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CLAUDE WAYLAND WILSON

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Just Being Happy

(A favorite poem of C. W. Wilson's which he gave to each Senior Class.)

Just being happy is a fine thing to do,
Looking on the bright side rather than the blue,
Sad or sunny musing is largely in the choosing
And just being happy is a brave work and true.
Just being happy helps other souls along,
Their burden heavy and they not strong;
So, if your own skies you'd brighten and other loads lighten,
Then just be happy with a heart full of song.

CLAUDE WAYLAND WILSON

Professor R. H. Wright: "I have known intimately Claude Wayland Wilson for 12 years and eight months. We have been associated for that length of time in work at the college. There has grown up a friendship that to me is so sacred I dare not attempt to open the door and talk about it. The last thing Mr. Wilson gave me was this little memorandum book, inscribed on which is 'We build for the childhood of Pitt county.' He was unselfish for humanity's sake; there was not a selfish thing in his life. As an educator, he had a true vision, and he realized the need of giving the children of North Carolina trained teachers. He went home and lay down, and just as the day's work closed—he went to sleep!"

Claude Wayland Wilson was born in Chatham County, North Carolina, near the Wake County line, August 27, 1867, and died in Greenville, North Carolina, February 1, 1922, at the age of fifty-four years, five months and four days. The old home in which he was born still stands and is occupied by his mother, Mrs. Sidney G. Wilson, who is in her eighty-fifth year. His father, Sidney G. Wilson, died February 3, 1917.

Mr. Wilson graduated from Wake Forest College in 1893. He was a good student and was always on the alert for information that would assist him in helping others. He kept up with modern ideas, and particularly with the latest and best methods of teaching. He spent the summer of 1911 in study at Columbia University.

In 1896, Mr. Wilson taught in the Vine Hill Academy, a boys' boarding school, at Scotland Neck, North Carolina; after remaining here for two years he became Principal of the Academy at Williamston, a position he held for two years. In 1900 he went to Rocky Mount, where he was a successful superintendent for three years, at the close of which time he returned to Scotland Neck to take charge of the school. He remained in Scotland Neck until 1909 when he was called to Greenville to take up his work with East Carolina Teachers Training School. During the first year of the school he was a member of the Board of Trustees. He had few classes as his time was taken up in helping to get the buildings and equipment in order and he also acted as Bursar. At the close of the first year he became Head of the Department of Education and was also chosen as Secretary to the Board of Trustees, which positions he held till the close of his life. Few lives were as closely in touch with every phase of the Training School work as was his; he was dean in the fact though not in name; he had charge of the administrative work during the absence of the President. He was chairman of the two committees that have existed since the beginning of the school—the Library Committee and the Appointment Committee; he was one of the chief organizers and advisers of the Model School and the Joyner School; he was a member of every Course of Study Committee since the foundation of the school; and he was Director of the Summer Term from 1915 until his death.

Mr. Wilson was a charter member of the Immanuel Baptist Church. He was Chairman of the Board of Deacons, Superintendent of the Sunday School, member of the Pulpit Committee, and Secretary of the Finance Committee. He was also Moderator of the Roanoke Baptist Association and a member of the Board of Trustees of Wake Forest College.

In addition to his church work, Mr. Wilson was connected with a number of organizations; he was a member of the Blue Lodge, and the Royal Arch Masons. He was a member of the Kiwanis Club and was district representative in North and South Carolina for that club.

On June 24, 1897, Mr. Wilson was married to Miss Carrie Josephine Mangum of Scotland Neck. There were no children. He is survived by his wife, his mother, his mother-in-law, Mrs. Lucy Mangum, who lived with him, one brother, Willis Wilson, of near Staunton, Virginia, and a host of friends who loved him for his pleasing personality and for his many good works.

An Appreciation from the Faculty

The death of Prof. C. W. Wilson on the evening of February 1, comes as a shock not only to College and community in which he worked but to the whole state. His continuous service with this institution since its foundation has caused all to think of him as an inseparable part of it. As secretary to the board of trustees he was a link between the board and the faculty, and as chairman of the appointment committee he was a link between the college and the children this school is trying to help.

His ability as an executor was shown in many ways, but chiefly as director of the summer school. He knew how to direct others, whether teachers or students, through careful leadership. He never asked others to do what he was unwilling to do himself.

As teacher he literally gave himself to his classes. He was an indefatigable and a scrupulously painstaking worker, a good student, and conscientious critic. His friendly, sympathetic, unprejudiced criticism won many friends in the class room. He was not afraid of theories, but he cared for no theory that could not be made practical.

His application of the golden rule in teaching gave him a hold on his students that few teachers are privileged to claim.

One of the chief factors in his success as a man, in whatever he undertook, was co-operation. His associates in his profession were always glad to work with him singly, in committees, or in large organizations because of his fair-mindedness and willingness to study a problem from all view-points. He never permitted his better judgment to be influenced by his personal feelings. In a broad way he associated himself with many organizations in order that he might have the opportunity of working with others for the good of his fellowman.

His high ideals manifested themselves in every phase of his life: In his unselfish devotion to duty; in his passionate love for the children of North Carolina; in his religious convictions, which were

bound by no particular creed, sect or denomination, but were as broad and as inclusive as the spirit and principles of Christianity; and in his deep abiding love for home and family. There was in his life a love for all mankind. He had the human touch which made him a brother to everybody. Comparative strangers came to him for advice, and those who knew him best advised with him as with a father.

He will be sorely missed by the students whom he had taught; by his colleagues with whom he had labored so earnestly to promote right ideals of living; by his family who had enjoyed and rightly prized, for so long, his loving Christian companionship; and by the state that loses one of its best and noblest teachers and citizens. It is good to know that the ideals for which he stood will live forever.

The account of his funeral as given in the *News and Observer* is as follows:

Greenville, Feb. 3.—Attended by an outpouring of citizens such as has not been seen in Greenville since the funeral of Governor Jarvis, the remains of Prof. C. W. Wilson, of the East Carolina Teachers' College were buried this afternoon in Cherry Hill Cemetery. The city schools were dismissed for the afternoon and during the funeral services business was practically at a standstill. Such a tribute to a private citizen has seldom been seen here. There was a large number of out-or-town people here for the funeral.

The Immanuel Baptist Church where the services were held could not begin to hold the congregation and hundreds of people stood in the streets around the building.

Members of the board of deacons of the church and President R. H. Wright of the College, were the active pallbearers. The list of honorary pallbearers included members of the Board of Trustees, members of the College faculty, representatives of all the civic organizations and every minister in the city.

Dr. R. T. Vann, of Raleigh, who married Mr. and Mrs. Wilson 24 years ago, was in charge of the church services and read the Scripture lesson. Prayer was offered by Dr. Anderson, Pastor of the Scotland Neck Baptist Church, and chairman of the executive committee of the Roanoke Association, of which Mr. Wilson was moderator.

Rev. John E. Ayscue, the first pastor of the Immanuel Baptist Church, spoke of Mr. Wilson as a church member, referring to his intense loyalty and devotion to his church. Dr. Anderson spoke of

his services to the Roanoke Association. He said that the crowning glory of his life was his honest and sincere Christian character.

President Wright of East Carolina Teachers' College, with whom Mr. Wilson had been intimately associated since the founding of the institution, spoke of this side of his work. Mr. Wright spoke of his unselfish service for humanity as Mr. Wilson's dominant characteristic. As an educator he was true to the vision of service, saw the needs of the State, their significance and importance as few men have. He gave his life cheerfully, freely, and gladly.

Dr. Vann spoke of his long acquaintance with the deceased and his intimate knowledge of Mr. Wilson's Christian character—the real basis of all his success in life. His life was a sermon.

The music was by a selected choir from the different churches of the city. Favorite hymns of Mr. Wilson's were used: "He Leadeth Me," "How Firm a Foundation," and "Ten Thousand Times Ten Thousand."

Presidents of the classes and other organizations of the College served as a special escort at the church, the remainder of the student body standing in line outside and following the body to the grave.

The entire community was under a pall of grief. It was a genuine outburst of deep and solemn sorrow. Mr. Wilson had made his impression upon the whole town. Among the profusion of floral offerings was one from his negro barber and among the hundreds calling at the home this morning was the Chinese laundryman who had learned to love and respect the man. Many negroes lined the streets as the funeral procession passed.

At 1 o'clock a short service was held in the College chapel, with President Wright in charge. Dr. Vann read the Scripture and offered prayer. Short tributes were spoken by Rev. John E. Ayscue, Mr. Wilson's former pastor, and Supt. S. B. Underwood, of Raleigh, who was for a long time one of Mr. Wilson's intimate associates. Mr. Underwood read the concluding lines of Arnold's "Rugby Chapel" as typifying the spirit of Mr. Wilson.

At 11 o'clock a special session of the faculty was held and resolutions of appreciation adopted.

MR. WILSON AS OTHERS KNEW HIM IN STATE, CHURCH, AND COMMUNITY

Claude Wayland Wilson's life was a splendid exemplification of the motto of the institution which he loved so supremely—"To Serve." He did more things for other people and for the public good than almost any man it was ever my privilege to know. When I first knew him, back in 1907, he had bound the town of Scotland Neck to him by his devotion to duty, and as secretary of the State Association of City School Superintendents he was rendering quiet but efficient service. He never sought the limelight, but always he served.

An incident typical of the man occurred in 1914 after the death of Superintendent W. H. Ragsdale, of the Pitt County Schools. Mr. Ragsdale's death occurred in March, at a time of the year when a man was needed most, and when it was almost impossible for the Board of Education to secure a superintendent. They made an effort to employ Mr. Wilson for the position left vacant, but he could not bring himself to leave the Training School. The County had some very important matters pending and it was absolutely necessary to get some one to represent the Board of Education. Realizing the urgency of the situation, Mr. Wilson threw himself into the work and offered to act as superintendent in connection with his other duties until a man could be secured. So, until the writer took over the office on June 1, 1914, Mr. Wilson served the Country as superintendent without compensation, and at considerable inconvenience to himself. It was an open door of usefulness, and he entered in—cheerfully and gladly.

Service was a passion with Claude Wilson, the actuating principle of his life. As county superintendent of schools for seven years, I knew him intimately and called on him for help times without number. Never was a call refused. There is not a section of Pitt County in which he has not spoken and in all of them his influence still lives. He was always ready to go and serve, no matter what the physical and nervous demands on his not over strong body might be. He loved to go because he loved to serve.

His associates in the faculty, in his church, and in his community, will all bear testimony to this same outstanding characteristic of the

man. He could perform more difficult tasks and do them more cheerfully than any man among us. He was constantly preaching to his students that they should "link up with life," and his own work was the finest example of the carrying out of this principle. He entered whole-heartedly into whatever was going on about him, always seeming to find time for one more thing.

And so radiantly cheerful about it! He never complained, even when those of us who knew him best knew that he was drawing too heavily on his reserve forces. He never gave evidence of weariness if there was a task to be done.

"If in the paths of the world,
Stones might have wounded thy feet,
Toil or dejection have tried
Thy spirit, of that we saw
Nothing: to us thou wast still
Cheerful, and helpful, and firm."

Co-operation was one of the watchwords of Mr. Wilson's life. He had a positive genius for working with people. He liked to talk about co-operation. He almost always got around to this topic in his public addresses. He always got around to it in his associations with his fellows. To him it was ever "Come, and let's do it together." For that very reason he was one of the finest of men with whom to work.

Mr. Wilson was one of the institution's best representatives, and, except the President, the strongest link binding it to the schools of the State. As Chairman of the Appointment Committee, students knew that they could expect wise and helpful suggestions, and superintendents employing teachers soon learned that they could depend absolutely on what he said. So complete was this confidence that it was nothing unusual for him to get letters setting forth the nature of the position to be filled, and giving him *carte blanche* in the filling of it. It was almost impossible to get a student to accept a position until she had asked Mr. Wilson's advice.

On all sorts of committees, and at conferences and public occasions almost without number he was called on to represent the school—and he always did it worthily and efficiently. No small part of the hold which the institution has on the State is due to this quiet, helpful, devoted spirit.

Did any one ever see Claude Wilson depressed, discouraged, or out of sorts? He was always sunny in his disposition, never disgruntled, never worried, always radiating cheer and hopefulness. I have seen him under all sorts of conditions, and always his radiant smile seemed a part of his very personality. I have talked with him as intimately as it has been given me to talk with but few men, and never have I heard him give expression to an unkind word about any human being. He loved folks enough to see good in everybody.

As to how folks loved him, I can not trust myself yet to speak. We are too close to the shock of his untimely going, the poignancy of our grief is too deep to venture into any statement as to how his friends felt toward him personally. Sometime, perhaps,—but now

“The mourners go about the streets.”

S. B. UNDERWOOD.

In the passing of Mr. Wilson, I feel that the State has lost one of its most efficient and painstaking workers. It is fitting that we should stop for a moment to consider the meaning to us all of such a life as his. There are now scattered over the State many earnest teachers, who consciously in their speech, and unconsciously in their work, bear lasting testimony to his worth.

It has been my pleasure to know Mr. Wilson for many years. We have been brought together in the Teachers' Assembly more often than in other relations. He was one of the most influential members of that Association. He did not attain this position of influence by self assertion, but by his modest demeanor and real worth. His judgment on all matters coming to his attention was remarkably sane and clear. No element of selfishness entered into the discussion, so far as he was concerned. No overpowering ambition clouded his vision. The best interests of his profession were apparently the considerations that dominated all his purposes.

Another striking characteristic was his desire to be of service to those young members of the profession who had not found themselves. A glad hand and a sympathetic word were not withheld from any one who was in need of assistance to gain for himself the courage of his own convictions.

No one coming into contact with his everyday life, could doubt his honesty of purpose, or question the integrity of his motives. He was not secretive. He met all comers with an open counten-

ance, and a considerate bearing. He would not condone insincerity in any phase of life.

Along with these fine qualities of character went impelling devotion to duty as he saw it, and to his chosen work. He was not in the market to swap jobs with anybody. He felt that he was in a position of responsibility and trust, with a wide opportunity for service. He had the consciousness that he was rendering that service to his utmost ability. Work to him was not a burden, but a duty and a pleasure.

This is the type of man that holds the world together and bears with patience its burdens. Brilliant leaders may sparkle in the public eye, but men of this type must carry on and give body and substance and content to ideals, and transform them into living actualities. In the presence of his memory, I have written this feeble tribute to his worth. As a friend, as a man, as a leader, he held the full measure of respect from all who knew him. His life in its full splendor will prove an inspiration to those of us who knew him and loved him.

A. T. ALLEN.

I have known Mr. C. W. Wilson since our college days. He was a genuinely good man, a good neighbor, a good citizen.

In his college days he was a clean, wholesome young man, respected alike for his character and for his work as a student.

He went into school work as a business, a life business, not a stepping stone to something else. The building of a fortune for himself had for him no fascination. His two master passions were, to help establish the Kingdom of God on earth and thus usher in a reign of righteousness, and to do well his work as a teacher.

His accurate scholarship, his skill as a teacher and his splendid character made his work remarkably effective.

He stood for every progressive movement which meant a better world. He helped every worthy cause. He was ever to be found among those who gave themselves actively to the work of establishing the Kingdom of God. Whether it was an orphanage, a hospital, an aged minister, an educational institution or a mission interest which needed help the appeal was never made in vain.

His local church, and all of its interests, was near to his heart and to it he gave much of his time both in planning and in doing.

But his sympathies went to all mankind. His religion was positively Christian but so gentle and sympathetic was he that Jew and Gentile of any creed or of no creed recognized in him a friend.

He occupied a position of active leadership in his own denominational affairs, while his Christianity was world embracing in its scope. His life was consecrated to the uplift of the whole world; and the light of his life made the world brighter. He was an apostle of sunshine.

His whole life was an open book. He did good all of the days of his pilgrimage here. The world is better because he lived; and all of us, whose lives he touched in any way, feel keenly the loss which has come to us in his home going.

Blessings on his memory.

BERNARD W. SPILMAN.

Kinston, N. C.

“It will hardly be denied that even in this frail and corrupted world, we sometimes meet persons who, in their very mien and aspect, as well as in the whole habit of life, manifest such a signature and stamp of virtue, as to make our judgment of them a matter of intuition rather than the result of continued examination.”

Thus wrote Southey in his interesting sketch of Wesley. I can think of no person in all the range of my friends and acquaintances that deserves this rich eulogy more than does my departed friend Claude Wayland Wilson. Truly to know him was to trust him, and instinctively, trust begets affection, and affection ripens into companionship and the other rare virtues that make life a song rather than a dirge. So Claude Wilson sang a song to me every time I saw his hand of service. He was inspiration to my soul every time I felt the surgings of his spirit, and it seems to me, now that I try to fit him into my scheme of things, that I saw his spirit as often as I did his form. Noble soul, breathing a triumphant faith, you are passed from sight, but not from the hearts of those who knew you. Your name is written in the Book of Life, your works follow you, and as John on Patmos assures us, you shall reign for ever and ever.

Though I saw much of Prof. Wilson in the Teachers' College, he was closest to me in my work as pastor of the Immanuel Baptist Church. Here his heart was laid bare. He loved his church as a mother loves her child, and with even more reverence. His effort here was untiring, his faithfulness without a flaw, his example be-

yond the reach of the unkind or the unjust word. He was the un-failing counsellor of his pastor. How many times he lifted the clouds from my sky only the Father, whose face he now beholds, knows. And I am sure many of his fellow members could say the same thing of him.

As a fellow Kiwanian I could write of Prof. Wilson's civic interests, but I hope another will develop this thought. It is mainly as a guiding hand in my church work that he comes to me just now. It was here it seems to me, that his great heart was most plainly seen.

In concluding these rambling sentences may I quote one verse of Scripture? The words fit the subject of our sketch so well. "The Lord is the strength of my life; of whom shall I be afraid?"

And all is well though faith and form
 Be sundered in the night of fear;
 Well roars the storm to those hear
 A deeper voice across the storm.

J. B. TURNER,
Albany, Ga.

The appreciation below is from the Immanuel Baptist Church:

If the words and acts of men are the expression of their feeling and thought, Professor Wilson must indeed have had a heart of pure gold. His every impulse was that of love and sympathy and his every act that of unselfish service—vitalizing his favorite quotation, "not the getting but the giving that makes a life worth living." The sturdy simplicity of his demeanor and the purity of his purpose were expressed in his sincere, unchangeable manner and statement—a soft but steady flame the light of which filled all the space. He said less than he felt and did; toward all he was, "you do what you can, I will complete the task."

He loved all men and all men loved him because he was genuine and approachable. The strength of the man was manifest in his simplicity and the courage of his conviction, both as a Christian and as a citizen, and evident in his attitude upon all questions and at all times. When we reflect upon the strength of the man and the type of his hold upon all with whom he came in contact, we cannot wonder at the influence of his life which was never so much felt until his death.

The source of the greatest happiness to him was in seeing others develop under his direction. One of Professor Wilson's greatest joys,

as witnessed by the writer, was in his encouragement to a robust youth to visit a denominational convention and upon his return home reporting the same to the Church and the proud expression upon the face of that youth when told by Professor Wilson that some day his life would be given to the Master's cause. Everyone, whether in the highway, the school house or at worship, who came in contact with him felt that like Enoch he "walked with God."

His ideal of service he impersonated and exemplified in all that he touched and now that he is gone we can truly say for him:

"I do not know
Where falls the seed, that I have tried to sow
With greatest care;
But I shall know
The meaning of each waiting hour below,
Sometime, somewhere!"

Two of the tributes paid him at the funeral are given below:

Mr. Ayscue said: "Yesterday when I received the message to come, I wanted to come, but I said 'I hope I will not be asked to say anything because I cannot say anything.' My heart is full of praise to God today as I think of our brother and his great heart and life. Whenever I have met a Training School girl, and it has been my privilege to meet a great many, when I ask her 'Do you know Mr. Wilson?' her face always brightens, 'Oh yes, he is always our friend.'

"We have lost a great friend, a Christian man, a man great in the school, great in the Sunday school, great in the church, great in the community, but greatest in the bigness of his heart, a man without guile. As I was talking with his wife today I said 'He would be distressed today if he were with us and knew any of us were resigning our tasks.' His life meant to do more to help the world. I thank God I have heard his voice lifted in prayer. I love to think of him today as being as much interested in us as when he was with us in the flesh."

J. B. James, president of the Greenville Kiwanis club, said: "Possibly an hour after Kiwanian Wilson died, I was talking with a fellow Kiwanian, who stated: 'If Claude Wilson is not in Heaven, there's no chance for the rest of us.' He was broad-minded, clean, far-sighted; a Christian man, Claude Wilson and myself were discussing the ideals of Kiwanis one night, he doing most of the talking, me listening. He pictured highly the Kiwanis ideals, de-

fining it as 'Service-Reciprocity.' It is needless for me to say the Kiwanis Club now has a gap that will remain unfilled because of Claude Wilson's death. But Claude Wilson is not dead, because 'To live in the hearts of those we leave behind, is not dying.'

Dr. J. Y. Joyner, who was president of the Board of Trustees for the first eleven years of the school, has the following to say:

That which makes an educational institution great is not its munificent endowment or appropriations, not its magnificent buildings and equipment, not anything that can be measured by material standards or expressed in matter—moulded forms of speech.

What constitutes the true greatness of such an institution, gives to it a distinct, almost personal individuality, seals it for immortality, are a few great souls that have loved it with a passionate love, served it with a passionate zeal, poured into it the strength and sweetness of their souls.

Among those who have thus contributed to making a great institution of the East Carolina Teachers Training School are Jarvis, Ragsdale, and Wilson.

Mr. C. W. Wilson was a member of the first Board of Trustees and its first Secretary. He continued to serve as Secretary of the Board until his death. No board ever had a more painstaking, accurate, efficient secretary.

As a member and Secretary of the first Board in the crucial formative period of the school's life, his sane judgment, his wise and practical counsel, his unselfish devotion were invaluable.

As member of the Board, as Secretary, and later as a member of the Faculty he sought first the best interest of the institution and never spared himself in its service.

He is gone but the gentle, strong, inspiring influence of his life and work will live on in the ever widening influence and increasing power of the great institution that he helped mightily to establish and to build and in the lives of those with whom he was associated as teacher, friend, and co-worker.

In a letter to Pres. Wright, Mr. H. G. Swanson has the following to say:

"Mr. Wilson's loyalty to you as administrator was a veritable Goliath of support and I know that endless hard work is in front of you in the absence of his help. I think I have never known a

man in Education who had a keener grasp of the problems confronting the poor, struggling, helpless teacher in poor, weak schools than had Mr. Wilson. Truly, he was "a friend indeed in time of need" to the hundreds of students who come to your school. It is impossible to measure in words or monuments the value of the services such as he rendered. Somehow, somehow, his name must be memorialized on your campus.

