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YANCEY THOMAS ORMOND

S. B. UNDERWOOD

With the passing of Mr. Yancey Thomas Ormond, East Carolina Teachers' College and the cause of education generally lost a true and tried friend. He was one of that small group in Eastern Carolina who early saw the dire need of teacher training and worked without ceasing for the establishment of an institution for this purpose.

He had been a member of the Board of Trustees from the beginning and was vitally interested in every phase of its development. On the death of Governor Jarvis he became Chairman of the Executive Committee, and watched over the institution with all the devotion of a mother for a child. He was never too busy to consider its interests in life. He was really fond of the students, the faculty and officers, of every-one connected with the institution. The writer while a resident of Greenville and himself connected with the College, used to see Mr. Ormond frequently. His first question invariably was, "Well, how is everybody at the school?"

Mr. Ormond was always interested in education. As a young man he was himself a teacher and a moving spirit in the old Burlington Academy, one of the strong schools in Piedmont North Carolina, and the forerunner of the strong system of public schools now serving that town. In the town of Kinston where he spent his later life, he could always be counted on for the active support of all educational endeavor. His wife was for years a tower of strength as a teacher in the city schools, and his home was a sort of mecca for teachers and friends of education. As a member of the General Assembly of North Carolina he was always a leader in causes making for the uplift and quickening of the educational and moral life of the State.

As a practicing lawyer, Mr. Ormond was a powerful force for justice and civic righteousness. To him the law was a sacred profession and he followed it with a passionate devotion to high ideals. He had a keenly analytic mind, and was quick to grasp the essentials of a proposition and to put his finger on the weak spot. He never

championed a cause that he did not believe in. He worked not for the fee but for the righteousness of the cause. He upheld the fine old traditions of the bar and never prostituted his talents to the slightest degree.

Somehow, I think of him most often in his church relations. He was easily a leader in the Methodist Church in North Carolina. His religion was the fundamental part of his existence. His whole life was bottomed on it. All that he had and was was always on the altar. He was as pure as purity itself in all his thoughts and actions. Whatsoever things were true and noble and of good report, he thought on all the time. I do not think the man was capable of an improper motive or an ignoble thought.

Every Sunday found him teaching his Sunday School class in an inspiring and helpful manner. He was chairman of the official board in his local church for years, always a delegate to the various conferences, and for several years before his health failed the official leader of the lay forces of the North Carolina Conference of the Methodist Church. In church affairs he had a grasp of fundamentals and a breadth of vision given to few men to enjoy. In this field he was really a statesman.

His home life was beautiful beyond comparison. Until the death of his wife, who was herself one of the rare spirits of the earth, his home was one of those quiet and lovely havens where tired and lonely spirits could always go for strength and cheer. One found there the most congenial and uplifting of atmospheres; there was a quiet dignity and calm, a serenity and peace, that sent one away with a new conception of the worth while things of life. One found here much of the explanation of the man's own dignity and strength and hopefulness.

Of Mr. Ormond's own personality it is impossible to speak fully. One was instinctively drawn to him and was always inspired and freshened by the contact. Faith, courage, hope, cheer, calmness, consecration, clarity of vision, fine devotion to duty, passion for service, rugged honesty, real gentility,—these are the characteristics that come to one's mind in thinking of Yaucey Thomas Ormond.

“O thou gray head which all men knew,
O voice from which their omens all men drew,
O iron, nerve to true occasion true,
O fall'n at length that tower of strength
Which stood four-square to all the winds that blew!
Such was he whom we deplore.”

THE SCOUT MOVEMENT: AN OPPORTUNITY

J. H. ROSE

There are four institutions that are today making the average American boy into the kind of man that he will be tomorrow, and those four institutions are the church, the home, the school and the street. The church is doing all that it can for the average youth, throwing around him certain restraining influences, and at the same time attempting to inspire him to live his life on a high plane. All in all it is attempting to do more for the youth of today than it has ever done before, and it is doubtless getting better results than it ever did before. The average American home, it must be confessed by Americans, is not as vital an influence in the life of the youth today as it was in years that are gone. In fact there are a multitude of people who will say that the average American home is rapidly becoming a lodging house and restaurant. The school, then, is being forced more and more to do for the average boy what the home formerly did. And in doing this the school today has to contend with the influences of the street, whose influences are of a much more harmful nature than they were in the past. It does not take a keen observer to see that boys are loafing on the street more than they have ever done before. They loaf as a matter of course, and they, no doubt, do it as a matter of course because the parents as a whole have long ago given up the idea of preventing it, and are themselves taking it as a matter of course.

Now, then, there is a certain organization among the boys of today that can be of great help to the schools in their attempt to shoulder the increased responsibilities that have been placed upon them. This organization is The Boy Scouts of America. Some one has said recently that the only reason for the existence of the Boy Scouts, Girl Scouts, Camp Fire Girls and other organizations of this type is the fact that the American home has failed to function. Perhaps that statement is an exaggeration, but there is an element of truth in it, as well as a distinct compliment to those kinds of organizations. If it be true that the Boy Scouts of America are trying to supply the boy with certain things that he formerly received from his home, then all honor to the Boy Scout organization. If the father has not the time to play with his boy, to take him for long hikes and to teach him to open his eyes so that he can see the wonders of nature round about him, then all honor to the Scoutmaster who does do it. Be

that as it may, it is a known fact that the Boy Scout organization is attempting to take the boy from the street, from his loafing place, the back alley, the corner drug store, the ice cream parlor, for a certain length of time and teach him something of the ideals of the organization that requires of all its members the following oath: "On my honor I will do my best to do my duty to God and my country and to obey the Scout law; to help other people at all times; to keep myself physically strong, mentally awake and morally straight."

The Scout organization is so adaptable that it can fit the needs of any community, rural or urban. There are some who think that the Scout movement is good only for the town or city boy, and that the country boy has no need of it. This is a mistaken notion. The country boy needs the Scout organization. Scouting is not merely taking hikes and studying the out-of-doors. It inspires boys, makes them more reverent to God and teaches love of native land along with teaching preparedness to meet any emergency that may arise. With the advent of Community Centers and the Consolidated Schools there is nothing to prevent the formation of Scout organizations in rural sections. And even where there are no consolidated schools it is possible to have a Scout troop. The woman in charge of the schools can form a Troop Committee of three or more of the best types of citizens of that section. The teacher should be a member of this committee, and then this committee can pick out some man who commands the respect of the boys by reason of a clean life and appoint him Scoutmaster, pending the approval of his application by Scout Headquarters. The teacher should let it be known that she is behind the movement. She should make a very special effort to let it be known. In the smaller towns where there is usually one man connected with the schools, this man should be the Scoutmaster if possible. In larger towns and cities it is usually impossible for the head of the schools to be the active head of the Scout organization, but he should by all means be a member of the Troop Committee so as to have a hand in directing the affairs of the various troops. And at the same time he should see to it that a certain number of the men who are members of the teaching force take an active part in Scouting.

It is very apparent to close observers that any school head that fails to utilize the Scout movement is turning aside from a wonderful opportunity to do good. The Scout movement should not stand aloof. It does not. It seeks to ally itself with the church, home and school in the hope that all working together can counteract some of the bad influence of the street, and even help make the streets a place less harmful to youth. It is admittedly impossible to break up the loaf-

ing that is done by the present day bad boy, but if where there are two or three or more boys gathered together to while away hours there can be found one or more Scouts in their midst, it cannot be denied that something of the ideals of Scouting will influence the conversation and thoughts of that group of boys.

As was said above, Scouting seeks to ally itself with the schools. However, the schools have been here longer, and are more established institutions than Scouting, and it is, therefore, up to the schools to make the first move. If there is no Scout organization in the community then it is up to the schools to see that such an organization is formed. If Scouting is already established, but not connected with the school, then it is up to the school to put forth extra time and effort to make everybody know that it is taking cognizance of the organization, and what is more, to make the entire public realize that it is granting Scouting certain privileges and helping it along. If the boys know and feel that the school cares enough about them to help them carry on their work, they will feel that school teachers are more human and personal, and that the school itself is partly theirs. There is no question about the fact that the greatest factor in the successful work of any school is what is known as morale, and the most effective way to boost school morale is to make the pupils and teachers feel that they live in the same world. That old saying regarding the possibilities of kinship in one touch of nature is nowhere truer than right here, for the relation that exists between Scouts in school and teachers that are Scoutmasters approaches that of kinship.

On the other hand a total lack of interest in Scouting on the part of the head of the school will nearly always cause the Scout organization in that community to die. The writer happens to know of one town in North Carolina where the above statement was proved conclusively. In this particular town there was a Y. M. C. A. secretary who organized a couple of troops of Scouts. All went well for a while. Then when school opened the secretary went to the school head and asked for permission to work out certain plans for Scouting in connection with the school. The school head agreed to the plan, but plainly showed that he had no time for Scouting. The Secretary went ahead with his plans but in attempting to work them out friction developed between the Secretary and the school head. Whose fault? In the last analysis it was the school head's fault, in that his attitude of indifference created an atmosphere of hostility to Scouting. The result of the whole thing was that Scouting in that community was killed for the time being at least. The incident just

related is also absolute proof of the statement that wherever possible Scouting should be connected with the schools, and if possible have the school head as one of its active leaders.

The aim of the school is "to prepare." The motto of the Boy Scouts of America is "Be Prepared," and the following poem describes the real Scout:

BE PREPARED

Now, courage is grit to do more than one's bit
 Where others have flunked or despaired,
 And to know how to do what is right and is true
 That's the meaning of—"Scout, Be Prepared!"

A chap may be brave, but he's tied like a slave
 Unless he's equipped to be strong;
 And knowledge is Might that can conquer with Right
 The forces of evil and wrong.

He is but a "poor fish" though to aid he would wish,
 If he has not the training to try;
 No more can he help than a coward or whelp;
 He is weak as a broken-winged fly.

But a Scout who's prepared is not easily scared,
 He's ready and waits the word—go,
 Where others might quail and might shrink and grow pale,
 He is game when it comes to the show.

He heeds not the jeers and the taunts or the sneers
 Of the gang who would hinder or aid,
 He's a regular fellow, true white and not yellow,
 The finest that ever was made.

He knows every hour he is there with the power
 Where others could never have dared,
 To save, help, to do.—He's a Scout same as you—
 And he lives up to this—"Be Prepared!"

Someone has said that the final estimate of any school teacher is whether or not in after years the boys and girls whom he taught shall rise up and call him "Blessed." The school teacher that sees in Scouting the opportunity that is there for doing good and avails himself of it need in no wise fear what the final verdict upon his work shall be.

TWENTY DELINQUENT WOMEN TESTED BY THE STANFORD REVISION OF THE BINET-SIMON TEST

J. L. LEGGETT

Through the Jessup Psychological Laboratory, George Peabody College for Teachers, and under the direction of the Tennessee State Board of Hygiene I tested twenty delinquent women with the Stanford Revision of the Binet-Simon Tests in the Detention Prison in a Tennessee city on April 8 to 12, 1921. The table below gives in detail the results of the tests.

Chronological Age	Mental Age	IQ ¹
Yrs.-Mos.	Yrs.-Mos.	
19	15-7	97
19	13-3	83
17	12-4	77
18	12-1	76
17	10-8	67
24	10-8	67
19	10-6	66
17	10-4	65
18	9-6	59
19	9	56
18	9	56
15-3	8-8	56
15-7	8-8	55
19	8-8	54
15-5	8-3	53
17	8	50
16	7-10	49
18	7-10	49
21	7-4	46
16	7-4	46
Median ²	9	56

The median age of the woman was eighteen years; the median mental age nine years; and median IQ 56. All except three of the women were sixteen or more years of age; seventeen, eighteen, and nineteen years the most frequent ages with only two above twenty years of age.

¹ IQ is a common abbreviation for intelligence quotient. To find the IQ divide the mental age in months by the chronological age in months; to find the IQ of those over sixteen divide the mental age by sixteen years in months.

² The median is that point below which are 50% of the scores and above which are 50% of the scores.

While there were not enough subjects from which to draw general conclusions, it was significant that 50% of the women had mental ages of nine years or less and 80% had mental ages of ten and two-thirds years or less. Expressed differently, 25% of the women had an IQ of 50 or less; 60% had an IQ of 59 or less; and 80% had an IQ of 67 or less. Only one woman had an average IQ³.

All of the women except three who gave statements were twelve or more years of age when they left school. Two had had one or more years of high school training; three left school in the seventh grade; one in the sixth grade; six in the fifth grade; four in the fourth grade; one in the third grade; one had never been to school; and two did not give any statement about their schooling. This statement is based upon the information given by the women and in all probability it is unreliable.

The median pay received when they worked was \$10.00 per week. With one exception those with the higher IQ received wages above the median. The pay received shows to some extent that the commercial world has rated the women in somewhat the same order that they rated themselves on the intelligence scale.

About two-thirds of the women had worked in cotton mills. One had never worked away from home, the one with an IQ of 97 had been a stenographer, and the others were waitresses, laundry workers, bundle wrappers, etc. Seventeen of them had been married and most of them had been separated from their husbands for various reasons.

The typical woman tested was the factory woman of low intelligence. From the best information obtainable most of them were from communities within a radius of fifty miles of the city. A few had lived in the city all their lives and two had come from distant states.

All of them were confined in the detention prison for the purpose of being treated for social diseases under the direction of the Tennessee State Board of Health. All except one had one or more court records, the principal charge being that of vagrancy. One had a charge of grand larceny and one a white slave. Five had two court records, one three court records, and one four court records.

The mental status of the women tested in this study is in practical agreement with that of those who have been tested in other studies

³For convenience, those with IQ under 70 are sometimes labeled feeble-minded, and others, in order, border-line, low normal, average (from 90 to 110), superior, very superior, exceedingly superior; but this is arbitrary and really unscientific, for what the facts show is not a separation into classes, but a continuous gradation from one extreme to the other. Woodworth, *Psychology, A Study of Mental Life*, 1921, p. 275.

of delinquent girls. "In 1911 the Department of Research of the New Jersey Training School for Feeble-minded tested fifty-six delinquent girls, 'all of whom had probably committed the worse offense a young girl can.' Fifty-two were found to be mental defectives. A test recently made of one hundred girls taken at random from the New York Reformatory for Women at Bedford, by the Bureau of Social Hygiene, established by John D. Rockefeller, Jr., showed that all were apparently feeble-minded. Their average mental age was ten and five-tenths years. Out of 300 women examined by the Massachusetts Vice Commission only six were found to have ordinary intelligence."⁴

It is apparent in view of these facts that feeble-mindedness, the social evil, and the problems of crime are very closely intertwined. Feeble-mindedness is hereditary and whatever measures are taken to control crime and the social evil we must not overlook one of the fundamental contributory causes. It becomes an obligation of some agency within the State to locate and handle the feeble-minded individuals thereby protecting them and society from the evil effects of the mental defectives.

At the present time the teachers of the public schools of the State have good opportunities in helping to locate feeble-minded individuals and in suggesting to the parents and to the state authorities, when advisable, facts concerning these individuals. It is far better to know these individuals and train them while they are young than to let them become criminals of the State. We need persons trained in psychology who will work in connection with the schools and the physicians of the different counties to locate and train these mental defectives. No amount of ordinary educational procedure will be sufficient. We must have specialists who can handle these special children and when necessary send them to institutions for mental defectives or later they will be found in our institutions for criminals.

⁴ Phelan, *Readings in Rural Sociology*, 1922, p. 205.

FOLLOW UP WORK: NEW WORK BEGUN BY EAST CAROLINA TEACHERS COLLEGE

MIRIAM MACFADYEN

My work was to visit the members of last year's graduating class for two purposes.

Aim:

First. To help them get started right, for habits formed the first year would probably remain with them throughout their teaching experience. Second. To discover any weak points in this class, so that we at the college might strengthen the present graduating class so that it would not show the same weakness.

Location of Class for 1921 and 1922.

No. doing Primary work	53
No. doing Grammar grade work	24
No. doing both Primary and Grammar grade work	5
No. doing both Grammar grade and High School work	2
No. attending College	2
No. married	2
	—
Total	88

No. Teaching 84.

No. teaching in 1 teacher school	2
" " " 2 " "	13 ¹
" " " 3 " "	8 ²
" " 2 grades	18
" " 1 "	43
	—
Total	84

No. teaching in N. C. 82

Before the girls left school, last year, Mr. Wright met with the class and asked them if they would like to have a member of the faculty visit them during the coming year. He told them I was to do this work if they wished it done. They were most enthusiastic over it so I met with the class and told them that I would visit them as their friend, and that my chief object would be to see that they stood better in their schools and community, after my visit than before.

¹6 are Principals. ²2 are Principals.

Way received by girls:

Of the 82 girls teaching in North Carolina I have visited 77 one or more times. I was in every instance received in a most delightful manner. The girls acted just like I was some one from home and I believe they were sincere, for superintendents and supervisors in so many cases told me how the girls had talked about and looked forward to my coming, hoping that I would find they were doing everything just as we here at the school would have them do it. They asked for and wanted help along almost every line, and were glad to try out anything suggested, almost invariably writing me afterwards telling me that they had acted on my suggestion and what an improvement they could see.

Way received by Superintendents:

By the superintendents and supervisors I was always treated with the greatest courtesy and appreciation. Many said, "Send us some more teachers just like the ones we have." Others said, "You see just how things are here; you see just the kind of teachers we need, so please select us some from your next year's class."

All superintendents wanted teachers of strong character, and teachers that would be good disciplinarians.

Big things about my work:

This seemed to all the big thing about my work—keeping the college in touch with actual conditions in the schools.

Way received by children:

The way the children received me was one of the greatest surprises and pleasures of the year. They knew who I was and accepted me as such. Nearly always I would observe a girl teach in the morning and in the afternoon I would teach one or more lessons for her. The children were most attentive in every instance, responding readily, doing their best to do what was asked of them, and always insisting that I come again and teach some more.

How girls stand socially:

The social adjustment shown by the girls is truly remarkable. Almost invariably they have been able to take their proper places in the social and religious life of the community, and are in close contact with the homes. This is true, of course, in a much less degree of the girls located in the few large towns of the state.

Current events:

Seeing them socially I have been surprised at their lack of knowledge of current events. Few read a newspaper, and then usually only the social column or personals.

I was disappointed in this for I had hoped they had gotten the newspaper habit while in college.

Vision:

One of the best county superintendents in the state said to me, "Where there is no vision the people perish." Mr. Wright has had the vision, the girls coming from your school have had it. Keep the light before them. Don't ask me how it is done, but you must do it. Don't forget it in this transitional period of the school's life."

A city superintendent said "Your girls know how to work together. They are not always thinking of themselves, but of the good of the school."

As I watched and listened during the whole year I've come to this conclusion: that the one thing above all others that this college stands for is co-operation.

Attitude:

The girls have done remarkably well this year and their attitude toward their work and toward all those in higher authority is wonderfully good. I do not believe in this respect they will ever be surpassed by another class. It was a pleasure to visit them.

No "teaching failures":

There were no failures when it came to teaching as such. The causes of failures were two: 1, social; 2, disciplinary.

The social failures were due to three things alone: 1. automobile riding at night; 2. going with high school boys; 3. lack of adjustment to the home (boarding place).

Discipline:

As is usual with beginners, lack of control of their children was their weakest point.

By studying the things given below many girls pulled up wonderfully on their discipline.

Good discipline depends on keeping children comfortable and busy and leads to self control and self direction.

Things to do:

1. Keep room well ventilated all day. See that every child is out of building at recess and that windows are up.

2. Give children definite assignment for off periods.
3. Three minute rest periods every forty-five minutes or every hour. (Standing to sing or to exercise.)
4. See that each child has his own books. (This must eliminate all studying together.)
5. Never allow but one child to be excused from the room at a time.
6. Keep an orderly room.
7. Push the work vigorously.

The one thing not to do!

1. Never allow an interruption of any kind during a recitation.

At the end of the year I feel that the following is a correct report of the kind of work being done according to the accepted standards in the state: 10 girls made 1 on teaching; 14 made 2; 53 made 3 and 4; failures 5.

Three of these can succeed under other conditions next year.

In the light of the following table I wish to ask, "What is the relation to discipline of ventilation, of rest periods and of definite assignments for off periods.

Excellent on Discipline	23
Excellent on Ventilation	23
Had Rest Periods	
Yes	4
Sometimes	6
None	13

Gave Definite Assignment for off Periods	
Yes	16
No	7

Every girl that was graded Ex. on discipline was also graded Ex. on ventilation.

Every girl that was graded Ex. on ventilation also received Ex. on discipline.

Failures on Discipline	8
Failures on Ventilation	8
Had no rest periods	8
Gave Definite Assignment for off Periods	
No Assignment	3
No definite Assignment	3
Understood Study Next Lesson	2

Every girl that received "Failure" on discipline received the same on ventilation and vice versa.

A STUDY IN RURAL SOCIOLOGY

AUGUSTA WOODWARD, '22

Of the many courses taken in this College no course has meant more to the Class of '22 than the course in Rural Sociology. Even though a large number of the class was reared in the rural districts, the class as a whole was very ignorant of the existing conditions in the rural sections throughout the state.

One part of the work has been confined primarily to the rural schools. As a text book for this work, we have used a report by the State Educational Commission, of which President Robert H. Wright was chairman.

We have made a careful study of the rural schools as they are, what has been done to improve the rural situation and what can be done to make the rural schools meet the future needs.

It becomes my peculiar pleasure to submit a report of the work done in this course, for the Senior issue of the *QUARTERLY*.

"The average person thinks of the rural school as a little house, on a little ground, with a little equipment, where a little teacher at a little salary, for a little while, teaches little children little things."

The value of a school, as an integrating agent in rural community life lies primarily in the success of its work as a school. No single institution can so cheapen rural community life as a poor school, because next to the common industry, agriculture, the school is the greatest mutual interest. Besides doing what it is especially directed to do, interpret to children their inheritance, the school may react as a unifying agent through the school library, the annual meeting, the course of study, the social activities of the pupils, cooperation between school and home, through being the leader in, or at least host for, the intellectual and aesthetic community meetings and through the teacher's sympathetic voluntary and competent promotion of the best things.

It lies without saying that our schools have failed to meet the demands in the past. This failure has been and is still due to the following: poorly trained teachers, poor buildings, inadequate equipment, short school terms, poor attendance, and ill adapted course of study.

The report by the State Educational Commission states that of the 7,738 rural school houses in North Carolina in 1918, 60 per cent,

or 4,643 were one-room schools; 28 per cent, or 2,167, were two-room schools, 7 per cent, or 541, were three-room schools, and 5 per cent, or 387, were schools of four or more rooms.

It should be held in mind that these schools were mostly built at a time when severe economy was necessary. Only recently has it been possible to give weight to the sanitary, educational and social requirements of a good rural school. Consequently, a majority of the rural school houses, probably three-fourths, are unsatisfactory. Only the newer buildings, those erected within the last five or six years, approximate acceptable standards.

These poor buildings are poorly equipped. While some children enjoy the comforts of patent desks and occasionally of patent single desks, others quite as often must sit six weary hours a day at home-made desks and sometimes even on home-made benches. Home-made desks and benches are particularly common in colored schools. Seldom are there adequate provisions for drinking water, or for the washing of hands and face, to say nothing of adequate toilet facilities. At present, taking the rural schools as a whole, probably less than 60 per cent have adequate toilet provisions, and probably half of the out houses are dilapidated, disreputable, and filthy beyond belief.

Good teachers are able to overcome, partly, even such great handicaps as those mentioned above. The hope of a state lies, therefore, fundamentally in its teachers.

If its teachers are superior, the work of the schools, even under adverse conditions, may be fairly satisfactory. If, however, its teachers as a body are ill prepared and inexperienced, then a state has little reason to expect efficiency from the school. What is the preparation and experience of our teachers? The following report was given by the State Educational Commission:

PREPARATION OF ELEMENTARY TEACHERS

	NUMBER	PER CENT
Elementary	580	6.5
Part High School	2,418	27.1
Full High School	1,613	18.1
Part Normal School	324	3.6
Full Normal School	565	6.3
One Year College	907	10.2
Two Year College	827	9.2
Three Year College	488	5.5
Full College or More	773	8.9
Unclassified and Unknown	397	4.5

Our teachers are likewise inexperienced. Of the white teachers reporting, a half have served less than five years, a fourth between five and nine years, and a fourth have been in schools ten years or more. Rural teachers are less experienced than city teachers. Of the rural teachers reporting, 54 per cent have taught less than five years, and 20 per cent were in their first year, whereas in the specially chartered districts, only 36 per cent have served less than five years and only eight per cent were teaching for the first time. Colored teachers are somewhat more experienced than white teachers, and yet 11 per cent of those reporting were beginners.

