dramatic numbers from the operas, through the rollicking Kipling numbers, to tender ballads and negro spirituals. Both were generous with encores, singing popular songs, some of them by special request.

Dr. Poteat played his own accompaniments and told the story or read the words of his songs in a free and informal manner that added greatly to the enjoyment of the program. His rich, powerful baritone voice rang out in its full power in the first number, "The Prologue" and in "On the Road to Mandalay" and "The Trumpeter." In "Where's My Boy" it ran the whole gamut of the emotions, from curiosity to deep despair. His singing of the negro spirituals was perhaps the most artistic of all, those negro melodies sung in "white folks style" as he said. His clever interpretation of "Long Ago in Alcala" gave a humorous turn to the program that was delightful. It is difficult to say which were the favorite songs, for some liked one and some another.

Miss Joyner went even far beyond the expectation of her friends, who expected much of her. Her stage presence is charming, she is graceful and has an ease of manner that wins her audience at once. There were no signs whatever of nervousness or strain, but perfect poise. She has a voice of great brilliancy and power and has that quality much coveted by musicians, which they call

timbre. The only fault that the audience found with her was that she did not sing more.

Her first number, "The Star," she sang brilliantly and artistically. In her second number sweetness and appeal to the tenderer emotions marked her singing. In the selection from the opera the wonder of her voice was manifested, and her power of interpretation. She showed a beautiful balanced equation between the intellectual and the emotional. Her conception of the intellectual in this was fine. The dramatic fire displayed in this made one see that she has the qualities that make a grand opera singer.

Miss Ida Pritchett played Miss Joyner's accompaniments with ease and spirit, fitting into the mood of the singer in such a manner as to bring out the best in her voice. One of the most delightful features of the occasion was the appreciation the artists felt for each other.

The public is greatly indebted to the college group in the summer school for giving them the rare opportunity of hearing two great artists in one evening. The proceeds will go to the worthy cause of adding to the alumnae fund for an endowed scholarship for some worthy student."

Pitt County Community Sing.

The Pitt County Community Sing was one of the most inspiring events that has ever taken place on the Training School campus. On the last Sunday night of the Summer School groups gathered at the places assigned on the west side of the campus. A piano was placed on a platform built out from the side porch of West Dormitory. Here stood the leader, Mr. John Park, of Raleigh. Never had such contests in singing taken place in this county before. The groups ranged all the way from a quartette to one Sunday School that brought about four hundred. It was interesting to see the groups shifting, as a number of the singers belonged in different groups. The program was as follows:

1. Stand Up For Jesus
Scripture Lesson—Rev. Walter Patton
Invocation—Rev. W. P. Shamhart
2. Onward Christian Soldiers
3. Come Thou Almighty King
4. Special—Episcopal Sunday School

5. Special—Immanuel Baptist Sunday School
 6. When the Roll is Called Up Yonder
 7. Special—Christian Sunday School
 8. Special—Presbyterian Sunday School
 9. Nearer, My God, To Thee
 10. Special—Winterville
 11. Work for the Night is Coming
 12. Special—Memorial Baptist Sunday School
 13. Special—Methodist Sunday School
 14. In the Sweet By and By
 15. Special—Farmville
 16. Special—Falkland
 17. Special—Summer Students of Training School
 18. America
 19. Old Folks at Home
 20. Most Popular Sacred Song in Pitt County
 21. Blest Be the Tie That Binds
- Benediction—Rev. S. K. Phillips
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A community sing at Grifton this fall was largely attended by persons from Greenville and other communities and proved a decided success in every sense of the word. The sing was conducted by the Grifton chapter of the American Red Cross and led by Miss Louise Hubbard, executive secretary of the county organization.

The sing was held at the high school auditorium which was literally packed with interested spectators who joined in the singing led by J. H. Rose of Greenville in a lively manner.

The principal feature of the exercises was the address delivered by R. H. Wright, president of the East Carolina Teachers Training School, who discussed educational matters in an interesting way. He told of conditions prevailing throughout the State, the congestion of schools and need of competent teachers and said the time for concentrated action had come. He told of what education means to people and what may be accomplished by co-operative effort of the public. The need of higher education is greater today than ever before. Business men demand well trained men and women in every branch of industry, and unless this fact is impressed upon the child starting out in life, the country will never be supplied with that class of competent people so necessary in all fields of public endeavor.