"I wanted to write this letter because I felt how keenly the loss that you and the teachers of Eastern North Carolina have suffered and assure you of my keen appreciation of your loss."

A. M. Proctor, who had taught with Mr. Wilson in the summer school wrote as follows:

"I feel sure that I do not know a man in my wide acquaintance who did more good than he and did it in a more quiet or unostentatious way. He was the soul of honor and an ideal gentleman. I do not know of a person whom I admire more.

E. J. Coletrane, president of the Association of City Superintendents, had the following to say:

"For several years he was Secretary of the city Superintendents, a position which he filled with credit and dignity, both to the Association and himself. The members are pained to note the passing of such an able man and one so universally loved by the school men of the State."

Rev. Walter Patten wrote this:

"I think of the Christian faith, and the moral courage and the idealism that he has implanted in the lives of hundreds of young women as they have gone out to teach the boys and girls of our State. There can be no measuring or limiting such a power in so many lives. Without pretence, show, or loud words he moved among men a silent and effective power for righteousness, Christian integrity and the Golden Rule. Would that he could have put twenty more years of such positive living in our midst."

From a Few of the Alumnae

If true teaching is living in the lives of students, then Mr. Wilson was among the greatest of all these. Those who came under his influence in the classroom seemed to carry with them loyalty and devotion that is rare indeed, and had impressed upon them the big ideals he stood for. And when they left the school they did not leave Mr. Wilson behind. They turned to him whenever they needed help or sympathy or encouragement, and best of all, they brought their triumphs to him. They were never just students to him. They were his girls, his daughters, and he had a big place out in the world he was sending them forth into. He earnestly hoped that each one would do a fine work in the schools of the State or, when in homes of their own, in their communities, and he worked constantly to prepare them for their work. Having no children of his own, he seemed to give fatherly love to these girls. It seemed as if every girl who ever held a diploma from this school had some especial debt of gratitude for him or had at some time gone to him for help and advice. He knew the communities they came from and the schools they were going into perhaps as well as any man in the State. He had the knack of fitting the right girl to the right place and keeping her out of the wrong place. This wise placing of the students has been a great factor in the success of the school. He was frank about a girl, when recommending one to a superintendent, giving her weaknesses as well as her strong points. He would talk as frankly to the girl, pointing out her faults and explaining the type of school he felt she should take. The success of the students that have gone into the schoolroom is evidence of his wise selection.

The students knew that he kept up with them, found out how they got along in their schoolrooms and how they were fitting into their communities. Nothing pleased him more than to hear good reports of their work, and nothing grieved him more than to find that a girl was not measuring up. He loved to go out into a community in which one of them was teaching and see for himself.

From letters from the old girls a few tributes have been culled and are here given to show what the girls say of him. These could be multiplied a hundredfold, five hundredfold. Every one would like to have the opportunity of telling what he meant to her.

"Mere words seem very empty and lifeless when I think of trying to express something of what Mr. Wilson meant to me, and what he meant to our school and to the State at large. What I say will have

to be very personal, for Mr. Wilson was much more to me than a mere teacher or educational leader. He was like a father to me. Having lost both my father and mother before entering the Training School, the interest and help of Mr. Wilson meant more to me than it would to the average girl. His home seemed very truly like a home to me, and I felt very proud of the fact that he regarded me somewhat as if I had been his own daughter. It was his generosity, his nobility, his bigness of soul which made this happy situation for me. He did not plan it formally; perhaps he did not even intend it to be so; but it was the natural and spontaneous outflow of his great and beneficent life. Great personal influence, and a great life, is not measured out by rule and planned like a shrewd business scheme; it grows naturally like the richness of the rose. Such was the meaning of the life of Mr. Wilson to me.

“Mr. Wilson impressed me as being a Christian gentleman of the highest type. His Christian influence not only extended over the school but over the community and the State. In the midst of his busy life, he gave freely of his time and strength to his church and denomination. He was a leader in every worthy enterprise. And we felt that truly ‘his strength was as the strength of ten, because his heart was pure.’ He was not seeking a place of honor and preferment but an opportunity for unselfish service.

“Mr. Wilson filled a large place in the life of our school. One’s first thought is that his place will be difficult if not impossible to fill, but because of his good work the place has been made easier for those who are to follow. His successor will have the challenge and inspiration of a great life which went before to lead him on. In the classroom he was a great teacher; and his great personality impressed and reinforced what he taught. His beaming good-nature was always in evidence, and although he was overworked and we knew that many times he was mentally and physically tired because of his heavy duties, yet he always greeted us with a smile.

“He lived the triumphant, victorious life despite his many exacting duties. He was in constant demand as speaker, and consequently his influence extended far and wide over the State.”

“There were many channels through which Mr. Wilson appealed to his students at Teachers College. There was apparently no school activity with which he was not identified. He always seemed to know how school girls feel and think about things, and usually interpreted the meaning of life in terms which were easily understood by them.

The tenderness of his disposition made him easy of approach, and no school girl problem ever appeared too trivial for his consideration.

“Mr. Wilson was popular and beloved by his students, because he had the capacity for entering into their pranks and festivities, as well as their more serious endeavors, and his keen loving heart embraced every one with whom he labored. Nor did he ever neglect his girls after they had gone out from the college. Instead, he kept in touch with them, visited their schools, made commencement addresses, and continued to inspire them. His was the life of a scholar coupled with the knowledge of human feelings, afire with love, and with an amazing capacity for service for others.

“In the classroom, there was no too difficult task, nor unreasonable recitation that was not fully balanced with grateful appreciation. His methods, although marked with simplicity, contained originality of presentation, and he not only put psychology “over” with lucidity and force, but in an untold way he instilled into young hearts wholesome thoughts and aspirations. His desire was to have these sown in the lives of thousands of boys and girls in North Carolina.

“Mr. Wilson was a teacher of purity, vision and light. He had little to say about the type of work he was doing, but his teachings were worth many times the multitudinous words of others. He was anxious for the work and responsibilities falling upon young teachers to be realized by them.”

“Having known Mr. Wilson for eleven years, four of which I was a student of his, I feel that the most Christ-like teacher that ever lived is gone. I can not picture the Training School without him. Its future students will never know what a privilege we enjoyed, or what they have missed. He has left a vacancy that can never be filled.

“He was a teacher who wore a smile, ruled with kindness, and was loved and honored by all his students. He never uttered an unkind word, but was bright, happy and thoughtful, always ready and willing to serve others. We always felt free to go to him at any time for advice, and advised with him as with a father. One of his favorite quotations was, “What you are speaks so loud I can’t hear what you say.” It was not necessary for him to speak to us about the life he was living for we could easily see that his was a life hid with Christ.

“He had great sympathy and understanding for all humanity. He made us feel that no person could be a real teacher unless she had

that missionary spirit that tends to uplift all humanity. He always advised us to teach where we could accomplish the most good, rather than the place with the 'biggest name' and the highest salary. He taught no theory that could not be made practical.

"His life was a living example to all his student-teachers. During my teaching experience I would often when solving my most difficult problems ask myself the question, 'What would Mr. Wilson do in a case like this?' I would then follow out the course I thought he would take, and would most always be successful.

"When we went back to commencement we could always see Mr. Wilson standing with outstretched hands, so happy, to welcome us back to our home school. To think that he will never be there to welcome us back again, yet we know he is waiting on that brighter shore to welcome us home. We will ever strive to carry out his plans on this earth."

"It is hard for me to express in mere words just what Mr. Wilson has meant to me, what his strong Christian life did for me. My sister and I had the privilege of having him for our teacher before he went to Greenville, so when we were ready to go away to school my father was anxious for us to be again under the influence of his strong Christian character.

"He was like a father to us, never too busy to hear our troubles and to advise and help us. He never missed a chance to do something to help brighten the lives of those around him and I think every girl who ever knew him loved him.

"Whatever success I may be able to make of my work, I shall give all the credit to him, for his encouragement and help were the things that made me keep trying, when I was almost ready to give up."

"When I first entered the Training School as a member of the 'B' Class everybody seemed strange and new to me, but before the first week had passed I had found a close friend and advisor in Mr. Wilson. From the first he reminded me of my own father, and he came nearer filling the place made vacant in my life by his loss than any one else has ever done.

"I feel and know what a loss my county and my community have suffered. He has spoken in my town and all who heard him were drawn close to him and hoped to have him come again. Some one has said that it is not only his friends who will miss him, but those who did not know him personally will feel the loss of his influence.

"I cannot imagine going on class and not meeting Mr. Wilson on the hall with his smile and his cheery greeting, 'And how is Elizabeth this morning?'

"I was in school for four years and during that time I learned to regard Mr. Wilson almost as a father. In fact, when I first saw him I was attracted to him by a striking physical resemblance to my own father who had died only a few months before.

"He was never too busy to listen to school girls' problems and help her solve them. To me he was the very embodiment of the motto of our school: 'To serve..'

"Mr. Wilson's influence was felt throughout the entire student-body; each girl had the feeling that he was a staunch and true friend."

"His ideal of human sympathy impressed me most of all. He said one day in class: 'When you go out to teach in a community, show sympathy with the people in their troubles. If a person in your community dies, don't take the day of the funeral to go to a dance. It isn't exactly pleasant to go to funerals, but you go and show your sympathy for the people among whom you live.'

"I could buy plenty of education in Boston, but the broad, helpful, sympathetic spirit of Mr. Wilson, and the atmosphere of the Training School is what I cannot buy." (This was from a woman from Boston who graduated from the school.)

"I think Mr. Wilson could do more to inspire a longing to teach just by talking about it than any one I have ever known."

"When thinking of the past and what Mr. Wilson meant to me while at the East Carolina Teacher's College, my thoughts go back to Sept. 22, 1914, when Mr. Wilson convinced me that I was at the very place for 'home-sick' girls. From the day that I registered until now I have loved him as a friend and teacher. He caused me to see life from a new viewpoint. His classroom always proved a haven of rest to the weary.

"How different the summer school will be to us that have been there before! During the summer term of 1916, I helped Mr. Wilson collect and separate the county examination papers, which was indeed a very pleasant task. He called me his 'Life Saver.' Would that I was worthy of such a name!"

"To me he was a father as well as a teacher."

"I know so many good things about Mr. Wilson I don't know where to begin. I could write a book on him."

"Mr. Wilson spent so much time helping backward students like myself to make up back work, and said so many encouraging things I feel like he was the main cause of my ever getting a diploma."

"His face to me, expressed more of goodness and charity and love for his fellow man than that of any man I ever knew. The influence of his life is now reflected in the lives of many girls who knew and loved him, and the good he did can never be recounted."

"I had the joy of sitting at his right hand at our school banquet last fall, and oh, how it helped me. It was an inspiration to have him say he still believed in me."

"I am thankful that I had the great privilege of being one of his pupils for two years. I always looked forward with pleasure to the times when I could go on his classes. He said and did things that will do me good as long as I live. I loved and appreciated most ardently the work of Mr. Wilson, as well as the man himself. He still lives in practically every schoolroom, having wielded the wholesome influence over the lives of so many girls. And there are girls all over the State that are voicing the same sentiments."

"I thought of him always as a friend, a teacher, and a guide, to whom I would go with my joys as well as my sorrows. I found him always willing and ready to render any service possible to benefit any one with whom he came in contact. I indeed have lost a friend, for his life meant much to me. I am sure that I voice the sentiments of each one of the alumnae when I say that we will ever look back with fond memories upon our associations with this grand and noble man. The State, too, will suffer greatly in the loss of this great educational leader."

One of his old girls wrote that she had just mailed a letter to him appealing to him for advice, but apologizing to him for troubling him, but as usual she turned to him when in trouble. When she wrote the letter she told her mother and father and husband something of what Mr. Wilson had meant to her and what he meant to all the old girls, explaining to them that he would know just how to advise her about the question she called on him to help settle, and she felt sure he would know just what to tell her to do. She then said,

"That was part of his trouble. So many, just like me, have burdened him and he was too good to refuse us."

Another says, "I am glad I was one of the lucky ones to go to school while he was there, for he inspired me with a love for teaching as no one else could. He was always ready to listen and advise in all troubles and worries. In fact, he was exactly like a kind, understanding father. But his memory will always be with me and help to hold me to high ideals, I hope."

A man that lived and worked just as he told others to live and work—this was the feeling that one could not but have from their contact with Mr. Wilson. When struggling student teachers came to him seeking help on some problem that seemed impossible, he could show them that worry would not accomplish what cheerful activity could. He did not make the task seem smaller, he never tried to do that, but only to show that no task is too large if begun with the right spirit and with a sense of dependence upon a Higher Power. A life could not show more plainly that it was ordered by daily communion with the Heavenly Father. Truly he chose his task because his heart was in it. I can hear him very plainly now, as I have heard him many times, "Girls, don't teach unless you love your work."

He was greatly loved by the entire community of Joyner's School. On last Armistice Day, he brought us a splendid message, being so much of himself that it is a very sweet experience to recall it. I am glad that the children at Joyner's had the fellowship with him that they did; he had visited their society meeting and presented them with two magazine subscriptions.

He had a wonderful way of bringing out the best in a person, just by his perfect trust and belief that the good was greater than the bad; his understanding of human nature and patience with failure was so great as to be always a marvel. In a way, anyone's troubles were his troubles, although he hid any troubles that he might have had. In fact, his very presence seemed to radiate happiness and cheerfulness. Personally, I can never forget his smile and hearty handclasp as I have met him from time to time on our streets and one could not help but notice the number of his friendly conversations.

Just what the school has meant to me, no one knows more than Mr. Wilson knew. He caused me to realize more fully each day what I was gaining. I entered quite young and there were many obstacles to overcome. I had planned to stay only a short time, and

not to go on until I graduated, and told Mr. Wilson my plans. He persuaded me to go on and I can say truly that he was the real cause of my getting the training which I now have and which means more to me than all else.

He was never one thing today and another tomorrow, but always the same and ever ready and anxious to help any one in anything, from school and church down to fun and laughter. Through him I was strengthened in my religious belief; seeing his honest work kept me from shirking my duty.

He was strength and courage to each one in my class. He seemed to belong to us. He was "our Mr. Wilson." We had a little rhyme we made about him, "He wears a smile that can be seen a mile." I suppose, after all, he did the same things for others he did for us, but we liked to think of his as caring for us especially.

HIS SECRET

TO MR. WILSON

His genial smile, so clear and bright,
 Seemed to set the wrong day right;
 No matter what the troubles for him,
 The smile for others never grew dim.
 Forgetful of self, mindful of you,
 Never downcast, never blue,
 He heartened the disheartened along the way;
 The sun came out and dispelled the gray,
 And he told his secret with his magic smile;
 "Just hold fast to the things worth while;
 Don't be upset by the ebb and flow
 Of the trifles in life that come and go;
 Don't bother about what folks say and do;
 Look deep into the heart and find if that's true."
 His ear ne'er listened to the wrong tale told,
 For his eyes were searching for the heart of gold.
 And somehow he found it and won it for aye;
 And that's the reason that some of us say,
 When others praise him for deeds without end,
 "As for me, I loved him; he was my friend."

MR. WILSON'S CONCEPTION OF THE PURPOSE AND WORK OF THIS SCHOOL

Mr. Wilson ever kept in mind the rural schools, the country children, country life, and the thought that dominated his life was how to give the same opportunities to them that were given to the children in the town. He saw clearly that their way to a broader, saner life that would enable them to get the most out of living and contribute most to society was through the schools. Among his notes and papers were jottings of thoughts, clippings, outlines of speeches, fragments of lesson plans, memoranda of things he wished to stress to his classes; frequently were found the words "rural schools," "farm life," "the child in the country," or others that showed where his heart was.

"Cooperation," "team work," "get-together" were favorite words, and these words, ever on his tongue, always in his heart, and the keynote of most of his talks, were as watch-words of his life. He not only believed in them, had them as articles of faith in his creed, but he lived them as thoroughly as any one ever did, day by day, week by week. The gift of bringing people together into harmonious cooperation was his marked talent. He always seemed to be able to find the tie that would bind. He showed this so plainly as director of the summer school. Those who taught with him in the summer schools were enthusiastically loyal to him. A scattered group of people coming together for eight weeks of work under many men would have remained a scattered group, but somehow he always made them a unit.

His house was in order. He was a methodical, painstaking worker. Many notes, in his regular, clear handwriting were arranged in outline form on cards, with the keynote word boldly written and often underlined. These outlines were just like the man. He rarely made a set speech, or wrote a set article, but he talked, informally and intimately, looking his audience in the eye, and fitting his illustrations to the time and occasion, but always impressing some great truth. There is not much material in shape to preserve in print because outlines are mere skeleton. Two reports that he made to the faculty, however, seem to embody many of his ideals and were written out in full.

"Our Problem," is the statement of the problem of this school as he saw it in the early years of the school. As a means of being sure that all the members of the faculty had a clear conception of the purpose of the school, the president suggested that each one sit down and think over the problem as he saw it and present his idea of it to the faculty. Mr. Wilson's statement of it is given in the issue. Again, when the course of study was being revised, he was pleading for more time to be given to the professional subjects, and he re-stated and developed the idea touched on in the first. These are the two papers we have selected to publish. In the year 1915 an article by him was published in the QUARTERLY, a paper that he prepared for the Grammar Grade Department of the Teachers Assembly. A report of his class in Sunday School Pedagogy written up by one of his students appeared in the spring number last year.

Department of Pedagogy

CLAUDE WAYLAND WILSON

The human race has learned much by the old method of trial and success but this is a slow and wasteful process and it must give place to a more economical and efficient method. The demand for this is no more imperative in any field of human endeavor today than in the work of teaching. The time has come when a long tolerant citizenship is demanding that the men and women who, through the schools, are shaping the destinies of their children must be intelligent workmen. The state is also demanding this and has expressed this demand through our legislature in the act of the General Assembly which established this school. The test of this school is the ability of the students who go out from here to do the work of teaching intelligently and efficiently—they must become skillful workmen. The accomplishment of this requires the highest degree of cooperation throughout the entire school in every department of its work, and the Department of Pedagogy pledges anew its support to this policy of cooperation.

* * * *

We believe that there is nothing we can do for a student that is more important than to help him to acquire the ability to see (visualize) a problem, to collect the facts and principles necessary to its solution, to readjust these facts and re-interpret them in the light of

the problem and of his needs, to hold to the problem, and to persist in the work until the problem is solved.

* * * *

In this work of *How to Study* we do not rely wholly upon the text-book nor do we care much about following literally the eight factors of study as given by McMurry, but we try to discover what the student really does in correct study and to apply that in their study of other subjects. We also place special emphasis on the *learning* process but for the benefit of the individual student and her development, and also with the hope of getting the prospective teacher to think more about the child than about the subject matter in the work of teaching.

* * * *

The student ought for the sake of his future professional study and reading to be familiar with the five formal steps, but beyond this but little stress is laid on the five formal steps as such. The recitation is studied not as a thing static in its nature, but as a process—a process in which something is doing. This doing process is for the sake of the child and not for the subject matter. The teacher is to direct and guide in this doing process. The child is the teacher's raw material. She must have something to work with. The particular lesson provides this for the particular recitation. We try to find the nature of the material of a lesson and how best to use this economically for the child's growth and development. We try to determine through a study of actual lessons and recitation work how to assign a lesson, recognizing the duty of the teacher in the assignment to prepare the child to profitably utilize the large portion of time when he is not on recitation. The background of related past experience and a clearly stated problem which vitally fits into the child's needs, interests, and attitudes are absolutely necessary in successful lesson assignment. To be able to provide a situation of this sort is essential in the teaching process and the lack of skill here proves the downfall of many a teacher.

After the assignment comes the teaching of the lesson next day. How shall it be done? How can it be successfully done? We all, teachers and laymen, realize that the old method of asking questions to call forth the recital of a few isolated facts gathered from the printed page and memorized is far from satisfactory. But a large percentage of our girls here have been taught in this way and we

have just got to replace that sort of standard with a better method of teaching the lesson. We have got to substitute *teaching the lesson* for *hearing the lesson*. If we fail here they may never know anything better than the methods of the untrained teacher and then be doomed to failure, and their failure will be chargeable to us.

* * * *

To find how it (attention) is tied up with the instinctive activities and how through the instinctive or natural interests we may bring the child into the possession of acquired interests which enable him to focalize consciousness with pleasure upon things previously unpleasant or without interest is a task worthy of earth's greatest men and women. It is the great Herculean task of the teaching profession, and yet our girls—the ordinary country girls in our classes have got to face it.

The student-teacher ought also to know something about memory, its relations to age and sex, the methods and conditions of improving it, and how to utilize it for the sake of economy in the learning process. We spend no time on the syllogism and formal reasoning, but the teacher should know something of the material out of which concepts and judgments are formed, how they are formed, and how they are employed in practical reasoning.

How can all this be accomplished in the two terms of 4 periods per week? Which can be omitted, which shall be taught? This is the unsolved problem referred to awhile ago.

But this is not all, and perhaps not the most important thing after all, but inseparably bound up with it. This school in which we are employed is a vocational school and we are required to train skilled workmen. In order that the workman may do his work skillfully and intelligently he must know four things, viz., the raw material, the tools, how to use the tools, and the finished product. The teacher's raw material is the child, the tools are the subjects in the course of study, how to use the tools is what we term method, and the finished product is the efficient citizen. We believe that the most important in the list is not the tools, or how to use the tools, but the raw material and the finished product. The teacher who does not know the child cannot teach the child, and the teacher who has not a definite and correct concept of efficient citizenship is sure to miss the goal of our high calling, however skilfully the tools may be used. The raw material and the finished product are the big things and the

tools and their use incidental thereto, are of secondary importance. The teaching profession has already much too long been placing the emphasis on the subject matter to the neglect and detriment of the child. We have gone on teaching Reading, Writing and Arithmetic when we should have been teaching children. It has been but small concern to us what becomes of the child just so the facts in the book are recited accurately and glibly. The teachers of children must "right-about face." Our girls must have ideals that differ radically from the teaching of a few years ago. But they will of necessity go on in the old traditional ruts, the way they were taught, unless this school directs them into a better way and causes them to persist until this better way has become habitual. They must come to realize that the school exists for the child and not for the teacher or the course of study, that the child is and of necessity must be the thing of chief consideration in all school work: That the school and course of study centre about the child as the thing of supreme concern, and that the teacher is employed only to assist and to contribute whatever she may in whatever way she can to the growth, progress, and development of the child. The child, not subject matter, the child not facts, the child, he is our raw material.

The work in Psychology which has already been referred to is concerned with and centers about the study of the child.