Our teachers are also extremely mobile, that is, they move freely from school to school. As a result they are seldom anchored at one place long enough to know either pupils or parents, or to become identified with the interests of the community. For example, in North Carolina in 1918, 52 per cent of all white teachers reporting were in new positions which means, with only 18 per cent of them beginners, that approximately 42 per cent of all old teachers had taken new positions in 1918-19. Rural schools as usual suffer most. Fifty-five per cent of the rural teachers reporting were in new fields, so that with only 20 per cent of them beginners, approximately 44 per cent of the old teachers must have shifted as compared with approximately 35 per cent in the cities. It is therefore, not surprising that only 10 per cent of all white teachers have been in their present positions five years or more. Colored teachers appear to move a little less frequently.

There are three obvious reasons why approximately half of the high school teachers and four-fifths of the elementary teachers are unprepared, and why the teaching body as a whole is inexperienced and unstable. The prime reason is the low salaries paid. The teachers' salaries have been low everywhere, but those in our state have for years been almost the very lowest in the United States. Even as late as 1917-18, the average annual salary of rural white teachers was only \$276, and a rural colored teacher \$140. At the same time city white teachers received annually on the average only \$532, and city colored teachers \$276. Even at these salaries, teaching to some was undoubtedly a serious business, but for the great majority it was merely a makeshift, to be followed until something more desirable presented itself.

We have been engaged thus far in describing the schools as they are; but let us turn aside from this and consider the things that have been done to improve conditions.

Brief mention will be made of some of the things that have helped toward improving the school conditions. We may say that one of these is the organization of various clubs for boys and girls, and even for the parents. Through such clubs as the corn and tomato clubs for the young folk, the "Betterment Association for Women," "The Farmers' Union," and others, the schools have directly or indirectly brought about improved conditions. Such organizations help the community folk to live on better terms with each other. The social side of the country folk being of much importance, the schools are offering amusements of various types, as: athletic stunts, public parties, plays, speakers, school programs in which the children do the entertaining, demonstrations perhaps by the county demonstration agent, and one of the most educational and popular is moving picture apparatus. These types of amusements mentioned above may be the direct result of the local community, but we must not forget that our county and state are each doing much to aid the school situation. Large sums of money have been appropriated for the purpose of building better schools and roads. The consolidated school just at this time is proving to be successful and is being discussed by people throughout our state.

Pitt County, as well as many other counties in the state, has made much progress in the improvement of her schools during the past five years.

In 1917 there were 84 schools in Pitt County. Today there are 57.

The average training of the rural teachers in Pitt County is 1.3 years of normal or college work.

In order to train teachers while in service the County requires the observation of teaching in the group center schools followed by round table discussions of the work observed; one study course each school term; school visits of the superintendent and supervisor followed by a personal conference with the teachers; miscellaneous papers from the superintendent and supervisor suggesting means of improvement in methods and administration; references and method books recommended to the teachers and loaned them from the Memorial Library; university correspondence courses. Two educational magazines, *North Carolina Education*, and *Normal Instructor and Primary Plans*, are sent to each school.

The minimum requirements for every teacher in Pitt County in the future shall be an Elementary B Certificate and high school graduation, while those in the consolidated schools shall have a two year normal course or the equivalent thereof.

The following shows improvements made in schools of Pitt County during the last five years:

	1917	1922
Value of school property	\$175,960	\$414,221.00
Number of schools	84	57
Number of one-teacher schools	55	21
Number of teachers	151	167
Average length of school term.....	106	130
Number of school trucks (auto).....	0	22
Number of children transported	0	824
Average salary of teachers.....	\$47.00	\$85.00

The change in the certification of teachers has meant much to the schools. Prior to 1917 there were 237 gateways to teaching. Certificates were issued by 100 county superintendents, 136 superintendents of specially chartered districts, and by state board of examiners; and of course, there were as many standards as there were certificating bodies.

The law of 1917, gave the state board of examiners and institute conductors control of all certificates above second and third grade, and the county superintendents control of all certificates below the second and third grade.

The new certification scheme is thus founded on well accepted principles, and is destined to exert a profound influence for good. In the first place, it sets before the people the academic and professional preparation needed by each kind of well-trained teacher. To teachers themselves it makes clear the specific preparation required to secure a given certificate. Prospective teachers, expecting to enter the elementary schools, will no longer study methods of teaching high school subjects, but will focus their attention on the academic and professional subjects prescribed for the particular elementary certificate which they desire similarly with prospective high school teachers. Finally, the scheme incidentally points the way for both public and private teacher training institutions. This means that we are to have better trained teachers in our public schools of North Carolina.

Progress of the schools of North Carolina, as stated by the State Educational Commission, depends upon two factors: (1) "the willingness of the people to look at the problem in a large way, considering it not from the selfish standpoint of a single district, or even a county, but rather from the point of view of the state as a whole; (2) the willingness of the people to pay, up to the measure of their actual ability, for the improvements that have been recommended."

The State of North Carolina is a unit. In the long run what is best for the whole state will have been best for its component parts. For many years, general state-wide improvement could hardly have been effected; separate steps had therefore to be taken, a step in advance here, and another there. There has been so much special legislation that the state is educationally broken up in ways that practically prevent harmonious or uniform state-wide progress. In consequence, our present conditions are irregular and at the same time unfair. The time has come when, without unduly disturbing what has been anywhere accomplished, conditions should be established which will make it possible not only for progressive communities to advance still further, but for backward communities to join them at the front. Are the people of North Carolina so in earnest that a combined movement of this kind is practicable?

If so, after securing appropriate legislation, what can be accomplished becomes largely a question of money. Education is not cheap. It is expensive and is every day becoming more expensive. But let it not be forgotten that education is the most profitable investment that a state can make. Wealth flows into the state where the tax rate for education is rarely low. "Too poor to maintain schools" cries out one of the greatest of North Carolina's sons, "the man who says it is the perpetuator of poverty. It is the doctrine that keeps us poor. It has driven more men and more wealth from the state and kept more away than any other doctrine."

This suggestion involves large expenditures, but the state can afford them. As our educational facilities develop our wealth will increase; we shall be able to spend even more in training the children of the state. Breaking the vicious circle of poverty and ignorance, we shall have started a beneficent circle of intelligence and efficiency.

PITT COUNTY COMMENCEMENT

CLEONA MINSHEW, '22

Pitt County School Commencement was held at East Carolina Teachers College, April 3, 1922. This is the first time a county commencement program has been held in Pitt County. F. G. Fitzgerald, County Superintendent and Miss Maysie Southall, rural supervisor, and Rev. S. K. Phillips, representatives of the Rotary Club, worked very hard to present a program which was in keeping with the ambitious work of each school. Literary and athletic contests were held for the school children and a public meeting for the people.

There were four phases of life to be considered, namely—social, physical, mental and religious. In planning this program special effort was made to appeal to the social, physical and mental side of the child's life. The program in the auditorium, consisting of special music by the orchestra, community singing led by J. H. Rose and the most outstanding feature of the day's event, Governor Morrison's address, appealed to the social side of life. The little folks were not forgotten either, because games of various kinds were planned to be played on the campus of the college. The literary contests certainly demanded mental effort on the part of teachers, children and judges. Every one who saw the athletic contests knows how much physical exertion was put forth by all the contestants.

To make the commencement a success a certain amount of preparation for the contests was necessary. At the first mention of having these contests all the schools of the county became enthusiastic and were greatly interested in seeing their school win, so they at once began practicing and preparing for the contest.

The literary contests were held in the administration building in the morning while the Governor was speaking. Every school in the county was expected to have one representative for each subject. The most essential subjects of each respective grade were chosen for the contest. There were 575 children who entered the contest, and about the same number who registered for second place. Reading, the most essential subject, was held for all the grades I-III; phonics, grade I; writing, grades II-III; arithmetic, grades IV-VII; language, grade IV; hygiene, grade V; geography, grade VI; history, grade VII. After these contests a county spelling contest was held in which grades IV-VII took part. The main purpose of this con-

test was to find out who the contestant would be to go to the spelling contest held in Raleigh at the Teachers' Assembly.

The schools received the hearty co-operation of the Teachers College faculty, Greenville city school's faculty, the Kiwanis and Rotary Clubs, to make the day a success. The judges in each contest were selected from the faculties of the Teachers College and Greenville city schools, as neither school entered the contest.

As in every contest, there were certain rules which every one had to abide by. They were: 1. The contests were open to all children enrolled in the first seven grades of all the schools under the jurisdiction of the county board of education.

2. The secretary was not allowed to enter any child's name who had not been filed by his or her teacher before March 23.

3. Each contestant received his number from the secretary before entering the room for the contest, as no name was allowed on the papers.

4. No contestant was allowed to enter the class room after the time scheduled for the class to begin.

5. All papers were taken up promptly at the close of each period regardless of whether the pupils had finished or not.

6. Each pupil had to make his own interpretation of the questions. Care was taken to make clear, definite requirements in order to make a fair test of what a pupil could do in the given time.

7. Winners in the contests were awarded as follows:

1st place	blue ribbon	5 points
2nd place	red ribbon	3 points
3rd place	white ribbon	1 point

The Kiwanis Club of Greenville gave the school winning the highest number of points in the literary contest a silver cup, suitably engraved, to be kept by the school as permanent property.

By the time the literary contests and the public speaking were over everybody felt like eating. Groups brought their own picnic dinners. Most of the people went to the fair grounds to eat their lunch.

The athletic contests were held under the auspices of the Rotary Club, as a part of its year's work in the interest of boys and girls. In order to decide who the contestants were to be, an elimination contest was held in each individual school to determine the winning team. A preliminary contest was held in the group center schools to which the schools belonged, to determine the representative who

would represent the school of that center in the final contest. Winners in the group contests met at Greenville on the Fair Grounds Monday afternoon, April 3, to decide the best athlete in the county.

All boys and girls were divided into two classes. Each school was allowed to enter one boy and girl 4 ft. 10 inches and all under, and one boy and girl 4 ft. 10 inches and all over for each event. The events for the contest were as follows:

Boys: 50 yard dash; 100 yard dash; 220 yard dash; 440 yard dash; 400 yard relay race; 800 yard relay race; chin the bar contest; sack race; wheel-barrow race; standing broad jump; running broad jump; running high jump; baseball throw.

Girls: 25 yard dash; 50 yard dash; 200 yard relay race; sack race; potato race; baseball throw.

Prizes were awarded to all winners of the first place; ribbons to all winners of second place; and the school winning the highest number of points was awarded a silver cup, suitably engraved, to be its permanent property.

The county commencement was of great value to the school and community, in that it called for the hearty cooperation of all the people, and created a much broader interest in the school and community work. The literary and athletic contests not only inspired the children to take greater interest in their school activities, but the contests were of such a nature as to help develop the bodies of the boys and girls both mentally and physically.

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EDITORIALS

From the Student Editors

Once again the Senior class takes charge of the QUARTERLY following the lead of each Senior class beginning with 1914. Every member of the class a contributor was the goal set with the first issue. The goal is reached in this, the third issue of the year, except that the group composing the section that will get their diplomas in August has been reserved to carry on the editorial work during the summer term.

The faculty editor each spring drops into the background, listens to all suggestions, acts as advisor to the student-editors and class committees, but throws the responsibility upon them, and when "copy" comes in she becomes an animated, automatic blue pencil. Not only the editorial departments are given over to the Seniors but practically the entire magazine except a few articles. The student editors have the privilege of wielding the blue pencil over their classmates and judging all material sent in.

A number of pages are set aside for the class to have for themselves, letting the public see them as they see each other, both in pictures

and in word pictures. A number of the activities they have been interested in are given from the point of view of Seniors, as, for example, the editors tell their classmates something of what it means to be an editor of the QUARTERLY, and one girl lets them peep into the joys of serving banquets to the banqueters of the town.

Examine the entire number carefully and see what they have done. Especial attention is called to the Reviews. The Seniors examined carefully bulletins and educational magazines, selecting those that appeal to them, and then each one made a careful study of the one she chose and gives herein a digest of it. These cover quite a range of educational news and reports of interesting and progressive activities. Among "Suggestions," as well as elsewhere, will be found ideas that the Seniors have gathered from their classes, or have carried out themselves and wish to pass on to others. Sometimes it is a mere device for putting across a principle, again it is the principle as she sees it, or again it is an outline sketch of a course that has appealed especially to the contributor.

The Senior number, in short, means that the Seniors speak for themselves.

"What does it mean to be student editor of the QUARTERLY?" What do we on the staff get out of it? We cannot yet say fully, for we realize that we do not yet fully know. We can safely tell the other members of the class that it is ours to gain and theirs to lose. It has meant work, for many a time while others were loafing and playing we were working, but we had a vague feeling that it was a privilege to do the work, and that we were doing something that would mean much to us later, just what it is difficult to say. We say it more in detail to our classmates in the last pages.

C. M. B.

Influence of the Motto

The influence of the College motto, "To serve," has its far-reaching effect upon all who come in contact with it. "To serve" is shown at all times by the attitude of the teachers and the President toward the students. As we see it, this school stands for only service. And we believe that the students in order to fit into the school life, have to have the same spirit of service. What the school stands for is clearly demonstrated by those who go out from the institution. We hope that this same spirit of service will be met with, wherever the college girls go "To serve."

C. M. B.

One Secret of Success as Teachers

The work done in practice teaching in the Model School contributes more to the future success of young teachers than one can realize. This question has been asked by students of other institutions: "Why do we, of standard colleges, have difficulty in securing positions, while the graduates of the Teachers College are so much in demand?" Superintendents of the schools *are* looking for Teachers College students. Why? This can be readily explained.

The girls, who attend the Teachers College, are required, before receiving their diplomas, to do three months' practice teaching in the Model School. This teaching is done under the direct supervision of a group of well-trained, experienced, critic teachers; the girls though planning their own work, and their own methods of presentation, do their work under the supervision of critic teachers who serve as guides and counsellors to the young teachers.

The greatest contribution, however, lies, not in the supervised work, but in the actual experience of teaching. By this, the young teachers will be more able to cope with the problems which they will meet in their own schoolrooms. The Model School gives the young teachers practice in handling children, both in the schoolroom and on the playground. They see, and are in direct contact with a well organized and carefully systematized plan of school work, well worked out schedules, and the best possible presentation of work. Contact with and practice in formulating such plans and carrying out the presentations of the work, in a similar manner, prepare the young teachers for the future organization of their own work.

Though the Model School offers many contributions to the future success of young teachers, these two, supervised work and actual experience, are, in our estimation, the most vital.

It goes without saying that the two and a third years spent in the classrooms where every teacher is a teacher of education as well as a teacher of a special subject, courses in pedagogy, child study, and kindred subjects make it possible for us to do the work in the Model School.

We go out having had a chance to put our principles to work

T. S.

Who's What in a Normal School or Teachers College

The launching of the four year college course and the adjustments needed has caused more problems than any one thing else this year.

The number is surprising. Those in the college classes wondered as they came last fall, just what their reception by the other classes would be. Would the normal school students consider them a necessary evil or would they gladly welcome them into their college home? If they had only known the college spirit existing here, there would have been no doubt in their minds, for how could our college spirit be any other than the open minded attitude toward all who wish to come and prepare for teaching? The high school classes, which are admitted only because of the scarcity of standard high schools throughout the state know not how long it will be before they are entirely out of the college curriculum. It now seems a question of only a few years since standard high schools will soon be in reach of everybody. The normal students who have so far enjoyed the names of Junior and Senior, wonder how long they will be allowed to retain these names. When the time comes when there will be two classes, one a four year class and the other a two year class, which will of necessity be soon, which will be Senior? What will the new names of the others be? These are problems which seem trivial but that require a great deal of thought and consideration in order to solve them satisfactorily. Whatever pangs the old classes may feel by being chased into oblivion or having the dignified "Junior" and "Senior" snatched from them, they all heartily welcome the college classes into their midst.

After all, there is no barrier existing between the old classes and the new classes. This spirit of oneness was helped by the necessity of the college classes taking some subjects with the normal students. This made them feel more than ever that they had much in common and were all working toward the same big goal.

A. H. F.

Other Problems of Readjustment

On account of the fact that students are now allowed to elect subjects, another problem of this year was making out a workable schedule. Several temporary schedules had to be tried out before the eternal cry, "I have a conflict," ceased and was heard no more. The schedule became a permanent one in a surprisingly short time however, and everyone settled down to the grind of work in a more or less cheerful mood.

The changing of the school's name made problems which have been dealt with in a previous issue.

Even though this year has witnessed many changes for us, the adjustments are being made as rapidly as possible, the work never lagging a moment. Some phases of adjustment requiring a great deal of time and thought cannot be made at once. Consequently, there are some problems still in the thrashing process. We believe that by the next year the college will be fully adjusted to the new conditions.

A. H. F.

Yancey T. Ormond

In the death of Yancey T. Ormond, a member of the Board of Trustees from the beginning of the school, and chairman of the Executive Committee ever since the death of Governor Jarvis, the college has lost one of its strongest friends and supporters, one who knew the spirit of the school, followed every step in its history, understood all its problems, and one who has helped shape the policies from the beginning. Last fall he made a talk to the students on the anniversary of the opening of the school, and in that heart to heart talk he let them peep into the heart of the school as they could never have seen it from any other.

He was a member of the Senate when the question came before that body to be settled. He caught the vision of the school from Mr. Ragsdale, had faith in it from then, and worked untiringly for it, first helping to get the bill through the legislature and later as member of the Board of Trustees, never once letting the work go. He had never missed a meeting of the board or of the executive committee until this year. He was on every building committee. He said that he had helped engineer all the material plans for the school, and had been willing to trust the carrying out of the plans to the president.

In the issue of the *QUARTERLY* for the fall of 1919 which reviewed the first ten years of the school Mr. Ormond gave a survey of the school as seen from the point of view of one who had been on the Board of Trustees during the whole history of the school.

In that article he says that all institutions are the projections of men, of personalities, and tells of the work of Mr. Ragsdale and Governor Jarvis and speaks with appreciation of the work that is being done by the president of the school in carrying out the dreams and visions of these two men. Those who know the inside history of the school add the name of Ormond to these.

SUGGESTIONS

"Little Greenville"

The project worked out by the Senior Class of this year in the Primary Methods course was the building of a miniature town.

This project was selected because it is one that rightly used can be of great value to the primary children. It may furnish them much interesting and purposeful classwork and seatwork. It appeals to certain instincts and creates in children a greater interest in all the school work which is required of them.

This miniature town was made up of seven buildings, a drug store, meat market, furniture store, grocery store, ladies ready-to-wear store, men's clothing store, and a United States postoffice. The names of the stores were in large letters across the fronts of each building. The names used were taken from the stores in Greenville, and for this reason the town was called "Little Greenville."

The first steps that were taken in the preparation for building "Little Greenville" were the division of the class into groups, and the assignment of the work that was to be done by each.

Each group of girls was responsible for the building and furnishing of one store.

The stores and furnishings of course were made on a very small scale, but as accurate and as nearly like the real store as possible. The stores were about 3' x 4', just the size for children to work on and be interested in. Although to them, making the stores would seem play it has a more serious purpose.

The material to be used in handwork of this type should not be expensive. Free and waste material may be used, one of the main values of this work being the opportunity it offers for initiative in using material at hand. At the beginning of the work the class was instructed not to spend any money, if possible.

With the above instructions everybody went to work and gathered inexpensive and free material, out of which the stores were constructed.

The only expense was the paint that was used in painting the buildings, and this did not amount to very much.

After the material was gathered together each girl took great delight in building and furnishing the stores. Each person was held

responsible for some article to put in the store which she was working on.

With the hearty cooperation of each girl, every group soon had its little store completed. Then they were brought together and arranged around a town square to represent the main business section of Greenville.

"Little Greenville" was kept at the college for a short time, so that all the students might visit it, then it was taken to the Model School and presented to the children of the primary grades for their own use.

There are many values to the primary grades which are derived from this type of project. First of all it is in the children's world. That is, it is something which they are interested in, and is not beyond their knowledge and ability. The planning of such a project, necessitates close observation of the real stores in the community, and many worth-while language, geography, and arithmetic lessons may grow out of this.

While the stores are being erected there is opportunity for much class work and purposeful seatwork that the children would be interested in. The work may be correlated with practically all the subjects of the primary grades. For instance, the children at their drawing period would take great delight in making articles to put into the store. Number work may grow out of measuring boards to be used for building the store, and making furniture, such as chairs, tables, shelves and counters.

Through a study of the stores in the community the children learn that they are dependent upon other people for the supply of their daily needs and comforts. They are awakened to the fact that they themselves are under obligations to others. They become interested in the sources of products that are for sale in stores. This later leads to interest in a more serious study of articles to make them usable by manufacturing and other means. The children learn that all products cannot grow everywhere, and will begin to notice the climate; this leads further into the study of Geography.

If this type of work is rightly directed by the teacher it will prove to be of great value to the children, and will enable them to better understand the more difficult problems of school work that they encounter later on.

NEOLA SPIVEY, '22

After the Seniors had completed the stores and arranged them as if around a town square, the third grade children visited "Little Green-

ville." They were very much pleased at the thought of seeing "Little Greenville," and when they learned it was going to be turned over to the Model School, and that the third grade would be the first to use it they could not talk of anything the rest of the day but "Little Greenville."

They began planning how they could add to the merchandise of "Little Greenville." Some of the children said they would bring sample cakes of soap, tubes of tooth paste and cigarettes to be put in the drug store. Others thought of bringing doll dresses, hats and coats to be put in the ladies ready-to-wear store. Still others were interested in contributing doll beds, chairs and rugs to the furniture store. One little boy went so far as to suggest that they build a courthouse in which they might try the children who broke the laws they had drawn up as their constitution. In order to do this, first they must have officers, so through their fathers the children were able to find out who the town officers are and what their duties are. After learning this the children elected the officers for "Little Greenville." While the children were thinking of this the teacher thought of a plan which is reported below.

At recess on the day of their visit to see "Little Greenville" in the college the children with the aid of the teacher selected a suitable place on the Model School grounds for the location of "Little Greenville." As they had studied about George Washington as a surveyor and learned something about surveying, they organized themselves into a club of surveyors. One was lines man, another stayed in the back and told whether or not the rope was at the right place for the stake to be driven, another measured the rope with a yard measure, and still another had a notebook in which the length and width of each street was kept. They always took pains to label each street as it is in Greenville. In order that the children might be able to lay off these streets as they are in Greenville, they had to know in what direction they run from Five Points. Before they were allowed to lay off a street the teacher would ask, "In what direction is this street from Five Points or in what direction must we measure off the street to have it as it is in Greenville?" By this the teacher was bringing in incidentally a review on directions which they had learned in connection with some geography work earlier in the year.

During the arithmetic periods these measurements were used by the children making problems, such as the following: If Evans Street of "Little Greenville" is 8 feet long and $3\frac{1}{2}$ feet wide, how many

more feet long is it than it is wide? Fifth Street is 7 feet long; how many inches long is it? How wide is Fifth Street if it is twice as long as it is wide?

After laying off all the streets and arranging the stores so as to represent the real town of Greenville, the children during the language periods discussed and wrote danger signals for the different street crossings to be used during the day of the sale they were planning. Other children composed yells which were used later to attract the attention of the people and probably aid them in selling their articles. Some of the children made posters advertising the sale, and these were carried to each room of the Model School and Evans Street School, then placed in the show windows in Greenville. One little boy wrote the following advertisement:

LITTLE GREENVILLE

Stop! Look! Listen! A good time for everybody.
Come to our little sale Monday after school at three o'clock. We will have candy, lemonade and sandwiches. Don't forget your money.

After the sale the children made the following problems on what they sold: One freezer of cream sold for \$3.40, each cone cost 5c, how many cones of cream were sold? The Greenville drug store sold 110 glasses of lemonade at 5c a glass, how much did we receive for lemonade? How many post cards were sold for 30c if they were sold at 3 for 5c?

During their language period the children wrote letters to the children of another school telling about their "Little Greenville" and the sale they had.

EVA COOKE, '22

After "Little Greenville" was placed on the Model School grounds the third grade planned for a sale one afternoon to make some money to buy books for their own library. The sale was from two to four o'clock and they invited all their parents, the other grades and the college girls. The afternoon of the sale five girls went down at one-thirty o'clock and prepared the lemonade. The mothers sent different things to be sold, such as candy, cakes, doughnuts, ice cream, apples and sandwiches. The children also had brought sample cakes of soap, doll dresses, doll caps and handkerchiefs. As soon as the third grade was dismissed, each child took his place at one of the

stores, ready for work. They sold their wares from the top of the different stores, as being a miniature town, the stores were too small for the children to get inside.