The address was inspiring in every part, and was an appropriate conclusion to Grifton's first community sing.

Noted Red Cross Worker Delivers Lectures.

Dr. Alexander Johnson, director of the welfare work of the American Red Cross, who delivered a series of lectures during the summer school, spending three days in the school, is a man of wide reputation in the field of social service. He is dean of social service workers in America, having been in the work as a professional since 1884. He has been president of the National Conference of Charities and Correction and was secretary of that organization for thirteen years. He has spent some years in working on the question of schools for the feeble-minded and has helped several States in getting started in this work. For years he was in charge of the school for the feeble-minded at Fort Wayne, Indiana. He has been on many boards and committees and connected with various schools of philanthropy and social welfare.

He has been directly connected with the American Red Cross ever since war was declared. He was in charge of the home service department at Camp Glenn.

The director of the summer school, Mr. C. W. Wilson, was fortunate to secure him for the series of talks he made in the school. He talked on different aspects of the Red Cross work, arousing interest in the phases of the work that came directly in touch with the work of teachers. He instructed the students especially in the junior work and the part they can take in it.

He talked on the special schools for the defectives. He explained just how the blind are taught, showing how the Braille print is used. He then explained the sign language by which the deaf communicate. His talk was very interesting indeed. In the afternoon he took up the work done for the feeble-minded. At one time he was in charge of a school for the feeble-minded.

In the beginning of his talk he stressed the importance of the health work. It is the duty, he said, of every citizen to keep well; a whole community must keep well, and a community is not a healthy one unless every single one is well. Public health is one of the most important phases of the welfare work of the A. R. C. He referred to the excellent work done by the board of health in North Carolina. It is not the business of a board of health to cure sickness but to teach health so as to prevent sickness, to teach how to live. "We die because we don't know how to live."

He talked one afternoon on the schools for the feeble-minded. He explained why the separate colonies and homes for the feeble-minded

were necessary, and told of the management of these unfortunates. Whereas the causes of feeble-mindedness are not known, it is a noticeable fact that when both parents are feeble-minded the children are also, therefore it is important to segregate them and keep them from marrying. While every feeble-minded child is not the child of feeble-minded parents, two-thirds of them are. The other third are feeble-minded from various causes, sometimes from effects of diseases or illness in childhood.

He spoke of the apparent increase of degeneracy, but explained it by saying there were not more children of the feeble-minded, but families of the normal and well-to-do are smaller therefore the proportion is greater.

The education of the feeble-minded child is radically different from that of the normal child. These must be put in classes for backward children, or if they are very serious cases, sent to special schools, because they should be taught things that are not taught others, and they should be put where they would not seriously affect other children.

The chief lessons taught these children are those of order, cleanliness, obedience, industry and happiness. They must be taught to do things, to use their hands, and do useful things.

He told a story of a family that was a pauper family because one of the three children was a feeble-minded child. It took all the time of the widowed mother to care for him. She was convinced that he would be taken better care of in an institution and would be happier, therefore she sent him to one, she became self-supporting and the other children were well cared for.

He told a story of a family in which the children were made happier, and the effect on their lives. Dr. Johnson has been in charge of a school for the feeble-minded and knows the work thoroughly.

The State must pay attention to those people who have handicaps, the defectives, the delinquents, and the wayward, and the dependent. These do not make up more than six or seven percent of the people but they are more trouble than all others combined. Just as two or three children in a schoolroom among fifty will give all the trouble, so it is in the world. The problem with all these is to get them to the point where they will be good citizens.

There is a great demand for special teachers, or teachers trained for these special kinds of work. He asked the students not to think of these schools as asylums but as special schools to meet special needs, where the students are taught in such a manner that they will be able

to get along in spite of a handicap. He said that it is a mistake that the blind have better hearing or are more talented in music than those who are not blind; they are simply more attentive, they try harder.

"The measure of grain is not in native ability, but in application." He said that he had never seen a deaf beggar, and one may count on it that a deaf beggar is not a deaf man but a fake.

Attendance in the afternoon was not obligatory, but the entire student body was there, after a full day's work. This was a tribute to his power to interest them.

Armistice Day at the Training School.