* * * *

If it requires ten years before coming here and so much time here for the mastery of subject matter which is comparatively stable and fixed, I ask in the name of society and in the name of the state are we giving enough time to the study of the child?—the living, wriggling, growing, changing, developing, acting, and reacting psychophysical organism, the raw material of the teacher?

* * * *

The school has made many of its greatest mistakes in believing that it was giving training that would meet the demands of the future. The teacher worked on in the hope that he was giving a training that some day would be useful. But he failed because he did not carefully work out the future need of the child—in the life he is to live, did not accurately estimate efficient citizenship. But is the teacher to blame? Has she had training in how to work this out? What is this school doing along this line for the teachers we are sending out?

Our problem is the rural school problem and what our students need to enable them to work out for themselves adequate ideals, and standards of efficient citizenship has been so well expressed by Messrs. Monahan and Wright that I quote from them:

"A thorough knowledge of country life in the section where the school is located is necessary. For this reason the country teacher needs to study his district. For such study he may be best prepared by the study of rural economics and sociology. Somewhere in his preparation he should be taught how to find out the following or similar facts relative to his school constituents:

"1. *Population*.—Urban and rural, white and colored, native born, foreign born, whether increasing or decreasing and why, number of inhabitants per square mile, number of illiterates.

"2. *Economic conditions*.—The natural resources of the district, mineral and vegetable; chief products, manufactured articles, crops for market, crops for home consumption; number and size of farms, percentage of owners, percentage of tenants, percentage of wage earners, the average annual wage; increase and decrease in land values and in crops, farm stock and machinery; sources of food and clothing in the district.

"3. *Social conditions*.—Social activities, including forms of recreation, such as athletics, dances, moving-picture shows, pool rooms, etc., and lecture courses, literary societies, picnic, secret and fraternal organizations; means of transportation; means of communication, such as telephone and rural free delivery; moral conditions, tendencies toward criminal practices, sanitary conditions.

"4. *Educational conditions*.—The community interest in the school; the use of the school building for community gatherings; the amount of schooling received by individuals of the district; recent pupils of the school who left before completing the school work and the reasons for leaving; private libraries; the number and character of magazines and newspapers regularly read in the district.

"5. *Religious conditions and activities*.—Number of active churchmen, belonging to no church, church societies and activities and other work for the uplift of the community."

A County Superintendent said to me last fall: "We feel the need of consolidation and local taxation but we do not want to consolidate districts and vote local taxes any faster than your school can supply us with teachers for them."

Another said: "I want twenty of your girls for schools in my county next year."

A Superintendent from beyond the Blue Ridge Mountains said: "I only wish I were near enough to your school to get some of your girls for my schools." And others have expressed themselves in a similar way.

I am glad, as glad as I can be, that these men appreciate the work this school is doing and find in the teachers we are turning out certain qualifications that are desirable in the teachers of the country schools. I appreciate such expressions all the more because they come from a class of men who represent the educational interests of more than three-fourths of the children of the State. This large majority has never had but a pitifully small percentage of trained teachers. They are beginning to realize that they can have them, beginning to feel that they must have them. Their demands are going to become larger and louder.

I maintain that 75 per cent of the people in a democracy have a right to make demands on behalf of their children, and woe unto that institution that does not keep its ear to the ground, and is not ever ready to respond to a distinct call to a larger service.

Have the people not a right to demand that the teachers of their children must have a pretty definite knowledge of the rural community's biggest problem, the farm problem? Have they not a right to demand that their teachers shall recognize the school as only one, but one of the most powerful agencies contributing to the solution of the farm problem? Have they not a right to demand that the country teachers have a heart and a will to cooperate with the other agencies for a more efficient work in community uplift?

Why should the country teacher not know that the South loses fifteen millions of dollars a year by the manner in which she markets her eggs? Why should she not know this and other similar wastes and be able to teach her people how to prevent them?

Have the people not a right to demand that their leader, their teacher, be able to lead them and their children into the realization of a happier and more useful life? The teacher must know that two big factors in happiness and usefulness are good social conditions and money, more money in our country districts and how properly to use the money. Big crops are not the measure of wealth, but that which is saved—the difference between production and consumption. When our people in the country learn how to save the wastes on the

farm there will be ample money to provide the comforts and conveniences of the ideal country life.

I declare unto you, fellow-teachers, that these are reasonable demands on the part of our country people, and this school must make haste to meet them for they are looking to us for their teachers.

But, to me, there is another and a more fascinating view of it than merely meeting a demand. Service is today the standard of greatness, and service is the measure of genuine happiness. In order then that this school may merit some degree of greatness and enjoy the maximum of happiness let us never be satisfied until we can give to our neighbors in the country, teachers with the very best training for the country schools that it is possible for any school to give. A greater contribution we cannot make and this is perhaps a clearer vision of the service anticipated in the adoption of the school's motto.

But we cannot presume that, since a majority of our students were reared in the country, they already have the knowledge necessary to achieve this. They are not unlike other ordinary human beings, and having eyes they see not. Near my father's in the hill section of this state, there is a beautiful landscape. In childhood and youth I traveled that road scores of times but I had never seen that landscape until a few years ago when I traveled that road again after a lapse of several years. The other day I asked the present senior class to make a list of all the sources or types of waste they had observed in their respective home communities. The largest number given by any one was ten and the average number given by the class was four and six-sevenths, and some of the wastes named are not wastes but improvements. Several of the class showed an inability to distinguish between wastes and money spent for improvements and community uplift.

The country school teacher must be so completely filled with the spirit of country life and the opportunities it offers, that the children will hear less about the towns and more about the country in our country schools. Of such as they have they give to their pupils. It is our business here to aid them in getting a better knowledge of country life and conditions. Without it they cannot live the full and complete life in the country community, nor can they without this knowledge get the true conception of efficient citizenship—the finished product of the school.

To fulfill its mission this school must make provision whereby our students may learn how to study the rural conditions in our state,

and I here and now make the plea for this on behalf of the country teachers and on behalf of the childhood of the state. It is more than a duty, it is an opportunity for this school to render a larger service.

The Problem of Our School

[*Mr. Wilson was not inclined to take loose statements or opinions of others and from these draw his conclusions, but, with true scientific spirit, collected his own data, whenever possible, studied the problem first hand, and from the figures he read the facts and then drew his conclusions. He believed that the problem of this school was bound up with the rural school problem; thought perhaps that the majority of the students came from the country; but he took a census of the school, put out a questionnaire to the students and found out for himself. He perhaps had among his notes a report about every girl in his classes. In the statement of the problem of the school he used figures collected in this way. These figures are now out of date, but the conclusions from them have permanent value.*]

The solution of any problem is simplified when the problem is seen from such viewpoint as to more nearly reveal its full setting. As soon as I took up class-room work in this school I began to gather from my classes and to tabulate such information as necessary to give a definite notion of the environment from which each pupil comes in order that I may readily gain a knowledge of his apperceptive background.

For this particular study of our problem I have gone beyond my own classes and have obtained from other classes in the school information similar to that which I have already collected from the classes taking my work, and I find a comparison of these facts both interesting and instructive.

Figures may be hypothetical but a problem becomes more concrete to my mind if some phase of it can be reduced to figures. I have, therefore, reduced the information obtained from the classes in our school to figures for my purposes. These figures are best seen, however, in the light of general conditions in our state, and especially the eastern half of it.

The school census of 1910 shows that 84% of the school population of our state is rural, and 16% is urban.

In our school this year 56% of our enrollment is from the country and 44% from the towns. The distribution by classes is as follows:

D Class	25%	rural	75%	urban
C "	14%	"	86%	"
B "	75%	"	25%	"
A "	85%	"	15%	"
E "	90%	"	10%	"

Of our present enrollment 40% got their training in schools other than the regular graded schools. (This includes the country schools, state high schools, private schools, and some so-called "colleges"), and 60% were trained in the graded schools. The class distribution is as follows:

I find 1,340 teachers, or 82% are in the rural schools. Of these only 259, or 19%, of the rural teachers have had normal training.

In the graded schools in these counties there are 300 teachers employed and 162, or 54% have had normal training.

In these counties there are 1146 schools, 31 are graded schools, and 1115 are rural schools. 874 schools, or 78% of the rural schools, are one-teacher schools.

What do these figures reveal?

1. That our school population is essentially rural.
2. That a little more than one-half of the present enrollment of this school is from the country. That nine-tenths of the One Year Class and almost as great proportion of the A and B classes (our lower classes) are from the country.
3. Our records show that about 39% of last year's enrollment returned this year and 61% are not here.

That about three out of every four of those who did not return live in the country.

Is it possible that our courses do not offer to these country girls just the sort of training they feel the greatest need of?

Is it not more probable that many of them, for the want of means, must teach this year and will perhaps never enter this or any other school again except for a summer term?

4. That only 19% of the teachers engaged in teaching 84% of the children have had normal training, while 54% of those engaged in teaching 16% of the children have had normal training.

That this shows a difference if not a distinction in favor of the urban schools.

That the country children are the sufferers.

What is our problem?

A. *What is it we are to do?*

If we shall achieve the greatest success in the shortest time, and in the easiest possible way we must labor in the field of greatest opportunity. The field of greatest opportunity is the field of the greatest need.

If, then, we are going to labor in the field of greatest need it is our chief business:

To raise the percentage of trained teachers in the rural schools just as much above 19% (the present percentage) as, by the help of the Lord, the State will permit us.

To send trained teachers into the largest possible number of the one-teacher schools, which constitute 78% of all the rural schools.

In short, our problem as I conceive it is to train teachers for the rural schools.

This includes first of all a thorough knowledge of the subjects prescribed by law for the country schools, viz: spelling, reading, writing, arithmetic, drawing, English language and grammar, geography, history, agriculture, physiology and civics. The demand is just as imperative that they know *how to teach* these subjects. This school must also prepare teachers for the Farmlife schools. More than this it will never touch the rural schools in the way most vital until it prepares teachers to carry the *farmlife spirit* into all the rural schools, so that every school in every rural district will be a farmlife school in spirit.

There may be objection to this on the ground that we are under obligations to give our students breadth of scholarship, and to cultivate literary tastes, etc. I grant that we must not be unmindful of these things, they are all desirable, but the home and community environment is a big factor in teaching. It is a factor that lends itself strongly to success or failure in teaching, and whether success or failure depends upon how skilfully the teacher utilizes this factor, which is, in our case as I see it, the spirit and environment of the farm-community. We must prepare them to utilize that environment.

The successful teacher in the rural school will fairly revel in the joys, the glories, the beauties, and the opportunities of the country

life. When this is her spirit she can lead her school and her community to realize any standards she may set.

In order that we may send out teachers from this school fitted for work of that sort the same spirit must permeate this entire school. We as a faculty, individually and collectively must appreciate and enjoy the country life ourselves. Only a few of our students will ever do more than reflect the spirit of this school, but the great mass will do that much with more or less accuracy.

B. *"Are we doing this in the best way?"*

I shall attempt no answer to this because I do not know the full character and quality of the teaching throughout the school. But a question arises in my mind. Here is a group of teachers having receiving our training from different institutions with varying standards, purposes, and ideals. Under a condition like this would it not be the easiest and most natural thing for us to over-stress the cultural phase of educational (as culture is commonly interpreted.)?

C. *What can we do that we are not now doing?*

In answer to this I have no suggestions worked out in detail, but I am fully convinced that we have not yet gone down to the bottom.

In view of the fact that a very large majority of our A and B classes who can not or do not come back are country girls, and believing that a large number of them will teach in the country schools, I am fully persuaded that this school should offer a course in just those subjects and books that are required by law for the elementary public schools. These subjects and books should not be taught here as they are taught in the rural schools, but as only the great teacher can teach them.

This course may seem too elementary to deserve a place in the curriculum of a teachers training school, but I believe some such course will have to be added before this school finds its place in our educational system.

To properly fill its place it must, like Atlas the mythological giant, get the public school work wholly upon its shoulders, literally get down under the whole thing, and raise its own curriculum as it lifts the standard of the country public schools.

[*One-year professional classes were offered and later discontinued because the plan of certification made them unnecessary.*]

Just to be Tender

One of Mr. Wilson's Favorite Poems

Just to be tender, just to be true,
Just to be glad the whole day through,
Just to be merciful, just to be mild,
Just to be trustful as a child;
Just to be gentle and kind and sweet,
Just to be helpful with willing feet,
Just to be cheery when things go wrong,
Just to drive sadness away with a song,
Whether the hour is dark or bright,
Just to be loyal to God and right,
Just to believe that God knows best,
Just in His promises ever to rest,
Just to let love be our daily key,
That is God's will for you and me.

THE COMMUNITY FUNCTION OF THE RURAL SCHOOL

ARTHUR MARCUS PROCTOR, A.B

There was a time in the history of our nation when the school house was the center of the community life. It was the voting place, the meeting house, the church, the community club and the meeting place of almost all the community activities in which the general public was expected to take part. In fact, the school house, with the varying activities centering there, was, perhaps, the most vital force in the life of the community. With the coming of the Lodge Hall, the various farmers' organizations, the breaking up of religious activities into various denominations, the multifarm amusement within easy reach by means of the automobile and good roads, the school has lost, one by one, its original functions and has sunk to so low a level in the estimation of so many people in the community that they scarcely seem concerned whether there be a school at all in the community. The building is kept open for a few hours a day, five days a week, a few weeks in the year, and is presided over by an immature young girl or an ancient widow whose highest qualification is being the first cousin or the niece or some other near relative of the district committeemen, or some other person who appeals to the sympathy of the community and needs the job. It is not a position of great importance, therefore anybody can fill it.

The above description may be rather an exaggeration if applied to the country as a whole but it surely is descriptive of some sections of the country. However, there is quite a decided tendency on the part of most people to realize the potency of the school as a community factor. The great war brought to us a keen realization of the many ways in which the school functions as a medium through which all the people may be brought together as a social unit. We are beginning as a nation to look to the schools for a solution of our social problems. People are again coming to a realization of the possibilities for community organization around the school as a center. This is especially true in the rural sections where good roads and automobiles are helping to broaden the outlook and enlarge the vision of the possibilities of rural life.

It is the purpose of this article to discuss briefly some of the ways in which it seems that the school may function as a center about which may be grouped the community activities. We are assuming as a basis for discussion that the school is the most important single organization in which the community, as a whole, may participate.

Every school possesses two types of organization. 1. An academic organization including the curriculum and its presentation through instruction; 2. A social organization involving the inter-relationship of the school and community, and the relations of the pupils with each other and the teacher. It is assumed that the fundamental concern of the teacher and the school is with the first of these organizations but no school can reach its maximum of attainment until it gives considerable attention to the second type of organization. In a few exceptional communities of the country there is an adequate and satisfactory organization of social life. As a rule conditions are very unsatisfactory and millions of country people are without recreational and social opportunities. This is one reason why the most competent often leave the farm.

Some of the reasons for unsatisfactory social conditions in rural communities are: 1. Inadequate leadership. 2. Inadequate organization. 3. Inadequate teaching in the public schools. 4. Inadequate earning power on the part of the farm population. The underlying cause of most of these conditions is found in the fact that most rural school districts include such small population that adequate leadership and organization cannot be provided for there. Seldom if ever do we find the school house in the center of the real rural community. The great task in the re-organization of country life is to discover the real community center, the natural gathering place about which the economic and social life of the community is brought together and found at that place an institution which will and can command the support and loyalty of the community as a whole. No doubt the consolidated school is the only institution which can adequately serve this purpose.

For the purposes of this article the community functions of the rural school can be classified as: 1. Economic. 2. Social and recreational. 3. Spiritual or moral.

Under the economic function we would place first the Farmers' Marketing Organization. There is no question but that the most serious problem confronting the farmer today is the problem of finding a suitable market for his produce and of purchasing in the most economical way the articles which he consumes on the farm. Here

lies a great possibility of increasing his earning capacity. There is no reason why the school house should not be the place for the meeting and organization of Co-operative Marketing Associations, not only for the purpose of selling the farm products but also for the purpose of buying farm implements and supplies in wholesale quantities and on a co-operative basis. The school is the one community organization in the rural sections which has the germ of social solidarity. It is the one organization in which the people have a common meeting ground and a common interest. In a democracy the people are brought to utilize forces for social and economic benefit only through a long process of education. The life of the school depends upon the economic welfare of the community and the economic success of the community, in turn, depends to the degree in which the people of the community are educated in the advantages of group and social solidarity. The school is building for itself a more solid foundation for future usefulness when it promotes any organization which has for its purpose the strengthening of the bonds which unite the people of the community in establishing democratic institutions. From the standpoint of self preservation the rural schools can do no better thing than to promote co-operative marketing.

Quite an incentive to scientific study of the problems of farming and to rivalry in the maximum production of the farm land is found in the custom of holding a Community Fair or Harvest Festival. Such a meeting naturally falls to the school as the center in which the joint forces of the district meet. There can be no better place for such a meeting than the school house and few other factors give to the school a greater opportunity to exert its educational powers. Such a meeting at the school house offers manifold opportunities for bringing to the people an appreciation of the value of the school in the community.

Naturally the school would call in the state agricultural college and the state department of agriculture to co-operate in holding such a fair. Out of this meeting and co-operation could grow and should grow a farmers' institute, lasting from one to four weeks depending upon the section of the country and the amount of interest displayed. The school is rapidly coming to be recognized as the agency through which any person can be taught anything which he desires to know. This is as it should be. The farmer has a right to expect that he may be able to be taught how to raise better hogs through the school just as much as he would expect his boy to be taught to write better English.

There is quite a list of community activities that need to be promoted in order to build up the economic interest of the community. No organization at present is taking care of their promotion in an adequate fashion and no organization is quite so well adapted for promoting these activities as the public school because no other organization offers a common meeting ground of common community interests quite so well as the school. Among these activities might be mentioned agricultural clubs for men and women or for boys and girls, horticultural associations, truck growers associations and various other associations for special types of farming, co-operative telephone associations, women's clubs dealing with such things as canning, home making and other of their varied economic interests.

If a democratic society is to prevail it must depend upon the school as the one definite agent for socialization. There are so many ways in which the school can function as an agent for socialization. in the social and recreational activities of the community that the scope of this article will not permit an adequate treatment of them all. A few of these agencies may be listed as follows: the Library, Health Service through co-operation with the Red Cross and Medical Society, Parent-Teachers Association, civic clubs, home improvement clubs, school improvement clubs, dramatics, movies, debates, lectures, athletics, picnics, socials, sings, various clubs such as poultry club, corn club, pig club, tomato club, canning club, garden club, stock raising club, etc.

No other need of the rural community is perhaps so keen as the need for a library dealing with the real problems of farm life. The school can render no greater community service than collecting and making available for the community the numerous bulletins of practical information published by the departments of the government at Washington and by the various state departments, agricultural colleges and agricultural societies. Most of the bulletins are available free of cost or simply at the cost of the postage. If the people of the community are made aware of the information thus made available, through announcements made to the children or in small bulletins, the process of educating them to use this information becomes a minor task.

Circulating libraries are available from a number of sources and should prove a valuable asset to the members of the rural community both as a means of recreation during the long winter evenings and as a means of information on various subjects with which they are concerned.

If any one cause for boys and girls becoming dissatisfied with rural life can be said to be pre-eminent it is the lack of facilities and opportunities for wholesome recreation. No greater field of opportunity is open to the rural school than that of providing facilities for the boys and girls (and men and women as well) to occupy their leisure time in wholesome recreation. Dramatics, movies, debates, athletics, picnics, socials, and sings are excellent devices for providing this recreation. In one county in North Carolina the organization of community sings in several of the larger schools became so popular an affair that it grew to be county wide in its scope and at the request of the people themselves there was organized at the county seat town a county sing and people from all over the county came together just to sing and be happy together.

Nothing is more successful in bringing the people of a rural community together than an amateur theatrical performance. It seems to bring a flavor of the romance of life to them which they seldom get otherwise. The school need not be afraid of having these affairs too often. The biblical saying "It is not good that man should be alone" still holds true. The chief reason why the rural dweller is less influenced by the process of socialization and democratization is because he does not rub elbows with his neighbor daily nor exchange experiences with his neighbor as does the man who lives in the city or village. The more often the rural dwellers are brought together to exchange ideas and experiences and to mingle socially the more surely will the processes of socialization tend to build up that community.

The farmer should be just as much interested in the great political, social and moral issues of the day as the city man. He should be filled with community pride and a spirit of boosting for his section just as the city dweller. The rural school can do no better thing than foster a community civics club that will arouse the pride of the community in its own good qualities and encourage their endeavors to build up better qualities. The possibilities of accomplishment by such a club are limitless. The limit of this paper does not permit the discussion in detail of all the possibilities of the school as a social and recreational center. These are suggestions of only a few of the things that may be done. The real school will develop many others.

There are those who will say that the development of the spiritual and moral affairs of the community is a function of the church and should be let alone by the school. However it is a well known fact that churches in rural communities do not function at all or function

so poorly that they cannot command the support of the community. In many sections of the country denominationalism has so divided the forces of the small communities that there are not enough left in any denomination to do really effective service. Few rural churches have service more than once a month and none of them can accomplish what the united forces of the community could accomplish.

The school is the only common element through which the community may join forces and mobilize all their powers for the moral and spiritual development of its people. Few communities have yet been found where other churches were willing to withdraw and leave the field to one denomination. There is no reason why a community Sunday school could not be organized at the school house. Such a project has been successfully carried out in the Sarjent Consolidated School in Colorado where about a score of denominations are represented in the Sunday school.

Any community that neglects to train its people in the fundamental principles of Christian brotherhood is laying the foundation for its ultimate decay. As long as the community is divided into hostile camps of various denominations each one striving with the other to see which one can get the greatest number of the teachers of their own faith in order to have these teachers as helpers in their church then there can be little chance for effective teaching of the principles of brotherhood. The time has come when the spiritual forces of the rural communities must unite in order to save the communities. The only way they can unite is through the schools. The people living in a small rural community are all bound together by ties of blood, ties of common interests and common problems; they are controlled by the same laws, use the same roads, practice the same customs, wear the same kind of clothes, and talk the same language. Why should they divide into hostile camps when they come to worship God?

Of course the objection will be raised at once that if the school takes over the functions mentioned in this paper there will be no time left to be devoted to its main function, namely, the education of the children of the community. The answer to this objection is obvious. Unless some agency takes over the function of developing the economic, the social and recreational, the spiritual and moral sides of country life, the country community will soon disintegrate and there will be left no children in the community to be educated. It is true that the school cannot do everything for the community but it can

do much more than has been done and it is time that our citizens are recognizing the fact that the country schools have remained too long in charge of untrained, inexperienced and unqualified teachers. These schools demand a higher type of leadership than the city schools and the nation should awake to see and meet this demand before it is everlastingly too late.