There were three children and one college girl at each store. One child did the talking to the customers, one wrapped the articles, and one changed the money. One child kept account of everything that was sold. As one of the main objects of the sale was for the children to get practice in changing money most of the customers gave the clerk a coin that made it necessary for the latter to make change.

The streets of "Little Greenville" were crowded with mothers, teachers and children. They went from one store to another buying post cards, doll clothes or something good to eat. They visited the furniture store, ladies ready-to-wear store and Batchelor Brothers' clothing store. One of the boys acted as policeman at Five Points to direct the people. The children of the other grades were very much interested in seeing what each store contained, and they were continually going from one store to another.

The children were very enthusiastic over the sale. Each was yelling for his store as each store was trying to sell out first. The children gave such yells as "This way to get ice cream," or "This way to get fresh ice cold lemonade," or "Come to the busy store and get what you want." The visitors were very much interested and everybody bought as fast as they could be waited on. Everything was soon sold; the sale brought in \$20.75.

JODIE O'BRIANT, '22

A Study of Grammar as Sentence Development

This spring when we Seniors started the study of grammar for the purpose of teaching it we found that we had many troubles which needed straightening out due to the fact that we had studied grammar in the old formal way of memorizing rules. Since a clear knowledge of the fundamentals of grammar is necessary before one can teach it, we decided to correct these erroneous notions and to make a study of grammar as the study of the sentence by testing the sentences and the various parts of the sentences that we found, and later composing sentences containing these parts. We soon grasped the idea that the parts of speech are real words doing specific work in the sentence.

We made an outline of the essentials of grammar, so that we could always keep the sentence in mind. We tried to make our study



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"LITTLE GREENVILLE"

practical and planned for a development of the sentence that would grow as the understanding of a child would grow.

We hunted among the advertisements in such magazines as *The Saturday Evening Post*, *Ladies Home Journal*, and *Woman's Home Companion*, for good sentences in bold type so they could be seen by the class. These sentences were used to illustrate the various constructions found in the sentence. Sometimes we found a fragment of a sentence and completed it. Often the sentence was accompanied by a picture that we could use, thus showing the same thought expressed pictorially and in a sentence. We used the best of these sentences to make sentence posters and sentence books. No matter how well we had known these constructions before, we found ourselves at sea when we tried to recognize them in the magazines. Soon, however, we found our troubles disappearing. One day a list of the uses was written on the board. The list was discussed and it was found that only two constructions really gave any trouble, and these soon cleared by a study of the sentences in bold type.

In developing the sentence we began with the two word sentence, the simplest form possible containing a subject and predicate. We then built it up word by word making it more and more complicated. We reviewed the noun and later worked out what substitutes could be used in its place.

In the study of the verb as simple predicate we found that we must know its five asserting powers, that is, tense, number, person, voice, and mood. In most of the books on grammar this study of the verb does not come until long after the other parts of speech have been studied but the need for it is felt from the beginning and when these are thoroughly mastered there is little danger that the subject and verb will not agree.

We then stopped the study of the noun and verb long enough to study the modifiers. We learned the duties of the adjective and the adverb. We found how adjectives are sometimes used in the place of nouns.

After this we took up a study of the three word sentences. This called for a study of the complement, first using the transitive verb and the object complement. It is easier for one to get the positive form before the negative. We found many illustrations of these which made them perfectly clear to us.

Then came the study of the intransitive or not-transitive. When studying the subjective complement we tried to find as many forms of verbs used as possible getting far away from the verb *to be*.

Soon we found that many times the verb was of such a nature that the object complement did not complete the thought and that something else was needed that was connected with the object. This need was supplied by the objective complement.

Next we studied the indirect object, seeing again that the nature of the verb required this.

The retained object was easily understood by a mere shifting of the verb to passive voice, the indirect object being used as subject, and seeing that the retained object was the object left behind.

We then proceeded to study other uses of the noun. The object of preposition, possessive, appositive, adjectival use, and adverbial uses were easy. The independent uses, nominative of address and exclamatory, caused no trouble whatever. This left only two uses, the subject of the infinitive and the nominative absolute, to be cleared. We have to leave these two constructions until a later time, after an understanding of the verb forms connected with them.

Next we took up a study of the infinitive, gerund, and participle. The difference between these was quickly mastered.

After this we studied the uses of the phrases. We then passed to clauses working in the sentence as one word.

How can any one teach language work involving usage without an understanding of the sentence sense of composition? We feel that this is impossible. We feel that the purpose of this course, to get a practical clear knowledge of grammar, has been fulfilled. We will furthermore be better able to teach language to the children now because we have a clearer understanding of language. This course has cleared up many language difficulties that have been hanging over us for years. In addition to the subject matter we have learned a great deal about language methods.

LOUISE MCCAIN, '22

A Lesson on Adverbs of Manner and Degree

In a lesson on the adverb as the word telling *how* was skilfully introduced to the seventh grade by the teacher. Just before language period the children did a little exercise, and the teacher used this as a source of material for teaching the adverb of manner and degree.

In the beginning of the lesson, the teacher did not say one word that caused the children to know they were to give adverbs of manner and degree. The teacher began by asking them *how* they did the

exercise. This caused ready and eager response from every child in the grade. They very eagerly told or gave words or phrases, giving a vivid description of the nature of the exercise they were describing. The period was thirty minutes long, and by the end of it the children had the principle of the thing, and not one time did they hesitate to tell what they knew. The blackboards were covered with fitting adverbs and adverbial phrases as telling *how*, all the while describing the exercise that had just preceded. After the boards were covered with words and phrases, which were excellent examples of adverbs and were the children's own words, the teacher gave the name to this kind of words and phrases, all the while showing the difference between adverbs of manner and of degree. Until this time nothing had been said to let the children know that they were to give adverbs of manner or degree. When they had given these examples they could very readily and easily see that these adverbs were those of manner and degree.

This informal way of teaching grammar, as taught in the seventh grade on adverbs, can be used in all the grades, by using practical daily happenings as the means of contact. Grammar is a live subject and life and pep must be put into it. It has been abused by being taught in the stiff, old-fashioned formal way, giving names to things before the children realize what they are naming. Not only can adverbs, in the seventh grade, be taught in this interesting and beneficial way, but the whole of grammar can be taught in the same way. You often hear children say they do not like grammar. Why don't they like it? As a usual thing those pupils who do not like it are being or have been taught it in the formal, dry, "rule" method. If grammar can be made live and vivid the study of our mother tongue will be greatly benefited and appreciated.

LORENE EARLY, '22

Teaching the Story of Gorgas

The story of William Crawford Gorgas was the most interesting part of my work in the fourth grade at the Model School. This story was given just at this time because an American-wide campaign is being organized for the purpose of establishing a memorial to Gorgas.

I told the children the story of Gorgas that they might understand why this campaign was on and why Gorgas was such a great man. One week was given to this topic and it took the place of the geography lessons.

I secured my material for this story from the Review of Reviews for February, 1922, and gave it to the children in story form, correlating it with sanitation, health, history, biography, and geography, for I could not tell the story without using all of these subjects.

The story was introduced by asking the children to name all the great men that they could think of that they had studied about. They named over many names of great men, such as Washington, Lee, Columbus, and told me why they thought these men were great men. They said in order for anyone to be great he must be of real service to the world or to the country in which he lives. We talked about the different things that people did to make their lives great: the work of the soldier, the president, the doctor. If a doctor or a nurse should come into our homes and administer to one of our loved ones who we thought was going to die and help him to get well again, most assuredly we would think of him as being a great man.

The children were very much interested in this discussion and each one had to tell of some doctor whom he had known that, in his mind, was indeed a great doctor who had cured a friend or someone who they thought could not possibly live.

I told them I knew of a great man,—a doctor, whose name they had not mentioned—that I thought was even greater perhaps than those whose names they had mentioned and that he not only cured one man but many men and that he did more to keep people from getting sick than anybody in the whole United States. They were eager to know who this man was and begged me to tell them the story of this man's life.

I shall give here the main facts we used in developing the story.

William Crawford Gorgas was born on October 3, 1854, in Mobile, Alabama. He spent part of his boyhood days at the Confederate capital and afterwards studied at the University of the South at Sewanee, Tennessee. After spending a year at Bellevue Hospital Medical College he was appointed assistant surgeon in the United States Army with the rank of first lieutenant.

The Southern States suffered greatly because they had so many epidemics of yellow fever. At one time in 1878 more than 13,000 people died of this disease in the Mississippi Valley alone, and caused the loss of more than \$100,000,000.

Texas was the first place to which Gorgas went to see what he could do to help them get rid of this disease. But it was in Havana in 1898 that he again had to work hard to save the people from this

disease because there was so much more of it here than he had ever known before. He set to work and in eight months' time had succeeded in stamping out yellow fever in Havana.

In 1904 the United States purchased the Canal Zone in Panama from the French in order that they might build a canal through the little strip of land which connected North and South America. If this canal could be built it would afford a shorter route to the countries west of the United States and would save the people from having to make such a long journey all the way around South America as they had always had to do before this time.

While this canal zone was in the possession of the French they had made an attempt to build this canal, but had to give it up because so many of their laborers died of yellow fever. They lost each year about one-third of their white force from yellow fever. The year that the Panama railway was being constructed it was commonly said that the laying of every cross-tie cost a human life. The people didn't know how to prevent this disease, so they had to give it all up and later sold this zone to the United States.

It was but natural that the United States Government recognizing the great work that Gorgas had done in Havana and other places, should place him in charge of the sanitation of the Canal Zone.

Having had much experience with yellow fever Gorgas knew exactly what to do. He knew that there was a certain kind of mosquito that caused this fever and that their problem was to rid the country of this pest and there would be no more fever for the people.

Gorgas divided up the Zone into districts and placed a sanitary inspector in charge of each district. Panama was a filthy, dirty place. The people didn't know what it was to be clean or to keep their homes and business places clean. They didn't want to clean things up, but the sanitary inspectors made them clean things up. The streets were paved,—which were once full of mud holes. The breeding places of the mosquitoes, such as old wells and mud holes were filled up or had some kind of oil put into them which would kill the mosquitoes. Houses were screened and a system of pure, clean water was provided in order that all might have pure, clean water to drink. In a year's time there were no cases of yellow fever in Panama and the work of the canal building went on without any further trouble and was finally completed. The work of Gorgas in Panama saved many thousand lives and many thousands of dollars for the United States. Not only did it save money in the building of the canal but by shortening the route it saved time and money.

During the world war Gorgas had direct charge over the health conditions of the United States Army. He retired from the army in 1918.

Gorgas' greatness was known all over the world. He loved the people of the United States and was always ready to help when he could.

Gorgas died in 1920 while still at work. Many honors were bestowed upon him while he was living and a memorial is being established in his honor now.

The children were interested in the story to the very last. Their interest was proved by the questions they asked and their eagerness to hear all of the story. During the time in which this topic was being taught I was a victim of the "flu." All the children of the fourth grade wrote letters to me while I was sick begging me to hurry and finish that interesting story I had started to tell them.

KATIE V. YATES, '22.

Patriotism Through a Poem

One of the most interesting language lessons I saw taught in the sixth grade was a poem on "The Flag Goes By" by Henry Holcomb Bennett.

This poem was introduced by the teacher's asking the following questions on the flag: How many red stripes are in the flag? How many white ones? How many stars? Then the teacher took a United States flag to see if the questions were answered correctly.

The poem was read by the teacher to the children in such a way that the children could almost see the flag pass by.

After this they took up each stanza separately and got a clear picture of each stanza. They also looked up in the dictionary or examined for the meaning of the following words and expressions in the stanzas—*a blare of bugles, a ruffle of drums, a flash of color, steel tipped, ordered lines, renewed awe, toward, loyal hearts.*

Each child gave a picture that he got from the poem, and each picture was different.

At the end of the lesson the children declared they felt as if they would feel different when the flag passed by them hereafter.

The children were so much interested they wanted to know something about the author of the poem, so the teacher read a short sketch of the life of Henry Holcomb Bennett.

LOUISE BUFFALOE, '22.

Using an Extract from Hiawatha

Besides Hiawatha's being a very beautiful and interesting legend, it is full of material which the children in the fifth grade have had in their earlier school years, and they are ready to understand and interpret it.

Before the reading of the story was begun I gave them the story preceding the birth of Hiawatha. This included the strife between the many tribes, Gitché Manito's promise to them, the fall of the beautiful maiden to earth, the courtship of the wind, and the birth of Hiawatha, all of which the children needed in order to get the meaning of the story in its true significance.

Now that they knew the previous history of the hero, it was necessary that they know something of the Indians—their customs, character, traits and dress, so that there would be a broader sympathy and understanding of them. While reading the story, as there was much that they already knew, I found out by questioning how much of this they needed and on what things to brush them up.

I presented this in as pleasing a way as I could; the children's interest was thoroughly awakened and with great enthusiasm they began the hero story.

There is only a cutting of the story in the 5th Reader, but now after the introduction, they are brought up to where the story begins. The parts that they studied were: "Hiawatha's Childhood," "Hiawatha's Friends," "Hiawatha's Sailing," "Hiawatha's Wooing," and "The White Man's Foot." Whenever I saw that they needed more than was in the book, I supplemented by telling it to them or by some pictures.

At the beginning of the study of the story I had the children to make booklets on class. The school furnished the green paper 9 x 12 for the cover and the white paper for the sheets. I made one along with them, showing them how to make them. On the front of these booklets they put some design illustrating something about Indian life and wrote above that "Hiawatha" or "Life of Hiawatha" or any other suitable title which they chose. Each day, as their assignment, they had to draw and cut out a picture illustrating something we had already had about Hiawatha. These booklets were made up very attractively and much originality was displayed. After they were completed they were taken up and graded, then given back to the children.

The children had no assignment made in the reading; on class I gave them certain things to look for to be found by silent reading; such instructions as, "read until you find out why Nokomis did not want Hiawatha to wed Minnehaha" or "read until you find out how Hiawatha was received at the arrow maker's tent." After they had read that, the thought getting was tested by questions, which were similar to the instructions given. Then for the interpretation of it, it was read aloud by different pupils.

There are many difficult words in this story as the names of the animals, birds, and friends, so to overcome this, there was a word drill before each lesson. They were put on the board, with diacritical marks. This was a great help, for as the children came to these words they looked at the board and got them for themselves.

After each lesson a summary was given by one or more pupils of all the previous story.

Now that the entire story had been read and understood by them all, a further interpretation was given to it by a dramatization. First, there were dramatizations of the separate sections, as they were finished, and when the entire story was finished, there was one big dramatization, in which each child was assigned a part to study, and to know just when to come in. So without a stop there was a thorough and interesting dramatization. The children all enjoyed this and they seemed to put much life into it, so that it proved a great success.

ALICE FULFORD, '22.

Making an Outline for Composition

The making of an outline for original composition was taught in the sixth grade in a very interesting manner. The teacher gave the subject, "Mr. Mosquito writes a letter to Miss Honey Bee," and teacher and class did a piece of cooperative composition work. Each child, in his imagination, put himself in the place of Mr. Mosquito. The teacher guided them by questions that led all to think along the same line. The children worked together to make the outline. When a pupil gave a topic for the outline, the other pupils passed judgment on it, sometimes accepting it, sometimes rejecting it. Of the number suggested, they took the one they liked best, but they were careful to see that it fitted in with what had gone before. The children discussed the wording of the topics. In so far as possible, the teacher accepted the topics as given by the children, after their revision. But sometimes she had to help the children change it by mak-

ing suggestions and showing them that their topics did not fit in with what had gone before. However, she always threw the responsibility on the children. Throughout the lesson, the interest in the outline was great. At a later period the children wrote letters from this outline. It required two composition periods to complete this. Following is the outline that the teacher kept in mind in order to guide the children:

- I. My home in a muddy pond.
 - A. How I amuse myself.
 - 1. I stab the lazy cows.
 - 2. I worry the boys who fish.
- II. My early home.
 - A. I was a wriggler in a water barrel.
- III. Where I first saw you.
 - A. You stopped to gather pollen.
 - B. I admired your bustling manner and merry song.
- IV. How I lost sight of you.
 - A. You flew away to the hive.
- V. My determination to find you.
 - A. I bought a pair of wings, a trumpet and a sword.
 - B. I traveled at night.
 - 1. There were enemies on the way.
 - 2. There were battles to fight.
 - a. I attacked man.
 - b. I gave warning by the noise of my trumpet.
 - c. I protected myself by the thrusts of my sword.
- VI. I went to visit your hive.
 - A. I gave you a serenade.
 - B. I want you to leave your hive.
 - 1. You should end your weary labor.
 - 2. You have saved enough for two.

The letter form was easier to work out than other composition forms, as it made one character do all the talking. This subject could be worked up into a very interesting conversational lesson between Mr. Mosquito and Miss Honey Bee. It could also be used as the basis for a little play. The letter method could be followed up by: "Miss Honey Bee writes a letter to Mr. Mosquito."

Two Hygiene Lessons

Hygiene was one of the most interesting subjects taught in the fifth grade. It was not only a study of the theoretical side but was also made practical. This study gave the children some very helpful suggestions as to how to keep healthy.

Among some of the good suggestions given was to tell the children and to illustrate how to care properly for the teeth. By this lesson the teacher found that the children had been caring for their teeth improperly. During the lesson the children discussed the importance of brushing their teeth. Some of the reasons the children gave were: To prevent germs from growing around the teeth; to prevent indigestion; to prevent the teeth from decaying. After the children found that it was very important to brush their teeth, they were shown by the teacher the correct way, which is to brush the teeth vertically instead of horizontally. Then the teacher and the children worked out together the reasons for brushing the teeth in this way. They are as follows: To keep from breaking the enamel; to keep from irritating the gums; it removes all particles from between the teeth.

Another very good and helpful lesson was a lesson on exercise. In this lesson the children first discussed the importance of taking exercise when they should take exercise and how and what kind they should take.

After a careful study of the body in preceding lessons, the children found that exercise aided digestion, the kidneys and the skin, deep breathing, the heart and its work.

Then a very interesting discussion arose as to where and when exercise should be taken. The teacher asked such questions as would cause the children to use their knowledge of the preceding lessons on the care of the body. For example: Why should we not take exercise just before or after meals? When is the best time to take exercise? Where should we take exercise? Why? After discussing these questions they decided that the best place for exercise was in the open air and the best time about two or three hours after or before meals and every day. Then the teacher illustrated to the children the different exercises for the different parts of the body. Then the teacher and the children took the exercises together. The exercises given were as follows: 1. arm exercise; 2. neck; 3. shoulder; 4. back; 5. leg.

A Hygiene Lesson in the First Grade

The importance of keeping clean was made the aim of a hygiene lesson in the first grade. The lesson was introduced by the children standing and singing "I washed my hands this morning" and while they sang this song they held their hands out and looked at them. All the children had washed their hands except one little boy and he was so ashamed he put his hands behind his back.

After the song the teacher asked them how they washed their hands; there were many ways given; some washed theirs in hot water, some in cold, some in hot and cold and others said their mothers washed their hands for them.

When the teacher asked what else they washed they quickly said "faces." The children when asked how, showed how, thus dramatizing it. One little girl said she washed her face all over and looked in the glass to see how to wash behind her ears.

When asked what they must brush every day they replied "teeth." The children then told how they brushed their teeth and the kinds of tooth paste used. Practically all of the children said they washed their teeth at least twice a day. During this lesson the teacher encouraged the children to talk but checked them when they started to bragging or exaggerating. One child said he washed his teeth four times a day and when she had him name these times it was only three.

She asked "We not only need to wash our face and hands, and teeth every day, but what else should we do?" "Take a bath all over," was at once suggested. They discussed when and how many times such baths were taken. One little child responded with the old custom "I take a bath every Saturday night."

The teacher suggested that they bring pictures of how to keep clean and that they would make a "How to keep clean poster."

NEILLE McDONALD, '22.

A Picture Study Lesson

My aims in teaching picture study lessons for language work in the third grade were: (1) to teach the children to understand and appreciate a good picture; (2) to get them to know the value of a good picture; (3) to furnish interesting material for both oral and written language lessons.

The first picture that we discussed was, "A School in Brittany." I began by asking a few questions about schools, such as: How many of you have ever visited a country school? A city school? In what ways do they differ? How are they alike? These questions prepared them for the picture we were to study.

After having a very enthusiastic discussion, each child was given a picture. I told them to notice it very carefully for a few minutes, and after this, I told them the story of the picture.

After I finished telling the story, I asked the following questions: Where are these children? Why do you think so? What are they doing? How do their clothes and shoes differ from ours? What is the teacher doing? How is she dressed? What do you think about the little girl that is leaning against the teacher? Why? Which one in the class is not listening? What are the children at their seats doing?

When we had finished discussing the picture, I put on the board several topics and let the children select the one they liked best, and write a story in their own words about it. These were the topics given: A visit to the school-room, Why I should like to go to this school, Why I like our own school best, What I see in this picture.

Another picture that I taught was "Shoeing the Horse." I followed the same method in teaching this picture that I did in teaching "A School in Brittany."

The questions that I asked at the beginning of the lesson to prepare them for the picture were: How many of you have ever been inside of a blacksmith shop? What are some of the things you saw? What have you seen the blacksmith do? These questions caused the children to connect what we were studying with what they see almost every day.

After having a very interesting discussion, I gave each child a picture and had them study it for a few minutes. After they finished studying it, I asked: What especially interests you in this picture? Did you ever see a bird in a cage in a blacksmith shop? Do you see a bird cage in the picture? Who do you think put it there? What do you think the smith thinks of birds? What is the blacksmith doing? Where does the blacksmith keep his tools? Why do you think the dog is in the shop? When we finished discussing the picture, I put on the board several topics and let them select one, and write a story about it. The topics were: What I see in this picture, What the blacksmith is doing, The bird in the cage.

The children were very much interested in these picture study lessons, and were eager to write stories about them; and, as a result, we had some very interesting and good stories written.

CARRIE MERCER, '22.

How I Taught Phonics in the First Grade

I usually began my lesson in phonics with some story so as to catch the children's interest at the very beginning. To illustrate, I once said, "This morning very early I met a family that you haven't seen before. It wants to visit you today so that you will know it hereafter whenever you meet it. Do you want me to tell you its name? Look at this card and listen while I call it very slowly. Now all of you look at the card and say this name *cl* with me. Think for a few minutes and see how many words you can tell me beginning with *cl*, because they would belong to this same family." The children gave the following words: *clip, close, cloud, club, click, cloth, claw, clap, cling, cluck, clock*. I then had a game with them using cards having on them the above words and a few others. "Now would you like to play a game that we haven't played before? We will play going to the circus and see who can catch the most animals. Ten children called the Reds may get in one row, and ten children called the Blues may get in another row. The circle in which I stand will be the animals' tent. We will play that each card I hold up is an animal. The two children in front have the first trial at calling its name, and the one getting it right first gets the animal and goes to the back of the line." The game continues until all the animals are caught. The one having the most wins the game. We then took all of the sounds and words given below and played the game through once more. *sk, sky, skip, skin, skate, skirt; gl, glad, glance, glass, glue, glove, glow; Sn, snow, snout, snap, sneeze, snatch, snake, snag; sm, small, smart, smear, smith, smell, smoke, smut*.

In this game, which gave drill on sounds which the class needed in order to grasp new words in reading, I used only those words which the children were in the habit of using. In silent reading or in word drills when I was helping the child to get the word, I covered with my hand the new part and let him sound the part he knew so that it would be easier for him to grasp the new words which he encountered in his reading.

ANNIE MARIE KITTRELL, '22.

Percentage in the Sixth Grade

The teaching of the three steps in percentage was one of the most interesting lessons I saw in the sixth grade. For the first five minutes of the lesson the children gave quick work in the four fundamental processes. This was in order to get the children to think quickly and accurately and to arouse the interest of the children so as to prepare them for the work that was to follow.

A study of each step in percentage had been taught separately before. This was a drill lesson on the steps together, to test the children's knowledge in percentage. The greatest emphasis was placed on the first and second steps, as these are the steps principally used today.

"Think of the different ways percentage is a help to you," was the question by which the teacher introduced the lesson. Several children responded readily. These are some of the things they suggested: Handling money in the banks; taking out insurance; one man transacting business for another man.

The teacher asked who could give a problem using the first step in percentage, then the other steps. As the children gave the oral problems and told how they were solved the teacher put some of them on the blackboard. In discussing the different steps and how to keep from getting them confused the teacher showed the children a simple way in which they could remember them and how they were solved. She said, "It is like going up a stairway one step at a time." This is the way the steps were put on the blackboard.