November the 11th. was a holiday for all the Training School. Somehow, the holiday spirit differed from the spirit of all other holidays in that all seemed to be in reverent, thoughtful mood, all the girls thinking of the significance and meaning of the holiday. Therefore, in accordance with this mood, there was none of that hilarious celebration usually found on the campus during holidays. The school was invited to join in the celebration of the town and the auditorium at the Training School was offered for the use of the American Legion. Therefore, there was no separate school program. The school furnished two floats for the parade. These floats were decorated with simplicity and effectiveness in mind and the aim seems to have been accomplished. Both floats carried out the idea of the great work of the Red Cross Organization during the war. The Glee Club dramatized this idea in a very pleasing, effective manner. Other features of the parade were floats, scouts and soldiers, representing different aspects of war.

All of the students were allowed to march up town and see this armistice parade. The parade, in its entirety, was quite impressive. Especially, did the last float, "In Memoriam", grip the hearts of the people. It took little imagination on the part of the crowd to actually see the graves of our heroes, those to whom we were giving honor and paying tribute. The parade passed on through town and finally came to a standstill in front of the administration building at the Training School. The crowd then assembled in the auditorium for the rendering of the American Legion program. The students occupied the gallery.

The following program was impressively given:

Music	MEHEGAN'S BAND
Invocation	CHAPLAIN VICKERS
Song	AMERICA
Address of Welcome	PRES. R. H. WRIGHT
Song	"LONG, LONG TRAIL"
Why Ex-service Men Should Join Legion	DR. TURNER
Song	"KATY"
Introduction of speaker	MAJOR D. M. CLARK
Address	HON. J. H. KERR
Memorial Exercises	FOR NATION'S DEAD
Announcements	

Dinner for the ex-service men was served in Forbes and Morton's Warehouse.

This holiday was observed with a thought of reverence for our honored dead and a prayer and fervent hope that our honored heroes still with us, may uphold the ideals for which they battled.

President Wright in his address of welcome to the American Legion and the townspeople, first referred briefly to the great part America took in the war, to the immense army of clean young manhood that was poured into the war, like a pure stream going into the turbulent stream of European nations. He said they fought side by side with these nations just long enough to show them what democracy means and could do. These boys made Armistice Day possible, then came home. He said as he looked back he was forced to believe that the American people were fulfilling a mission God had established, and he seemed to see it bringing into the world this spirit.

While he made no attempt to give a full definition of the causes of the war, to him it was plainly the result on the part of certain people to fail to conform to law and order. The great sacrifices were made for law enforcement. Had Austria and Germany been willing to abide by international law there would have been no war. It is the duty, he declared, of every man who was in the war to come home and use his best endeavor to see that law is enforced. The boys who went across and those who wished to go and did not have the chance, will now take the side of law and order.

He closed by assuring them of great love and admiration all Americans have for them and he called down blessings upon them.

Mayor D. M. Clark in introducing the speaker, Judge Kerr, spoke of him as one of the most progressive and public spirited men in the State, one who would do all in his power for the human race and especially for North Carolina and assured the men of the Legion that his message would be "Advance".

Judge J. H. Kerr spoke on "What it Means to be an American Citizen."

When he arose and faced the American Legion men, who filled the center of the hall, he said, "My heart fills when I contemplate the service you rendered. No other men ever had the opportunity to do what you have done. All wars that antedated the world war were fought on account of some selfishness. You are the only men who ever went into a war from purely unselfish motives. This makes you sure of the esteem of people from the four corners of the earth. If you want the esteem of the world, go into the service of the nation the same as you did in France."

In giving them advice, he said, "I shall give you a few don't's. Don't let the American Legion be subsidized by any political party. You have seen other organizations debauched and subsidized. Safeguard yourselves against this. If you do not, you will lose your opportunity. It may be you may deserve some reward in dollars and cents for the sacrifices you made. You were called upon; you were free men. It fell to your destiny to defend the ideals of democracy. If another generation had been called on, they would have done the same. Don't think you can come home and sit down and get a life of ease; if you do you miss it all. You were no better a soldier than your grandfathers were. They had the same vision you had. Every man whose life was shattered, who has lost out should be taken care of. The government ought to do everything to add to the comfort of the disabled.

"Ten millions of people in America live below the bread line and are fed by the other ninety millions. These are bounty seekers and wards of the government. Their condition is largely due to ignorance and to the fact that these people are the children and grandchildren of wards of the government; it passes from generation to generation."