Not only are the rural schools of today not performing the functions outlined in this paper but they are not performing their maximum educational functions. There is a big task before them in eliminating illiteracy, training for citizenship, training in special subjects for adults who need and request such training, adapting the curriculum to the needs of the pupils who attend the schools, etc. The extent to which the school is failing to measure up to its possibilities is appalling but there are signs of growth and in time perhaps they will attain. The largest measure of success is not possible however without a National Program of Education. Each little school in each little community cannot fight its battle alone. Our program of socialization and democratization must grow until all the schools become the concern of all the people and every community will regard every other community as a vital part of the Union.

THE WINTERVILLE CONSOLIDATED SCHOOL

BY R. G. FITZGERALD

Of the several consolidated projects which are under development in Pitt County, I have selected that at Winterville because it comes most nearly to illustrating the commonly accepted idea of a township school. This school has been in existence for about one and one-half years. The study of its growth is all the more interesting when we go back to the year 1918, which is the last year in which the one and two-teacher schools were open, and compare what we had then and what we have now.

In 1918-19 there were six schools in this township classified as follows:

- 1 4-teacher school
- 1 2-teacher school
- 4 1-teacher schools.

Of these six schools only one had a local tax to supplement county and state appropriations. The longest school term in the township for that year was 102 days—the shortest 70 days, while the entire township had an average school term of 85 days. The entire school census at this time was 490. Of this number 379 were enrolled at some time during the year. Of the number enrolled, the combined average daily attendance of all the schools was 275.5 pupils. This gave the township a total of 23,375 school days for the entire year.

When we recall that in the one and two-teacher schools, the pupil has an average of about four recitation periods per day with the combined total length not exceeding 45 minutes, we find that the total recitation periods for all the schools in the township this year were 1,051,875. The balance of the time must, of necessity, be of little value, for the reason that the activity of the children in the small school cannot be supervised except during the recitation period. For that reason, we feel we are doing no injustice to the small type school when we say that about the only value that accrued to the township as result of the existence of the schools had to come during the recitation minutes listed above. Most certainly the average child, unless he be directed by a skillful and intelligent teacher, is going to accomplish very little when left to himself.

It is very interesting to note that at this time, there were no high school pupils enrolled in the entire township, while only six pupils in the six schools were listed as seventh grade pupils. Of this number one school had five; one school one, and four schools had no pupils in the seventh grade. Not a single pupil finished the work of the seventh grade.

On the basis of the old salary schedule, which was about 50% of the present salary schedule, the county paid 11 cts. per day per pupil for the class of work described above. Since there was no building, no repairs and no furniture bought, we can list this charge almost entirely as a teaching cost. It is probable that about one-half cent per day can be deducted for incidental expenses. It is well to bear in mind the fact that the teachers held second grade county, provisional and elementary certificates. Only two of them had completed a college or normal course. Teachers in the same school on the basis of the present salary schedule would cost an average of about 22c per day per pupil during the present school year, or if we wish to state it another way, if we will take the teachers that we now have in the schools of this township and place them in the schools as they existed in 1918-19 and pay them on the basis of the present salary schedule, it would cost us approximately 30c per day per pupil to give them the same recitation minutes that the township received in 1918-19.

For some time there had been a growing sentiment in the township for better schools. This sentiment crystallized in the fall of 1920, and the present high school building was purchased from the Neuse Atlantic Baptist Association. This was the first step in the consolidation work. The Board of Education then rapidly began its plans for the organization of a township high school. One district after another voted special school tax until in the fall of 1920, the entire township, with the exception of one-half of one of the districts, was permanently consolidated with the Winterville School. We now have in the township instead of six schools, a consolidated school at Winterville employing ten teachers, and one one-teacher school in the western part of the township. I cannot help but believe that within the course of the next two years this latter named school will join with the central school.

It is rather interesting just at this time to compare the work that is now being done with that which was done in 1918-19. There is now a total census of about 550 pupils. Of this number 500 of

them have been enrolled, which is an increase in one year of 119. The average daily attendance has increased from 275.5 to 401, which is an increase of 125 per day. The term has been increased from 85 days to approximately 160 days, or an increase of 75 school days per year. Against six pupils enrolled in the 7th grade, we now have 33 in the 7th grade; whereas our study shows no high school pupils in 1918-19, we now have 65 high school pupils, with a splendid class of boys and girls who will graduate from the 11th grade this year.

The recitation periods have increased from 45 minutes per day to 150 minutes per day, while the balance of the day is given to supervision study, of which no account is taken in estimating the value that has accrued to the community as a result of this consolidation. In 1918-19 we found that the total school days for the township were 23,375. We find for the present year we will have approximately 56,500 school days for the township. Taking this as a basis, together with the 150 minutes of recitation work per day, we arrive at 8,475,000 recitation minutes for the school children of Winterville township for this year, as against 1,051,875 under the old system. In recitation periods alone then, we find that the consolidated school has multiplied the usefulness of the schools of the community by eight.

Of course, no one is going to say that the school will show an increase in value to the community of eight times over that of previous years in the short space of one year, but it is our belief that this increase will make itself felt to this extent within the next few years to come. To my mind this is one of the chief values of the consolidated school.

Another item which should not be overlooked at this time is the fact that whereas children formerly attended school in wooden buildings, where the temperature was not regular; where proper ventilation could not be supplied, and where the seating arrangement was not at all satisfactory; they are at present housed in a commodious brick building, steam heated, with rooms properly ventilated, sanitary drinking arrangements, and last, but not least, a modern sewerage plant in the school. The personnel of the teachers has also considerably improved. We have no teacher who has not had at least two years of college training. The majority of them are graduates of "A" class colleges. All of them are especially trained for the grade of work they are doing.

Formerly a child left home in the morning and waded through whatever water might be found in his path on the way to the school house, and on rainy mornings arrived thoroughly soaked and drenched. At the present time, we have six trucks transporting into this school approximately 200 pupils per day. These pupils arrive at the school building warm and dry and ready for work. During the first five months of this year, these trucks traveled a total mileage of 6,875.8, transporting a total of 34,186 pupils at an average cost of 4.8c per passenger. This transportation cost is about 2c higher per passenger than that of our other schools, for the reason that we are operating three light weight trucks that had been used for two years. The repairs on these light weight trucks have considerably increased our average operating cost. Notwithstanding all this, we feel that even at the present cost, our figures will compare very favorably with those of any commercial organization transporting passengers.

This article is in no sense intended as an argument for consolidated schools, but has been written with the idea solely of showing what was done under the old plan and what is being done under the new plan. I cannot help but feel that the only hope for our rural districts is in pooling the resources of a number of contiguous districts, and thereby accumulate sufficient revenue in one fund to give them the kind of school their children are entitled to. It was with this idea in mind that the above study has been made.

SPELLING

HALLIE SCOVILLE

Many great educators have spent much time on the subject of spelling and have given us untold helps along that line. Nearly every educational magazine of today has something to say about the teaching of spelling.

The former attitude was that, owing to the simplicity of the subject, lessons were assigned and not taught. The appearance of the word did not suggest enough difference in kind and degree of difficulty to show the need of a variety of methods of presentation.

The present attitude toward spelling is quite different. Some say it should not be taught at all, neither assigned for study; others that it should be taught at a regularly assigned period every day.

The latter opinion to my mind is the one that is taken by the majority of educators of today and the one which I believe will be safest for us to follow.

The question now arises that if we are to teach spelling how are we to know what words to teach, and how to teach them. The first question brings up the one of the selection and classification of words.

I. Principles governing the selection of words.

1. Words should be taken from expressional vocabularies.
2. They should be selected with view to class subjects.
3. List of common stock words.

II. Classification of words.

1. Grade lists:

- (a) Common stock words.
- (b) Jones' list of 4532 words.
- (c) Smith's list of 1125 words.
- (d) Cook and O'Shea's list of 3200 words.
- (e) W. E. Chancellor's list of 1000 words.
- (f) Burk, Sturley, Allison and Ware's list of 3730 taken from many sources.
- (g) Ayre's list of 1000 most common words.
- (h) Tidyman's list of 1254 words.
- (i) Jones' "One-Hundred Spelling Demons."
- (j) Pryor-Cleveland lists.

It is not a safe plan to follow strictly the order of words given in most spelling books. Too often words are given which children will never use and words are omitted which they will need in school and out of school.

2. Class list.

This should contain all words which present difficulties common to the class.

3. Individual list.

This should be kept by each pupil and contain all words especially difficult to him.

4. Teacher's list.

This list should contain all words generally difficult to children, those taken from lists of previous grades and words necessary for the children to use in various school studies and activities.

After the words have been selected and classified the next step is the preliminary testing for word difficulty. Tidyman gives a very good plan for determining word difficulty. It is as follows:

1. Preliminary testing of the words for a week on Friday preceding the week in which the words are to be taught.
2. Words are dictated.
3. They are spelled back for correction.
4. Number of errors for each word determined by show of hands.
5. Figures entered after each word. This gives the teacher some notion of degree of difficulty and also relative emphasis to be laid on each word.
6. After each day's lesson a similar test is given and figures entered in appropriate columns.
7. When a word is found to have too many errors it is carried over into the next day's lesson and treated as before.
8. Review all words on Friday with record of errors.
9. Give a test without study after two weeks.

Almost all authorities agree as to the psychological basis of spelling. The correct spelling of a word depends upon:

1. The correct visual image of the word.
2. The correct auditory image of the word.
3. The correct motor image of the word.
4. A sufficient number of repetitions of each word to assure the habit of its correct spelling.

In talking of the principles of presentation of words I should like to give a review of my observation of two methods of presentation and the results.

Last year a methods teacher decided she would find out which was the better way to teach the correct spelling of words. I was teaching the fifth grade. She asked if she might use my class room for the experiment. The class was divided into two equal divisions both as to number and ability. The same words were taught each day to both groups with a slight difference in presentation. This was tried out for a period of six weeks.

The method of presentation of words to the first group:

1. Attention was called to the whole word as it was written on the board.
2. The word was pronounced.

3. The word was used in a sentence or defined.
4. Children spelled the word orally three to five times pronouncing each time.
5. The children closed their eyes and tried to recall how the word looked; then they looked back to make sure they were able to recall the correct spelling of the word.
7. The children wrote the word on a slip of paper. The next word was taken up in the same manner, until the five words for that lesson were all taught.
8. The children put away their slips of paper on which the words had been written and the five words were pronounced for them to spell and the five which had been taught the previous day.
9. These words were checked by the teacher and a record kept each day.
10. At the end of the six weeks a test was given on the words taught.

The second group of children was taught in the same way with these exceptions: The word was written on the board. It was divided into syllables and the diacritical marking taken up.

The experiment proved that the first group ranked higher in its spelling of the words than the second group. This then proves to us that for correct spelling diacritical marking is not essential.

This same experiment was tried out in the seventh and eighth grades also with the same results.

This method of spelling has proved to be so helpful I would like to recommend it to others for consideration.

HOW I MADE A MOVING PICTURE MACHINE FOR THE FIRST GRADE

BY MARY SHARP

So many times a teacher makes the mistake of thinking a child is reading when he is just merely calling words. He may sound a word correctly, but have no image of any picture in his mind. To break up this habit of lip reading, I decided to have a story illustrated with pictures. The "Clever Jackal" was the one I selected as it is full of action.

To hold better the attention of the children in the class I decided to have the pictures shown in consecutive order by using a machine made out of boxes. Any two boxes will do, just so one is a little larger than the other. I sawed seven strips out of the larger box as follows: four, 14" x 2"; two 14" x 4", and one 22" x 2". The smaller box measured 11" x 19". I also sawed a broom handle, which was 30" long, in two equal parts; this was to be used to roll off the pictures.

It is not necessary to have the smaller box at all, as it only makes the apparatus resemble a machine. I took the two pieces of wood 14" x 4", and drove a nail into each one of them two inches from the end. I took a smaller nail and fastened the broom handle securely in the center of the sawed off ends, making them stand upright. This furnishes the rollers for the picture. Both of the pieces of wood were then nailed at the end of each side of the box in such a way the rollers were in front of the open space in the box. The other four pieces of timber, 14" x 2", are used as braces at the top of the broom handle, two being used on each side. The long strip is nailed length-wise across these strips, making each handle enclosed by three pieces of wood and the original box. In order for the rollers to turn easily, I took two pieces of wood 1½" x 3" and nailed the edge of each one securely into the top of the handle. To work the machine one turns the handles in opposite directions. This will cause the picture to unroll.

For making the film I bought from the printing office three heavy sheets of paper 28" x 22". I cut each sheet lengthwise in two pieces. This gave me space enough for twelve pictures, as two can be made

on each strip. I got an idea of the illustrations to be used from the "Clever Jackal," as given in the "Story Hour" reader for the first grade. They were made with the use of a box of crayola, and the words were printed with the aid of the price and sign marker. The pictures were as follows:

- I. The clever Jackal.
- II. His home near the river.
- III. Puts his paw into the water to catch a crab.
- IV. And snap! A big alligator had the paw in his mouth.
- V. Thank you, Mr. Alligator, kind Mr. Alligator.
- VI. The second time, the alligator puts his nose above the water. The Jackal sees that it is not a crab (printed under picture).
- VII. Another time the alligator blows little crab bubbles, and shows the Jackal his hiding place. It did not fool the Jackal.
- VIII. The alligator crawls over the ground to the Jackal's house.
- IX. The alligator pretends to be the little house, and speaks softly.
- X. The Jackal gathers wood.
- XI. It burns and burns. The alligator can not get away.
- XII. The end (a picture of the Jackal's leather coat.)

After the pictures were made, the strips were sewed together at the ends. Then the large strips was tacked to the broom handles, and rolled on the one at the right. Now, the film was ready for use.

The class thoroughly enjoyed it and next to the "Three Bears" this became their favorite story.

I am planning to let the class illustrate the story of the "Seven Goslings" for themselves, as so many of the illustrations can be done in free hand cutting; also, the furniture for the goslings' house can be secured by cutting pictures from mail order catalogues. All of the material can then be pasted on the strips of heavy paper.

In teaching reading this way, it will become vital to the child in that he gets the thought of the story.

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No. 2

EDITORIALS

Teachers College Quarterly

With this issue the name of the one-time *Training School Quarterly* becomes *The Teachers College Quarterly*. When the name of the school was changed other changes became necessary. As the magazine had a part of the name of the school that was discarded, it merely took the part that was substituted.

East Carolina Teachers College

The name of the school was changed during the special session of the Legislature from East Carolina Teachers Training School to East Carolina Teachers College. The change in fact went into effect last year when the four year course was announced, and when the first class registered for work beyond the two year course. The school was taken into the Association of Teachers Colleges of America last year. The new name is merely to keep pace with what had been done

long before, to put the right label on it. The name was changed as little as possible, the word *College* taking the place of *Training School*. A change of name that seems so slight has caused a number of other changes. The seal, the pin, the diploma for the two-year course, the name of the magazine, all had to be changed.

A new diploma for the college group had to be worked up and made distinctive from the other. Members of the faculty have been kept busy and have been on the alert to see where the new name is needed.

The Senior Class will have class rings with the old name and diplomas and pins with the new. The transition has been interesting.

Tribute to Mr. Wilson

The loss of Mr. Wilson is so keenly felt, the shock has not yet passed away, and the personal feeling of his friends is still uppermost so that it hardly seems that there has been time to judge his full worth and to estimate what he meant to education and the State.

His life has gone into the warp and woof of the school; it was a part of him and he a part of it; but his work was done so quietly and efficiently and, through the students, has passed into the life of the State so that it is difficult to say just what it was that he contributed. Some one later may collect the evidence and write up an estimate of the man and his work. In this number of the QUARTERLY we have a few of the tributes of those who knew him and loved him. There is printed something that he wrote that seems to speak for itself better than we can speak for him. Some expressions of appreciation have been culled from letters from his girls to whom he meant so much. We have avoided all that seemed funereal and like an obituary, and put it together in simple form without any display, as he would have had it.

He did a full day's work and although he was not feeling quite himself because of a slight vertigo, he stayed at his desk until his work for the day was completed, went home, rested, and went off to sleep, it seemed. His heart simply stopped. To one who loved his work, who always thought of others, who would find it hard to let others wait on him, this was a beautiful way to go.

The Building Program

The building program for the college is to complete the Administration Building and to build a unit of a new dormitory. Architects are at work, and contractors will begin as soon as the plans are com-

pleted and the building pushed forward as rapidly as possible. A wing will be added to the west side of the Administration Building to match the east wing, and the building will be extended out towards the Dining Hall. Provisions will be made for the library, gymnasium, and society halls by leaving out partitions and throwing what will eventually be two class rooms into one room. Every organization that has a vital part in the life of the school will have a home. Some time in the future the library building, gymnasium, and in one of these a place for permanent society halls will be built.

The auditorium will be enlarged, the stage rebuilt, and there will be a real curtain. The music department will be concentrated in one part of the building and soundless walls built so that it will not interfere with other departments.

Supt. Atwood, of Pamlico County, perhaps leads the State in his success with his building program. This year he opens up four excellent school buildings, two of brick and two of concrete. Now every child in the county is in reach of a high school, being able to go directly from his home in a truck. More than one-fourth of his teaching force is housed in these four buildings.

The Visit of Dr. Driggs

Dr. Howard R. Driggs' visit was one of the greatest inspirations that has ever come to the school. He is an artist; the art of teaching is indeed a fine art in his hands. He knows clearly what to do, why that is the thing to do, the basic principles he is working on, the big aims he is working towards, and, best of all, he knows just how to put these across, just what to do and when to do it. His wonderful tact, his keen powers of observation, his sensitiveness to situations and to people, his deep sympathy, his ability to put himself into the other person's place, all, make him a wonderful teacher.

He put himself on friendly terms with the children at once, and he made them feel that he could get something from them. He aroused their curiosity through their interests, never merely for the sake of stirring curiosity, but for awakening their minds. There was no waste, yet in the hands of the unskilful there would have been waste. He demonstrated the fact that English is not just one thing at a time and only one. There are many things going on at once that call for attention, it is complex, and yet one thing at a time should receive the major attention. The main current goes on but side currents are drawn in.

He demonstrated clearly that English is a growth. From the first grade through the last year high school, step by step, it advanced. Those who followed him throughout the entire series were amazed at the marvelous way in which he carried on the same work, the same types of subjects, but fitted to each age or group. Even at the same stage, with different groups it seemed different. When he found that he had started on a line that was not just exactly what those particular children needed he tactfully and easily made the transition so that the children themselves did not know that he had changed his whole course. For instance, he had expected that he would have to break up the notion of formal grammar in the seventh grade, he had no idea that he would meet with the same type of sentence work that he gives, but he found that the children responded quickly to his scheme, had no formal grammar with the wrong concepts to break up, therefore he eased the lesson away from the breaking up of wrong ideas and turned it into a beautiful lesson carrying on further, with opening vistas, the sentence idea, into oral and the written composition.

“Live English” is his theme, that is, English from and for life, the medium of expression, and awakener of thoughts worth expressing. His books, the series “Live Language Lessons,” and the “Living Language,” clearly show forth his plan, but seeing how he himself carries these principles out, is the greatest thing of all. He said he had worn himself out telling others what to do, giving out theories, and he decided he would go out and show the world how it could be done, go into the actual classrooms from first grade up and prove his principles. In going over the country he has made discoveries about the language that have great significance. He discriminates between the type errors, those that are prevalent in every section and with people of any extraction, and those that are local errors, due to certain racial habits or are survivals of other periods. The pure old idioms and the low corruptions, the careless errors, all take their places in his scheme. He has achieved a breadth of view that makes him realize the American language perhaps as no other teacher in America does. Those who have students come to them from various sections can in a small way get at the same idea. Dr. Driggs gets them first hand, directly from the homes, from the children. It is as if he catches them naturally, speaking their own language, that they habitually use. He seems to make them forget him in their interest in what they are telling or writing and they in reality do express themselves, their ideas, their thoughts, and he finds that the youngest, the weakest, have thoughts to express.

His method of getting their minds aroused by observing, thinking out things, looking, getting out of their experiences bits of stories, and then getting them to talking, expressing themselves orally, and then gliding easily to the written account, first giving stories himself, having them do composite, or group, work on his story, then proceeding to get their own in shape, without a model and yet having a guide, is great. He makes a mental note of their errors of speech in enunciation and usage, picks these out, and brings up the words or expressions in such a way that they must call the words clearly to make themselves understood. Thus he arouses pride in spoken language. He gets the same kind of response from the written work. He takes up the papers from a class, goes through them, with the idea of getting what they have to say and how they say it, sees the weaknesses in sentence structure, the jumbled ideas, and other faults, and prescribes for each. One child does not think straight, does not go step by step; another thinks straight, but has not the mechanics; another has not thought out much to say; and so on through the list each paper is an individual paper, illustrating a certain type of error, yet each writer has worthy traits, with special personal qualities. A fine perspective of children and of English work is gained by following him from class to class.

Reading the stories of the children is to him not mere proof reading, looking for errors to correct, watching out to train in perfection of form; going into a set of papers is like going on an adventure, a voyage of discovery of personalities. The old grind notion is lost; the papers have life and interest because life and interest were put into them. The live teacher catches renewed life from the children.

All who heard him came under the charm of the man, his personality, his appreciation of the fine things he saw and heard. His enthusiasm was quiet and deep and abiding. Some of the striking qualities one noticed were his pride in speech, with no affectation, no pretension, his freedom from language snobbishness, the absence of the airs of the so-called purist, the lack of self-righteousness that so often kills influence. He called attention to the defects of southern speech, the "lazy jaw" that keeps the southerner from making himself clearly understood many a time, yet he heard and had a fine appreciation of the quality of tone, the fine shading of enunciation in certain combinations of sounds, and would not upset any of these. He seemed to know just what to touch up and what to let alone.

He frankly spoke of things in his own speech others might notice, as his western brogue. Here is an illustration of his spirit in giving and taking criticism. As most people from the north and west, in fact

from almost any state except North Carolina, he made Carolina three instead of four syllables, and this makes the *r* fade away, the result was *Calino*, a very common fault in calling the name of the State, and yet done unconsciously. He was told that he called the name thus, took a lesson, and learned to call it as we do.

The superintendent of the Greenville schools says that Dr. Driggs' week of demonstration work is worth so much to the teachers that he hopes to have him come again next year and for at least two weeks for his schools alone. The teachers were enthusiastic about his work, were inspired to greater interest in their own work, and have asked that he come again. He firmly believes that this kind of professional study is far more beneficial than other kinds that have been tried in the State. It is worth more than a reading circle course, where they are dealing with theory and with abstractions. In this they get the theory put into practice by the one who has thought it out; they get his own interpretation and the ways and means he believes are the best for putting his ideas across. Every leader of a reading circle course becomes the interpreter and the author's views often become warped and battered in the process.