First Step	Second Step	Third Step
\$200	\$200	?
5%	?	5%
<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
?	\$10.00	\$10.00

Each step was explained thoroughly. The teacher asked definite questions about each step to see if the children understood them well. They were greatly interested in the work and soon had each step fixed definitely in their minds.

Several miscellaneous problems in percentage using these steps had been written on the blackboard before class. Two of these problems are: I. What is an agent's commission at $4\frac{1}{2}\%$ for selling 850 barrels of flour at \$7.25 a barrel? II. An agent's commission for selling 479 books at \$3.50 apiece was \$670.60. Find rate of his commission.

Different children passed very quickly and quietly to the blackboard, each one solving a different problem. While the children at the blackboard were solving their problems the children at their seats gave practical oral problems and told how to solve them. Several problems using the different steps were given. By this time the ones at the blackboard had finished and each one explained his problem.

This lesson tested the children's knowledge in percentage and it gave them a good foundation for the further study of percentage.

ALMA LOUISE WALKUP, '22.

Addition Combinations in the First Grade

In teaching the addition combinations in the first grade several different devices had to be used to keep the child interested from day to day.

In introducing a combination such as $3 + 2$ the first step I took was to let the child see three objects and two objects. This was done by having three children to come up and stand in a row before the class, then two more children. A child counted the number in each row then in both rows. When the teacher asked how many children there were in both rows, they answered, "There are five children in both rows."

The second step was to write $3 + 2$ on the board, and let the children give the correct answer.

To impress the combinations upon the child's mind I told them number stories like this, for example. "If Laura had three everyday dresses and her mother gave her two new ones, how many dresses would Laura have?"

After taking up a new combination each day I drilled on the old ones.

Among the devices I used were domino and flash cards. These cards were flashed before the children's eyes only once and the one giving the correct answer first was given the card. At the end of the lesson those who had not missed a combination were allowed to place a gold star by their names.

Another way I used these flash cards was to line the boys up in one line and the girls in another. I stood at the head of the line and held a card before the first two in the line. The one giving the correct answer first took the card and went to the end of the line, and so

on until all cards were given out. At the end of the game the cards were counted to see which side won.

For exercises at the board I sketched fish on the board and put the addition combinations on the fish. Each child went fishing to see how many fish he could catch.

Another exercise used on the board was to sketch a tree with apples on it and combinations in the apples. The children saw how many apples they could eat by giving the correct answer to the combination on the apples.

SALLIE JONES, '22.

Number Work in the Second Grade

The Joyner School had been in session only a few days, when I began teaching arithmetic in the second grade.

The first thing I took up in the work was number combinations, and these did not exceed the sum of twelve. I first handled the combinations objectively, using colored splints; each child was given twelve splints. Then we made little number stories using the simple numbers; each pupil presented his problem to the class to be solved. This was very interesting to the children, and at the same time it required thought. When one child would give a number story, for example, "I have 5 marbles and Jack has 4 marbles; how many do both have?" I would insist that they say *9 marbles* instead of just 9 for the answer. They liked to add birds. They would have so many birds on one limb and so many birds on another, and then tell the number of birds on both.

The children already knew the "take away sign" so, while they were getting number combinations objectively, I taught them to take one number from another, for example, $9-4=?$ or $4\times?=9$. They liked to use the birds in making their number stories for subtraction. One was, "There were 8 birds on a limb and 3 birds flew away; how many birds were left?"

Many devices were used to help the children with speed in giving number combinations. I made flash cards, some with numbers on them and others with dots. These cards with dots were like domino cards. The idea for having the flash drill was to get the child to see the combination on the card and then give the answers instantly. They liked the flash card drill. To keep up interest, I would let them keep score and see who could give the most correct answers. Often I would let the children stand in a circle, each having 4 cards

with a number combination on each card. The game would start by one child's showing his card to the one next to him and, on seeing the card, he gave the answer. Then this child showed his card and so on around the class. The pupil that did not give the correct answer would have to take his seat, and be out of the game.

There were many drills given at the blackboard. A circle drawn on the board and numbers from 1 to 8 put on the outside and the number 4 put in the center. One child at the time would go around the circle with a pointer, giving the sum as he pointed to the numbers. The ladder was used in a similar manner. About eight examples were put in a column. The children would see who could go up or come down without falling off. The spider-web drill was introduced by asking some child to give the rhyme, "Little Miss Muffet." The web was drawn and numbers put in the web with one number in the center, which was called the spider. Here the children were caught by the spider if they did not give correct answers, and the name of the child was written in the web when he was caught.

I had the children to do written work at the blackboard and at their seats, mostly at their seats, and these papers were taken up and corrected. I helped with their examples those who were backward, showing them how to get the right answers. The best papers were shown to the class and the children asked to give their opinion of them. I worked for neatness and accuracy.

Beside teaching the lesson, I had to plan seat work that would keep the children busy for ten minutes after their recitation. This was quite a problem and it came to me that I might work out a number game for the children to play at their seats. This game was something like parchesi. The children threw dice and I would not let them move their men unless they could tell the number of dots on the dice without counting them. They enjoyed the game and soon all the children could tell at a glance the number combination on dice.

ELOISE STEPHENSON, '22.

Dramatization of Sleeping Beauty

The public school music for one period was taken up in the second grade for the dramatization of the story of Sleeping Beauty, using the story as told in rhyme, for which we made a tune.

The children had had the story so they knew the characters needed. We then selected the children for these characters, which are as

follows: Little Princess; two courtiers; King, two courtiers; Queen; two courtiers; wicked fairy; tall children for forest.

We then arranged the forest in a semi-circle standing close together, hands by sides. Then we put the king, queen and their attendants in front of the forest, and between the king and queen the princess and her attendants stood. The children that were not in the dramatization formed a chorus. This chorus sang as the characters acted the part.

“The Princess was so beautiful”

“The Princess was so beautiful”

“The Princess was so beautiful”

(Chorus sang and the fairy skipped in as this was sung):

“There came a wicked fairy there.”

“There came a wicked fairy there.”

and she said

“Oh! Princess sleep a hundred years,

“Oh! Princess sleep a hundred years,
and all of you.”

All go to sleep, forest grows up as fairy moves wand.

(Chorus sang)

“A great hedge grew up giant high

“A great hedge grew up giant high
to guard them all.”

As chorus sings the following, princes come in through the forest.

“There came a prince unto that place,

“There came a prince unto that place,
and he said

‘Oh! Little Princess lonely maid,

‘Oh! Little Princess lonely maid,

Arise! Awake’.” (all wake up.)

(Chorus sang)

“The little princess then awoke

“The little princess then awoke
to be his queen.”

The children formed a circle hand in hand and sang.

“They had a splendid marriage feast.”

“They had a splendid marriage feast.”

“They had a splendid marriage feast.”

Then they fell in double file, the prince and princess first, the king and queen, and others followed.

(Children sang)

“The people all made merry then.”

“The people all made merry then.”

“The people all made merry then.”

After I had helped the children with this dramatization, I was thoroughly convinced that the best way to get the most and best work from any group of children was by activity on the part of the child.

JANIE E. STATON, '22.

Model School News

The Parent-Teachers Association gave an Easter egg hunt at the Model School on Monday afternoon, April 17, at 4 o'clock. This egg hunt was given for the benefit of the Model School Library. A prize was given to the child that found the most eggs. This prize was won by Elizabeth Harrington. The hunt was open to all that wished to come. Refreshments were sold also to get money for the library.

On Friday afternoon before Easter, Miss Sharpe, teacher of the 1st grade gave the children in her grade a surprise party. The children in this grade do not come back to school after lunch but on this afternoon they were asked to return. They came and played several games that always delight children. Afterwards ice cream and cake were served. The children left saying “We surely did enjoy the ice cream and cake.”

On the afternoon of February 22, the children of the 6th grade gave a party for their teacher, Miss McClelland, and their student teachers from the college. During the afternoon many games were played which were enjoyed by all who were there. Fruit, ice cream, and candy were served during the afternoon. All left after the party declaring that they had spent an enjoyable time.

The children in the 4th grade are writing papers for the contest between the schools of Greenville. The people of Greenville are going to give a prize for the three best papers. The subject of the paper is, "Why Greenville should have cleaner yards, cleaner streets, and cleaner vacant lots." "Clean Up Week" is to be observed in Greenville at an early date, and this contest is put on in the schools that it may arouse the interest of the children in this work.

The Parent-Teachers Association gave the children of the school a real treat when they brought to them the story of "The Lost Colony." The picture was shown in the auditorium of the High School building. This picture is gotten up by the Board of Education in Raleigh, and is being shown in many schools in North Carolina.

In the 2nd grade both sections are studying the story of Robinson Crusoe. They are fixing up an interesting sandtable. The forts are made of sticks that are brought in by the children. They have moss hanging from the trees and this makes the sandtable look very much like the pictures of Robinson Crusoe's fort and its surroundings.

SARAH MCDUFFIE, '22.

REVIEWS

A number of interesting pamphlets from the Lincoln School of Columbia University Teachers College, give ideas of the many interesting things that are done in this remarkable school. Special interest in this school was aroused at East Carolina Teachers College by the visit of Mr. Raleigh Schorling, and the series of lectures on mathematics he gave at the North Carolina Conference of Mathematics Teachers.

The Lincoln School has been in existence five years. This school is not a medium for the demonstration of one man's views and education, but the ideas of many men are being tested, and if they do not show good results they are abandoned. The school is an experimental school, operating as an educational laboratory in which some discoveries may be made for the advancement of the art of teaching.

The pamphlets on *The Four-Year-Old Educational Experiment*, and, *Education as Viewed by the Lincoln School*, give many interesting facts about the way the school is operated.

A Program of Investigation and Cooperative Experimentation in the Mathematics of the Seventh, Eighth, and Ninth School Years, and *Illustrated Mathematical Talks by Pupils of the Lincoln School*, give some of the results of mathematical experiments and the program that has been worked out giving the requirements of mathematics, and the purposes of mathematics as given by Mr. Schorling and Mr. John R. Clark. The last named pamphlet gives ideas of how much the children are interested in mathematics, and some of the things they study in mathematics.

Contribution of Biological Science to Universal Secondary Education, contains an address given at the general meeting of the Illinois High School Conference, in November, 1920, by one of the teachers in the Lincoln School.

The Relation of Geography to the Social Studies in the Curriculum gives the position of geography in the schools, demands upon geography as a school subject, its content in the light of these demands, its aspect as a social study, and illustrations of curriculum possibilities of geography.

Some Studies of Children's Interests in Science Materials, gives an experiment made for the purpose of finding out, first, the children's interests in animals; second, the three phases of science work, plants, animals and physical phenomena.

Interesting facts about selecting a high school library are given in, *Past and Present Practice in High School Library Books, Selections from the Viewpoint of a Science Teacher.*

Some Records Regarding Absences and their Causes in the Lincoln School of Teachers College, is very interesting because in reading this pamphlet, one finds that, as a rule, absences are caused by diseases. This seems to be the rule all over the United States.

In April, 1921 a bazaar was held at the Lincoln School. This was worked out by the children in the school. The plans, methods, and educational aspects of the work may be found in the pamphlets on *The European Relief Fund Bazaar.*

Candle Making was a very interesting industrial arts problem worked out in the elementary school. This work was closely correlated with other studies in the curriculum.

During the Armament Conference and at Christmas time, the children of the Lincoln School worked out a tableau play, "The Meaning of Peace," given in the pamphlet, *Peace on Earth Good-Will Toward Men.*

The student Council is a very strong organization in the Lincoln School. There is an organization for the high school, and one for the elementary school. There are committees on the Luncheon, the Bulletin Board, the Fire Drills, the Lost and Found, Insignia, Discipline, Publicity, and the Library. These have full charge of matters in the province of the council. The Student Council offers an opportunity for pupils to exercise self-direction, to assume real responsibilities for the school's welfare; to participate in student activities, in the choice of leaders and the like. The complete organization of the Student Councils is given in the pamphlet on *Student Councils.*

These pamphlets give a fine idea of what the Lincoln School is doing.

IRENE PARKER, '22.

A new magazine, *The Journal of Rural Education*, published by the Rural Department of the National Education Association, is recommended to all interested in rural education. During its first year it has made a permanent place for itself. The March issue is perhaps a typical number.

A glance down the table of contents will give an idea of the variety of subjects treated. These are: "Wheat, A Geography Plan for Sixth Grade," "What the Teacher Should Expect from the Super-

visor," "The Relation of the Village to Rural School Administration and County Unit," "How One Superintendent of Rural Schools Used Standard Tests," "A Psychological Problem of Importance in Rural Education," "Using Community Resources in the Teaching of High School Agriculture," "A County Wide Spelling Contest," and "A Report of the West Virginia Teacher-Training Conference."

This magazine gives a great many interesting things in its editorial page and has interesting news and notes of rural education throughout the nation.

Perhaps one of the most important subjects treated in the March issue is, "What the Teacher Should Expect from the Supervisor." In order for the teacher to know what to expect from the supervisor, she must inquire into the purposes of supervision. Supervision is primarily a teacher-training agency and secondarily a means of improving immediate teaching results with the pupils.

The teacher may expect from the supervisor better teaching equipment, better teachers, better teaching, better results with children, harder, but more interesting work, greater satisfaction in what is accomplished, more professional advancement, and a broader life.

In the news, notes, and editorials, there is a report of a new kind of examination. This is a recently devised form of examination which meets the needs of conserving the teacher's time and testing the pupil's mastery of essential facts. In this report there are two tests, both on the geography of South America, which illustrate two of these new examination types. The two tests follow. They are given to classes which have just finished the study of South America to find out how thoroughly they have mastered the facts.

The *Journal of Rural Education* is a magazine that is invaluable to rural teachers.

IRENE WOODLIEF, '22.

"*What is a Consolidated Rural School?*" is the title of a rural school circular, by Edith A. Lathrop, issued by the Bureau of Education.

The report gives a reply to this question and definitions from various states and suggestions about them. In comparing the definitions of a "consolidated school" in the various states, it is difficult to formulate a definition of a consolidated school. The author defines consolidation in the outset: "By consolidation I mean a union of two or more districts offering high school advantages and furnishing transportation."

In no instance in comparing the popular meaning of a consolidated school does a state include in its definition all the features of the popular notion—namely, union of districts, or schools, high school instruction, and transportation.

The meaning of a consolidated school is difficult to define, as there are many ideas as to what a consolidated school is. "A union of two or more districts" is not always consolidated as the term is generally used. For instance, there are in some states legal provisions for the union of districts where there is no intention of maintaining other than a one-teacher school. Oftentimes a district is abolished and its territory annexed to adjoining territory, because of its low average daily attendance.

The consolidated school does not always offer high school advantages. It provides for elementary courses only. It should be said that the general tendency of consolidation laws is to provide high school facilities.

Transportation is not always a feature of a consolidated school. The laws of twelve states, however, make transportation mandatory in connection with consolidation. There are five states which make no special legal provision for transportation. But it should be said that custom has come to recognize transportation as a necessary feature of consolidation.

Just as the definition of consolidation used in the request for information does not conform to consolidation as it is found in actual practice, just so it does not conform to the definitions of consolidation as it has been defined in the statutes of six states. These six states and their legal definitions are as follows:

Consolidation in *Colorado* means the abolishment of certain adjoining districts and their organization into one special school district, and the conveyance of pupils to one consolidated school.

The statutes of *Missouri* define all districts outside of incorporated cities, towns and villages which are governed by six directors as consolidated school districts.

Pennsylvania has three definitions relating to consolidated schools. They are given below:

1. "Consolidation of schools" is the act of uniting two or more public elementary schools which prior to such union were maintained in separate buildings, and which after such union are housed in one school plant and taught by two or more teachers.

2. A "consolidated school" is a public elementary school formed by uniting two or more public elementary schools which prior to such

union were maintained in separate buildings, and which after said union is housed in one school plant and taught by two or more teachers.

3. A "joint consolidated school" is a consolidated school maintained by the joint action of one or more school districts.

In *North Dakota* a consolidated school must have 18 contiguous sections and employ at least two teachers.

In *Washington* any school district which has been formed by the consolidation of two or more school districts is designated as a consolidated school district.

The union of two or more small schools into a central graded school is known as a "consolidated school" in *West Virginia*.

CRETHIE ALLEN, '22.

A bulletin, *The Visiting Teacher*, issued by the Bureau of Education explains what is meant by the term, and what is expected of the visiting teacher in different parts of the country.

All realize there should be a closer relation between home and school and a more active knowledge of home conditions than teachers have had in the past. Some states and cities are attempting to meet the need by providing for visiting teachers whose duty is to give their time to visiting the homes, assisting the parents, interpreting to them the requirements of the schools, and giving special attention to children who must work and live under abnormal conditions. This plan is in its experimental stage, but it has been tried far enough to see that it is of value in many places. It has been tried in Los Angeles, Oakland, San Francisco, New York City, Boston and Minneapolis. The teachers in these places have given full or part time, depending usually upon an official connection with the public-school system or with a private organization. Besides the visiting teachers, 45 academic teachers in the Boston continuation schools give half as much time to home visiting as to teaching.

In California the board of education is definitely committed to a stimulation of thorough Americanization programs in all schools. This means there must be more home teachers employed. In North Carolina the "perambulant teacher" works among the illiterate whites in rural communities. The fact that the "visiting teachers" have been found necessary is evidence of the growing realization that public education should not be confined to the school room, but should be applied whenever it will be most effective in remedying evils or in promoting health, happiness, and efficiency.

The visiting teacher makes adjustment of conditions in the lives of individual children so that they may make more normal or more profitable school progress. The teacher first goes to school, then to the home, and lastly ties up the loose threads between the school and home.

In this bulletin are given reports on some of the work of these teachers. One overworked boy slept frequently in class. The visiting teacher found him working from 3 to 6 A. M. and from 4 to 7 P. M. The proper home adjustment was made. Poverty at home prevented a boy from completing his school term, a scholarship was secured and the term was completed at the usual time. The continued tardiness of a little girl was corrected by an explanation to the mother of the necessity of being on time. One little girl was poorly nourished. Religious views of the family prevented her older sister from accepting a position which would have brought an increase in the family income. The situation was relieved by finding a position in a Jewish business firm.

The above reports given in by the visiting teachers prove to us that their work is of great value and if we wish to improve educational conditions there should be visiting teachers in every state in the union. The city and county board of education should make a great effort to add to their present educational forces the services of specially trained persons whose work would be to study the needs of individual children and to bring the school into closer relations with the home and outside agencies.

RUBY HOLLAND, '22.

Part-Time Education of Various Types is reported by a receiving committee consisting of 26 members of the commission on the reorganization of secondary education and is published in a bulletin from the Bureau of Education.

Seeing there was a great need for part-time and continuation education the committee decided that comprehensive plans are of vital importance to the industry, social, and civic life of the state and nation.

Various industries have taken steps providing education for their employees. Although the public schools have not as yet taken any definite steps in this cause; the following steps are suggestive: (1) In the first place the schools should reorganize present courses of study and revitalize methods of instructions so that a larger proportion of both the pupils and their parents may be convinced that full-time attendance at school is worth while. (2) Make it as easy for

the boy or girl to return to school as it was for him to leave. (3) School administrations should devise plans whereby pupils who desire to engage in part-time, temporary, seasonal or emergency employment may be permitted to do so without dropping out of school. (4) Legislation should be enacted and provisions should be made by the public schools for effective part-time and continuation education of all persons 14 to 18 years of age who have regularly entered upon employment.

Occasional types of part-time education may be subdivided into two types; seasonal and incidental employment.

Seasonal employments, includes those pupils, principally members of the graduating class, who leave school to get positions to work during the summer, or to work on the farm.

Growing out of the incidental employment there are three types: (1) unrelated employment; this group includes all pupils who are absent from school to help in the home or on the farm. (2) related optional employment: this group includes pupils who may be detained to act as clerical assistants in elementary schools. (3) Related required employment: this group includes pupils who are expected to supplement the theoretical instructions in school with other work.

In contrast to the occasional types there are three regular types: (1) The alternating attendance and employments: this applies to pupils pursuing industrial courses. (2) Four-fifths of time in school: this applies to pupils who are studying salesmanship. (3) Continuation attendance: this plan applies to pupils engaged in industry.

It is safe to assume that many will transfer from occasional type to regular type. In such case the work of the vocational supervisor becomes very important.

The duties of the counselor in vocational guidance should include the following:

1. Giving advice to individual pupils, but not making actual decisions for them.
2. Helping pupils to find employment and helping employers to find pupils with the proper qualifications.
3. Visiting pupils at work.
4. Helping teachers of vocational subjects to connect their instruction with the employment experiences and needs of the pupils.
5. Cooperating with the parent and child—

- (1) In discovering and developing that ability of every boy and girl that will give him the greatest economic and social returns.
- (2) In knowing the requirements and training for various occupations, the qualities necessary for success, the demand and supply of workers, positions, pay, and future in them.

MARY CONDON, '22.

The Bureau of Naturalization has published a very interesting *Federal Citizenship Textbook* which was written for a course of instruction for use in the public schools by the candidate for citizenship. It may be used by people who come from foreign countries, but it can be used profitably also by the people of our own country.

There has been a great need for a textbook of this kind in our public schools for the use of teaching the boys and girls of our nation good citizenship. To teach good citizenship we must know something about the government of our nation, and to know about the government we must know something about the constitution on which is all the groundwork of our government. There are 24 lessons on the constitution and 6 on the Declaration of Independence. It is intended that this book shall place before the candidate for naturalization in the public schools who are on the threshold of American citizenship an opportunity to catch the spirit of these two expressions of all governmental aspirations.

The first lesson in the book is a lesson on the American creed. Following the study of the creed are six lessons on the Declaration of Independence. Every lesson in the textbook is written in a simple form so that it is not hard for the children, foreigners, or even the older uneducated people of our own country to understand. The parts taken from the Declaration of Independence and the Constitution of the United States are in large type. Brief explanations follow each section. Following the Constitution are the Amendments to it, written in the same manner. At the beginning of each lesson is a list of all the words in the lesson which may cause anyone trouble in pronouncing them.

Preceding the twenty-four lessons is a lesson giving a short history of America to the time the Constitution was adopted—1492-1789. This lesson tells about the discovery of America, the landing of the Pilgrims, why we have a Thanksgiving Day, how Great Britain made money from the colonies, how the colonies on July 4, 1776 declared that they no longer belonged to the British Empire, but that

they were free and independent states, and how the colonies set up a government under the Articles of Confederation.

The lessons on the Constitution are taken from the articles and sections. The first lesson is taken up with the study of the Preamble, stating the purpose of it. Following it is the work of the House of Representatives and the Senate. It shows how its rules are laid down, how the laws are made, the laws that may be made and those that may not be made and carried out and the powers of Congress. Following the powers of Congress are lessons of how the president is elected and the duties and powers of the president.

All of the lessons are simple language lessons and may serve for history lessons also when the Constitution or the Declaration of Independence are being taught.

Besides the lessons there are pictures of noted men as Washington and Lincoln and of noted places as the White House, Washington's Monument and the Capitol. Something is written about each picture in the book giving the historical facts about them.

LUCY FLEMING, '22.

Foreign Criticism of American Education is a bulletin telling what those who have been coming to America to study the schools, think of American education.

This report is especially helpful at this time when all our educational theories and practices are undergoing severe criticism at home, and as we are trying to reconstruct them to meet the new and growing needs of our democratic society. This bulletin is a valuable contribution to our literature on education.

Americans believe in their schools or they would not support them as they do. A remarkable phase of our education is our success in making Americans of immigrants, and to the school is given the credit. America respects the child's personality and prefers to sacrifice blind obedience in order to gain alertness, initiative and self-control. America believes in securing equality of opportunity to each individual. Our critics have a right to call attention to the danger of the making of money as a means of self realization, but it would be hard to prove that Americans are striving after money more keenly than are the people of other countries.

America is working toward state control of the school system. This erects a barrier against the control of the schools by any one class. Narrowness is avoided and progress guaranteed. Critics point out to us an educational lack which allows children under school age to

be thrown against the bad influences of the street at the time of their lives when good habits ought to replace lack of judgment. Better child labor laws, medical inspection and part time continuation schools will solve this problem.

The German critics think we would profit by electing only educational experts to membership on our local school boards. As lay members have in general proved themselves capable in America lay membership seems preferable.

Critics' comment on the type of organization of American education is that every student may pass directly from the kindergarten through the university. This is peculiarly American. Critics agree that American students are required to remain in school too long. The European student finishes his secondary work at 18. The American student reaches this level at 20 or 21.