He then mapped out the task ahead of the ex-service man. The government will soon be in their hands, it will be theirs to direct and control. Our democracy is a government of the people in which the people execute the laws. You may have the best sheriff, the best mayor that ever was, but he may be powerless to execute the law, he declared.

"You've got to have behind them the conscious public sentiment that demands enforcement," was the thought that he emphasized strongly, repeating it so that it would sink into the minds and hearts of his listeners. He asked if they had ever thought that in other

governments there were kings and princes to look after the people; that the people did not look after themselves. "It is the duty of every American citizen to look after every American citizen. That must have been the meaning of Christ when he said 'A new commandment give I unto you, that ye love one another.'" These thoughts, he said have become a part of his life; "I dream about them, I think about them, and talk about them."

In looking back over history, one can see that the thinkers and philosophers believed it impossible to have such a government, he said. Plato thought the rich man would dominate the poor man, but finally there came a statesman with longer vision,—Thomas Jefferson. He saw that a democracy was possible if the people were made universally intelligent. The soldiers are called on to help make this come true, to make all people intelligent, that is, to give every man an education.

He said it was a temptation to talk on the development of educational life in North Carolina. He referred to what such men as Pres. Wright had done for the State. He called on the soldiers not to let the things that have been done lag. He said that he could not understand why the government with all its power to do, has neglected education, the very bed rock on which our democracy was founded. There is no department, such as the Treasury department, or the Navy, no organization, to accomplish the very thing that is the hope of the nation.

The peril of ignorance is the greatest danger of the country. One out of every five cannot read. He expressed the wish for time to discuss further this phase of his subject, but had to hurry to other phases of his subject.

One of the great dangers, he believes, is that we are a nation of spendthrifts. "When our forefathers first came over here to this wonderful undeveloped country, they took hold and spent as freely as a spoilt child of a rich man." They seemed to think the resources would never give out. He deplored the great thriftlessness that abounds today. He gave some startling figures showing the vast amounts spent on waste. Six hundred millions are spent in prosecuting crime.

He spoke directly to the young ladies in the audience telling them they are responsible for some of the spending. Fifty million dollars worth of property is burned up every year. One billion dollars goes for intoxicating and soft drinks. Seven hundred millions of dollars worth goes into the garbage can every year, and it is this for which the women are responsible. We squander enough every year to pay the

national debt. He said if he were a teacher he would tell his class about the great resources and the conservation of them.

He next turned to the significance of the day, recalling the day three years ago, and expressing thankfulness for the day, and putting to the men the question "Are you going to let this thing be possible again?" He spoke of the cost of the war, of the contrast between the cost before and since the war. No one begrudges what was spent during the war, in winning the war, but since then it looks as if we are getting ready for another war as fast as we can, as if we are going around the circle again and again. Unless we get the spirit of America into the world this is what will keep on happening.

He made a strong plea for disarmament. We lost the greatest opportunity the world ever had, and it was butchered by the demagogue leaders of America. Sir Auckland Geddes said then was enacted the greatest tragedy in the history of the world. We had made our position in the world secure, and sordid selfish politicians, inspired by selfish interests, dishonored it. The world will yet realize and will accord to Woodrow Wilson his place with Washington and Lincoln.

In reply to the question "What is civilization?" he would say it is the power a man or woman has for seeing that all is beautiful. Some men said it is cultivating what a man is long on, but the speaker thought this was wrong.

He turned again to address the men of the Legion and in talking directly to the men of the American Legion he quoted the figures from the civil war and the world war. He showed that when the State had only a third of the population it now has it furnished 125,000 men to the Confederate army, and 83,726 men for the world war. He paid tribute to the men of the Thirtieth Division and of other North Carolina soldiers and to the great heroes from North Carolina, as Kiffen Rockwell and Jim McConnell.

He spoke eloquently of what the women of the State did during the war. The woman who has had more honors than any other American woman is a North Carolinian, Adeline Hancock Battle; all the governments in the world war honored her. He then spoke of the great work done by the people back home. He told that the men, women and children of the State bought more war saving stamps than many of the richest northern states. He spoke of the "pride of our people in accomplishment."

In closing he begged the men of the Legion to get into the forefront of civilization. The world wants to be shown how to get into the right channel and needs the ex-service men as citizens of America to help it."

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