Supt. Rose believes that it would be well for the State department to work out some scheme by which the teachers will have the opportunity to come under the direct influence of some big man and for which they will receive credit.

It means far more to the teachers to have some one come into their own towns, study the situation first hand, and help them solve their problems on the spot. They are eager for any suggestions that will help them in their own classrooms and communities, but they grow weary of much theorizing about imaginary situations or situations that do not exist for them.

One great trouble is that many of the leaders are writers and thinkers but have not kept in practice in the actual teaching so that they can walk into any schoolroom anywhere and try out their own ideas. It is difficult to find another with the personality and enthusiasm that Dr. Driggs has. Another difficulty is to get substitute teachers. Here the matter was simple as the student-teachers from the college could be pressed into service. The work went forward in all the classrooms without any interruption.

The superintendents in North Carolina have to devote so much of their time to the business side of schools that there is little time left for keeping up with the teaching end as they would like to do. But the teachers should not be deprived of professional inspiration because the superintendent cannot furnish it.

SUGGESTIONS

A Live Lesson on Alaska

In the study of Alaska in the Fifth Grade there was much interest and enthusiasm on the part of both the children and the teacher. Instead of making a purposeless map study, and striving to memorize a few unrelated book facts, a problem was presented to the children which led them to do some real thinking along lines that made the subject vital to them. This helped them to realize how important it is for them to know and study Alaska. The problem that was given the children is: Why might Canada want to buy Alaska? What do you think that the United States might be willing to take for her? Why?

The children collected many interesting pictures and prepared excellent reports on such subjects as these: location and area, climate, scenery, fisheries, transportation, mining, agriculture, and the people of Alaska. The map of Alaska was drawn on the blackboard, by the teacher, with every important river, town, mountain, railroad, and mine represented. Wall maps were used also, but this study had a purpose.

At the beginning of the lesson, the children were bubbling over with interest, and were eager to show their material on Alaska. The teacher in restating the problem they wished to solve asked: "Why would Canada want to buy Alaska? Who can take me to Alaska? How would you go? Why would you stop at such important cities as Seattle, Juneau, and Sitka?"

The children were encouraged to use the maps, and pictures in their discussion. They responded readily and a live recitation followed. When pointing out the route to Alaska, they began at their home which is in Greenville, North Carolina. They gave some very good facts stating the importance of the cities they passed through.

During the discussion, the teacher put an outline on the blackboard. The topics of this outline, which is given below, were taken from the children's reports.

I. Alaska.

1. Size and position.

2. Scenery.

(a) Mountains.

(b) Glaciers.

3. Climate.

4. Agriculture.

5. Fisheries.

(a) Sealing—valued at \$1,500,000.

(b) Salmon—valued at \$8,000,000.

6. Transportation.

(b) Modern railroad.

(a) Rivers.

7. Mining—gold—silver—coal.

(a) Why does mining go on in the summer?

(b) Soil freezes one hundred and twenty feet deep in winter (certain places).

8. People.

(a) Indians

(b) Eskimos

Occupations.

9. Cities.

After a careful study of Alaska the children gave a number of reasons why Canada might want to buy Alaska; and some that would prove what price the United States might be willing to take for her.

1. Alaska is located nearer Canada than the United States.

2. Alaska is a very valuable territory to own, mostly because of her fisheries, mining and scenery.

After a discussion into which the children entered with much delight, the teacher suggested that they make a play of the lesson. This play took place in the schoolroom which represented North America. The children decided to have the child who represented Alaska to stand in the northwestern corner of the room, because Alaska is the northwestern corner of North America. Canada, or

the child representing Canada, stood a little southeast from Alaska, and the child who represented United States stood directly to the east, just a little south from the center of the room, representing the location of the White House.

One child was appointed to introduce the play by giving a written report on what the children had planned to do, the teacher giving them a few suggestions when she found they needed help. The play itself was carried out entirely by the children. They worded their own speeches, and made up their own action.

The main characters they finally decided to have were: United States, Alaska, and Canada. The minor characters represented the features of Alaska which were: agriculture, gold, silver, coal, sealing salmon, mountains, rivers, railroad, the two towns Juneau and Sitka, the people, Indians and Eskimos.

The first characters who took a part in the play were United States and Canada, represented by two children. They supposed that they were in the White House at Washington. Canada went to see United States for the purpose of buying Alaska. After Canada told United States her purpose, they decided to go to Alaska and see what made her valuable. They imagined themselves going by rail a part of the way and then by water, and that they were stopping at the important cities on their way.

Soon they were in Alaska and then the third child, who represented Alaska, gave them some very important facts pertaining to the climatic conditions, and the position and size of Alaska. The minor characters were called upon next to make their reports on the features they represented.

Then Canada wished to know the price that United States wanted for Alaska. A written statement was shown Canada on the values of Alaska. The price was finally decided after United States and Canada returned to the White House. Canada did not buy Alaska because the United States valued her at such a high price that she felt she could not pay it.

This play tested the children's knowledge of Alaska, and it gave them a wonderful purpose for studying about her. It also tested their ability to carry out a play, and it made them realize that their suggestions and ideas were worthwhile. Some very interesting language and spelling lessons grew out of the study of Alaska.

Making Booklets on Russia

The purpose of the Russian booklets, made by the seventh grade geography class, was to help create in the children a greater interest in collecting pictures, and reading the articles in the newspapers and magazines about Russia.

Before telling more about the booklets it will be well to mention some of the problems worked out in class.

1. What effect does the size and position of Russia have on its climate? On the occupations of the people?
2. What are some of the reasons for the present existing conditions of Russia?
3. Why, in the past, has the industrial life of Russia been concentrated in the extreme western part of the country?
4. Why is possession of a port on the Black Sea and free use of the Mediterranean of so great importance to the development of Russia?
5. Why should Nizhni Novgorod be selected for an annual exhibition of products of Europe and Asia?

The current magazines and papers were full of interesting things about the present conditions of Russia, so we decided to make a booklet and save some of the things we found.

I began to work on my booklet first and carried it to school. When the children saw my booklet begun, each one wanted to make one for himself. You should have seen the interesting things they began to collect for theirs right away.

The backs were made of green, blue, or gray paper, and the letters R U S S I A were cut from old magazine covers, calendars or pictures which gave the outside of the booklet a very "Russian" effect. The children took a great deal of pride in placing attractive decorations on the fronts of their booklets. Some of them used pictures, representing some interesting scene in Russia, as the hungry people meeting a train that was bringing food that came from America. Another was a mother making little slip-on dresses, for her children, of tow-sacks. Others found small maps showing the famine stricken districts of Russia while still others made a small Russian flag for theirs.

On the fly leaf of each booklet was a hectographed map of Russia which I gave them. These we studied in class. We filled in the cities and told why we thought cities had grown in those places. We put

in the products and explained through the principles of geography why we would find certain products in that particular place. For instance around the Caspian Sea cattle are raised. It is too dry for anything to grow except grass.

Then together we developed an outline of Russia, and this formed the text of our booklets. The chief topics of the outline were these:

1. Size and location of Russia.
2. Character of its surface.
3. Climate of Russia.
4. Transportation.
5. Chief natural resources of Russia.
6. Occupation.
7. Cities of Russia.
8. Disadvantages of location.
9. Present conditions of Russia.
10. Territorial losses during the war.

Each topic in this outline was developed in full for the booklet.

Interesting articles were cut from magazines and newspapers to go in the booklets such as: Congress votes \$20,000,000 for Russian Relief, and American life-savers in Russia. Then pictures were brought of all kinds representing the present conditions.

The children brought a number of interesting pictures for their booklets representing the Russian costumes, especially those in the northern section where they wear those fur caps and high boots; their sports in different sections, as boat-riding and sleigh-riding; their climate in different sections, as snow scenes in the north; views of different cities, Petrograd for example; different views of Nizhni Novgorod fair, as the hall of large bells; the different occupations in different sections, as fishing around the Baltic Sea; the surface—for example, scenes of the Ural Mountains, in the tundra area, in the Black soil area and around the Caspian Sea; the present conditions, as some of the hardships of the people,—for instance groups of them aimlessly wandering around in the snow without food.

Then we studied, "The Charge of the Light Brigade" and copied it in their booklets.

When the booklets were finished the children had collected and saved a great deal of interesting material about Russia and they value their booklets highly.

A Play in the First Grade

The story of "Hansel and Gretel" was presented by the "A" Section of the First Grade in the Model School. All previous reading lessons for this grade had been written in story form. This one was in the "play form," which was entirely new to the children. Naturally they did not understand changing of scenes, lapse of time, and the printed form of a "story" in character parts, and dialect.

The story was introduced by questions about a play which some of the children had recently seen. One little girl voluntarily quoted several lines from this play, using much expression in doing it. Some child said this was written in a book, and the actor had "learned it by heart." Explanations were then made of the changing of scenes, characters, and the lapse of time between acts. The discussion of the required memory work in real plays gave the children a greater appreciation for them.

The story was divided into three parts; scenes, characters and time varying in each. After a study lesson of the first part of the story, the children were capable of selecting pupils to read the character parts. This formed an excellent oral reading lesson, including almost every child in the class. The pupils were ever ready to offer helpful suggestions as to how one would talk and act at various times. This gave me an idea—why not let them dramatize the story. After this was suggested it immediately became the aim of each pupil to excel in oral reading. The eagerness, interest, and excitement for the three remaining reading lessons far exceeded any which I had previously taught. They did not "read", but "talked." After these oral reading lessons and discussions, the children began suggesting characters, costumes, scenery, and how it should be done. They looked at the pictures, quoted parts of the story, and gave real experiences as reasons for their choice. The largest girl was chosen for the mother, the largest boy for the father. The smallest girl was chosen for Gretel, a larger boy for her older brother, an easy, quiet boy for the sandman, and a girl with long, flowing hair for the witch. Always a child's voice and ability to "play-like" or act were taken into consideration. One little realizes the knowledge small children exercise in such things. The one essential of the play was

that they must "talk" to each other. Thus all memory work was eliminated.

The play was as follows:

SCENE I. HOME

The mother bids the children, Hansel and Gretel, to be good while she is away. Mother departs, and children, in search of food, spill the milk. They are frightened and ashamed, so away they run to avoid being scolded. Mother returns, cries over spilled milk. Father comes with food. Mother is happy, and asks for the children. Children cannot be found, but are supposed to have gone to mountain, the home of the wicked witch. Search begins for lost children.

SCENE II. MOUNTAINSIDE.

Children picking berries, Gretel begs Hansel to go home, growing dark. They see sandman. Sandman waves his wand and sings, children fall asleep.

SCENE III. MOUNTAINSIDE.

Children awake, morning! They think of mother, food, and are frightened. They see a house made of candy. They follow path and begin to eat the candy house. The wicked witch catches them and attempts to burn them. Children succeed in burning the witch. Run away gleefully. They see a fence, made of real children, who say, "Touch us, and we will open our eyes." Joy of all over their safety. Mother and father arrive. All join hands and dance the "clap" dance, to victrola music.

The costumes were only paper caps, aprons, witch's cape and hat. Only the schoolroom furniture was used as scenery and stage properties.

As seat work the children wrote invitations to their mothers, most of whom came. They also made programs by writing out the cast of characters.

The story was made real to the pupils through the presentation, and much pleasure was gained from it. It will "live" in the minds of the children.

A Study of Switzerland

No subject in the primary grades is more interesting than history and geography as it is taught in the 3rd grade, especially when the countries of Switzerland and Holland and Indian Life are being taken up.

Among the most delightful four weeks (to me) spent in East Carolina Teachers College, were the ones spent in the Model School, teaching the story of Switzerland in the third grade. This was taken up in story form, that is, after much reading in many, many books it was put in story form to be more interesting and impressive.

As the story was told by the practice teacher day after day, some few definite specific questions were asked, and in return, the children gave sentences which were written on the board in outline form. They afterwards copied this outline in their geography note books. But before the outline was copied, a Swiss flag was painted by the children and put on the first page of their note book, and on the opposite side of this page a Swiss girl and boy dressed in their gay clothes of many colors were pasted. These pictures were made from cream paper and painted with crayola.

The following is an outline one may expect:

SWITZERLAND

- I. Switzerland is a mountainous country.
 1. The mountains are several hundred feet high.
 2. Snow stays on the high peaks all the year.
 3. Houses are on the mountain side.
 4. Flowers, trees, and grass grow on the mountains.
- II. Description of people.
 1. Most of the people are white.
 2. Little boys wear big rough shoes, tight coats, woolen pants, and a feather in their hats.
 3. Little girls wear rough heavy shoes, woolen stockings, tight coat and long skirts.
- III. Homes.
 1. Made of logs, with heavy stones on roof.
 2. Such homes are called chalets.
 3. Some homes two stories, others one big room.
 4. Cattle stay in the same house.

IV. The ways of making money.

1. Acting as guides.
2. Keeping hotels, boarding houses and inns.
3. Embroidering and making lace.
4. Making toys, watches and clocks.
5. Selling cheese and butter.

V. Other work.

1. Men and boys hunt chamois.
2. Herdsmen during summer.
3. Little girls pick strawberries and chestnuts.

VI. Their only holidays.

1. In spring when cattle leave valley.
2. In fall when herdsmen and cattle return for winter.

This song which the herdsmen sing as they leave for the valley home was taught the children.

Farewell to the pastures
So sunny and bright
The herdsmen must leave you
When summer takes flight.

To pastures and meadows
Farewell, then, once more!
The herdsmen must go,
For the summer is o'er.

After the note book was complete, posters were made. The mountains, chalet, goats, and children were very effectively represented in this project. Since the posters take only a short while, a sand table was easily made. The children built mountains of sand, upon the highest peaks artificial snow was scattered, while at the bottom, or in the valley, a blue piece of paper was run under the sand to represent a small stream. From clay they made goats and a shepherd boy. Small houses with stones on the roof were made. With these and with pine needles and twigs to represent trees and grass, a very good sandtable was worked out, which was entirely the children's own idea and production.

This work was thoroughly enjoyed by the teacher, as I hope it was by the children, since it brings in all the primary subjects and is easily correlated with every one.—It is hard to tell whether it belongs to language or geography.

Dramatization of Captain John Smith

Before making any plan for playing the story of Captain John Smith, the children of the Fourth Grade made a thorough study of his life. The story was told in detail by the teacher, then the children were given books to read about Captain John Smith. They were thoroughly interested in the story, and finally it was suggested that they play it. The children decided which parts of the story they thought should be played. The first scene was laid in England, and was when John Smith and other voyagers were getting ready to sail to America. History facts necessary for the understanding of this scene were put on the board by the teacher; then, by questioning she encouraged the children in making their own dialogue, and deciding upon what character would be necessary and what they should do. The other three scenes were in America. All other scenes were treated in practically the same way. After each scene was planned the children and teacher together wrote up a description of the scene, which was to be read to the audience just before it was played.

An outline of the scenes used was as follows :

SCENE I.

Preparation to sail for America.

SCENE II.

The first meeting of the councilors in America.

SCENE III.

Powhatan's Council Lodge.

SCENE IV.

The storehouse.

In scene I we brought out the idea of how the people of England became aroused, by making posters which were placed on the walls of the room. These interested the people so that they wished to come to America. One had this writing on it, "Go Poor—Return Rich," with a large money bag between the two sentences. The lettering was of orange paper and the money bag was black paper, mounted on cream paper. The children enjoyed making these posters as nearly like the descriptions given as they could.

During the music period the children were taught sailor songs, which they sang as the ship was preparing to sail.

In scene II we brought out the idea of the kind of place the people chose for their settlement, by having a council meeting in which Smith tried to persuade the people to settle elsewhere. The speeches of Smith and the other councilors were made by the teacher and pupils together.

In scene III we showed how the Indians felt toward the settlers by having them express their feelings in this meeting. The children gave many good suggestions about what Powhatan and his braves should say to express their feelings against the settlers. Here is where we used the Pocahontas story.

In scene IV we showed something of how the food was stored, and given out to the people. Here we also brought out how Smith saved the settlers from starvation, and that as a reward for his splendid work he was made governor of Jamestown.

FANNIE JOHNSTON, '22

Buying Groceries in the Second Grade

In order to keep the children interested and to have variety in the second grade number work different devices are used.

I decided to play grocery store for two lessons.

The material was all at hand which had been used in the previous second grade, so it was my task to work up a lesson in an interesting way.

Through this work the children had a chance to acquaint themselves with making purchases, finding cost of articles, and giving correct change to the clerk.

Before the real store lesson was begun I gave some problems in story form to the children, so that they would be able to find the cost and also to give correct change, after which the children themselves made similar number stories; for example, one was like this "I went to the store with fifty cents. I bought a knife for fifteen cents and a valentine for twenty-five cents. How much change would I get back?"

A price list of the articles included in the grocery store was written on the board so that some of the children could make memorandums, while others were making purchases. This kept the children busy. One child was to be waiting while one was making purchases; thereby no time would be lost.

In order to make the work more real to the children they were given toy money and asked to buy things that their mothers would need in preparing a Valentine menu. As Valentine Day was drawing near, surely we should have some valentines in our store and for this purpose I made some attractive ones to be sold. The children took much pleasure in buying them, but it could not surpass the pleasure they got from being allowed to keep them.

Naturally the children caught the spirit of real store keeping. It was shown by the polite "good morning" they said upon entering the store.

After the children learned to give correct change with the teacher as store keeper, one child was chosen as the clerk. He was allowed to keep his place until he made a mistake and then the one that corrected this mistake was allowed to take his place.

Almost all of the children were eager to find mistakes so they could be store keeper as they thought this was a great honor.

Each child had a chance to come to the store and buy articles.

The pleasing influence of the store lesson, which is due partly to the variety, reduces the tiresome day by day drill, and supplies an interest and keen enjoyment to the work. The children were made to feel the social worth in number work and thereby become more interested in it.

ESPIE LEE, '22

Better Speech Week in Schools

The student teachers during better speech week in their Primary Methods and English Classes collected numerous devices for the correction of errors in speech and for putting on a campaign for better speech when they become actual teachers.

The result was an interesting collection of slogans, yells, pledges, songs, and plays. There were also suggestions offered in connection with work in the community as to what could be done, as getting the parents in cooperation with the school in this work, and arousing a pride for better speech at home.

Each child in school should be encouraged to pick out some error which is a habit and pledge to try to break this bad habit and establish in its place a good one. Then individual posters may be made and taken to his home so as to keep ever before him a constant reminder of his pledge.

It would be a fine idea if at the end of the week the school and community would come together and celebrate the children's "victory over errors."

At this meeting a very interesting Program might be given to show the community just what has been done. This program might consist of songs, yells, and the best play that has been worked out by the class. Possibly during better speech week a contest might be held to see who could write the most interesting and helpful play. The auditorium on this occasion may be attractively decorated with posters illustrating the slogans made by the children during the week.

If a few people in the community became interested in this campaign perhaps they would arouse in the community as a whole a desire for the use of better English, and would help to gain that high level of perfect speech of the mother tongue for which every American should strive.

The slogans, yells and songs may be worked out by the pupils with the teacher's aid. When they are finished the best ones should be placed on banners and yelled all the week. The songs may be sung during devotional exercises and at any other time during the day.

The children should make a booklet putting into it some of the best slogans, yells, pledges and songs. This booklet should be kept for future use.

The students here enjoyed very much writing slogans, yells, songs and plays during better speech week.

These are some of the slogans, yells, pledges and songs worked out here:

SLOGANS

1. Do not talk "baby talk" to us.
Use good English!
2. Mary used a little slang
Which was against the rule;
But now she speaks good English
Since she has been to school.
3. Be careful, thoughtful, watchful ever
Let good English be your endeavor.
4. Good English! Good English! A badge of culture!
5. Help us to speak correctly by speaking correctly yourself.
6. Respect your mother tongue by speaking good English.
7. Blow your horn, but not too loud,
Speak good English as if you're proud.

8. Speak correct English if you speak at all.
Carve every word before you let it fall.
9. Help us to raise our good English banner, and then be loyal to it.
10. To be a true American, use good English.
11. Make good English a habit.
12. You mean well, why not speak well?

YELLS

1. Write it, spell it, speak it longer,
Then good English will grow stronger.
2. Look before you leap!
Zip! Boom! Bah!
Think before you speak!
Rah! Rah! Rah!
3. Be careful of your English,
Speak without a flaw,
Always use good English,
Rah! Rah! Rah!
4. Bring me a surry,
Bring me a hack,
Bad English! Bad English!
Go *way* back.
5. I had a little rooster,
Put him on the fence,
He crowed for good English,
Why ? ? ? ? ? ? ? ?
Because he had good sense.
6. Strawberry short cake, huckleberry pie,
Better English is our cry,
Will we use it?—yes indeed,
Do your best is all we need.

PLEDGES

1. I pledge my ear to hear, my lips to speak, my hand to write, the purest speech.
2. I pledge myself to speak good English every day and good every-day English.
3. Here's my name in black,
That I with all my tact,
Will try to speak good English
And ne'er be a drawback.

4. I pledge myself to do justice to my country by speaking better English. In this way I will be loyal and true.
5. We do hereby pledge ourselves to speak good English,
At work, or at play, at home or away,
And have no slang step our way.
6. I pledge myself to speak only that which I believe to be correct English and if in doubt as to its correctness I will endeavor to abolish my use of it.

SONGS

Tune, Let us be a Band.

Come boys, come girls, let us make a rule—
That we'll speak good English in our happy school.
Some say we can't, but you know we can,
So think it over, think it over and say it in our land,
Boom! Boom! Boom! Now we all can say,
We'll speak good English, always, every single day,
Boom! Boom! Boom! Now aren't we glad to know,
Good English over all our land will go.

The making of posters is as important as the writing of slogans, yells, songs and plays. Nothing drives home the incorrectness of a foolish error more than an attractive poster. These posters may be displayed in places about the school and community.

Good slogans cut in bold lettering with illustrative pictures may be pasted on large sheets of cardboard or drawing paper.

Some of the posters made by students in the college were very attractive.

1. A boy climbing a ladder, or a picture of Jack climbing the beanstalk with this lettering, "Upward to Good English."

2. Chasing out double negatives was also illustrated.

3. A silhouette of a goose was painted on a white piece of cardboard with this lettering "Don't be a goose, but speak good English."

4. A crowd of boys taking a boy (Bad English) out of town on a rail with these words "He's a bad citizen, chase him out."

There are many suggestions as to how plays may be used successfully during better speech week.

First the teacher may give a theme for the play with a few definite suggestions. Then the children may work out various plays according to their own ideas. Nothing arouses enthusiasm in school more than this work.

Most of the plays written here by the students were woven around one plot. This however is by no means necessary. Plays about boys in college and boy scouts and many others may be used. It is always advisable to bring as much action into the play as possible for this stimulates the interest of the child when working on the play to give to the public.