A defect in American supervision is due to uncertainty of tenure but there is greater danger in making it too safe. How to provide a greater permanency of tenure and still avoid autoocracy and rigidity is still an unsolved problem. All teachers should have free access to their board through representatives of their own selection. The United States has relatively fewer trained teachers than any other civilized nation, but the social standing of the teacher is better than that of European teachers. This is probably because European elementary schools are for the poorer classes only. America needs teachers who are experts in their field and have the perspective of it. Because of the low number of normal school graduates the normal schools have not been able to justify their existence as such. The real cause of the trouble is that the American people have not believed in the professional training of teachers.

Normal schools are beginning to provide opportunities for real practice teaching. Field representatives are being appointed and normal school faculties are visiting in their districts to see that theory does not outrun practice. Normal schools have been criticized because they do not provide for the growth of the teacher after graduation. Such provisions exist independently of the schools. While our educational magazines are not what they should be they contain some articles of fundamental value.

A criticism of the American school system is the predominance of women teachers. The statement that women cannot in general compete with men is of very doubtful value. The suggestion that education can do little to modify the nature of women is undoubtedly false. Why are so many women teachers employed? Our critics say the

reason is an economic one. Low salaries and uncertainty of tenure are responsible for much of the poor teaching and lack of trained teachers.

The American teacher has greater burdens to bear than those of other nations. Some of these troubles may be removed but it seems necessary for the schools to shoulder the burden of assimilating the immigrants, and that of moral training. In general the English critics look upon the familiarity between the pupils and teacher as desirable. The Germans think this relationship bad.

To put pupils of every type of intelligence in the same grade and compel them to go at the same rate means a curriculum which is adapted to the abilities of the upper half while the lower half is compelled to mark time. Curricula based upon the child's environment are beginning to be used.

Our work in reading is generally commended, especially our practice of reading complete selections rather than mere extracts. Critics are attracted by the American's practice in using the text-book, and in so far as this makes the pupil independent of the teacher it is to be desired.

In general the criticism on the kindergarten of America has been favorable. Its influence is spreading upward and giving new life to the higher schools.

TRIXIE JENKINS, '22.

A questionnaire was sent out by the Bureau of Education to all the universities and colleges in the United States in 1919. This questionnaire asked data on two special subjects, namely: data regarding entrance credit in music; and data regarding college credits given in music. The present bulletin, *Status of Music Instruction in Colleges and High Schools* is the result of the questionnaire.

It states that a large proportion of replies was received. Most of the important institutions of learning are represented in the replies and in most cases when a college failed to reply it is due to the fact that no music credits were given. Among a number of the colleges which made no reply are a number which treat special subjects where music would have no place. On the other hand, it is quite interesting to note that out of a large number of colleges for special subjects quite a number do recognize music.

Of the 419 colleges sending replies, 194 allow entrance credit in some form of music. In nearly all of these colleges theoretical music is recognized for entrance credit, and over half of them grant en-

trance for appreciation. It is interesting also to note that applied music, such as performance on the piano, violin, or voice, may be offered for entrance credit in the case of 76 colleges. This is a matter of interest chiefly because recognition of applied music is a matter of very recent development. In only 38 colleges is credit allowed for chorus, glee club, orchestra, etc. This indicates that as yet these subjects are not felt to be sufficiently organized or developed to represent distinct and progressive work which should warrant college entrance credit.

Again, it is quite interesting to note that courses in music leading to credit are offered in 232 colleges whereas 187 have no such courses. Credit for applied music toward the bachelor of arts or bachelor of science degree is granted in 112 colleges, while 203 colleges offer the degree of music bachelor or special certificates or diplomas in music.

Public-school music is taking an increasing share in college music work and a number of colleges offer courses leading to diplomas or certificates in this subject.

The results of the questionnaire show that the colleges and universities of the United States are taking an ever increasing interest in the development of music as a social, cultural, and professional subject.

A further detailed account is given of music courses offered and credits granted in the high schools. A review of the place of applied music, chorus singing, glee clubs, orchestras, theoretical music, and music appreciation is also stated in detail in the bulletin.

Most of the bulletin is taken up with giving statistics; this detailed statement is not only to show the music offerings for such comparative study as may be desired by college men and music educators, but also to give the high school student who is interested in music an opportunity to plan his high school work with a view to the particular college which he may wish to attend.

LILLIAN EDWARDS, '22.

The *Report of the Prince School of Education for Store Service* is of great interest because there has awakened the idea that the stores of the land need trained and efficient workers in order to obtain the desired goal. It represents the practical idea in education. From a class for training a few saleswomen to a big school affiliated with Harvard University, is a far step.

Seeing this need, the Prince School of Education for Store Service, formerly known as the School of Salesmanship, was established in 1905 by Mrs. Lucinda Wyman Prince, as a department of the Women's Educational and Industrial Union of Boston.

Training was then given to saleswomen only. Later, when the value of such training became apparent, the demand for teachers to do this kind of work led to the establishment of a training class for teachers. It is this work of training leaders in Department Store Education which is now the primary function of the school.

The class for saleswomen from the Boston stores is still maintained and gives to the teachers in training opportunity for observation, demonstration and practice.

The need being so great and worthwhile in its purpose, as early as 1913, that through the financial assistance of Simmons College, The Women's Educational and Industrial Union, The National Retail Dry Goods Association, the Prince School grew very rapidly and successfully.

In 1918, through a fund subscribed by the Boston merchants, the school was enabled to move from quarters which had become inadequate in the Union building to a home of its own, and it now occupies the second floor of a modern building at 66 Beacon Street, Boston, Massachusetts.

In September, 1920, the school became affiliated with the Graduate School of Education of Harvard University. The courses in Education are now given by Harvard professors, and students who enter with a Bachelor's degree from an approved college may become candidates for the degree of Master of Education from Harvard University.

The purpose of the school is, first, to establish harmonious relations between employers and employees, based on understanding of their common problems; to strengthen the position of the store in the community through the upbuilding of constructive policy, and to develop the powers and resources of the personnel in such a way as will result in the most effective conduct of the business.

Some of the commonest aspects of educational work are: courses with buyers and assistant buyers, to develop leadership and to give a thorough understanding of the requirements of their work; the

training of salespeople, juniors and other groups of workers for more intelligent and expert performance of their duties; the induction and training of new workers and the training and correction of errors in the handling of store system.

A second purpose is to provide adequate preparations under trained teachers for pupils interested in and qualified for store work. The course in the high schools includes salesmanship, textiles, merchandise, industrial history, color and design, business arithmetic with sales-slip practice.

The plan for practice work is to have a training class, and this is divided into two sections. The members of one group are assigned to the various cooperating stores, where they study at first hand all the divisions of store organization and their functions. The other group observes the work of the class for saleswomen (conducted as a practice school) and teaches certain of its classes. These group activities are carried on during the morning hours in alternating two-week periods. The sections meet together in the afternoon. During the fall term, one day a week is devoted to selling in Boston department stores.

MARY A. BROCK, '22.

Two interesting and instructive bulletins have recently been issued by the Department of Education, on the Educational work of the Boy Scouts and of the Girl Scouts.

Since the Boy Scout movement is more familiar to people I will only mention a few facts as found in the Bulletin.

As one man has said, "Scouting has done what no other system yet devised has done—made the boy 'want to learn.'" The work of the Scouts helps in the making of intelligent, alert, responsible citizens, dedicated to being helpful to all people at all times, to keep themselves physically strong, mentally awake, morally straight, to do their duty to God and country.

Educational Work of the Girl Scouts, by Louise Stevens Bryant, Educational Secretary of Girl Scouts, a bulletin recently issued by the Bureau of Education, gives an illuminating view of that work.

The object of the Girl Scouts is to bring to all girls the opportunity for group experience, outdoor life, and to learn through work, but more by play, to serve their community. This sister

organization of the Boy Scouts has developed a method of self-government, and a variety of activities that appear to be well suited to the desires of the girls.

A brief history of the movement is given in the bulletin. However it is interesting to note that this organization was founded in the South, in Savannah, Georgia.

This organization has always been non-sectarian and open to all races and nationalities. From a membership of 9,769 in January, 1918, the Girl Scouts grew to 89,864 in 1921, at the rate of nearly 10 to 1 in 3 years.

The activities of the Girl Scouts are presented in an interesting manner. These center about the three interests—Home, Health, and Citizenship. The home interest encourages thrifty habits and economy in buying in all of its activities.

Health, physical and mental, is the keynote to the scout activities, which are calculated to develop the habit of health, rather than simply to give information about anatomy or physiology.

Patrols and troops conduct their own meetings and the scouts learn the elements of parliamentary law. Working together in groups, they realize the necessity for democratic decisions. They also come to have community interests of an impersonal sort. This is perhaps the greatest single contribution of the Scouts toward the training of the girls for citizenship.

The fact is stressed that all the Girl Scout activities are combined and coordinated about certain basic principles, that of the preparation for a fuller life for the individual, not only in her personal but in her social relations. Their motto is "Be Prepared," and one of their slogans is "Do a good turn daily." Because they are citizens they know and respect the meaning of the flag, and one of the first things they learn is the pledge of allegiance to it.

The Scouts work in groups of eight, as the elementary qualities of leadership seem to exist in just about the proportion of one to eight.

The advantages of the khaki uniform are set forth as being simple, durable, and allows freedom of action.

The organization of this Scout movement is carefully explained in detail in the bulletin. The outstanding feature of the Girl Scouts' organization is its voluntary character. Only about 3% are paid workers. The organization is actually a great volunteer

school of citizenship in which the women of the country share with their younger sisters the results of their own experience, in ideals, and practical working knowledge of community living.

The school benefits derived from Scouting are given in the bulletin. Some of them may be given here. Older pupils stay in school longer because of their interest in scouting than because of any other influence. A year of work in scouting will do as much toward acquainting a teacher with the ideals of teaching as a year spent in any college or university in the country. Finally, scouting secures the interest, attention, and good will of the parents to the public schools.

THELMA SHAMHART, '22.

ALUMNAE

GRACE SMITH, *Editor*

The Alumnae members are planning to come together commencement for a great house-warming. Some that have not been back for years, and others that have never been back, are coming.

The Alumnae recital will be on the evening of June 5. A great singer from New York City, Miss York, will be the singer. Plans are being made for extensive advertising. It is hoped that this year will be more of a success than last, even. The Pitt County Branch has charge of the entertainment.

There is a dearth of news this quarter because this QUARTERLY comes so closely on the heels of the last. The students in the college are sharks for getting news about the old girls, but there has been no vacation or holiday in which they could collect new news. The editors promise to average up in the summer number.

Mr. Austin, acting as chairman of the appointment committee, wishes the alumnae to know that if he can be of any assistance to them at any time by helping them to get located in a good school system, he will gladly do so. He wishes you to know that you can rely upon him for help at any time and of any kind.

Elsie Morgan, '18, writes that her school is running ten months this year. She is teaching in Wilson. They had a school track meet on April 27, and a County Meet May 10. She reports a successful year.

Vivian Sawyer Dees, '19, is teaching third and fourth grades at Reelsboro. She drives a car to school every morning, about five miles. She says she likes teaching so well she would hate to give it up, but "Julius" so often needs someone at the office to help him that she sometimes feels that she should change her work and help him.

Millie Roebuck, '15, has been a visitor to the school several times recently. She is teaching in Robesonville.

A number of the Alumnae were here at the Senior Play. Those whose names we have are as follows: Camilla Pettard, Earle Wynne, Camille Robinson Willoughby, Luella Lancaster Stancill, Martha Lancaster Fountain, Nellie Dunn, Nannie Harrell.

A number of the alumnae were at the school on the day of Pitt County Commencement. The Farmville girls were proud of the children from their rooms. Farmville won the cup in the literary contests.

Mary Weeks spent Easter in Winston-Salem with Hattie Weeks. She is debating whether or not to return to Graham or go somewhere else. She says, "I adore the little town," and speaks appreciatively of the people. She has taught there ever since she left school, '13.

Georgia Keene, '16, is now Elementary Superintendent of the Sunday School Board of the North Carolina Conference, the Methodist Church. Her headquarters are at Trinity College, Durham. She is very much in love with her work and seems to be very successful with it.

A letter from Elizabeth Bass says that she is intensely interested in her work in the Scarritt Bible Training School in Kansas City, the Methodist school for training Christian workers. She expects to return there next year, but will spend the summer in North Carolina.

Mrs. Geo. W. Jefferson, nee Miss Emma Harden, of Ore Hill, N. C., a graduate of the class of 1912, is living at Fountain. Mrs. Jefferson has a nice family of three—Geo. Jr., Ann Marie, and James Lane.

The Kinston News gives an interesting account of an evening of fun, given by the Primary and Grammar School teachers to the Parents. It is of especial interest to us since some of our former students teach in the Kinston schools.

A most delightful and amusing old time school was carried out to perfection by a group of the teachers and the pupils. Following the refreshments which were served by the teachers, the guests intermingled for a short time before the evening's social hours ended. In all, the event was most unique, entertaining and enlivening, and everyone was highly pleased with the evening.

COLLEGE NEWS AND NOTES

Death of Mr. Ormond

Mr. Yancey T. Ormond died on March 8 at the home of his daughter in Kinston.

President Wright, Prof. H. E. Austin and Miss Jenkins went to Kinston to attend the funeral as representatives of the East Carolina Teachers College. President Wright was one of the pall bearers and made a talk at the services, paying beautiful tribute to the man whom he has been so intimately associated with throughout the whole time he has been president of the college.

Mr. Ormond has always been enthusiastically and actively interested in East Carolina Teachers College. As a member of the Board of Trustees, of the executive committee and since Gov. Jarvis' death as chairman, and as chairman of the Building Committee, he has worked in season and out of season for the welfare of the school, and always gave his time, energy and thought cheerfully and gladly to the school. As President Wright said of him: "He was not one to give up the old just for the sake of the new, but when he was convinced that the new was best he did not hesitate to discard the old. Evidence of this spirit was shown when he presented to the Board the motion to change the name of the school, giving so clearly his reasons that the members of the board were convinced that it should be done, and the name was changed without much discussion.

"He believed in the purposes of the school and caught the idea that the purpose was the same, but the opportunity for service had been extended, therefore the name should be made to fit the situation. He had the spirit of the true progressive."

While the college has lost one of its best friends it will always have his spirit and influence.

President Wright spoke to the students of the college, calling attention to the work Mr. Ormond had done for the school and paying tribute to him. In his remarks at the funeral he spoke of the great service Mr. Ormond had rendered the State by serving the school as he served it. He spoke especially of his fidelity, not only to business, but to his church, his State and to any cause for which he worked. Honesty, not only in work and deeds, but honesty of

thought, he gave as the keynote to his character. He classed him as one of the great loved ones of earth.

Rev. C. L. Read, his pastor, spoke of his love and service for his church, and his place in the community.

The funeral service was simple and impressive, the music triumphant and the beautiful floral offerings were many. He was buried in Maplewood Cemetery in Kinston.

Mr. Ormond was a lay leader in the Methodist church for the North Carolina Conference. He was a Mason and a Pythian. He was a member of the Kinston Bar. The lawyers paid deference to him by closing offices and suspending work during the funeral hour.

Josephus Daniels Visits the College

Hon. Josephus Daniels visited East Carolina Teachers College on March 17, and made the students a good, wholesome talk, in an informal, charming manner. He advised the students to carry back to their fathers and mothers the fine spirit of joy and happiness, taking their parents into partnership with them and making them feel that the sacrifices they make to keep their children in school are worth while.

He spoke of the great power and influence women have in affairs of the nation and the world now as contrasted with the opportunities their mothers and grandmothers had. New conditions have called forth a new type of government and a new vision is needed. Government is in many of its phases today only housekeeping on a large scale, and as the women are the housekeepers they are the ones to help solve these questions of health and sanitation which are all important today, and women are the best teachers of these. When a senator from Colorado was asked what effect women's voting had upon politics in that state, he replied that it had little effect politically but that the candidates were forced to measure up to a higher standard.

Women are not to get into the front, he said, by pushing men out, but by forming a partnership with them, being partners of equal rank, influence and power.

A Visit from the Sunday School Man

At the assembly period was enjoyed greatly a talk by Mr. D. W. Sims, the Sunday school man. He gave the cream of the talk

he made before the Pitt County Sunday School Convention the night before, describing the "peg leg" Sunday school, and giving facts and figures proving the power of the Sunday school. He kept his audience in a roar with his apt illustrations and stories.

Pitt County Commencement

Pitt County Commencement, on April 3, was a great day for the schools of the county. Thousands of people from every part of the county came to Greenville on that day and all felt it was their day. The program was divided into three parts: the literary contests, and the public program, consisting of the community sing and addresses, the address by the Governor of North Carolina taking place at the same time and both at East Carolina Teachers College; the athletic contest in the afternoon at the Fair Grounds.

The parade through the town, ending in a grand circle march around the campus of the college, was an imposing sight. It was led by the Boy Scouts.

The Boy Scouts of Greenville made Governor Morrison a tender-foot scout just at the breaking up of the parade and just before the exercises in the auditorium. This was a most imposing ceremony; Supt. Rose as Scout Master, was in charge.

A report of the plan for Commencement is elsewhere in this issue of the Quarterly.

While the children were standing the contests in the various classrooms in the college, as many people as could be accommodated in the auditorium gathered there. A program by the orchestra and a community sing with Miss Muffly at the piano and Mr. J. H. Rose in charge made the first part of the program. Supt. R. G. Fitzgerald, master of ceremonies for the day, introduced Pres. Wright, who welcomed the friends from the county and gave them the right of way in the college.

Hon. F. G. James introduced Governor Morrison. He spoke of the inspiration gained from the throng gathered here and recalled the days before the school was placed on this spot.

Governor Morrison's Address

Governor Morrison, when he first began, paid a high tribute to the people of Pitt County, commending them for the part they had

played in the history of the State and for the rank they are taking in the nation and referred to her statesmen, her leaders in the past. He called especial attention to the fact that Pitt is second of the four counties in North Carolina among the fifty ranking highest in agricultural products. In all movements for the organization of the individuals of the state for better things, Pitt leads the way.

North Carolina people, he said, should know more about the state, each part should appreciate all the other parts, her youth should be taught how to study the state, not only its past, but its present, her resources and her possibilities. He then spoke of the natural resources of the State, calling especial attention to the possibilities in the water power of the central part of the State and the waterways in the eastern part of the state, with the possibilities for handling the commerce from the central part. He also referred to the wealth in the fish and oysters in the east. He thus wove together the State showing how each part helped to make the whole. He spoke of the place North Carolina has in manufacturing, her cotton mills, her furniture factories, etc.

North Carolina, while a great farming state, ranking second to none in the amount of produce to the person, has not the wealth of those far below her in other things. He gave as the reason of this that too much of the money made on raising cotton and tobacco goes out of the state for food products; thus other states become rich on what we buy from them. "Raise more food," was his advice, more meat, poultry, more vegetables, have more cows and milk, and we will then be able to keep at home what we make and will gain in wealth. This kind of farming is far more interesting and educational than raising the money crops. The raising of cotton has been standardized until it takes little initiative and brains to know what to do. One should study and learn about plant life. The vocational schools are doing a great work, but a text-book that is just exactly right for North Carolina could not be found by the text-book commission so they are having one written.

When the people of the state learn how to farm intensively and how to market their products to the best advantage, keeping their wealth at home instead of sending it out of the State for food, then the State will become a wealthy State. He pictured the future as it will be in the years ahead.

He spoke eloquently of the great things that could be done by the State, when North Carolina has the wealth her products entitle her to. Then there will be enough from taxes for all the institutions and departments of the governments. He contrasted the time

when requirements were few for running the government with today when the demands are so great, but showed the greater advantages derived today. He showed that the people because of their opposition to taxes have hindered their own progress, and he gave other states as contrasting examples of the government. He emphasized his belief in economy in overhead charges, but took a stand against reducing the salaries of school teachers.

He spoke of the splendid way in which North Carolina had responded to the call for money for educational purposes. In telling that the institutions were granted the sums they asked for, he seemed suddenly to remember that the appropriation for this school fell far below the request and the needs, but he assured the president that it would get what it needed the next time.

He closed with a rally call to all people in this section to come together to work more intelligently than ever and harder than ever for the good of all and painted in glowing colors the rewards that will come to the state.

Dr. White of Elizabeth Hospital

Dr. William A. White, who is superintendent of Elizabeth Hospital, in which there are 4000 patients and 1200 employees, and who is professor of nervous and mental diseases in Georgetown University, Washington, D. C., made a strong, and exceedingly helpful talk recently to the students of East Carolina Teachers College on the problem of causes and correction of the troubles that bring about social failures. Most of the troubles are caused long before the victims are taken into the insane asylums, schools for the feeble-minded, and prisons; they have their beginnings in childhood when the natural instincts go astray, or are misdirected, and if recognized then understood, and the right steps taken for correction very many of the cases could be prevented; instincts should be rightly directed, physical defects corrected, and the children saved to good citizenship.

Dr. White urged the young women to study the cases of the children who are bad in school, and when unable to deal with the problems themselves to refer them to those who can handle them. The Department of Welfare is at hand, the Health Department is ready to help, and the State will do its part if the demand is made upon it. "Make a noise about the problems you cannot solve yourself." He showed that the boy who causes trouble in school is frequently

the one who later causes trouble in society, and lands in the prisons or the asylums. He spoke of the tendencies in children that are natural but that go astray and become criminal instincts.

He gave lying and stealing as examples. A child has a vivid imagination and gets fact and dreaming confused, but later deliberately passes into lying. Until a child knows "mine and thine" he naturally takes whatever he wants, but if he continues to take it he becomes a thief.

The world becomes censorious about the adult when it has been indulgent to the child; it holds the man or woman responsible for his deeds.

Dr. White showed that social failures are on the increase in America. He admitted that the machinery for finding out about delinquents and getting statistics is far greater and more effective than heretofore and that it is difficult to get a just evaluation. It is easy to see, however, that there is a falling off in the birth rate in American families of the better class and the great increase is in the foreign birth rate and among the very poor classes, those who cannot take care of themselves and from whom come the defectives.

The need is for far more than numerical increase, he said, and the future depends on the increase in mental health and in the power of people to use their minds. The struggle has been shifted from the physical to the mental, the psychological; from bodily to mental regions. Physicians have learned well how to cope with many of the physical problems; preventive measures are taken that control disease and make people better physically. Now psychologists are working to discover the mental problems and cure them as physicians do the physical troubles. He spoke of the industrial concerns that pay big salaries to psychologists, and psychiatrists, for helping to solve industrial troubles. Business men are finding out that the study of the inefficient is a good investment.

At the close he summed up the responsibility the teacher has in studying the child and calling in efficient, intelligent aid in helping to find causes and prevention for the social troubles.

Dr. White is the author of a number of books, treatises and articles, among them "Outlines of Psychiatry," "Diseases of the Nervous System," "Mental Mechanics," "Modern Treatment of Nervous and Mental Diseases," "Mechanisms of Character Formation," "The Principles of Mental Hygiene," "The Mental Hygiene of Childhood," "Thoughts of a Psychiatrist on War and After."

Dr. A. B. Anderson, superintendent of the State Hospital for the Insane, in Raleigh, was with Dr. White and was introduced to the students. Dr. Laughinghouse was on the rostrum with the distinguished guests.

State College Concert and Reception

The visit of the State College Band to East Carolina Teachers College is an event to which the students, especially the Seniors, look forward year after year, not only because of the concert but because of the social features connected with their visit.

They gave a high class program on the evening of February 27, and played well. The new instruments aided greatly, but the boys know well how to handle the instruments. They played heavy overtures, beautiful melodies, and gave just enough jazz to show that they knew how to play it.

Pres. Riddick who came with the boys, was introduced to the audience by President Wright and spoke a few words of appreciation between the two parts of the program. When he spoke directly to the young ladies of the "Training School" a protest went up from the gallery and the girls shouted "college." He said that if the president expected to make school teachers out of these girls, he was afraid it would be a failure, because for every girl turned out from this school there was a boy turned out from the State College, and attractive girls would not remain long in the school rooms.

Col. Olds, who spoke of himself as a young gentleman of seventy years, had a few words of happy greeting for the audience. He referred to the co-ed in State College as one rose bud among a thousand and seventeen thorns, and called attention to the rose bud gallery of girls in the audience.

After the concert the Senior class gave a reception in the parlors of the dormitory, to the visitors and to some other friends. They had a delightful time.

President and Mrs. Wright and Mrs. Beckwith with Dr. Riddick, assisted by members of the Junior class, received the guests. Music and jolly stunts in true college boy and girl style were the order of the evening. The refreshments were served in a unique manner. Thirty young ladies wearing caps and aprons of the State College red and white marched in and handed out the plates of cream and cakes, mints and salted peanuts, and then the thirty members of the band were lined up and the caps and aprons presented to them. They wore them the remainder of the evening.

Summer School Announcement

Mr. Leon R. Meadows, as Summer-school Director, wishes to make it known to both new and old students, and to the public as a whole, that for the first time, this year the summer term is not offering County Summer School work; those who want such work will have to attend one of the County summer schools. Only those are taken into the College this summer who are graduates of a standard high school, or, who have certificates above the provisional A or B. This is a step forward which will mean much toward the securing of better teachers for the public schools of North Carolina.

East Carolina Teachers College is doing everything possible to cooperate with the State Department of Education in raising the standard for the teachers of the state.

Further, below is a definite list of those who should attend our summer term:

1. Graduates of standard high schools.
 2. Graduates of this school.
 3. Graduates of any two-year normal school.
 4. College graduates who have not had the required professional work.
 5. All who have previously taken any part of our C and D work.
 6. Teachers holding a Provisional Elementary Certificate.
 7. Teachers holding an Elementary B Certificate.
 8. Teachers holding an Elementary A Certificate.
 9. Teachers holding a Primary A, B, or C Certificate.
 10. Teachers holding a Grammar Grade A, B, or C Certificate.
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High School Inspection

The state high school inspector wished to inspect every school in the state doing any kind of high school work, but owing to the great number it was impossible for him to do it alone. So, in order to get all of them inspected before the close of this year's school term, he asked the higher institutions of the state to assist him in this work.

The purpose of these inspections was to find out what work the high schools of this state are doing, so that they might be properly classified.

The members of this college asked to help in the work were Messrs. Leggett, Meadows and Austin. These were to inspect the schools of the following counties and in the following order: Mr. Leggett—Beaufort, Mr. Meadows—Pitt, and Mr. Austin—Martin.

Upon these inspection tours they furnished the superintendents and principals with blanks sent out by the State Department of Public Instruction, to be filled out by them. These blanks called for such information as the following: I. General Information Length of school term in weeks; Length of high school course given; Number of full time high-school teachers; Number of part time high-school teachers; Total number and average daily attendance of high school pupils.

II. Enrollment by grade, average daily attendance, and graduates. III. Buildings, grounds and equipment. The kind and value of building, number of classrooms, methods of lighting, heating and ventilating, proportion of space with reference to seats, blackboards and windows; grounds, location, area, value and kinds of beautifiers; library, location, number of books of fiction, reference, magazines, and daily newspapers, condition and use of library. IV. Laboratories: the number and value of laboratories. V. Special equipment for vocational and industrial work. VI. Total value of high school plant.

Those assisting in the work did not stop with having the blanks filled out but helped by advising the superintendents and principals of some of the needs of improvements and some of the means by which they could better their rating conditions.

When the blanks had been properly filled by every high school, they were forwarded to the State Department of Public Instruction where each one will be carefully studied and the school which it represents properly classified.

President Wright's Speaking Engagements

President Wright has been in great demand for delivering speeches and making addresses at county commencements, closing exercises of schools, and special occasions, as banquets and meetings of clubs and numerous other organizations.

Most of the speeches he has delivered at the closing exercises of schools was for the purpose of getting before the high school boys and girls in a clear sort of way the needs and demands of a college education. They were not alone for the purpose of increasing the in-

terests and attendance in our own college, but for the purpose of trying to encourage boys and girls to complete their education by attending any of the state's colleges and institutions.

Following is the schedule of President Wright's speaking engagements:

On the night of March 23rd, President Wright spoke before one section of the Rotary Club at their annual meeting, in Winston-Salem.

April 3rd, he was scheduled to address those people attending the Pitt County Commencement, but due to lack of time and the presence of Governor Morrison, he willingly gave his time to the governor.

On the night of April 6th President Wright entertained and addressed the Pitt County Post of the American Legion at a grand banquet given in the dining hall of the college.

April 13th, at the afternoon session of the Memorial Exercises and Dedication of New Buildings at the Caswell Training School of Kinston, President Wright delivered the address.

On the morning of April 14th he addressed the Kinston High School in their auditorium.

At noon of April 19th President Wright spoke before the Kiwanis Club of Wilmington. At 8:00 o'clock of the same day he spoke at the closing exercises of the Cerro Gordo High School, Columbus County.

At 7:00 o'clock P. M. of April 21st he spoke in Fayetteville before the Rotary Club. At 8:30 o'clock of the same evening he delivered the address of the Cumberland County Commencement.

On the morning of April 25th he delivered an address at the closing exercises of the Vanceboro-Newbern High Schools. On the evening of the same date he delivered the address at the closing exercises of the Alliance High School.

April 27th he spoke to the Snow Hill High School students at their closing exercises. On the evening of the same date he attended a County Superintendents' Meeting in Goldsboro.

On April 28 he delivered an address at the closing exercises of the Oak Level High School, Nash County.

On May 2nd he spoke before the Ayden High School, on "Making School Teaching a Vocation."

May 9 he spent in Winston-Salem attending a Masonic meeting where he was one of the speakers of the day.

May 19 he delivered an address at the closing exercises of the Fairmont School.

On May 26th after delivering an address at the closing exercises of the Maxton High School he returned to his home and college to attend to his many duties there, refusing any further speaking engagements.

The *Wilmington Star* for April 20, gives the following account of the address of President R. H. Wright, to the Kiwanis Club, in Wilmington:

"We have a country far superior to California, but we don't know it," declared Robert H. Wright, president of the East Carolina Teachers' College at Greenville, N. C., in an address before the Kiwanis Club yesterday afternoon, in which he emphasized the opportunities and advantages of North Carolina, especially the coastal plain of the state. "I believe in America, but the greatest opportunities of this great country are in North Carolina, and the best part of North Carolina is the eastern section," said he.

President Wright said that everything a person could want may be found within the borders of this state. He said we have the finest soil, the finest places for summer resorts, the finest fishing sections, the best opportunities for manufacturing and other industries. The finest section of America is here, he said, and we should get behind the newly organized Eastern Carolina chamber of commerce, and any other organization which has for its purpose the advertising of our advantages. "Get behind these organizations and let the world know what we have," said he.

President Wright told of a trip he made to California, and said that it is a wonderful country, but that its greatest industry was "doing tourists." He said that he believed in California, too, but that it was not true that North Carolina did not have just as good opportunities as that state. However, he said, we here in this state must get out and advertise to the world what we have.

Although President Wright declared that North Carolina as a whole was a magnificent state, he said in his opinion the eastern part of the state was the real section of opportunities and advantages. For instance, he said we here in the coastal territory will go to the mountain sections of the state when we are sick and want to get well. But, he declared, in his opinion the climate in this part of the state is just as good as that of the western part, and that a person could regain his health here as well as in the mountains.

Two other members of our college who have been called upon to deliver addresses are Mr. Leggett, who spoke at the closing exercises

of the Red Banks Public School on April 21st, and Mr. Meadows who delivered the address of the closing exercises at the Moyock High School on April 30th.

BEATRICE JAMES, '22.
College Reporter.

Miss May R. B. Muffly took a trip to Nashville, Tennessee, where she attended a meeting of the National Conference of Music Supervisors. She reports a great meeting that was an inspiration to every one of the hundreds of music supervisors from all parts of the country who attended. There were a number of excellent addresses by people of national reputation and a concert was given by teacher groups of children in the city.

Miss Muffly was very much gratified to know that the methods used in East Carolina Teachers College are right up-to-date, and in some special respects she found that she was doing things that placed this college in the lead. She says she feels that every music supervisor should attend these conferences from time to time for the purpose of seeing what is being done throughout the country.

The music teachers took possession of the city of Nashville for the week they were in session. The delegation is so large that only the large cities can accommodate the meetings.

Miss Davis' Camp

Miss Sallie Joyner Davis will have associated with her at her camp at Lake Toxaway this summer Miss Katharine Davis of Savannah, Georgia, and Mrs. Clara Joyner Davis of Greensboro. Mrs. Davis will be the camp mother, while the camp staff includes a resident physician, a physical director and councillor for swimming and horse-back riding, one for the dramatics and folk dancing, one for basketry and sketching and wood-carving, one for woodcraft, and one for nature study at first hand.

The camp and buildings are being arranged according to the most approved camp methods. In the buildings will be sleeping quarters, a reading room, a recreational hall, dining hall, and offices. Wherever it is possible the camp colors of black and red are being carried out. For instance, the china is being decorated with the figure of a red bird, since Toxaway is an Indian name meaning red bird. All furnishings are new and many of them are being designed by the directors.

At the back of the buildings, on the camp lawn, is found a small lake covering about an acre, having a depth of from 3 to 12 feet, and being fed from the mountain streams.

The camp has as its background or setting the beautiful Blue Ridge mountains from the shed of which it receives its water supply.

Girls from 8 to 18 years of age will be admitted into the camp, and will be under immediate supervision of Miss Davis and her councillors.

Miss Davis feels quite fortunate in having been able to get the camp staff, that she has and a grand time is expected by all who attend for it is not alone attractive of itself, but is located in the heart of the world-famous Sapphire country in Western North Carolina.

Joyner School News

The Joyner School teachers and pupils have been busy this spring.

The fifth and sixth grades made booklets of North Carolina, and exchanged them with the pupils in New Mexico.

The seventh grade is making a booklet of North Carolina. The eighth and ninth grades are making booklets of the county for the County Fair.

One of the teachers had a contest to make Language more interesting. The children were asked to write a composition on the subject, "The Value of the Cow." The child who wrote the best composition was awarded a prize of \$5.00. The prize was won by Williard Allen.

Pencils have been sold to get pictures for the school. The pictures have been secured of Wilson, Pershing, Washington and Roosevelt.

A party was given on Friday night, May 5th, for the benefit of the school. Cream and pies were sold to buy school supplies such as globes, maps and dictionaries.

The commencement sermon will be preached by Rev. S. K. Phillips on Sunday, May 28th. On Thursday night, June 1st, the primary grades will give an Operetta "Elmo the Fairy." Friday morning, June 2nd, there will be an address given by Rev. Von Miller of Wilson. After the address there will be a picnic dinner served. In the afternoon the program will consist of reading and declamation contests.

The commencement will close Friday night with a play—"Kentucky Bell" given by high school pupils.

BETTIE TUNSTALL, '22.

Reporter for Joyner's School.

Attention is called to the offer of help given to the Alumnae, by Mr. Austin, in that department of the magazine.

A number of community sings have been held in the surrounding communities, and it is of interest to note that Mr. J. H. Rose, superintendent of Greenville schools, is in great demand as director of the sings.

The March issue of *The American School*, a national journal for those who organize, administer, and supervise American education, published in Milwaukee, Wisconsin, has the following to say concerning one phase of athletic work done by the Rotary Club:

At Greenville, N. C., the Rotary Club, under the leadership of the Boys' Work Committee, is making preparations for the grand county wide athletic meet to be held on Monday, the third of April. The winning boy and girl athletes of the different districts throughout the county are to meet in this contest at the county fair grounds in Greenville. Each school is to hold its own preliminary track meet and to pick its winners. These winners will then meet each other in a preliminary meet. Several of these preliminary meets will be arranged at centrally located schools throughout the county. The winners in the preliminary meets will then come to Greenville for the final. Prizes will be offered for the various events, and a cup will be given to the school winning the greatest number of points. Students, in order to compete, will be obliged to present a statement from the principal or the teacher, certifying that they are regular pupils in the school and are in good standing in both deportment and scholarship.

Miss Fahnestock's Recital

Miss Katherine V. Fahnestock, a reader and impersonator, captivated her audience last night in her recital at East Carolina Teachers College, and Miss Mary Bertolet never played more beautifully, Miss Fahnestock's program opened with scenes from Monica O'Shea's "The Rushlight," an intensely dramatic and touching Irish play. She gave three scenes from the play sketching in the situation, giving a description of the characters taking parts, and then giving the lines, changing from one character to another with wonderful skill and ease. The program ranged from these heavy scenes from tragedy to delicate, dainty poems, and humorous sketches, and charming child impersonations.

The "quarrel scenes" between Lord and Lady Teasle in Sheridan's "School for Scandal," were delightfully rendered.

The two poems from Tagore's "Cittanjali," "Credo," and "The Sleep that Flits on Baby's Eyes," were interpreted in a truly poetic

manner. The former of these was translated by Tagore from the Chinese. With this group she gave a charming poem by Mrs. Esther J. Rushky—"Fulfilment." This had intense religious feeling. The poem has never been printed.

The humorous selection, "When Men Propose" seemed to please the audience. "The Land of Beginning Again" by Louise Tarkington, was the pleasing number that preceded the scenes from "As You Like It." She gave the scene between Orlando and Rosalind in which Rosalind disguised as a shepherd showed Orlando how to cure his love. She made such a whimsical, capricious, witty Rosalind that it made one wish to see her take the part throughout the play.

Miss Bertolet played a group of three piano selections. The Gavotte in A, by Boyle, Chopin's "Waltz, op. 64, No. 2," and Rachmaninoff's "Polichinelle." These made an excellent group, each representing a different mood.—*Greenville Reflector*.

Miss Fahnstock has made a reputation as Chautauqua and Lyceum entertainer. She is a sister of Miss Hannah Fahnstock of the faculty. The recital was under the auspices of the Lanier Society—for the benefit of the Fleming portrait fund.

Piano Recital

The Piano recital on April 27th by the pupils who take lessons under the Senior student-teachers was a credit to the little folks who played and to their teachers. Miss Fahnstock who has charge of the teacher training class in piano announced the numbers.

William Wright played two numbers, "Rose Mazurka," by Schmall, and "The Tapping Woodpecker," by Gaynor. Blanche Cherry Staton played "Cradle Song," by Smith, and she and her teacher, Miss Mary Brock played a duet, "Grandfather's Chair." Louisa Hooker played "Shepherd's Song," by Behr. Margaret Shields Everett played "Sing, Robin, Sing," "Murmuring Brook," and "Evening Song," a duet with her teacher, Miss Lillie Mae Dawson. The program was closed by Rebecca Scoville, who played "Sunset," by Paldi, and "Dollie's Dream and Awakening," by Oester.

Those students of the college who elect piano during their Senior year and are also Seniors in piano are required to do practice teaching in piano just as they are in other subjects, so that they will be able to teach music when they are graduated from the school. The regular piano teachers have supervision over these student-teachers. The student-teachers who have been doing practice teaching are Misses Lillie Mae Dawson, Mary Brock, Marie Lowry, Alma Walk-up, Blanche Harris, and Kathleen Jones.

COLLEGE ACTIVITIES

Y. W. C. A. Review for the Year

The aim of our Y. W. C. A. is to establish, promote and further Christian ideas, standards, and living conditions among our students through its activities. The ten cabinet members, with the Student Self-Government Association president as ex-officio member, acts as the executive body of the Association under the advice of the advisory board.

Before we went into office as official members we took cabinet training, given by an ex-cabinet member. After the report of the examination was received we were official officers ready to go to the Blue Ridge Conference for further cabinet training to be able to fulfil our offices with the greatest efficiency. There each college exchanged ideas with other colleges to bring back to its association in order to make it better than it has been before.

The conference is not the only way we have of exchanging ideas, for every student association has an under-graduate representative whose duty is to correspond with the undergraduate field representative who is elected from the undergraduate representatives at Blue Ridge, whose duty is to keep the undergraduate representatives she is responsible for, informed about the things other colleges are doing. The undergraduate representative is the connecting link between the local association and the outside world. Therefore she has put on programs that have brought before the association the important problems of today; the main emphasis was put on the cooperation of the industrial girl and college girl.

Before leaving school in June, the Membership Chairman arranged to have all of the names of the new girls that were coming in the fall sent to her, so that she could distribute them among old members to write letters of welcome to our college. In these letters were sent hand-books of the association which contain the officers of every association in school and some interesting things about them. The most important things in the hand-books are the constitutions of the Y. W. C. A. and of the Student Self-Government Association which tells the girls what they are supposed to do in regard to these associations. At the opening of school the new girls were met by the membership committee which, in cooperation with the cabinet and old members of the association, did much to make the first few days of their col-

lege life pleasant. The membership committee educated the college as to the work of the Y. W. C. A. and the part it plays in the college life. In doing this at the Friday and Sunday evening services it gave programs telling about the organization of the Y. W. C. A. and its workings. One program was given over entirely to the cabinet. In this each cabinet member explained her part of the work and told of the possibilities of her committee if it had the full cooperation of the association.

The social committees of the Y. W. C. A. and the Student Self-Government Association gave a social the first Saturday night after school opened. Since this it has given a social once a month, usually on the evenings for the business meetings. Besides the regular social it has entertained the classes at certain times.

During the school year the religious committee has added much to the college life, for it was through it that we have been able to secure at all times the very best speakers possible. We have had an out-of-town speaker once a month. In inviting these speakers we have tried to secure ones that would bring a special message of real value to the college and association. The college management has considered this so valuable that it helps bear the expenses of these speakers.

We were very fortunate in securing Dr. Moss of Chapel Hill to conduct a series of lectures on the Bible. Some have said that it was the best thing that the school has ever had from a religious standpoint.

The National Board sent us Mrs. Katharine Eddy, who gave a series of talks on the Near East and the Far East.

The publicity committee has been the means of making the association a real success by the advertisements, interesting pictures, and clippings. The rest-room has been made more inviting by the denominational papers the committee has put there. The committee has made interesting reports of the services to the local newspapers.

The World Fellowship Committee has had speakers and given programs of interest in missions. Six mission study classes were conducted by members of the faculty for six weeks. They proved very successful with almost a hundred per cent attendance at every meeting.

The Social Service Committee has done many things such as writing letters to sick girls, sending fruit and flowers to the sick and cards to the nurses at Oteen Hospital at Asheville.

The first duty of the new finance committee last spring was to secure funds to send delegates to Blue Ridge. To do this the committee decided to enlist the cooperation of the Junior class, but bringing in the other classes also. A very successful Carnival and Field Day program was given in which \$165 was cleared. To raise the fund the girls picked strawberries which with a contribution from an advisory member raised the fund. The finance chairman with the advice of the advisory board and cabinet made out the budget in the spring, but made it smaller in the fall since we felt that we would not be able to raise a large budget this year. To the World Fellowship fund we contributed \$110, also a box of clothes to the European Student Relief Fund. Many of the girls have sent back money for certain causes which they specified. This was greatly appreciated.

This year we have added to our rest-room two tables, a magazine stand, and a roller top desk.

The Senior class has filled out the graduate records blanks that are filed at Richmond. In this way the Field Staff has a record of each Senior in college.

MARIE LOWRY.

PRES. Y. W. C. A., '21, '22.

Rev. J. M. Daniel Preaches on Easter Sunday Evening

Rev. J. M. Daniel, presiding elder of the Wilmington District preached a strong sermon at East Carolina Teachers' College on Easter Sunday evening.

He took the parable of the ten Virgins as a symbol of men and women meeting the tasks of life and being prepared or unprepared for them. His sermon was peculiarly appropriate for a body of young women who are just ready to enter upon life's work. He spoke especially of the opportunities and obligations resting upon womanhood today.

He said it is great to be young but greater to have the sense of being young; one never grows old in the service of God. The difference between young and old is the outlook—anticipation. He also said that men who do not anticipate happiness seldom find it. The tragedy of the world today is the lack of leaders. The next twenty-five years is to be a critical period of the age from which home, church, and society is to be prepared for the tests. Anticipate, for anticipations are a great part of life.

The members of the Y. W. C. A. appreciated Mr. Daniel's visit. He made a cross-country journey to Greenville after filling an appointment in Onslow on Sunday morning. He expressed his pleasure in being with us again.

Special Easter music was rendered by the choir with Miss Ruth Swinney playing the violin. Miss Fannie Johnston also sang a solo.

Rev. George Matthis Talks to Students

Rev. George Matthis, while conducting a meeting at the Presbyterian church in the town, talked to the students at their Friday evening prayer service. The power and influence of women was his theme. He began with the story of Adam and Eve in the Garden of Eden; he showed that the tempter knew that if he induced Eve to eat the apple the whole degradation scheme was accomplished, and consequences proved he was right. "The Adams of the world have been following the Eves ever since." He impressed the fact that great responsibility goes with great influence, for the power of the bad is as strong as that of the good.

The students were delighted to have the opportunity of hearing the visiting minister, and he made a fine impression.

Our Two-Year-Old Student Government Association

In this second year of Student Self-Government we have tried to follow up the beginning success of the organization, and we believe that we have made some advancement. But we realize fully that we are only starting on a long road, but expect to see steadier and easier traveling in the years to follow for those who come after us.

The Student Council members were elected by the student body for which they have served, and knowing that we represented the student body and that we had their support and confidence, we have found it a pleasant task to serve them. And we have tried to do this in the most efficient and best way possible, and at the same time have tried to use tact and be pleasing. Therefore with the support given us we feel that we have not gone backward but have taken the work forward the second year in advance of the first.

The council saw that some amendments to the constitution and regulations were necessary, therefore those were made. Many other things of minor importance have been done for the betterment of the

school. Many problems of many kinds have presented themselves and have been solved. There are a number of things that could add to the comforts of the students living in the college that could be supplied. There has been no provision made to supply drinking water in the dormitories. As the school is in session throughout the hot months this works a real hardship on the girls. Therefore we have recommended that drinking water be provided in the dormitories. We hope to secure this soon.

The council has attempted to be loyal to our organization and to help by standing for high ideals in enforcing in a tactful way the rules of the organization which stand for certain principles. There is a difficult and unpleasant side to the work also, and we would like to extend our sympathy to the jurymen of other "courts." But if we did not always find the best we put forth an effort to give our best. Our sympathies would often war with right and justice but, of course, the victory always went to the latter. We could not help but foresee the fatal results had our sympathies been victorious.

The splendid way which student government was carried on in the first year was very encouraging for the officers and members of the organization of this year. It was so much easier to begin. There were old, supporting girls back, who soon got the new girls right in the swing of helping to carry on. And the council members did not have the drawback of inexperience. All these members, except the class representatives were elected in the spring of the previous year, and were given a chance to take up their work about two months before commencement. The president was also sent as representative to Blue Ridge. This gave the new council members experience they well needed and, while they had the assistance of the old officers, although they profited a great deal by their predecessors, it can not be said that the work of this council and student body of the second time has been "on flowery beds of ease."

The year of 1920-21 is one to be remembered in this college. Why? Because it gave birth to an organization that all connected with the college seem proud of—that of Student Self-Government. Since that time until now, when it has reached its second "birthday," it has received a hearty support from the student body, faculty and office of the college.

As in beginning anything new and worth while, there was much work to be done in the first year's life of the organization we were so proud of. And the inexperienced officers met with many difficulties, over which they had to spend much time and labor, but how happy

they were to be able to overcome them! They realized from the start that their work was one of importance and one upon which much was dependent for future success. But with the hearty cooperation received from all sources, and with the interest of the student body and school at heart, they looked for success and found it.

This first year's success of Student Self-Government showed in many ways the wonderful advantages the organization gave the school. It made it more democratic, helping its students to become better citizens of higher ideals. It also proved to be a great means for developing self-control and self-expression. And to the success of the first year we owe thanks for the right of a permanent place for such an organization in our college.

To the new members of the council for the year 1922-23, who will be inaugurated on May 1st, the old members wish to extend all our sympathies and best wishes for their future success in every way toward the betterment of the college's Student Self-Government Association for the coming year, 1922-23.

The new officers elected are the following:

President	Maude McLean
Vice President	Maggie Dixon
Secretary	Mary F. Pittard
Treasurer	Blanche Sutton
Chairman of Campus Com.	Mattie Erma Edwards

The house presidents and vice presidents elected are as follows:

West Wing of West Dormitory

House President	Hattie Boswell
Vice House President	Bettie Carraway

East Wing of West Dormitory

House President	Pattie Smith
Vice House President	Gladys Bateman

West Wing of East Dormitory

House President	Inez White
Vice House President	Helen Knott

East Wing of East Dormitory

House President	Willie Matthews
Vice House President	Lila Mitchell

These new officers were elected by the student body on April 10th. The nominations were made by the nominating committee and some were also made from the floor. The spirit of democracy reigned over this election, and each girl was free to express her own personal

opinion when she cast her ballot. This election took up much time as there were so many girls, who were capable for the positions, to choose from. But everybody seems satisfied with the results and feel that we have chosen the right ones for the job. And anyone that could have seen our election, could not have helped feeling prouder of the fact that we now have "woman suffrage" in our "Good Old North State!"

PAULINE SANDERS, '22.

SENIOR REP. ON COUNCIL.