Below is one of the plays written by a student here.

The class agreed upon this general plot. Mrs. Good English gives a reception. At this reception she is very careful that certain people are together as Miss *I have* and Miss *Seen*. While at the reception Bad English comes and gives trouble, but is soon overcome by Good English and her followers.

Each girl varied the plot as she pleased. Most of them had some especially good distinctive features. The one given is perhaps representative of the majority that were written by the class.

LOUISE WHICHARD, '22

ELSIE WILSON, '22

The Queen of English Language Reception

CHARACTERS

Queen and her Helpers	General Better Speech
Beauty	Ladies-in-waiting and Courtiers
Culture	Poor Speech and his Outlaws
Refinement	Slang
Sir Success	Slovenly Thinking
Sir Clear Thinking	Carelessness
Sir English Grammar	General Mistakes and Children

TIME: *In the realm of thought in the near future.*

PLACE: *In the Queen's palace.*

ACT I, SCENE I.

Queen and her ladies-in-waiting Mrs. I saw, Am not, Had, Has, Have, Taken, Seen, Done, and I threw.

Queen: I want my ladies to stand in the receiving line this evening at the reception in the place they will look the very best.

Had: I will stand by seen.

Have: I will stand by done.

Has: I will stand by taken.

Queen.: That was very nicely done and Threw, Saw and Look must not stand by Has, Have, or Had, for it would make our receiving line look bad.

SCENE II.

(The receiving line is formed and the queen stands nearest the door.)

Enter Beauty, Culture and Refinement, assisted by Sir Success, Sir Clear Thinking and Sir English Grammar.)

Queen: Welcome, Welcome, Come right in! We are glad to have you at our reception. *(They are escorted down the receiving line and carried to the other end of the line where they continue to talk.)*

General Better Speech: *(Enters and bows to the queen.)* I hope your Royal Highness will pardon my late arrival at your reception. I just met Poor Speech and his outlaws just a little way out the way and they say they are coming here tonight.

Culture

Refinement

I'm sure they will not want to stay where we are.

Sir Clear Thinker: Let us think of a way to get rid of them if they come.

Sir Success: I'm sure we can bring about the downfall of Poor Speech tonight.

Sir English Grammar: I hope I may be of some help.

(A noise is heard outside. In rush Poor Speech, Slovenly Thinking, Carelessness and General Mistakes with his children I ain't, She might could, I taken, It is me and others.)

Poor Speech: We won't bow to the Queen but we expect to be entertained here tonight.

Carelessness: I don't care if they don't like me.

Slovenly Thinking: I have not got time to think of how they would like us to act.

General Mistakes: My children, come and show yourselves to the people here.

Children: We ain't never seen people like this before.

General English Grammar: No and you can not stay here now; you must leave us.

(General Mistakes jumps up and grabs General English Grammar by the collar. The children are all frightened and run away. General English Grammar knocks General Mistakes out of the door. Poor Speech and other outlaws follow.)

Queen: I'm so glad we do not have to have these people with us all the time.

(Refreshments are served and the guests leave, all telling the queen what a wonderful time they had.)

How We Painted Pinnacle

The first sight of the school building I was to occupy when I approached the Pinnacle school made me sick at heart. It was on Friday afternoon before the school was to open on Monday. The house was a two room wooden structure, one room of which had been painted, but the paint had worn off, and the other room had been recently added but had never been painted.

I realized that before me was an opportunity for some definite work. I was determined that this school building should be painted. I went to work at once, talking to one of the patrons. He told me that the state would give the paint but we would have to pay for having it put on. That seemed simple enough. The only problem was to get it on. He suggested that I go to the county superintendent for the paint. The county seat was about ten miles away. One hot afternoon in August I started in a worn-out Ford to get the ten gallons of paint. Notwithstanding the fact that I had dressed myself in my best brown silk dress and high heeled slippers so as to impress the superintendent, I found it necessary several times to get out and help push the Ford up a steep hill. When I was seated again in the car, perspiration was pouring off my face and my hat was far from the right angle. We got there just as the superintendent was leaving his office but he gladly gave us the paint and we started on our way rejoicing.

We planned to have a community paint day. It was fodder-pulling time and I knew it would be impossible to get people to leave their corn fields to paint the school house. We knew, furthermore, that, if the whole community tried to put on the paint it would be unevenly applied and would be a poor job.

We found that we could get a painter for \$35 and his board. Where was the money to come from? We gave a box supper and raised \$30. One of the patrons of the school who had had experience in painting offered to take the job at \$30. We then felt sure that the house would soon be painted, but in the midst of the work, the oil for mixing the paint gave out. It took about a week to get the oil from the county seat because it was a rare thing for any of the people to drive over there more than once a week. The painting at last went on without further interruption except that given by the wasps in the belfry.

When our supervisor made her first visit to our school she was delighted to find a dear little white schoolhouse in a grove of oak trees instead of the motley building that had been there before.

A Diary Book in the Third Grade

As a phase of language work in the third grade at the Model School, the children were to keep a diary for the month of February. This was something new to the children as very few knew the meaning of the word "diary." The teacher took up a study of the word with the children. She then read them a diary from a magazine which some child had written. Each child wrote his own diary for that day. Each one made a little booklet to keep the diary in. In their drawing lessons they had learned to cut letters and they cut the words, "*Diary, February, 1922,*" in white letters and pasted them on the gray back of the booklet. The diary for that day was copied in this booklet and every day during the month of February each child wrote in this little "Diary Book." Here is one.

Feb. 1. Today in our drawing each row was to make a poster about a story our teacher read. I have missed school three weeks and two days. When I got to school this morning they were all talking to me like they were so glad to see me and I was glad to see my school mates, too.

Feb. 2. Today we did not have any school because Professor Wilson died. It was raining and mother was not going to send me to school anyway.

Feb. 3. Today we didn't have any school either as our Professor was buried. Mother said Thursday, "I bet there will not be any school tomorrow."

Feb. 4. Today was a pretty day and I played out doors right much. This evening I went down town and got some Valentines.

Feb. 5. I couldn't go to Sunday School as the rain was pouring down. I stayed in and looked at books all day.

Feb. 6. It was real cloudy today but I went to school because it did not rain.

Feb. 7. It has rained, hailed and snowed today and I have not been to school. I made some doll dresses and played in the house all day.

Feb. 8. Today I played on the sidewalk after school with my Coaster and some children I knew.

Feb. 9. We had the best time fixing our sandtable this morning. Yesterday we made goats and about four cleaned off the sandtable.

- Feb. 10.* Today is the last day the Training School girls are going to teach us and Miss O'Briant and Miss Pierce gave each of us a Valentine present. This evening mother got a big box of pieces and as she was over at Aunt Carlotta's Lewellen and I opened the box.
- Feb. 11.* I played on the sidewalk with my Coaster. When I went in to dinner I took a strong rope and tied the coaster to the porch.
- Feb. 12.* I went to Sunday School this morning. This evening I went with daddy to carry the clothes. When we came back we came by the river. We did not see many boats. When we got home I played with Mary Lee Edwards' little dog.
- Feb. 13.* My teacher gave me some red paper to make hearts for a Valentine box. Mother made the hearts and I told her which way I thought it would be best to put them on. ..
- Feb. 14.* It has been raining and mother said I had better not take my Valentines out tonight. So they will not go out.
- Feb. 15.* We have been studying about George Washington and how he cut his father's cherry tree down.
- Feb. 16.* It has been too cold to play out doors but I have gone to school in it.
- Feb. 17.* It is still cold. We have a lot of cards. We take the box we keep them in and turn it so the cards will slip out.
- Feb. 18.* I am so glad we didn't have to go to school because it has been so very cold.
- Feb. 19.* I went to Sunday School. We had fifteen there. We stood up. Daddy took us to the river. It was about a foot higher than it was last Sunday.
- Feb. 20.* We made George Washington hats this morning. Mother got a set of books called "The Bible Story."—*Laura Thorton.*

BEVERLA PIERCE, '22

REVIEWS

In the February *Review of Reviews*, an article headed "Making Teachers Welcome" immediately arouses the curiosity instinct and a desire to investigate. What is the meaning of it all any way? Are the people of our country at last waking up to the fact that teachers are no more mechanical automats, but are real human beings and should be treated as such?

In the article, one finds instances typical of a new spirit. We are beginning to feel that a community must give the teacher more than a fair salary, more than a roof and meals. It must give the teacher a real place in its own life. In some cities last fall, the woman's clubs made arrangements for providing comfortable homes for the teachers. They did not stop after this had been accomplished, however. The club members met the teachers as they arrived on trains, greeted them as personal guests, and then drove them to the homes prepared for them.

In another city the woman's club gave a reception during the first week of the session. A large house was opened for the affair, the teachers were divided into groups, one for each room; and the people of the community were asked to greet each of these groups of teachers.

The article does not go on to say what other hospitality was shown during the year but with such an admirable beginning surely the same good spirit lasted throughout the year.

In places where this is being tried, the results show that the efforts put forth are most worthwhile. The teachers feel a sense of comfort and satisfaction, thereby making them better fit, mentally and physically, for their work.

A report of unusual interest is given from the *Highway and Highway Transport Education Committee*, Willard Building, Washington, D. C., concerning the teaching of *National Safety Contests for Children*.

School officials from different sections of the country seem to think that this work is having a decided effect upon the school children toward increasing carefulness.

The 1921 Bulletin on "*The Work of the Bureau of Education for the Natives of Alaska*," gives a report of the carefully supervised and helpful work that is being carried on in Alaska.

The work of the Bureau of Education for the Natives of Alaska includes the Alaska school service, the Alaska medical service, and the Alaska reindeer service, with a field force in Alaska, in 1920, of 6 superintendents, 133 teachers, 9 physicians, and 13 nurses.

Although the work is carried on under great difficulties, yet the regulations governing the work of the Bureau of Education in Alaska permit the greatest freedom on the part of the local employees that is consistent with the ultimate responsibility of the Commissioner of Education.

The work is carried on for the benefit of adults as well as for the children. In an Alaskan native community the school is the center of all activity—social, industrial, and civic. Each schoolhouse is a social center for the accomplishment of practical ends.

For the protection of the natives and in order more effectively and economically to reach a larger number of natives than it could in the small, scattered villages, the Bureau of Education has secured the reservation by Executive order of carefully selected tracts in various parts of Alaska to which natives can be attracted and within which they can obtain a plentiful supply of fish and game and conduct their own commercial and industrial enterprises.

Formerly it was possible for the Eskimos on the shores of the Bering Sea and Arctic Ocean and other remote places of Alaska to dispose of their native commodities only to the local traders. Availing themselves of the parcel-post service and of the increased opportunities to send freight, they are now buying and selling in accordance with rules governing sales, with the result that many natives are now receiving full value for their goods.

The greatest work for the natives inhabiting the northern and western parts of Alaska has been the introduction and development of the reindeer industry.

The establishment of the Alaska reindeer service was the earliest governmental action providing, by the introduction of a new industry, practical vocational training, adapted to community needs, guaranteeing assured support, and resulting in training a primitive race into independence and responsible citizenship. This report would help in teaching Alaska.

The Bulletin on *The Educational Survey of Elizabeth City* brings to our attention many things common among schools throughout our country today. Since the recent war revealed the great need of education as never before, there has been a movement on foot

to see that every child of school age be in school somewhere. The successfulness with which this is being carried out makes problems which are difficult to solve, but which will be solved in due time, no doubt.

One problem which confronts Elizabeth City, and other towns as well, is the necessity of a building program. The schools are badly congested. This is due to the large increase in attendance and the unusually small number of class rooms. Many of these class rooms are situated in buildings unfit for school purposes. It is hoped that the building program suggested will exceed the needs of the present so that the future increases may be properly taken care of.

The schools at present have almost none of the modern school facilities, such as auditoriums, gymnasiums, shops, laboratories, drawing, and music rooms—facilities which are now recognized as essential in any modern school system and which it is necessary to include in an adequate building program. More and more each day the people are realizing that the best work cannot be done unless the necessary tools are provided.

In the report, it is advised that the high school building be added to, which will make it shaped as an H. The building program will be based on the work-study-play plan, thus using twenty-four class rooms for forty-eight classes. This plan is an efficient one and at the same time quite economical in that only half the class rooms are needed as would be otherwise.

While this is yet in the form of recommendations, no doubt much will materialize from it for—the board of education is interested! When the interest of the promoters is once secured, time is only needed in which they may complete their plans and push them through to a finish. The congested condition is already in a position for relief, even though it may not be immediately.

Elizabeth City is getting in line with most other up-to-date towns and the people realize that their teachers are underpaid. The salaries are below the average and it is thought that there will be an increase soon. Steps have been taken to that effect.

One point brought out that may be good is the fact that the cost of maintaining schools in Elizabeth City is below the average for cities of its size. That may mean economy or it may mean a deficient school system, lacking modern equipment and other essentials.

Upon investigation it was found that the method of finding out how much a child knows is by giving examinations at stated intervals. These examinations have led to that evil, harmful practice of "Cramming," to undue worry, and to the practice of working with the sole end in view of passing the examinations, thus causing the entire work of the school to center about this one idea. The formal examination has fallen into disrepute and is rapidly being driven out by the use of frequent tests instead.

The curriculum makes no provision for physical training. The first business of any school system should be to build up the bodies of its children.

While the survey seems to emphasize the deficiencies rather than the efficiencies, yet we know that there must be many good things about the Elizabeth City School system, and we feel sure that the people have only to know the bad ones before they can all be good. Modernize the schools of our country and "carry on" the growing idea of great education, is the advice given.

The 1920 report of the *Department of Labor and Printing* of the State of North Carolina is a storehouse of information about North Carolina industries. Some of the work that has been done has been set forth in the letter of transmittal. In this letter written by the commissioner to the Governor of North Carolina, there are many things worthy of much consideration. We are told that North Carolina has become one of the leading manufacturing states of the Union and while that fact makes us still prouder of the *Old North State*, yet the fact that she is one of the most delinquent in providing and maintaining industrial standards for the protection of the worker, surely must offset some of the pride. Since the state has reached the industrial position that it now holds, the department desires to emphasize the importance of providing adequate industrial safety standards and means for enforcing the same as a safeguard against the loss of life or limb in the operation of machinery and the mechanical construction and equipment of industrial plants.

North Carolina is discussed as a peacemaker. It should be her rôle to help adjust all disputes arising between employers and employees. Immediate attention of the existing ills will make adjustment of them less difficult than any plan of delay and a plea is made to the lawmaking body in North Carolina to look into and solve the problems existing thus between Capital and Labor.

While the workman's compensation laws do not operate as yet in this state, there are forty-two states that have them. These laws

are based on the right and justice to wage earners and those who employ them, thus making for more humanization in industries. Why should this State be so loth to make and enforce laws that are entirely for the human good?

Since October 1, 1919, the United States Employment Service, operating in this State, has been conducted under the direction and supervision of the Commission of Labor and Printing. From that date to the present date, between five and six thousand applicants for positions and jobs have been placed in positions satisfactory to them. This system of employment was, no doubt, a great help to the returned soldier—20,000 have been communicated with in regard to employment and nearly 4,000 placed. It shows that the greater percent placed were soldiers and one cannot but admire the spirit that prompted the department to place soldiers first.

This State took a step forward by the passage of an act that materially strengthens the child labor laws previously enacted. These laws at present are not perfect but they very nearly meet the needs of the present day. While the eight-hour-day law applies to child labor, the department thinks it should apply to the adult worker as well, "man's powers, like his general nature, are limited, and beyond these limits he cannot go." Therefore, a due intermission of rest and play is advocated in order that his strength may be developed and increased rather than dwarfed and decreased. In conclusion, the Department states that North Carolina has done little, through legislation, toward relieving the conditions unfavorable to the workingman, and further hopes that North Carolina will do much in the future in the interest of common justice.

This report next takes up a directory of state officers which is most helpful for reference.

It furnishes many worth while and at the same time interesting facts about farms, mills, factories, and railroads in this State.

Farms and farm labor at the present are more or less chaotic. The farmers have put practically their entire productive capacity into "money crops" with the result that they had to sell their products at less than cost in order to purchase food and feed stuffs at prices which have not felt the decline to such an extent as the articles they have and cannot afford to hold. Labor as well as money has been very scarce but prospects for an increase of both are in sight. Reports indicate that the price in land all over the country has increased; that fertility in all has been maintained. Wages also show an increase.

The hosiery and knitting mills have increased to such an extent that there is no longer a necessity for the imported article. The total number of mills reporting is 169, an increase of 38 over the last report. The capital authorized and employed has increased from \$10,262,285 in 1918 to \$31,144,466 this year. Most of the mills are operated by electricity.

Other mills, such as cotton, woolen, cordage and silk, show a healthy increase in production and efficiency. The progress being made is indeed remarkable.

The number of employees in railroad service in this State amounts to 123,605. The wages paid them \$172,768,394.76. The figures show that North Carolina is not lacking in railroads.

Why is North Carolina making so much progress industrially? It is greatly due to the creation of a gigantic water-power business. While the water resources of the State are vast, they are by no means limitless. Conservation of these, unlike the conservation of other natural resources, is by a maximum of judicious use. The more water resources are used judiciously, the more valuable they become.

In the January *Craven County School News* there is found a short article on *Pupil Cleanliness*. Previous to this the *News* had discussions on making schoolrooms neat, cleanly and attractive, and the subject of personal neatness, cleanliness and attractiveness naturally follows.

There are some points that the children are asked to keep in mind and carry them out as best they can. They have been arranged in the form of questions and rules and are well worth copying. Others might adopt these suggestions, as they are a development of the usual health rules, going a step further by cultivating attractiveness as well.

1. Is my scalp clean and free from dandruff?
2. Have I bathed from "head to heels" within the last three days?
3. Are my hands clean?
4. Are my nails evenly trimmed and free from dirt?
5. Are my teeth clean? Have I cleaned them at least twice a day this week.
6. Am I healthy or frail looking? What am I doing that will make or keep me healthy? Some things which I can do are:

- a. Drink a pint of sweet milk a day.
 - b. Play an hour out doors each day.
 - c. Walk with my head and shoulders up, breathing deeply.
 - d. Eat my meals regularly, taking time to chew my food.
 - e. Sleep eight hours every night in a room with at least one window open.
7. Are my clothes clean and put on me carefully?
 8. Is my hair cut and combed in a becoming way?
 9. Have my shoes been polished this week?
 10. Is there a pleasant look on my face? If not let me think of the pleasantest thing which has happened to me until I smile!

The January number of the North Carolina *Insurance Department Bulletin*, has the following appeal:

It urges the children of the State to get acquainted with North Carolina's wealth and wastefulness, promoting one by checking the other. To this end, Commissioner Wade suggests that parents and teachers get their said attendants to solve certain problems, based on the fire loss for 1921 for the United States, Canada, and North Carolina. These figures are as follows:

NORTH CAROLINA		U. S. AND CANADA
1920	\$6,032,000	\$330,855,625
1921	\$7,463,257	\$332,654,950

The similarity of losses for the first and second halves of the year 1921 in both state and nation is as follows:

U. S. AND CANADA.	
First six months.....	\$163,926,300
Second six months.....	\$168,728,650

NORTH CAROLINA.	
First six months.....	\$3,714,112
Second six months.....	\$3,649,095

The problems, based on the loss are worth printing in full and could be used by teachers.

No. 1. How long would it take, at the rate of one dollar bill per minute, to burn the amount of the fire loss of North Carolina for 1921?

No. 2. North Carolina produced 48,636,000 bushels of corn in 1921. How many corn crops will the farmer have to raise, with

corn prices at $87\frac{1}{2}c$ per bushel, to pay off the United States and Canada fire waste for 1921?

No. 3A. The Salvation Army uses $1\frac{1}{2}$ pound of flour to make 1 dozen doughnuts, selling at $15c$ per dozen. If everyone had been careful with fire in North Carolina during last December how many doughnuts could have been purchased and sent the starving in Europe and Asia with the money fire waste for the single month?

No. 3B. The State produced 4,500,000 bushels of wheat in 1921. Wheat weighs 60 pounds per bushel, and it takes 100 pounds of wheat to make 70 pounds of flour. How many bushels of wheat would it take to make enough doughnuts at $15c$ per doz., $1\frac{1}{2}$ lbs. flour to the doz., to exhaust the money loss by fire in North Carolina for the last six months of 1921?

No. 4. The cotton planters of North Carolina gained 800,000 bales of cotton in 1921. What percentage of this crop at $16.4c$ per lb., 495 lbs. to the bale, would be required to pay off the fire loss of the state for the years 1920-1921?

No. 5. Up to Jan. 1, 1922, North Carolina tobacco growers had sold 399,264,000 lbs. of their 1921 crop. At $26c$ per lb. how many years would they have to produce and how many lbs. would it require to pay off the fire waste bill of the United States and Canada for 1921?

ALUMNAE

GRACE SMITH, *Editor*

The QUARTERLY had gone to press last fall just before the Teachers Assembly. Only the announcement of the Get-Together Dinner appeared in that number. It was such a very happy occasion and is one of the most important annual alumnae events, so a report of it seems in order, even though it has been a long time since.

Some of the distinguished guests of the Assembly were guests at the dinner, among them Pres. Latham, Mr. Clark, of Nashville, and Dr. McMurry of Peabody College.

The Wake County Alumnae Association had charge of the dinner and managed it wonderfully well. Mr. Underwood, the only man in the group, acted as toastmaster, and he made a good one. He said he always felt at home when with a crowd of Training School people. "They are always ready to serve and to serve cheerfully. It is the kind of service that makes no occasion of serving and gives itself and wants no credit for it; it just serves, nothing else."

Pattie Dowell welcomed graciously the alumnae to Raleigh.

Miss McFadyen explained her work as a helping, or visiting, or follow-up teacher. She said she had two purposes in mind: to find the needs of each one she visited and to help her. The place of the Training School girl she found is literally from the cellar to the attic. In Franklinton she found one in the attic of a bank and in Wilmington one in the basement. She gets into the best schools in the State, such as Winston-Salem, Raleigh, and Wilmington. She is also in the one-teacher school, but she found only one there. She gave a description of this school taught by Lula Ballance Lamb ('18) and showed that she was making it an ideal one-teacher school.

Mary Newby White ('13) spoke for the Alumnae and pledged continued loyalty.

When Pres. Wright was called on they gave fifteen "Rahs" for him. He spoke of the progress of the school. Most schools have a meeting of the Board once a year and plan for a whole year. We have to have two or three Board Meetings a year and have to revise the course of study every other year. He then explained that the school would henceforth train teachers for the high school as well as for the lower grades, since the high schools had become a part of the State system

of schools. He promised them that they should be bachelors when they graduate from the four year course of the Teachers College.