Classes

The College class held Y. W. C. A. vesper services on Sunday evening, April 30. They had a well selected and very enjoyable program. It was as follows:

Song	School
Scripture Reading	Annie Blanche Herring
Prayer	
Song	School
Introductory Remarks	Annie Blanche Herring
About Angels	Cleora Quinn
The Golden Windows	Clara Lewis
Poem: The Quest	Mary S. McArthur
The Hunt for the Beautiful	Pearl Wright
Song	School
Benediction	Y. W. C. A. Motto

The annual Junior piano recital came during the "flu" epidemic. Most of those who were to take part in the program were down at this time with the "flu." The following program was rendered:

Gavotte in B Flat	<i>Handel</i>
	CLARA DOWDY
Cradle Song	<i>Lynes</i>
	ORA EVANS
Spring Song	<i>Liebling</i>
	MITTIE WEST
Summer Pleasures	<i>Von Hess</i>
	LOUISE MILLER
Pomponette	<i>Durand</i>
	CLARICE FLETCHER
Spinning Song	<i>Wilm</i>
	NANNIE LINDSAY STOKES
Impromptu in A Flat	<i>Schubert</i>
	GLENNIE SWANNER

On April 22 the "A" class held assembly exercises. The following program on "Stars" was rendered:

Song: Come Thou Almighty King	School
Scripture Reading	Teeny Mohorne
Prayer	School
Song: O Worship the King	School
Introduction and Reading on "Friendship".....	Teeny Mohorne
Story of Great Dipper and Little Dipper.....	Leyta Perry
Song: O Thou Sublime Sweet Evening Star	Class
Story of Pleades	Mary Norwood
Story of the Diamond Dipper.....	Blanche Sutton
Song: Stars of the Summer Night	Class

The Juniors are celebrating very greatly the fact that they won the cup in the basket-ball tournament.

The account of the Junior-Senior Reception is in the section devoted to the Senior Class. The Juniors consent to let them have it among their souvenirs, as it was in their honor.

Juniors are busy with May Day plans for May 8, but as we go to press are not ready to announce them.

Societies

The report of the debate as given in the *Greenville Reflector* is as follows:

The annual inter-society debate at East Carolina Teachers College was held last night. The victors were the Laniers, who upheld the negative side of the query: "Resolved, That the government should own and operate coal mines." The open forum form of debate was used, the girls speaking from the floor of the house, and the judges sitting on the stage. Mr. R. G. Fitzgerald presided over the debate, recognizing each speaker and giving her the right of the floor. Miss Charlie Mae Barker, chairman of the inter-society committee, a Lanier, made the announcements and read the rules of the open forum form. She and Miss Pauline Sanders, secretary of the committee, and a member of the Poe Society, were the time keepers. Miss Jodie O'Briant, a Poe, and Miss Lucy Andrews, a Lanier, gave the names of each speaker to the presiding officer.

The debaters were as follows: Affirmative, Poes: Misses Malissa Hicks, Gertrude Chamberlain, Carrie Lee Bell, Rose Penagar. Pearl Wright, Ora Evans, Julia Whitty, Inez White, and Nina Rogers; Negative: Laniers: Misses Addie Ruth Joyner, Beatrice James, Ida

Holland, Margaret Harrell, Clara Dowdy, Mary Louise Outerbridge, Annie Blanche Herring, Thelma Jackson, and Laura Smithwick.

The rejoinder in this form of debate comes along whenever questions are asked and need to be answered, so the firing back and forth of questions made the debate intensely interesting. Both sides were in painful suspense during the collection of the ballots and while Mr. Fitzgerald fingered them before opening them, he began as if he were going to make a speech. The judges were Judge F. M. Wooten, Mayor D. M. Clark, and Mr. Marvin Blount. The decision was in favor of the negative.

Edgar Allan Poe Society

During this year the Poe Society has brought to this school one high class recital and two other entertainments of very great importance. The musician, Hendrick Ezerman of Philadelphia gave a piano recital. Miss Ethel Madry, a former student and a member of the Poe Society gave a delightful song recital. Both of these have been reported on in detail.

One of the most beautiful and helpful things of the year was a performance given by the girls of the Society themselves, of the casket scene from the "Merchant of Venice." This was given on the evening of February 27, just after the last issue went to press. This play showed what the girls themselves were capable of doing. The cast of characters were as follows:

Portia	CLARA GRISSOM
Nerissa	PAULINE SANDERS
Bassanio	KATHERINE TRIPP
Prince of Aragon	MAMIE HAYES
Prince of Morocco	BETTIE CARRAWAY
Gratiano	HILDA DUKE
Pages	MATTIE ERMA EDWARDS, MILDRED LYON, ELOISE BRIDGER
Attendants to Prince of Aragon.....	CARRIE LEE BELL, CYRENA ALLEN
Attendants to Prince of Morocco	TEENY MOHORNE, DORA MITCHELL
Singers in the Court	VIRGINIA RHEA, FANNIE JOHNSON, GLEN- NIE SWANNER, ANNIE LEE STALLINGS, LOUISE MILLER, WILLIE MAE HEDGEPEETH, MARTHA BRECHER MADRY.

The other program given by the school, the Dante Program, was reported in the fall QUARTERLY.

An interesting thing that has played a very great part in our society programs this year has been the "open forum" form of de-

bating. The girls have heartily entered into this debating and it has proved very beneficial to them. This form of debating which has become so popular among our societies that for the past two years it has been the form of debate used for the debate between the two societies proves especially good in the society meetings.

In this way the members of the society get training to become good speakers. Not only do the speakers get a chance to show their powers but those with other talents get a chance to use them as well. The solos and other musical numbers rendered show that we have some real artists in our society. Misses Virginia Rhea and Fannie Johnson have proved to be our most renowned singers. The artists show their skill in the posters announcing the meetings. The girls on the poster committee for this year were Clare Vaughan, Bertha Bulluck, Hazel Kennedy and Mabel Montague.

The moving picture machine presented to the school by our society last year is still a source of great delight for the whole school. Many helpful and educational pictures have been presented as well as those for pure enjoyment. The pictures given this year have been under the direction of Leah Cooke and Myrtle Holt.

Since our school has become a four year college it has been necessary to make a change in the constitution of our society so as to give all the girls a chance at holding office. The constitution has been so amended as to allow the president of our society to come from the Sophomore, Junior or Senior class of the four year college course as well as from the Senior class of the two year normal course.

At the meeting of our society on the evening of April 8, the officers for the coming year were elected. The following officers were elected: President—Pearl Wright; Treasurer—Grace Mohorne.

At this meeting the marshals for commencement and for the coming year were elected, this being the year that it has fallen to the lot of the Poe Society for chief marshal. The following girls were chosen for marshals: Clara Grissom, Chief; Ora Evans, Martha Harrell, Julia Whitley, Lillian Jordan.

Under the leadership of Oma O'Briant, our former president, the Poe Society has accomplished much. We owe much of our success to the faithful work of Miss O'Briant.

The beautiful red roses and other flowers on the Poe flower bed prove to us the good work of our flower bed committee. This committee is composed of Cleona Minshew, Lula Joyner, Mildred Beamon, Viola Rimmer, Bettie Carraway, Ora Evans, Irene Parker.

Sidney Lanier Society

The Lanier Literary Society during the past year has contributed two special entertainments to the college. One play, "The Neighbors," given by the students, was reported in the last number of the QUARTERLY. Miss Katherine Fahnstock, a dramatic reader and impersonator gave a recital on March 27th, under the auspices of the Lanier Society. The purpose of this performance was two-fold: First, to bring an artist to town, and second, to contribute to the Fleming portrait fund. Miss Bertolet accompanied Miss Fahnstock at the piano, making the program even more enjoyable.

Miss Fahnstock has for a long time worked with the Swarthmore Chautauqua, and is considered a real artist in her line of work. The entertainment is reported in full among the college notes.

The Laniers are proud of winning the eup for debating.

The leaders in the society have served well. As president, Annie Ruth Joyner has been a most sympathetic and capable leader. Maggie Dixon has given helpful and enjoyable entertainments, as chairman of program committee. As chairman of debating committee, Augusta Woodard has been a loyal worker and arranged for a debate at every other society meeting. Mae Barker has served the society in two positions. As chairman of inter-society and poster committee she deserves credit for her success. As leader of the Glee Club, Lucy Goodwin has arranged several musical programs for the society. She is society pianist and has given willing service when music was needed. She composed and played most of the Lanier songs for the inter-society debate. Members of the Glee Club and those who furnished special music are Marjorie Markham, Julia Gatling, Margaret Harrell, Laura Smithwick, Louise Eure, Mamie Hayes, Kathleen Jones and Ruth Swinney. Marjorie Markham is the prima donna of the society. Kathleen Jones is star pianist.

Special music has been given at several meetings by Misses Bertolet, Mead, and Fahnstock.

As an honorary member, the Laniers welcomed Mr. J. L. Leggett, the new member of the faculty.

The Laniers have had two saddening experiences this year. They have lost Mr. C. W. Wilson, one of the most highly esteemed and loved honorary members.

Virgie Mitchell, the only student ever taken from us by death passed away this past year.

The society drew up resolutions of sympathy and sent them to Mr. Wilson's family, also to the *Reflector*.

Resolutions of sympathy were sent to the family of Virgie Mitchell.

The Laniers have a nice sum laid away with which they will buy curtains for the new stage that is soon to be built. The new curtain will be a great improvement over the shabby ones now in use. The society will not forget to carry out Mr. Wright's request to build a bonfire and burn those old red curtains.

At the last society meeting the Laniers decided to change their constitution so that members of the college classes may have the same chance at offices as those in the normal courses.

As president for 1922-23, Maggie Dixon was unanimously elected.

The marshals are Rose Winstead, Thelma Jackson, Mary Ballance, Mary Louise Outterbridge.

JULIA ROSE, '22.

Class of 1922

Class Officers

LILLIE MAE DAWSON	.....	President
RUTH SWINNEY	.....	Vice-President
CLEONA MINSHEW	.....	Secretary
LORENE EARLY	.....	Treasurer
CYRENA ALLEN	.....	Critic
ELIZABETH BONEY	.....	Sergeant-at-Arms
PAULINE SANDERS	.....	Rep. on Council
LEAH COOKE	.....	Class Historian
ANNIE H. FELTON	.....	Class Poet

Foreword

Come, take a peep behind the curtain while we see the rehearsal of the life-history of the '22 class. The form of this rehearsal will vary widely. "All that is not poetry is prose, and all that is not prose is poetry," in the words of M. Jourdain. To say the least, you'll find a mere touch of history, a peep into the future, and last, but not least, a tiny picture of each of the eighty-seven Seniors and small pictures of the groups in their various activities.

LILLIE MAE DAWSON, *Pres.*, '22.

Class Poem

TO THE SWEET PEA

Oh, purity, with morning dews,
So beautiful with rainbow hues,
We pay our tribute now to you,
For we have come to say adieu.

Through college days until the end,
You've been a most inspiring friend.
The high and noble you embrace
With fragrance, buoyancy and grace.

A single flow'r has power slight,
 But in a mass you give delight,
 And add to charm, a service true
 To strengthen all—fond hopes renew.

We leave—but all the days we live
 Sweet memories you'll always give,
 You'll help us in the tasks we do—
 Dear wond'rous flower—here's to you.

ANNIE FELTON, '22.

Who?

Who is it we call the vamp
 The biggest one in all our camp?

Who is very good at wiggling,
 But is better still at giggling?

For whose philosophy do we always call
 When order is needed on stage or hall?

Who a splendid matron will make
 And Mrs. Beckwith's place probably will take?

Who has the size and "pep"
 And at E. C. T. C. has made a "rep"?

Who's our rose, our only rose,
 A rambler perchance—but who knows?

Who's our ardent mountaineer,
 And loves her mountain home most dear?

Who is ever in a notion
 When time comes to second a motion?

Who in personality leads the line,
 And nowhere else is left behind?

Who is the girl that has the wit,
 And whose enunciation has made a hit?

Who's the girl who will always be,
 With the people of quality?

Who's the girl that's ever true,
In keeping the records of '22?

Who's the Christian worker strong,
That always wears her skirts quite long?

Who is it that hasn't a beau
As faithful as her "Joe"?

Who's the conscientious little squaw
That never breaks a law?

Who's never in a hurry,
Nor ever has a worry?

Who's the little freckled scout,
That in basket-ball is never knocked out?

Who is it that's always smart,
Especially when it comes to art?

Who's the spoiled blond we know,
That clicks off mathematics so?

Who's our little laughing girl,
The merriest of any in the world?

Who has airs though not affected,
But for dancing master was elected?

Who are the two who are found together,
No matter what may be the weather?

Who is it that won a "rep,"
By ever being so ready to help?

Who's the little quick-witted lass,
As talkative as any in the class?

Who is it so gentle and kind,
As true a blond as you usually find?

Who's the girl on whom we depend,
By whom a "message to Garcia" we'd send?

Has Been

Is

Will Be

CREPHLA ALLEN	Member basket ball team	Faithful	A domineering school teacher
CYRENA ALLEN	Member Y. W. Cabinet	Always on time	An ardent lover
LUCY ANDREWS	Chairman Campus Committee	Sweetest	Happily married
VIRGINIA ARTHUR	Known to blush	Not bashful; most stylish	A noted dancer
CHARLIE MAE BARKER	Assist. Editor of Quarterly; Chairman Inter-Society Committee	Hardest worker	Editor News and Observer
EVA BATEMAN	On every class	Good at anything	A quiet, submissive school teacher
CARMIE LEE BELL	President Student-Government	Red-headed, popular, dignified	Still sporting
LOTTIE LEE BLANCHARD (LOT)	Kate's crush	Most vampish; best-hearted	A distinguished philosopher
ELIZABETH BONEY	Poe marshal; door-keeper of class	Biggest giggler	A missionary
HELEN BOONE	Council member	Beauty specialist	Movie actress
FRANCES BRADLEY	Lanier marshal	A dependable pal	Governess of one
MARY BROCK	5th Street walker	Changed entirely	Supreme Court Judge
DELLA BRYAN	Lanier marshal	Always ready	Travelling Y. W. Secretary
LOUISE BUFFALO	Ever smiling	Best dancer	A rejected lover
ALTHEA CANADY	Lanier marshal	Craziest in class	Saleslady for Vick's pneumonia cure
MARY CONDON	Attentive on Math	Hard worker	Progressive farmerette
EVA COOKE	Known to work "math"	A good old pal	A heart-breaker
LEAH COOKE	Council member	Telephone pole	Volley ball director
LULLIE MAE DAWSON	Junior president	Bosiest; egotistic	Assistant to Misses Collins and Scoville
MARY DUNN	Senior Class president; prissiest	Fine leader	A rural supervisor
LORENE EARLY	Never on time	Jack-at-all-trades	Choir leader
LILLIAN EDWARDS	Treasurer of '22.	Good-natured	Author of Grady's Math
ANNIE FELTON	A star teacher	Most distant	A hair dresser
LUCY FLEMING	Champion of Tennis Team; Asst. Editor Quarterly; slow but sure	Laziest	Successful "ramp"
ALICE FULFORD	To Cousin Harvey's	Always talking	A wife
JULIA GATLING	On time <i>one</i> time	Most graceful	Successor to Mrs. Vernon Castle
BERTHA GODWIN	Hard to make understand	Interested in the "Tope"	Fortune-teller
BLANCHE HARRIS	Always ready	Most critical	Automobile agent
MAMIE HAYES	"Engaged"	The dumpiest	A diamond cutter
CHARLEMAE HENNESSEE	Poe marshal; hero of play	"In love"	"Don's" boss
MALISSA HIGGS	Math star	"Miss Know-all"	Pursuing "Art"
	Council member	Thinnest	Organ-grinder

Has Been

IDA HOLLAND
 RUBY HOLLAND
 MYRTLE HOLT
 BEATRICE JAMES
 TRIXIE JENKINS
 FANNIE JOHNSON
 SALLIE JONES
 ANNIE RUTH JOYNER
 RUBY JOYNER
 ANNIE KITRELL
 ESTEE LEE
 ELMA LEWTER
 ELSIE LEWTER
 MARIE LOWRY
 LOUISE McCALIN
 NFILLE McDONALD
 SARAH McDUFFIE
 CARRIE MERCER
 CLEONA MINSHEW
 SALLIE MINSHEW
 GLADYS NORRIS
 JODIE O'BRIANT
 OMA O'BRIANT
 BETTIE PARKER
 IRENE PARKER
 BEVERLA PIERCE
 VIRGINIA RHEA
 JULIA ROSE
 PAULINE SANDERS
 THELMA SHAMHART

Volley ball player
 Trixie's friend
 Member Basketball team; Mary's crush
 Chief marshal
 Champion of Walking Club
 Vice-president Student-Government
 On time at meals
 Lanier president; champion debater
 Baby of class
 Seen smiling
 Life of our class; main character of play
 Never idle
 Always willing
 Y. W. president
 Member of Y. W. Cabinet
 Most successful "math" hunter
 Best 1st grade writer
 Always looking for Sallie
 Secretary of '22
 The jolliest
 Assistant stage manager
 Member Y. W. Cabinet
 Poe president
 Always ready to take out and put in sewing
 Known to slick back her hair
 Biggest "nut" in school
 Council member
 Rambler (night) of Campus
 Class representative; heroine of play
 Basketball captain; editor-in-chief of Quarterly

Is

Interested in her work
 Never absent from class
 Looking into the future with earnest visions
 Swinney's crush
 Fannie's pal
 Musical
 Sweet girl
 Wittiest; most sarcastic
 Smallest
 Most solemn
 Most dramatic
 Always studying
 Industrious
 Most religious
 Always working
 Biggest talker
 Biggest teaser; most mischievous
 Not musical
 Thelma's shadow
 Loudest laughter
 Most sympathetic
 Master of every occasion
 Mr. Leggett's pet
 Most patient
 Always on time
 Jolliest
 Sweetest singer
 Wearer of longest dresses
 Owner of prettiest eyes
 Best all around girl

Will Be

A butler
 Mistress of a tea room
 "A peanut raiser" (?)
 Promoted from usher to policeman in front of Grand Central Theatre
 A county demonstrator
 Galli Curci's understudy
 A prominent baker
 A prosecuting attorney
 Mistress of "White" house
 A botanist
 Belasco's successor
 A trained nurse
 A musician's wife
 McLendon's guide
 A psychology teacher
 Driver of a "Johnnie"
 Carnival director
 A member of Old Maid's Home
 A practicing physician
 Disappointed in love; a quiet teacher
 A poet
 Lecturer on Bugology
 A stormy politician
 General of "Camp Vann"
 Successor to Miss Graham
 Owner of a soda fountain
 A snake charmer
 Night policeman
 A "Banker"
 A barber

ANNIE SMITH	"In love with Charlie"	Most timid	Supervisor of "Harrell Firm"
NEOLA STIVEY	Poe marshal	Prettiest	Mrs. B— looking after affairs of Spurgeon
ANNIE SPRULL	Business manager of Quarterly	Most dignified	A milliner
JANIE STATON	Never stout	Best-hearted	A carpenter
ELOISE STEPHENSON	Joyner school teacher	Most conscientious	A bookkeeper
MANIE STOKES	An admirer of Thelma's	Most affectionate	A "cherry"
RUTH SWINNEY	Vice-president Class of '22	Most up-to-date	Society Editor of New York Times
ADDIE THARPE	Always in good health	Good humored	Mistress of a bungalow
KATHRYN TRIPP	Street walker	Most restless	Teacher at "Stokes"
BETTIE TUNSTALL	Tennis player	Never seen on 5th Street	Tennis champion of North Carolina
CLARE VAUGHN	Chairman of Poster Committee	Best artist	Noted artist
ALMA WALKUP	Member of Y. W. Cabinet; second of all motions	Most inquisitive	A preacher
GLADYS WARREN	Hard worker	A jingle writer	High School professor
OPAL WATSON	Music pupil	"Into everything"	An agriculturist
DAISY WILLIAMS	Member Y. W. Cabinet	Accommodating	Y. W. Secretary to China
ELSIE WILSON	Lanier marshal	Most conceited	"Mrs. Wigg's of the Cabbage Patch"
PENELOPE WILSON ("NEP")	Y. W. Secretary; stage manager	Lover of nature	Director of movies
LOUISE WHIGHARD	Poe marshal	Neatest	Dealer in vehicles
FLORENCE WOODARD	Musical	Slim-Jim	A boot blacker
IRENE WOODLIEF	Willing to try	Studios	A prima donna
AUGUSTA WOODWARD	Fancy dancer	Slowest	Assistant to a bookkeeper
ALMA WORTHINGTON	History teacher	Sociology star	A conductor
RUTH WETMUR	Regular church-goer	Most nervous	Discoverer of "Wetmur's Sure Cure for Catarrah"
KATIE YATES	Faithful to Postoffice	Sweet, smiling	Postmaster-general

Class Gems

In some classes gems are few,
But we have *Opals* and *Rubies* too,
And while it's true, we're minus a pearl,
The gems we have are the best in the world.

Bell's Philosophy

Here are some things I present to you,
Mat Belle found out in '22.

1. That *eventually* all things become a college,
When our heads are crammed with knowledge.
2. That when asking for primary work so strick-(ly),
You have to acquire a little trick,
And unless seventh grade work you adore,
The word *strickly* you must underscore.

GLADYS WARREN, '22.

Jingler.

Klass Kronicles

The class of '22 as "A's" registered at East Carolina Teachers College September 28, 1918. About thirty-five members of the forty-four, after a stay of three weeks, were greeted with Influenza. We went to work at once, not waiting. Everybody worked to help take care of these ushered into the apprentice work of nursing, dish-washing soup-making.

Although not organized as a class, we formed into a group to pick cotton. From this we made thirty-five dollars. We organized ourselves into "A War Saving Society." The class was 100% willing to pay five cents per week to this organization. Fifteen cents per hour was paid to us for pulling weeds. This was a disagreeable work, you think? We were glad to do it.

The officers were, Gertrude Stokeley, president; Vera Lunsford, vice-president; Lillie Mae Dawson, secretary; Miss Elizabeth Davis, class advisor.

Our college president, Mr. Wright, winning the love of '22 class made us love another "Wright"—William—our mascot.

Our Purple and White has been shining ever since, because of the beautiful banner designed by class advisor. It is going to the front, watch it.



CLARE VAUGHN, ALMA WALKUP, GLADYS WARREN, OPAL WATSON
DAISY WILLIAMS, ELSIE WILSON, PENELOPE WILSON, LOUISE WHICHARD
FLORENCE WOODARD, IRENE WOODLIEF, AUGUSTA WOODWARD, ALMA WORTHINGTON
RUTH WETMUR, KATY YATES

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SARAH McDUFFIE, CARRIE MERCER, CLEONA MINSHEW, SALLIE MINSHEW
 GLADYS NORRIS, JODIE O'BRIANT, OMA O'BRIANT, BETTIE PARKER
 IRENE PARKER, BEVERLA PEARCE, VIRGINIA RHEA, JULIA ROSE
 PAULINE SANDERS, THELMA SHAMHART, ANNIE SMITH, NEOLA SPIVEY
 ANNIE SPRULL, JANIE STATON, ELOISE STEPHENSON, MAMIE STOKES
 RUTH SWINNEY, ADDIE THARPE, KATHERINE TRIPP, BETTIE TUNSTALL



MAMIE HAYES, BERTHA GODWIN, NEILLE McDONALD, ANNIE KITTRELL
 LOUISE McCAIN, SALLIE JONES, ESPIE LEE, MYRTLE HOLT
 JULIA GATLING, LUCY FLEMING, MARIE LOWRY, RUBY JOYNER
 TRIXIE JENKINS, ELSIE LEWTER, IDA HOLLAND, BLANCHE HARRIS
 ELMA LEWTER, ALICE FULFORD, FANNIE JOHNSTON, RUBY HOLLAND
 BEATRICE JAMES, ANNIE RUTH JOYNER, CHARLIEMAE HENNESSEE, MALISSA HICKS



CRETHIE ALLEN, CYRENA ALLEN, LUCY ANDREWS, VIRGINIA ARTHUR
 CHARLIE MAE BARKER, EVA BATEMAN, CARRIE LEE BELL, LOTTIE LEE BLANCHARD
 ELIZABETH BONEY, HELEN BOONE, FRANCES BRADLEY, ATTIE BRAY
 MARY BROCK, DELLA BRYAN, LOUISE BUFFALOE, ALETHEA CANADY
 MARY CONDON, EVA COOKE, LEAH COOKE, LILLIE MAE DAWSON
 MARY DUNN, LORENE EARLY, LILLIAN EDWARDS, ANNIE H. FELTON

The second year, we had an enrollment of fifty-five, a growth of fourteen. Officers: Inez Frazier, president; Christine Evans, vice-president; Louise Whichard, secretary; Katye Harris, treasurer.