The question had been asked him if the school had not changed its purpose, but he emphatically declared that it is holding on with a death-like grip to the purpose for which it was established. "We hope to set a pace to be followed by others. We are determined that at Greenville the job shall be done exactly as it should be done. The school is dedicated to the schools of North Carolina and lives for that one purpose." He told the alumnae that it is their business to make the people of North Carolina know the school and to fill it with the type of students that should come here. He commended them for the splendid work they had done, for the service they had rendered, and declared the school owed its reputation to the Alumnae.

Several of the guests and others were called on. Mr. Latham, president of the Teachers Assembly, said that when a letter came from the president telling him that the school was willing to send a teacher to help the graduates from the school, the reply was, "We don't need anybody to help those girls, but if she'll help others we'll thank her."

Mr. Wilson called on the Alumnae to help fill the school during the summer term. He announced that the county summer school would not be held in this school this year and we would have only those that would take the regular work. At least twenty-five of the Alumnae should return for the college course. Mr. Austin said that the greatest inspiration he had ever had was Dr. Charles McMurry, the guest of honor.

The toastmaster introduced Dr McMurry by telling him he had two minutes in which to work out a project. Dr. McMurry said that no institution in modern society had any bigger project to work out than Mr. Wright's. He congratulated the school on leading the way with a follow-up teacher.

Mr. H. E. Clarke captivated the crowd with a brilliant rapid fire talk that paralyzed the fingers of the taker of notes.

The talking and eating had proceeded together in the style of the men's clubs, so the two ended about the same time and the dinner closed in time for the speakers to get to the Auditorium for the evening program.

The music was furnished by the Kelly orchestra from the Institution for the Blind, and this was secured through two of the Alumnae teaching there, Ruby Garris ('20) and Alla Mae Jordan ('19).

Blanche Lancaster, ('14,) sang a solo and Janet Matthews Lackey ('16) played her accompaniment.

There were perhaps seventy-five present. In the hurry of departure a number neglected to leave their names, but among those present were the following: Louie Delle Pittman, '13; Mattie Cox, '14; Lela Dean Rhodes, '14; of the class of '18, Lillian Shoulars, Annie Bridgers, Elsie Morgan, Agnes Hunt; of the class of '19, Gladys Baum, Lillian Cole, Helen McLaughon, Iola Finch Bunn, and Fannie Finch Bunn; of '20, Ellen McIver; of '21, Ethel Brothers, Lois Byrum, Annie Laurie Baucom, Wilma Burgess.

The Wake County group is composed of Pattie Dowell, Camilla Pittard, Nannie Mack Brown, Laura Newton, Blanche and Cora Lancaster, Annie and Louise Snaw, Annie Hardy Tongue, Lela Carr Newman, Fannie Jackson, Ruby Garris, Alla Mae Jordan, Bettie Pearl Fleming, Ellen and Mae Renfrew, and Mary Wooten, and perhaps others whose names have not been sent in to the QUARTERLY.

Louie Delle Pittman, '13, is teaching in Stantonsburg, Agnes Hunt, '18, is teaching in the White Level School, Franklin County. Elsie Morgan, '18, is in Wilson again this year. Lillian Cole, '19, is teaching in Elm City.

Elizabeth Wagstaff was married in the fall to J. B. Beasley. They are making their home at Ingleside. Elizabeth taught there for two years. She seems to enjoy keeping house.

There are twelve of the Alumnae teaching in Kinston this year. Among them are Mrs. Fannie Lee Speir Law, '17, Ophelia O'Brien, '17, Esther McNeil, '17, Emma Robertson, '15, Carrie Evans, '21, and Mary Perkins Norman, '21 and Isabelle Paddison, '19. Vera Bennett, '19, is teaching in Fayetteville.

Lucile O'Brien Carpenter writes interestingly of her fine boy, "Bobs" (Robert O'Brien Carpenter), and says she is going to break all precedent and bring him to commencement. She is living in Columbia, South Carolina, where her husband is doing pastoral work. She is taking work in the University and says she is not going to stop until she gets not only her A.B. degree, but her A.M. also. She adds she will have to work like that to keep up with her husband.

Amelia Clark, '19, has had to give up her work in the Winterville School to go home and keep house for her mother.

Nannie Mack Brown, '17, lost her father the first of the year. She resigned her position in the Raleigh schools some time before, because she was needed at home.

Maybelle Privotte, '21, was married on December 21 to Mr. K. R. Winslow. They are living at Gliden.

Ruth Proctor was married Jan. 2, to Mr. Boettcher.

Nannie Lee Elks, '21, was married on January 13 to D. M. Willeford, of Dunn, principal of the Grimesland School, in which she was teaching.

Mary Whitehurst, '19, is teaching in Dunn, and Alice Whitehurst, '20, is in Salisbury again this year.

Ella White is teaching Palmer Writing and has a class in teacher training in the Red Oak School, in Nash County.

Ivy Modlin, '19, is teaching the sixth grade in Beaufort. Ruth Whitfield, '19, is teaching a first grade in the Rocky Mount Schools.

Thelma Elliott, '20, is again teaching in Marion. She has the seventh grade. She is evidently making good from the reports that come in.

The story goes that Helen Watson, '21, was carrying her children in a first grade in Wilmington so fast that some of the parents and other teachers said that the children were not getting thoroughly what they were going over, as it was impossible to go that fast. She asked for an investigation and it was found that they were thorough, so Helen at once became a heroine, and has made a name for herself. She is very enthusiastic about her work.

Miss McFadyen in her rounds comes across a number of other girls besides those in last year's class. She says that in Nash County she felt very much at home because of the number of old girls she saw. There are four of the class of 1921. Among those she saw were Ruby Mercer, '20, Eva Pridgen, '16, Lois Boone and Nellie Beuson, and the girls teaching at Red Oak, Ella Bonner, Marion Hodges, Ella White, Bruce Exum and Olive Lang.

Marion Morrison and Elsie Hines, both of 1919, are together carrying out a co-operative plan in teaching the first grade. One group is doing supervised studying under one of the teachers while the others are reciting under the other teacher. They are in Burlington and both are very successful.

Josie Dorsett, '21, was doing so well in Charlotte that she was given one of the most difficult grades in the school as a reward for her success with a less difficult grade.

Gladys Nelson, '18, is considered one of the most successful of the primary teachers. She is in Winston-Salem.

Lillie Tucker, '11, has been staying at her home near Greenville. Emily Gayle, '14, is teaching in Wayne County near Goldsboro. Millie Rcebuck, '15, is teaching in Robersonville.

Dorothy Johnson, '19, and Lizzie Stewart, '17, are teaching in Louisburg. Dorothy is teaching first grade and Lizzie is teaching writing in all the grades.

Christine Johnston, '17, is teaching in the school in Troy, N. C.

Virginia Suther, '17, is teaching in Wilmington, N. C.

Nannie Mack Brown, '17, who taught in the Raleigh schools during the first part of this term, resigned her position on account of the illness of her father. Since that time her father died.

Estelle Jones, '18, married Mr. Ernest Chapman on December 25, 1921.

Helen Elliott, '20, and India Elliott, '18, are teaching in Vanceboro, N. C.

Mary Elizabeth Evans, '18, married Mr. Lindsey Savage in December, 1921. They are making their home in Greenville.

Minnie Exum Sugg, '18, is teaching in the school at Laurinburg, N. C.

Alice Outland, '18, is teaching in the school in her home town, Woodland, N. C.

Nellie Blanchard, '19, is teaching in Henderson, N. C. This is her third year there. She is making a splendid record as a teacher.

Helen McLawhorn, '19, is teaching Palmer Writing in the Stantonsburg High School.

Katherine Boney, '19, is teaching fifth grade in Wilmington, N. C.

Mrs. Vivian Sawyer Dees, '19, is teaching second and third grade in the school at Reelsboro, N. C.

Ferol Little, '19, is teaching in the Barnhill School near her home.

Elizabeth Wagstaff, '19, is now Mrs. J. B. Beasley of Louisburg, N. C.

Ruby Giles, '19, is teaching in the Blind Institute in Raleigh.

Blanche Farabow, and Harriet Thomason, both of the class of '20, are teaching at Hester, N. C. Their school has been closed recently on account of influenza.

Blanche Cannon, '20, is principal of the County Graded School in Pasquotank County.

Mildred McGowan, '20, is teaching in Currituck, N. C.

Eloise Tarkington, '20, is teaching in High Point.

Janie Tyson, '20, is now Mrs. Herman McGlohon. She is teaching in the school near Winterville, N. C., where she lives.

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

Elmira Womack, '20, is teaching in Scotland Neck.

Allie Lampey, '21, is teaching first grade in Lilesville, N. C. This school has recently started the hot lunch system, which is proving quite a success. The school in which Allie is teaching has the distinction of being the first school in Anson County to adopt this system.

Gladys Baum, '19, is teaching sixth and seventh grades in Old Trap.

Kathleen Vaughn, '20, is teaching sixth grade in Williamston, N. C.

Lida Taylor, '16, and Mary Chauncey, '14, are teaching in Goldsboro. Lida is teaching second grade and Mary, first.

Pattie Perry, '19, is teaching second grade in the school in Rich Square. Mary Newby White, '13, is teaching fourth grade in the same school.

Georgia Scott, '12, spent a few days with her sister in Greenville. While here she visited the E. C. T. C.

Marion Alston, '14, (Mrs. Bourne of Tarboro) has a son.

Josephine Little Phillips, '13, is doing office work for the Willard Service Station in Greenville.

The Wake County Alumnae Association expressed the following appreciation of Mr. Wilson:

"In the death of Professor C. W. Wilson on February 1, 1922, the Wake County Alumnae Association of the East Carolina Teachers' College lost a true friend, a willing helper, and a capable advisor.

"Therefore, be it resolved:

"First; That we hereby give expression to our feeling of sorrow and loss and our appreciation of his life of service.

"Second; That we extend our sympathy to his family and friends, and pray God's blessing upon them in their bereavement.

"Third, That a copy of these resolutions be sent to the family, a copy to the Teachers' College QUARTERLY, and a copy to be recorded on the minutes of this association.

"Signed,

"ANNIE SMAW,

"BETTIE P. FLEMING,

"Committee."

COLLEGE ACTIVITIES

Y. W. C. A. News

There were many interesting meetings of the students at Y. W. C. A. services during the winter term.

The Y. W. C. A. recognition service was especially attractive this year. Mrs. W. E. Hooker gave a splendid talk on what the Y. W. C. A. meant to her while at college and the influence it has had over her life since. She related many amusing little incidents that happened in connection with her work there.

Following the custom of years past, the beautiful candle service was used during the first part of the service. The new members, dressed in white, walked in single file across the stage, where their candles were lighted by candles held by the president, secretary and chairman of membership committee. As the candles were lighted the new members went to their seats, which had been left vacant for them among the members. Then, still standing, they sang, "Let the Lower Lights be Burning." It made a pretty picture and a sight that those who witnessed will not forget in a long time.

"At the Door of the Inn," a beautiful Christmas masque, was presented at the Y. W. C. A. services at the Training School on Sunday evening, before the holidays, by the Junior class. Miss Maggie Dixon staged and directed it. Miss Hazel Kennedy read the lines and the action was presented in pantomime. The stage was effectively decorated, the entrance to the inn having a conspicuous place. Trees in the doer-yard and the suggestion of the manger in the background added greatly to the scene. The bright star in the tree top over the manger was the center of interest towards which all turned their eyes.

The characters were as follows: The inn-keeper, Miss Inez White; Mary, Miss Clara Dowdy; Joseph, Miss Edith Bradley; the beggar, Miss Vivian Rice; shepherds, Misses Martha Harrell, Mabel Montague, Irma Harrison and Viola Rimmer; Wise Men, Elizabeth Hummell, Mary Baggette, and Beulah McLean; Messengers, Misses Miliiah Peele, representing Beauty, Sarah Lane, Influence, Mary Newbold, Helpfulness, Ora Evans, Sorrow, Ruth Barbee, Conscience, and Annie Lancaster, Revelations; Angels, Beatrice O'Neal, Mary Grantham and Eloise Redd.

A choir behind scenes sang Christmas hymns that fitted into the play. The singing added greatly to the effectiveness of the pictures made by the characters.

Some very interesting speakers at the college this year have spoken in the interest of the Y. W. C. A. The Rt. Rev. G. H. Bascom, pastor of the Episcopal Church of Greenville, gave an excellent talk on "Life's Ideal" and Rev. L. W. Smith, pastor of the Memorial Baptist Church of the same town, also gave a very helpful talk on "The Love of God."

A few days before Dr. J. B. Turner left Greenville for his new home in Mississippi, he made his last talk to the students at a special service.

Dr. Turner's going is a great loss, not only to the people of the Immanuel Baptist Church of which he was pastor, but also to the other denominations in the town. He has meant a great deal to the life of the College.

His talk was on the subject of "Goodwill." It was a fine parting message, practical, yet idealistic. Goodwill, he said, underlies all worthwhile relationships in life; it is the very bedrock of business. All reputation is built on goodwill and character itself is the very foundation of it. No one can be robbed of it without his consent. The talk was richly illustrated with examples from life.

Dr. W. D. Moss, pastor of the Presbyterian Church of Chapel Hill, spent three days in the College during February for the purpose of giving a series of Bible Lectures. He talked in Chapel each morning, conducted question hours in the afternoons, and gave lectures from 6:30 to 7:30 in the evenings. Dr. Moss made a deep impression on the students. As Pres. Wright expressed it, "This has been one of the greatest spiritual opportunities that the students have had."

The first Chapel talk was on "The Garden of Eden." He showed how people of today lay the blame of their mistakes and faults on their fellowmen just as Adam laid the blame of his sin on Eve. Another Chapel talk was on "Prayer." Dr. Moss spoke here of the difference between formal prayer and the prayer that we live every day.

The first evening lecture was on "The Prodigal Son" which he called "the third man" in the parable, the man whose heart was changed by God. The second lecture was on the Bible. This was a wonderful talk and in it was suggested an excellent plan for studying the Bible around great centers. There was also given what to look for and what not to look for. The last lecture was on "The Two-Mile Man or Jesus-Man." "If any one tells you to go a mile with him, go with him twain," was the sentence he took as the guide

for the highest type of man. He is the man who meets his obligations, sustains his relations.

The question hours in the afternoons brought Dr. Moss and the girls closer together and real questions were asked and discussed. He said that he found great help and inspiration from these conferences. Miss Elsie Heller was here while Dr. Moss was. She is the Y. W. C. A. Student Secretary for the South Atlantic Field.

Mr. Fitzgerald, County Superintendent of Public Instruction, made an excellent talk one Sunday evening on one of the most used parables, "The Good Samaritan," to which he gave a new meaning. Instead of the usual characters he took those who passed on the other side, as the main point was that one should always do what he has to do and a little more. He applied this finally to the teaching profession, showing how it is much better in the long run even from the business point of view.

The Association has been very fortunate this year in having three prominent women of Greenville to conduct vesper services. These were Mrs. W. E. Hooker, who spoke of the influence of the Y. W. C. A. on student life; Mrs. Brinkley, whose talk was very beautiful; she paid a tribute to Mr. Wilson; Mrs. Milton White, whose subject was "Seeking Things Worthwhile." All three of these talks were very helpful to the girls.

Mrs. Jeter told an interesting story at one vesper service and it was greatly enjoyed.

Miss Graham conducted a service following Dr. Moss's visit. She helped the girls with some problems that they were trying to think out in regard to certain points which he brought up. Much good was accomplished by her talks.

Mrs. Catherine Eddy of the world fellowship department of the Y. W. C. A. visited the College February, 24. She gave two addresses to the students, one at the Assembly period and the other one from 6:30 to 7:30 in the evening. Her subject was "The Near East and the Far East," and she handled it extremely well. Mrs. Eddy is a good speaker and full of enthusiasm for her work.

Dr. J. A. Ellis, pastor of the Memorial Church of Raleigh, N. C., and one of the strongest Baptist preachers in the state, conducted the Y. W. C. A. vesper service February 26.

He spoke from the text "Jehovah shall guide thee continually." This means that we shall have divine guidance in all our problems. God has plans for everything in the world and everything is mov-

ing according to the laws of these plans—the sun, thunder, the birds, the stars. If God has a plan for the world of nature He has also a plan for people, for individuals.

The question follows, "Do we always fit into these plans?" No, there are many misfits and many lives are wasted as a result. There is no greater tragedy than a wasted life.

Then comes the great question, "How can we find our places in the work of the world?" God does not force us into our places; we have a voice in this. Dr. Ellis read and gave a fine interpretation to Bryant's "Ode to the Waterfowl." If one prays and communes with God He will guide him. We should remember this privilege and live by it at all times.

The Mission Study classes this term were very interesting and helpful. The girls seem to realize that they need to know more about the world and that those classes gave them the opportunity. The girls were divided according to their classes in school. Every Tuesday evening from 6:45 to 7:15 was set aside for these classes. They were taught by members of the faculty.

Mr. Meadows teaching "Faiths of Mankind" made the various "Isms" of the world very real to the Seniors. Misses Harding and Collins led the Juniors and college classes in an interesting discussion of "Ancient People at New Tasks." The "B's" led by Miss Magdolna Scoville enjoyed "Women of the Orient" very much. The "A" class with Miss McClelland as teacher studied "Marks of a World Christian." This study describes the true Christian life.

The Young Women's Christian Association of this College is steadily forging ahead and the results of its influence are beginning to be felt in a very definite way.

DAISY WILLIAMS, 22.

Athletic League

One important phase of athletics, recently introduced in the school, was the organization of gymnasium classes, under the direction of Miss Goggin, one of the Model School teachers. Leaders and their assistants, were appointed from those having had work of this kind, to act as directors of the groups.

This phase of athletics has created unusual interest among all the students. These classes are held for one half hour each, three afternoons a week. Not only are these exercises of benefit to the girls

from a physical standpoint, but also from an educational standpoint. This is true in that many of the games and exercises given will be beneficial to them as teachers.

All that is needed to complete our plans, is a well equipped gymnasium, and a whole time physical culture director; the students furnished the spirit.

Miss Hallie Scoville, one of the Model School teachers, coaches the basket ball team for the Senior Class. A basket ball court has been made where the men of the faculty used to have their tennis court, directly back of West Dormitory.

Great interest in tennis is shown on pretty days, by many of the girls from the different classes.

Literary Societies

The two literary societies of the College are working to raise the money required for placing the portrait of Mr. J. L. Fleming on the walls of the institution by commencement. The literary societies of the college have always brought to the town only the highest type of entertainment, something that has either been of musical, dramatic, or literary value.

The Poe Society had Hendrik Ezerman, of Philadelphia to give a recital on January 23.

The Laniers will have Miss Katherine Fahnestock, reader, and Miss Bertolet, on the evening of March 27. The proceeds of these entertainments will go towards the Fleming portrait fund.

The query of the Inter-Society Debate for this year is, "Resolved, That the Government Should Own and Operate Coal Mines."

The Poe Society as the challenger selected the query from a list submitted by the Inter-Society Debating Committee. The Lanier Society chose the negative side of the question. The negative won.

It was decided to continue the use of the "Open Forum" form of debating. The date fixed was March 20.

Miss Ethel Madry of Scotland Neck gave a delightful song recital to the students and faculty of East Carolina Teachers College on Saturday evening, November 20. This was given by the Poe Literary Society complimentary to the school. Miss Madry has been a student in the school and was a member of the Poe Society. She has been taking special voice lessons for two years since she left the school and will soon enter Peabody Conservatory for further study.

Miss Madry has a beautiful mezzo-soprano voice with a good range. Her tones are wonderfully rich and full and she sings with remarkable ease and charm.

Her audience was enthusiastic over her singing and made her sing over again their favorites on the program.

At one morning assembly exercises of the College a group of girls from the Poe Literary Society presented a program on Dante, which was a fitting tribute to the great Italian poet. The unveiling of a monument to him a few days before reminded the world of the life and works of this great man.

Miss Oma O'Briant, president of the Society, read an interesting sketch of his life. Miss Hortense Mohorne read the "Heart Beat of Dante." A beautiful Italian folk song sung by Misses Virginia Rhea and Gertrude Chamberlain and accompanied on stringed instruments by Misses Katherine Tripp and Mildred Lyon was greatly enjoyed. At the close Miss Lois Haskins read an extract from Dante, "Francesca of Rimini."

A Poe program was given at the first meeting in February.

The Poe Society gave a beautiful performance of the casket scenes from the "Merchant of Venice" on the evening of February 27.

The Lanier Literary Society of East Carolina Teachers College presented to the school a charming one act play, "The Neighbors," by Zona Gale, the author of "Miss Lulu Bett." Miss Ruth Swinney was Miss Abel, at whose house the neighbors meet; Miss Charlie Mae Barker was the Grandma in the home; Miss Ruth Reid was Inez, the daughter, and Miss Beatrice James her awkward lover. Miss Espie Lee was the impatient busy neighbor, Ezra Williams. The other neighbors were Miss Louise Buffalo, "Miss Moran," Miss Mary Louise Outterbridge, "Miss Trott," and Miss Elizabeth Hummel, "Mis' Ellsworth."

The play was managed by Miss Maggie Dixon, chairman of the program committee. Misses Clara Dowdy and Mary Condon had charge of the stage setting. It was well acted and well managed.

Before the curtain went up a quartette sang one song and Miss Marjorie Markham sang a solo.

The entertainment was about one hour long, and was refreshing and pleasing.

A Lanier program was given at the first meeting in February.

Miss Davis made an interesting travel talk at one of the January meetings. The girls urged her to tell about the west, as their interest had been aroused by Dr. Driggs' talk.

Classes

The College 2 Class gave a delightful play on Feb. 17. A report of it is among School News.

A charming Christmas program was given at the Assembly by the Junior class. That day marked the close of class work for the fall term, as examinations began the next week.

The exercises which were held at the assembly hour were in charge of Miss Mary Baggett, the president of the class. She read the Scripture lesson, which was the Christmas story. The songs sung were Christmas hymns. Miss Grace Dixon read Lowell's poem "Christmas Carols." Miss Grace Thompson told the legend of the first Christmas tree. Miss Mahala Ballance gave the story of the Christmas rose. Miss Vera Miller read Van Dyke's essay on "Christmas Giving." The whole school joined in the singing of "Holy Night." A part of Van Dyke's Christmas prayer was repeated in concert by the class. At the close the president gave as the benediction and the final wish, Tiny Tim's greeting at the close of Dickens' Christmas Carol.

The Senior play is to be given late in April, Adele Gutman Nathan the coach. This alone insures a fine performance. This class promises to hold to the same high standards that the previous Senior classes have set in dramatics.

The details have not been definitely settled as the QUARTERLY goes to press, but the class is busy with plans.

The North Carolina State College Band gave an interesting program at East Carolina Teachers College on March 6. This program was under the auspices of the Senior Class.

The classes have been busy planning to blossom forth in the spring.

COLLEGE NEWS AND NOTES

The Change of Name

The name of East Carolina Teachers Training School has been changed by action of the general assembly of North Carolina to East Carolina Teachers College. The name was changed as little as possible to make it descriptive of what the school really is. The one word "college" is substituted for the two words "training school." Emphasis should be placed on the word "teachers," for that is the word that distinguishes this type of college from others. This is the only college in North Carolina whose sole purpose is to train teachers.

The school has not changed its purpose in the least, but the scope of its work has merely been enlarged. The majority of students will continue to take up the two year normal school course, but the opportunity will be offered those who prefer to take the four years for the better positions and higher salaries.

The extended work of the school became necessary when the State Department of Education increased the requirements for teachers and fixed a salary schedule. As the school was established for the sole purpose of training teachers to teach in the public schools of the State, when the public schools demanded more it became necessary for the school to meet the demands.

The four courses were first published in the catalogue issued last spring and were first given during the summer school. A class of twenty-three, made up of graduates of the school, was the first college class. Several of these are in the school again this fall. A number of the students entered this fall with the intention of staying the full four years and are taking that course.

The action of the legislature merely gives the school a right to a name that would indicate what the school is doing.

Mr. Leggett Becomes Professor of Education

Prof. J. L. Leggett entered upon his work as Professor of Education in East Carolina Teachers College February 18, taking charge of the classes that have been taught by Prof. C. W. Wilson. Mr. Leggett came directly from Peabody College for Teachers, Nashville,

Tenn., where he was working for the degree of doctor of philosophy. He obtained the B.S. and A.M. degrees from that institution.

He is a native of Beaufort county and began his teaching career in Martin county, but has not taught in this State since completing his college course. He was taught in the Mt. Berry Schools in Georgia, and has had a position connected with Peabody College. During the war he was an instructor at one of the camps on this side, afterwards assistant superintendent of instruction in the 6th Division, working in both France and Germany. His first college courses were taken at Lynchburg, Virginia, and he has taken summer courses at University of Virginia and at Valparaiso University, Indiana, in addition to the courses he has had at Peabody College.

Mr. Leggett is married and has one child, a boy about five years old. The people of the town and college are ready to give him and his family a warm welcome.

Readjustments

A number of readjustments in the administrative work of East Carolina Teachers College have been made to take care of special duties and responsibilities that have heretofore been in the hands of Prof. Wilson. In order to carry on the work through this year, it has been necessary to distribute the work. Certain committees and offices require some one who is familiar with the school. Mr. H. E. Austin has charge of all inside matters that came into the hands of Prof. Wilson and is chairman of the appointment committee, that is, has charge of the placing of the teachers and keeping track of them and their work. Mr. L. R. Meadows becomes Director of the Summer School and will carry on the work for the coming summer term as started. The summer school bulletin was in press and plans for the summer term were far on the way. Most of the faculty had been selected and the chief work ahead is putting into effect plans already made. Mr. Leggett has the classroom work and takes over all the teaching that was done by Prof. Wilson.

Miss Sallie Joyner Davis becomes chairman of the library committee.

Dr. Howard R. Drigg's Work Among Us

Dr. Howard R. Driggs, of New York City, formerly of the University of Utah, spent a week in the schools of Greenville and East

Carolina Teachers College, giving demonstration lessons, holding conferences, and making talks. He is one of the greatest English teachers in America and goes about showing others how to teach.

Pres. Wright has been trying for two years to get Dr. Driggs down here. He and Supt. Rose made arrangements so that all the teachers in the town could have the advantage of the work. He taught at least one section of every grade in the schools, from the first to the last year in the high school, and gave demonstration lessons for the classes brought from the Model School to the College, so that all could see the "Language climb," as he calls it. He held conferences, both immediately after each lesson, and general conferences. One evening he talked to all the teachers on "The Life Lines," showing how a teacher must connect all the life lines with the child. In this he made clear the places of the different subjects in the curriculum. He talked to the students and faculty of the school on the subject of "Reading," and gave a wonderful talk on "That greatest of all instruments, the human voice." One of the most delightful of all his talks was the one on "The Heart of the West." He met the teachers of Pitt County, and made a trip to the Joyner School.

He came in contact with every school and every teacher in the system of schools in the town of Greenville and touched the county. A fuller interpretation of what his visit means is given elsewhere.

Conference of Mathematics

The North Carolina Association of Teachers of Mathematics met at East Carolina Teachers College, Greenville, N. C., February 3 and 4. This meeting was one of the most interesting and instructive in the history of the Association.

Mr. Raleigh Schorling, principal of the Lincoln High School, had been invited by President Wright to address the Association. Mr. Schorling proved to be a very able and instructive speaker.

Mr. Schorling's address on Friday night dealt with The Curriculum in Mathematics for Grades 7, 8, 9. He stated that we are fast becoming a ninth grade nation in education instead of a sixth grade nation. Within less than a generation the number of pupils in our high school has increased 400 per cent. With this increase in numbers, naturally the average intelligence is lowered. Our schools have not become adjusted to this lowering of intelligence and our courses in Mathematics are geared too high. He showed how the course of study in Mathematics could be improved by arranging the subject matter according to the ladder of difficulty.

His address on Saturday to the students and visiting teachers dealt with the work of the Lincoln School. He explained how scientific experiments in the teaching of Mathematics are being worked out in the school. At the two sessions in which he met the teachers of Mathematics alone, he discussed the work of the National Committee on Mathematical Requirements. These discussions were very interesting and instructive. Mr. Schorling is thoroughly in love with his work and very enthusiastic about possibilities in the improved methods of teaching Mathematics.

Teachers of Mathematics in the State do not realize how much up-to-date information and how much inspiration can be gained by attending these meetings. The officers of the Association for the ensuing year are as follows:

Miss Fannie Starr Mitchell of Gastonia, president;

Miss Pencie Warren of Edenton, vice-president;

Miss Juanita Puett of Laurinburg, secretary;

Mr. Herbert Randolph of Bunn, treasurer.

The following teachers were present at the meeting:

Miss Ella Bradley, Miss Fannie Starr Mitchell of Gastonia;

Miss Mary Price, Miss May McLelland of Peace Institute;

Mr. B. L. De Bruyne, Miss Margaret Ligon, Miss Annie Stoneham of Durham;

Miss Juanita Puett of Laurinburg;

Miss Pencie Warren of Edenton;

Miss Linda Newton of Tarboro;

Miss Elida Lohr, Miss Anna Mendenhall of Wilson;

Mrs. B. N. Mann, Miss Ruth Stone of Wilson County;

Mr. Herbert Randolph of Bunn;

Mr. J. P. Garner, Mr. Akers of Roanoke Rapids;

Miss Kate Ferguson of Creedmore;

Mr. L. B. Smithey of Hayes, Wilkes County;

Mrs. Wyatt, Mr. Carroll of Winterville;

Miss Albright, Mr. Sawyer, Mr. W. B. Covington of Ayden;

Miss Fannie Moyer of Farmville.

Mr. T. J. Sachse, Mr. J. H. Rose, Mr. R. G. Fitzgerald, Miss Maycie Southall, Miss Alma Rightsell, Miss Estelle Greene of Greenville;

Miss Maria D. Graham, Miss Birdie McKinney of E. C. T. C.

Dr. A. W. Hobbs of State University;

Mr. Raleigh Schorling of Lincoln High School, N. Y.

There may have been others from the county.

Address of Dr. Waldo of Michigan

At East Carolina Teachers College on Jan. 9, Dr. D. B. Waldo, president of Western State Normal of Kalamazoo, Michigan, charmed his audience with a fine, informal talk instead of giving a learned address on pedagogy. It was full of fine thought, wisdom and wit and showed that the speaker was a man of rich experience. He broke the ice as soon as he arose to speak, by his friendly manner and the kind things he had to say about his day in Greenville and on the campus. He proved that he was just as much interested in people and things here as the students were interested in things from his section.

He said that years ago he determined to see as much as he could of the south and thought perhaps that had something to do with this visit. He spoke of the days when the two sections of the country were divided, when people in the north did not appreciate Lee, or those in the south admire Lincoln. He declared that the people of Michigan today considered Lee one of the greatest men since the beginning of the history of the country; they admire the military genius of Stonewall Jackson and have increasing respect for Jefferson Davis. Each side realizes the other side was sincere in the cause for which it fought.

He paid a fine tribute to President Wright and spoke of the reputation he had outside of the State.

He talked directly to the students, saying the faculty could get out of the way if they chose, and thus he met them in a free and easy manner. He gave them the fundamental things they must hold to if they would get their full growth in the next twenty-five or more years. He summed up these as follows: health, or physical vigor; play, or recreation; appreciation of humor; the power to make friends and to know all sorts and kinds of people. Added to these he suggested that each one within the next week make out travel plans, and determine to see places.

The Bird Man Lectures

Henry Oldys, distinguished writer, lecturer, and specialist in nature study, from near Washington City, delivered a lecture at the East Carolina Teachers College Feb. 6, on "Birds, Their Value, and Bird Music." Some years ago Mr. Oldys gave the same lecture to

the school and it was so greatly enjoyed that he was invited again, so that those in the school now could have the benefit of hearing it.

The lecture was unique in that it was both scientific and artistic, or aesthetic. Mr. Oldys knows all about the birds from the standpoint of usefulness, and knows first hand the different birds of America and their habits, and can also imitate their notes and see the birds with a poet's eye and hear them with a musician's ear.

He began his talk by making the statement that few people realize our dependence on birds, and he went on to prove that we could scarcely do without them. There would be no gardens, trees, shrubs or lawns, and the farmer would be helpless, everything would be laid bare by insect life. He told the story of a section of Australia, that had become such a barren waste because the birds had been driven out so that all the families had to move away. He told other stories of those who had encouraged the birds and gave the contrast between their estates and those on which the birds were destroyed.

The building of martin houses has often led to the destruction of bugs and other insects that were destroying plant life. He gave an instance when mosquitoes were driven away by the building of a martin house.

He told the audience how to establish friendly relations with the birds, giving one example after another of friendship between people and birds. He gave the bird calls, imitating their notes in the exact quality of the tone of the bird. He gave the singing habits of many birds. This part of the lecture was really remarkable, for it was hard to realize that a human being instead of a bird, was giving the notes.

He spoke of the safety zones that have been set apart for birds and what they mean.

The talk by Mr. Oldys was an inspiration to the people who heard him and made many resolve to pay more attention to their feathered friends.

Piano Recital by Ezerman

D. Hendrik Ezerman, director of the Philadelphia Conservatory, and a pianist of national reputation, gave a piano recital on Jan. 23, under the auspices of the Poe Society. The papers had the following report:

The piano recital at East Carolina Teachers College by D. Hendrik Ezerman was a brilliant success. His playing was wonderful. As

he passed from heavy rich tones, to sparkling, light passages, and then to calm, serene moods he carried his audience with him. The world of feeling and the world of tone became one. His interpretations were marvelous, his state presence very pleasing, and free from all mannerisms, and his technique clean and fine.

In spite of the inclement night there was a fairly good audience and one that was very appreciative. The Poe Society is to be congratulated on the fact that the evening was success in every way, and the public owes them a debt of thanks for bringing so great a musician to Greenville. The cause for which they are working, the Fleming portrait fund, is a popular one, and it is to be hoped that the full amount will soon be raised.

The program was remarkably well arranged. It opened with "Rhapsodie in G. Minor," by Brahms, and this was followed by "Fantasie in C. Major, first movement," by Schumann, a beautiful melody with fine interpretation. Then came a group of modern French compositions, two from DeBussy, the first of which was imaginative, light and fantastic, and the other like rippling, bubbling water. The third in this group was "Une barque sur l'océan," by Ravel, a piece in excellent harmonies. Although most of the audience was perhaps unfamiliar with this modern music they seemed to enjoy it, as the novelty first appealed and then they soon caught the spirit.

Mr. Ezerman changed the program in several places. As the fourth number he played instead of Liszt's Sonata his Polonaise. This with its heavy tones and strong, marked rhythm, and its ringing jollity, with the middle section light and clear as a bell, charmed the audience.

Next came one of Chopin's little known nocturnes, which was calm and peaceful and restful. Then came the beautiful arrangement of the Wagner theme of "Isolde's Love Death." Next the familiar "Scherzo in B flat minor," by Chopin, danced and sparkled along.

The pianist announced that the imagination should have full reign in following the last group. Verdi's wonderful theme, with all of Liszt's master mind for ornamentation turned loose in the paraphrase, was played with finished technique, and showed that the musician was the splendid master of it.

The audience called the pianist back and he gave two extra numbers. First, the familiar "Berceuse," one of the most exquisite of all the compositions from the great Chopin, and then the Scherzo

from Weber, which was bright and full of life, and Mr. Ezerman's fingers tripped over the keys as if he enjoyed playing it.

Throughout the evening Mr. Ezerman played with such ease and enjoyment that nothing seemed difficult; there was no effort to impress the audience, and he lost himself and all else in his art, carrying his listeners with him into the mood and spirit of the artists.

It was one of the greatest concerts ever given in Greenville. Mr. Ezerman seemed to enjoy his visit to the school and the town, and both enjoyed him and his wonderful music.

The advanced College Class presented a charming Japanese play "The Flower of Yeddo," in honor of the Pitt County Alumnae Association. Miss Virginia Pigford was the poet Kami, who was tested by the lady of his heart and poems, Sainara, whose part was taken by Miss Lois Haskins. Her friends Sazhima and Djouros who were disguised as Musme and Taiphoon, Misses Gertrude Chamberlain and Orene Hollowell, assisted her with the test. Misses Chamberlain and Haskins were dainty and charming Japanese maidens.

Miss Chamberlain played the part of the charmer, testing his loyalty in a delightful manner. Miss Chamberlain starred in the Senior play two years ago, then captivating her audience, as she did in this.

Miss Haskins was a charming Japanese maiden. Miss Hollowell acted well the part of the pretended irate lover.

Education Week Observed

"Education Week" was celebrated throughout the nation. East Carolina Teachers College observed the week by having a series of talks at the morning assembly hour on various phases of the subject.

One morning Postmaster Whichard talked to the students about the postal service, giving them information about this department of the government, which every citizen comes in contact with. His talk was extremely interesting and instructive.

Another morning President Wright talked on certain aspects of good citizenship. He stressed the part a citizen should take in law enforcement and conformity to the law, whether he was in favor of the measure before it became a law or not. He linked his talk up with the Bible lesson read in such a way as to make it clear that this teacher is in accordance with the moral law.

Dr. J. B. Turner, commander of the local post of the American Legion, made an excellent talk also, explaining the purpose and work of the American Legion.

The plan for Education Week was suggested by the American Legion and a joint commission from this organization and the National Education Association worked out the plan and formulated some of the educational problems that are to be solved by the American people. The Legion is closely identified with educational movements in this country.

In his talk Dr. Turner showed how the Legion is carrying on the work begun by the government and is working in cooperation with various forces for the good, not only of the ex-service man, but of all the citizens of America. He explained the democratic nature of the organization of the Legion and its broad influence. In its work in training the ex-service man, its aims and purposes become identical with those of the schools. All are working for a common cause. He showed a copy of the Education Week number of the *American Legion Weekly* and read the poem on "The Schoolhouse."

The purpose of Education Week was partly to make the people conscious of the fact that education is not only the business of the school, but is the business of the government, and of all organized forces that work for the good of people.

President Wright was a representative from the National Education Association on the joint commission that worked up the plan for Education Week and stated some of the educational problems.

Miss Davis' Camp

Miss Sallie Joyner Davis and her sister, Miss Katherine Davis of Savannah, have purchased a very attractive place in the mountains and have established a camp, which will be open to girls the coming summer. It is just a few miles out from Toxaway station, at the foot of Toxaway mountain. The name of the camp is "Camp Toxaway," the word Toxaway meaning "red bird." They were fortunate in securing a lodge that had been built by a millionaire who said he "built for example." All the plans have been made, and the camp will be one of the most complete and convenient that can be imagined. The booklets are exceedingly attractive. Mrs. Clara Davis will be the camp mother.

President Robert H. Wright attended the meeting of the Superintendents' Division of the National Education Association which meets in Chicago from Feb. 27 to March 2. He is State Director of the N. E. A. for North Carolina and is member of several departments and of important committees; therefore it was necessary for him to go ahead of the meeting. East Carolina Teachers College has a national reputation and this is partly due to the fact that its president has always kept in touch with the big national movements in education and has had the vision to see the big things as well as the problems close by home.

Supt. J. H. Rose and Supt. R. G. Fitzgerald both attended the meeting also. It is worthy of notice that three from the faculty were in the North Carolina group. Mr. Underwood, who still seems to belong to us was in the group also.

Chamber of Commerce Banquet

Pres. Wright was toastmaster at a banquet given by the Pitt County Chamber of Commerce on the evening of February 14. J. H. Rose, superintendent of Greenville schools and a member of the faculty of this school, and Hon. F. C. Harding, a member of the Board of Trustees of the school, were among the speakers. The *Greenville Reflector* had the following report of these speeches:

Pres. R. H. Wright took charge of the meeting as toastmaster, and there followed some of the best speeches to which those present have had the pleasure of listening. Mr. Wright in most appropriate words coupled the speaker with his subject as he presented each to the audience.

The general theme of the evening was "The Pitt County Chamber of Commerce as a Community Builder" and was presented under the divisions, educationally, socially, and the individual members' responsibility.

The first speaker was Prof. J. H. Rose, superintendent of city schools, who interestingly gave the educational side of the subject. Education means lifting the coming generation higher than the present, he said. The school district idea is now obsolete and there must be an enlargement of opportunity. The Pitt County Chamber of Commerce can render great help in solving the present need in educational development. The town must help the children of the entire community secure an education. The township school is the

solution, for the children of the whole community should have equal opportunity with those of the town. If we can lead the people outside to realize the advantages of a unity of educational interests, we will accomplish much. In bringing this idea to the minds of the people there is an open door of opportunity to this organization.

Mr. Rose here referred to the discussion in recent months of another bond issue to provide Greenville with larger school facilities to meet the increasing need, and told of a meeting of the local board of school directors held the day before. The board realized that the time has passed to plan for Greenville alone, but that the whole community must be considered. With this view it was decided best to first ascertain how large a territory can be brought together in a cooperation of interest, and then make plans to increase the facilities commensurate with the needs of the territory embraced.

The social activities of the Chamber of Commerce was given by Mr. F. C. Harding. He began by declaring the broadest and widest field of activity for the Chamber of Commerce is in developing the social life of the county. The social side is a great power in the community. What do we mean by the Chamber of Commerce being a builder socially? Man is a social being and wants comradeship. It is comradeship that changed this world from a howling wilderness to a land of civilization and opportunity. When a man finds himself touching elbows with his fellows that is comradeship. This is found in the lodge room, in the home, in the churches, in the women's clubs. It is comradeship that brings us all together in recognizing the individual. Take the link of hard surfaced road, he said, that has united two of the best towns in the east—Greenville and Farmville—in real comradeship. Look at Farmville's magnificent school building as one of the results. Every town in the county should be thus joined. Haywood Dail's idea to establish a country club about midway on this fine thoroughfare between Greenville and Farmville will be another advance in comradeship and cause the towns in neighboring counties to be building good roads in our direction. Schools and churches will come and thrive when the Pitt County Chamber of Commerce infuses among the people of the county the real spirit of comradeship.

Commencement Speakers and PreSachers

Commencement speakers and preachers are as follows:

Commencement Sermon—Rev. John Jeter Hurt, Wilmington, N. C.

Y. W. C. A. Sermon—Rev. J. Murphy Williams, Greensboro, N. C.

Commencement Address—Hon. R. S. McCain, Henderson, N. C.

Death of Virginia Mitchell

On the morning of December 6, Virgie Mitchell, of Bertie County, a member of the "B", or second year academic class, died of diabetes. This is the first student that the school has lost by death in the twelve and a half years of its history.

She was desperately ill from the first, and was in a state of coma for nearly three days before her death. Her father and mother and other relatives were with her during her illness and her father was with her at the end.

Her home is near Ahoskie. She and her cousin, Dora Mitchell, had been rooming together ever since they entered school in the fall of 1920.

Before her remains were removed by her friends, a beautiful service, simple and impressive, was held at the Training School in the early morning at 6:45. Immediately after the service the remains were taken to the Atlantic Coast Line train, and an escort composed of a faculty representative and a group of students left for the home in Bertie County, near Colerain, where the burial took place.

Dr. J. B. Turner, assisted by Rev. S. K. Phillips and Dr. F. M. Shanhart, conducted the service. Those who were present will never forget that morning service, in which the dawn of day and the sunrise were symbolic of the resurrection, which was so well impressed by Dr. Turner. It was peculiarly fitting for one so young, pure, and good as Miss Virgie Mitchell. The message of Light carried home to the hearts of her fellow-students the comforting assurance "Death is not a mark of disfavor, but an incentive, an inspiration." The sentence, "There is always sunrise somewhere." brought hope with its utterance. The songs sung, "Rock of Ages" and "Take Time to be Holy," did not seem like funeral songs.

Her father, Mr. W. W. Mitchell, and her cousin, Dora Mitchell, left with the Training School representatives. Those who went from the school were as follows: Mr. C. W. Wilson, of the faculty, Misses Carrie Lee Bell, president of the Student-Government Association, Marie Lowry, president of the Y. W. C. A., Lina Stephens, president of the class of 1924, Annie Ruth Joyner, president of the Lanier Literary Society, and Oma O'Briant, president of the Philaethea Class, Immanuel Church. They went to Ahoskie, and from there across the country to the home.

Résolutions and appreciations were written by the various organizations and the floral offerings were beautiful.

The following appreciation from the faculty was sent to the family:

We, the faculty and officers of East Carolina Teachers Training School, wish to express our appreciation of the life and character of Virgie Mitchell, as exemplified in her conduct since she has been a student in this institution.

In her work as a student she was painstaking, conscientious and faithful. In her life among her associates, she was gentle, unselfish, thoughtful, and lovable. Wherever found, she was helpful, amiable and courteous. Her quiet, modest disposition made for her many friends; she won the love of all who came in contact with her. She was very appreciative of what others did for her. This was especially noticeable during her last illness. We believe she was a thoroughly good girl, a fine Christian character.

Her sweet face, with its lovely expression, will be greatly missed from the faces before us.

Our hearts go out in profound sympathy to the parents and sisters of Virgie Mitchell. Their loss is ours also, we regret to give her up, but we bow in humble submission to the Divine Power which makes no mistakes, trusting that her beautiful life will serve in some way to compensate us for our great loss.

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