Soon came the important question of whether or not there should be Student Government in the school. One of our responsibilities was to express ourselves for or against it. We have ever been anxious to help make our college and its work inspirational.

Souvenirs, or hand-made reed baskets, filled with sweet peas were presented to the Seniors as an emblem of our regard for them.

One hundred and forty-two high school graduates from all over the state came with us on September 28, 1921, to solve bigger things. We entered with new vim and pep. A large percent of our class had come to the college for the first time. Questions of this kind were being asked: "Where must I go?" "Who will my roommate be?" "If I could only get back home." Several weeks passed. In the meantime the old girls were wondering and whispering who would be our class president, while all new girls gave that phase of her new life little thought. She was kept too busy watching and viewing the new surroundings.

Soon a meeting was called. Can't you hear the new girls exclaiming, "What's this meeting for?" Of course all went with open ears, to hear what was wanted. Much to the surprise of the newie, they found that nominations were in order for the election of class officers. There we sat dumbfounded; we knew none of the girls. How could we nominate any girls? All at once it dawned upon me to say something about the type of girl we should consider to be our class-president. I failed to hit the keynote or one would think so after the officers were elected.

On this night, November 20, 1921, our class was organized as "C's" or Juniors. The officers were, Leah Cooke, president; Carrie Lee Belle, vice-president; Lucy Andrews, secretary; Louise McCain, treasurer; Inez Bradley, cheerleader; Marie Lowry, critic; Marjorie Waite, sergeant-at-arms; Miss Mamie E. Jenkins, class advisor. Soon we found that we could have no class advisor; the office had been abolished by the faculty.

Here I lost my vocal chords entirely, and I had nothing to say but how I sympathized with the class in their selection of a leader. In a sense, I failed to fully appreciate my entire responsibility. But as time went on I became more familiar with the line of work which stared me in the face.

Regular class meetings came on with every member present to note the many weaknesses of their president. Another meeting was posted. Here I found the necessity of appointing someone to be responsible for programs. Fannie Johnston, a very capable leader, was appointed to serve as chairman.

Now some way was to be provided that every member of the class may be reminded of meeting. This puzzled me. How did I know the person best suited for this? Here's the secret of it all. I hunted Miss Lewis, Industrial Art Instructor. There I gained much information. Clara Vaughn did the work.

Another joke came to me—that flowers were beautiful things to have. We got busy, ordered sweet pea seed and other flowers. Did they come? We were beginning to think that the seed firm and everything connected with it had gone out of business. Many days and weeks passed and no seed had been seen. Just as we were about to forget our ordering the seed, a package slip was given us. The seed were here.

It is hard for me not to write as president of a class of one-hundred and forty-two, but must refrain and write the history.

Many inspirational suggestions were given the class by our college president—Mr. Wright. Here “we hitched our wagon to a star.”

It requires so much space for comments for our various class activities that it seems best to put the outstanding events in calendar form.

Dec. 18. “Negro Minstrel.” “The best ever given in college,” verdict of two faculty members who saw it.

Feb. 1-13. Plans for Junior-Senior Reception. “When shall it be?” “Who may take who?” “What refreshments will be served?” “Whoever knew *you* to like anything the class did?”

Feb. 14. Junior-Senior Reception. Valentine party. “Most beautiful decorations ever seen in the school. Stunts and entertainments kept the guests in full swing.”

Feb. 27. Class adopted class motto. “Climb though the way be rugged.” Such a hard motto to live up to. Yet our motto forbids us to hide our faces in floods of tears.

March 1. Class ring designs received. Such discussions one never heard!

March 11. Rings ordered. Class pleased (!) What number do you wear? Which finger are you going to get your ring for? I am going to get mine for little finger, the other finger is awaiting the opportunity to wear——.

March 12. Class Officers re-elected. Two rugs presented to Y. W. C. A. Rest Room. Class pillow designed. Class seal is used.

April 3. Election of Athletic Officers. Tennis, Annie Felton; Basketball, Thelma Shamhart; Volley-ball, Eva Cooke.

April 16. Plans made for Field Day. Girls thrilled, excited. What shall we sell? Lemonade, candy, ice cream, peanuts, souvenirs. Where shall it be?—On front campus. Who shall be May Queen? Florence Corbette. Ladies-in-waiting—Irene Stem and Marie Riddick. Knight—Mascot, William Wright. Queen of Hearts—Helen Boone and Mae Osborne.

[During this, our first year as professional students, we sold cream, candies, sandwiches, peanuts and lemonade, that we might send our Y. W. C. A. Cabinet Members to Blue Ridge. Near the close of the year \$175.00 was presented to the Y. W. C. A. for the purpose named above.]

April 27. Class given privilege to use Library after 7:30 p. m. Beatrice James elected to serve as class representative in Student Government.

May 21. Discussion and plans made for celebration of Mr. Wright's birthday.

May 22. "A's," sister class entertained at White's Theatre. Fruit served on our return.

Sept. 28. Eighty-seven of Juniors returned to college as Seniors. "I am so glad to see you." "What did you do during vacation?" "Where is ——?" "Is she teaching?" "Married.!" "I hope we will register one hundred students to graduate in June."

Oct. 3. First class meeting as Seniors. Nominations in order for class president.

Oct. 4. Committee appointed to work out point system in Athletics. Point winners to be given emblems to wear on sweaters.

Oct. 8. Preparation made for arrival of Wake Forest Glee Club. Officers elected, Lillie Mae Dawson, Pres., Ruth Swiney, Vice-Pres., Cleona Minshew, Sec., Lorene Earley, Treas., Cyrene Allen, Critic, Elizabeth Boney, Sergeant-at-Arms, Pauline Sanders, Class Representative on Council.

Oct. 15. Election of Historian and Poet. Leah Cooke, Historian; Annie Felton, Poet.

Oct. 28. Plans for Hallowe'en announced.

Oct. 30. Hallowe'en Party—Red Devils, Black Devils, and Imps took possession of night. The swinging of bats, dangling fruit, lighted pumpkins in basement made you know you were out of your rooms. Dinner served on campus. The assembled ghosts haunted all. Moonlight stroll. Senior serenade.

Nov. 14. Further plans announced to entertain W. F. C.

Nov. 16. Lillie Mae Dawson made cheer leader. Class made investigations for care of throat. Salt water solution as a gargle was best thing found.

Nov. 23. Arrival of Wake Forest Glee Club, W. F. C. Presented a splendid program. A good house was given them. A reception in their honor. W. F. C. is no stranger to class of '22. Good friends we remain.

Nov. 24. Thanksgiving program. Junior-Senior game. W. F. C. entertained. All go to see "The Four Horsemen of the Apocalypse" at White's Theatre. Greeted at the theatre by whom? "W. F. C.!!"

Dec. 15. Privileges sought. What privileges? Oh, just more than we had.

Dec. 19. Plans for Senior Play announced. A plan for furnishing parlors of West Dormitory discussed. We are no longer the Training School but East Carolina Teacher's College.

Jan. 21. Miss Davis tells thrilling, true stories of the west. Adele Guthman Nathan, of Baltimore, Md., asked to coach Senior Play.

Jan. 28. Failure to strike the "Walls of Jericho." Disappointment. Compensation. N. C. State Band soon to arrive.

Feb. 18. Invitation to Junior-Senior Reception received. Acknowledged.

Feb. 28. Calling list in town invited to reception given in honor of N. C. State Band. Decision on Class Day Dress. Rainbow color scheme, picture hats to match.

March 6. Further plans for reception. Throats sore from yells. (Practicing.) N. C. State Band concert. Reception—at last.

March 20. Class purchases reference books. Class pillow design accepted.

March 28. Each girl selects her color for class day dress. "I want this." "I want that." "Do you think I could wear this?" "No I would not change for anything."

March 29. Permission given to Seniors to go to Fair grounds day of County Commencement. Trucks secured. Material for graduation dress. Voile or Organdie? Organdie, no—Voile. Voile won.

March 30. Material for graduating dress reconsidered. Organdie won. Failure to secure "If I were King," as class play announced. "Merchant Gentleman," French comedy, chosen.

April 3. Try outs for the play. Some fitted as if it were written for them. For others it was hard to decide.

April 4. Remainder of characters chosen.

April 8. Selection of pattern of graduation dress.

April 20. Day's rest (?).

April 21. "Merchant Gentleman" presented. Monsieur Jourdain leading character. "I'm a Mamamouchee, I'm a Mamamouchee, I tell you." Splendid house.



SCENES FROM "THE FOREST PRINCESS," PRESENTED IN 1920
GROUPS IN MAY DAY FETE OF CLASS OF 1922

April 26. Final game in basket ball tournament. Juniors-seniors—
Wails of woe.

Arbor Day program postponed because of Senior play. Saturday April 28th we present to Mr. Wright a Purple Japanese Maple to be planted on front of campus. Noted characteristics of tree is: The foliage at one time of the year is "purple." On Mother's Night we present a very effective Mother's program. We entertain our Sister Class. Seniors delightfully entertained by Sister Class.

This takes us to May 1, 1922. The plans written below will be a part of our history by the time this is in print.

Commencement. This is the first class to finish under the name of college. Here we come, Purple and White. She leads wherever she goes. Girls of '22 dressed in tints of rainbow colors shaded by hats that match rushed through the gate of Purple and White. Class Historian gives brief sketch of past work of class of '22. Annie Ruth Joyner gives our WILL, dear friends, and may you ever live by it.

Our days with you dear Alma Mater have meant much. May we return again and again as members of your alumnae, and be a part of you in that we prove to the State of North Carolina what you are and for what you stand.

Class of '22 pledge themselves to leave a Student Loan Fund known as the "Wilson Fund," in honor of our deceased friend and teacher, C. W. Wilson. To this fund each member of '22 class has pledged to pay ten dollars (\$10) for three years. May this enable some worthy girl to finish her course in preparing for the great work the college stands for.

Athletic Career

In many a game we've known defeat,
Still we have never stopped to weep—
We played each one right to the end,
Even though we did not win.
In this we've shown to all about,
That in life's game we'll sure win out;
We'll tackle our job whate'er it be,
With faces turned toward victory.

Athletics has been an outstanding feature to the minds of each member of the class of '22, ever since their defeat in the basket-ball tournament on March 29th, 1921. On the day of our defeat, when the 1921 class tied their colors on the cup, we, the class of '22 were more determined than ever to have them exchanged, the incoming year, for our colors, even though we failed to do so, when put to the test.

When the class of '22 were A's athletics was "dead." The main reason for this "deadness" is that—in the fall of 1918 the Athletic

League suspended athletics and put in different forms and devices of making money, such as cotton picking, weeding campus, etc., in order to help in the war activities. This year the tennis and basket-ball tournaments could not be played on account of the "flu" that "flew" into our school.

The Athletic Association was reorganized in the fall of 1919.

One of our class, Gladys Monroe, was elected secretary of the League in the fall of 1920. Thelma Shamhart was made captain of our basket-ball team. She practiced faithfully with the team both early and late during the day, but alas! when time came for the tournament we were defeated. We were very unfortunate, however, in losing some of our best players before the tournament. This was a disappointment to the members of the class of '22, but we were not to be outdone by this.

In the fall of 1921 we returned as Seniors, ready and eager to start the New Year right, and profit by our mistakes of the past. This year the Athletic League organized earlier than usual, and as a result the various classes soon organized their respective teams, in order to get "on the job" again. The first thing was the election of the officers for the Association. Annie Howard Felton, coming from our class was elected business manager of the League. Again Thelma Shamhart was elected captain of our basket-ball team. Captains of the other phases of athletics for our class were as follows: Trixie Jenkins, walking; Julia Rose, volley-ball; and Annie H. Felton, tennis.

To encourage the girls and help keep their spirits alert we decided to introduce into our class emblems. We worked out a point system, requiring a certain number of points to win an emblem. We were to win these points by playing basket-ball, volley-ball, tennis, and walking. The captains of the various kinds of athletics mentioned above were made a committee to keep the number of points for the different girls. In order for the points to be counted they had to be turned in to this committee on the day they were won. A dozen or more girls will have their emblems by commencement.

The annual game on Thanksgiving Day between the Seniors and Juniors, again meant defeat for us. Both sides played well and the teamwork was splendid. In spite of this defeat we did not lose all hopes of winning the cup in the tournament.

During the winter term of 1922 a new and important kind of athletics was introduced in the school. This was the organization of "gym" classes, under the direction of Miss Goggin. Leaders and



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WALKING CLUB
CLASS OFFICERS

BASKET-BALL TEAM

TENNIS TEAM
VOLLEY-BALL TEAM

PRESIDENTS OF ORGANIZATIONS

their assistants from those having had work of this kind, were appointed to act as directors of the different classes. A great and unusual interest has been created among the students by this particular form of athletics. These classes are held for one-half hour each, three afternoons per week. These exercises are beneficial to the girls from an educational, as well as from a physical standpoint, in that many of the exercises given will be of use to them as teachers.

It seems that we are doing wonderfully well along this line, without a trained director, but think how much more it would mean to have the aid of a skilled guide! Therefore all that is needed to complete our plans is a large, well equipped gymnasium, and a whole-time physical culture teacher; the students pledge to furnish the rest when the above is fully secured. Come! Some one to aid!

During the week of April 14-17 the basket-ball tournament was played, with the exception of the final game, which was played between the Seniors and Juniors. This was put off on account of the Senior Play, which came off April the 21st. On the afternoon of April 26 the game, which was to decide whose colors should be tied on the cup, was played. There was a great deal of excitement and interest in this series of games. The Seniors put up a good and hard fight, but the Juniors won the day, thus winning the basket-ball cup. Sad but true!

SALLIE MINSHEW, '22.

Reception to Seniors by Pres. and Mrs. Wright

President and Mrs. Robert Wright gave a brilliant reception to the Senior Class of East Carolina Teachers College on April 22 from 8:30 to 10:30 P. M. The house was artistically decorated with masses of cut flowers, plants, and vines. Red roses were in profusion in the dining room and the library where the punch was served.

In the receiving line were President and Mrs. Wright, Mrs. Jarvis, Mr. and Mrs. Underwood, Mrs. Murphy, Mrs. Beckwith, and Dr. and Mrs. Laughinghouse.

Members of the faculty assisted Mrs. Wright in receiving. Master William Wright opened the door for the guests. Misses Wilson and McKinney welcomed the guests. Miss Goggin at the stairway directed them to the dressing room. Miss Whiteside introduced them to the line. Misses Jenkins and Magnolia Scoville received at the dining room, and Misses Maupin and Harding directed the

guests from the dining room to the library where Mrs. J. L. Fleming, Misses Lewis and Hallie Scoville served punch. From here Miss McClelland directed them to the study where Mr. J. H. Rose and Miss McFadyen had the Seniors register, writing their names with their left hands.

Refreshments were served by Misses Pearl Wright, Annie Blanche Herring, president of the Freshman College Class, Mary Baggett, president of the Junior Normal Class, and Robert H. Wright, Jr. Misses Lillian Jordan and Mary Wright had charge of the victrola in the hall.

Music and story-telling were the special features of the evening's entertainment. Mrs. Knott Proctor sang several beautiful songs. She has a lovely voice. Miss Whiteside told a charming story. Misses Mead and Bertolet played several selections on the piano.

Misses Mead and Bertolet played several selections on the piano. Misses Bass, Hennie Long and Ruth Swinney played their violins. Near the close of the evening the Seniors and other guests who can sing well gathered in around the piano and sang song after song.

Exactly at ten-thirty, the entire Senior Class, true to their training in punctuality, moved in a mass to leave.

The annual reception, given by Mrs. Wright is looked forward to by every Senior Class as the outstanding social event of their last year in college. The girls of the class of 1922 know that not a one of the preceding classes has ever had so lovely a reception.

Junior-Senior Reception: St. Patrick's Day Party

The annual reception given by the Juniors to the Seniors on Saturday evening, March 18, was a delightful St. Patrick's party. Never was there a more enjoyable Junior-Senior affair. The green and white of St. Patrick's and the class of 1922 were in evidence everywhere. The dining room was very beautifully decorated in festoons of green and white, and Irish harps were scattered about.

The Seniors were escorted to the dining room by Juniors and were received at the door by Elizabeth Hummel, Rose Penegar, and Lucy Gunn Uzzele. In the receiving line were a number of the faculty members, officers of class, and the executive committee. Those in the receiving line were President and Mrs. Wright, Mrs. Beckwith, Miss Jenkins, Miss Lewis, Miss Bertolet, Mrs. Jeter, Mary Baggett, President of Junior Class; Lucy Goodwin, Vice-President; Nina Rogers, Secretary; Clara Dowdy, Treasurer; Lillian Jordan,

Sergeant-at-Arms; Mabel Wooten, critic and chairman of refreshment committee, and Louise Diggs, chairman of entertainment committee.

The guests were served punch after which they were entertained by an Irish Folk Dance given by a group of sixteen girls dressed in Irish peasant costumes. Hilda Duke played for the dance. A group of twelve Seniors dressed in colonial style danced the Minuet.

A fortune number game was played, each person choosing a slip of paper with a number and a fortune on it. As numbers were called several of the faculty and students were asked to read their fortunes aloud, causing much fun and was thoroughly enjoyed by all.

Refreshments consisting of cream, cake, peanuts, and mints were served on plates beautifully decorated in Irish style, by a group of fifty girls wearing Irish caps and aprons.

Curiosity was high all the evening about numerous streamers of green ribbon suspended from the drum-like arrangement around the electric fans. Three groups of Seniors, twenty-three in each group were asked to stand under each of these fans and to pull at a signal given by the Junior president one of the streamers and favors fell around them in a shower.

Prizes were then presented by Mrs. Beckwith to Misses Maggie and Grace Dixon, for the best dancing in the Irish Folk Dance given by Juniors, and Misses Ruth Swinney and Virginia Rhea for the best dancing in the Minuet given by Seniors.

The announcements of the evening were made by Miss Mary Baggette, president of the Junior class.

Throughout the evening an orchestra played three selections while many enjoyed the dancing.

KATHERINE TRIPP.

THE SENIOR PLAY

"The Merchant Gentlemen"

SYNOPSIS OF THE PLAY

Monsieur Jourdain, a merchant of Paris, has suddenly made a fortune and is seized with a desire to become fashionable. He employs dancing, fencing and philosophy teachers who trick him and laugh at him while they take his money. He is cheated by his tailor and he lavishes large sums of money on a young Count, Dorante, who promises to introduce him to a Marquise, Dorimene.

Madame Jourdain however, has kept her senses. She wishes her daughter Lucile to marry Cleonte, a nice young man of their own class with whom she is in love. Monsieur has determined to marry her to a Count or a Duke.

In order to fool the ambitious merchant, Cleonte pretends to be the son of the Grand Turke, bestows the mock order of the "Mama-mouchi" on Monsieur Jourdain by beating him and is given Lucile to be his bride.

At the same time Dorante weds the Marquise Dorimene, whom he has been courting with the money loaned him by Jourdain.

So the stupidity of Monsieur Jourdain brings happiness to all, even to himself since he is satisfied with the honor and style of his mock title.

SCENES

The four acts take place in the home of Monsieur Jourdain in Paris, in accordance with the custom of the time at which the play was written. There will be dances between Acts I and II and Acts III and IV, and the curtain will be down only once, between Acts II and III.

CAST OF CHARACTERS

In the order of their appearance

Master of Music.....	Fannie Johnston
Master of Dancing.....	Julia Gatling
Music Pupil.....	Opal Watson
M. Jourdain.....	Espie Lee
Fencing Master.....	Lillie Mae Dawson
Master of Philosophy.....	Carrie Lee Bell
A Tailor	Louise Buffaloe



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SCENES FROM "THE MERCHANT GENTLEMAN"

Apprentice to the Tailor.....	Blanche Harris
Nicole	Sallie Minshew
Mme. Jourdain.....	Oma O'Briant
Dorante.....	Katherine Tripp
Cleonte.....	Mamie Hayes
Covielle.....	Elsie Wilson
Lucile.....	Pauline Sanders
Dorimene.....	Thelma Shamhart

DANCERS

Alice Fulford, Della Bryan, Helen Boone, Louise Whichard, Mamie Stokes, Lottie Lee Blanchard, Charlemae Hennessee, Malissa Hicks, Lucy Andrews, Augusta Woodward, Virginia Rhea, Cyrena Allen, Florence Woodard, Virginia Arthur, Blanche Harris, Cleona Minshew, Penelope Wilson, Jodie O'Briant, Sallie Jones, Gladys Warren.

MUSICIANS

Virginia Rhea, Florence Woodard, Opal Watson and Myrtle Holt.

SERVANTS OF M. JOURDAIN

Carrie Mercer, Ruby Joyner.

ATTENDANTS OF GRAND TURK

Neill McDonald, Lorene Early, Alma Worthington, Ida Holland.

MUSIC

SONGS—"Little Shepherdess," French Folk Song, "La Musette,"—Monsigny, "Florian's Song,"—Godard.

DANCES—"Jeane and Jeannette," "Apprentice's Dance," "Pompadour Gavotte," "Minuet."

INSTRUMENTAL—Piano, Misses Meade, Bertolet and Fahnstock.

MANAGEMENT

The play was produced under the direction of Adele Gutman Nathan Assisted by May R. B. Muffy, and Nellie Maupin, dancing and music.

Marie Lowry, Gladys Norris, Leah Cooke, Gertrude Chamberlain, Virginia Pigford, scenery and lighting.

Margaret Collins, Costumes. Penelope Wilson, Stage Manager.

Advertising Committee—Ruth Swinney, Louise Whichard, Cyrena Allen.

The Greenville Reflector had the following report: Never has there been a more pleasing, entertaining high class performance of a play given at East Carolina Teachers College than "The Merchant Gentleman," which was presented by the Senior class last night. It was a great success, and

the audience showed appreciation from the very beginning by their ready response with laughter and applause. The great lines of Moliere, that wonderful French dramatist, were put across by the actors, with such clearness and precision that the audience could not fail to catch them, and the acting was of a high order throughout the play. The beautiful dances and the comic apprentice dance, the singing, and the interspersed music added charm and beauty to the play. Never once did it lag, yet the curtain went down only once.

The strains of the orchestra beginning to play at 8.30 made it seem like a real theatre. The orchestra composed of thirteen musicians, added very greatly to the enjoyment of the evening. Their playing and the piano numbers by Misses Mead and Bertolet, made the waits seem all too short.

They certainly kept up the standard set by previous classes. Never did a group of amateur actors enjoy a play more. They threw themselves into the play and acted with abandon and ease worthy of a professional. Their enjoyment of the play imparted itself to the audience.

Moliere's lines full of rare wit and satire were so well handled by the actors that none of the lines were lost. The enunciation of those who took part in the play was excellent and the words could be heard distinctly in any part of the house.

This class is very grateful to the merchants of the town who so generously advertised in the program. This was made as attractive as possible in booklet form.

The class owes especial thanks to those who played in the orchestra. Miss Bass was the conductor and leading violinist and Miss Morgan was at the piano. The musicians were Misses Hennie Long, Mary Moye Savage, Pennie Moore, Jeanett Wedmore, Ruth Swinney, Janie Hall, Mrs. Savage, and Messrs. Rives, Brooks and Davis and Robert Moye.

A number of the Alumnae came from a distance for the play and were entertained in the college.

The college as well as the class has abundant reason for feeling proud of one of the finest performances ever given in Greenville.

Helter-skelter get out of the way
 The seniors are going to give a play,
 Hurley-burly everywhere
 A play like theirs is surely rare.
 Everyone must join together,
 We'll give it no matter what the weather.
 Only two weeks to advertise
 But to the occasion seniors did rise;
 The play is over, a grand success,
 Each senior has surely done her best.

GLADYS WARREN..

Stage Management of the Senior Play

When I learned that I was to be stage manager for the Senior play, naturally I asked what duties were included under this. Then on being told that I was to assist Mrs. Nathan with the coaching, write down the gestures, movements and plan of stage, post meetings, be responsible for the cast and also the things needed to carry on the play my heart missed a beat or two. My first thought, or doubt rather, was, "Can I do this?"

I got a book in which to take notes, write down hours to practice, and various other information I would need. Then we began work with a vim, on our play.

We met morning, noon, and evening, and for a few days worked hard to get the lines memorized before Mrs. Nathan arrived.

Now there are many difficulties a stage manager has to face. The day on which Mrs. Nathan arrived the Student Government Association was electing new officers, thus causing me to have to get down on my knees to Madam President before she would excuse the girls in the play.

Other days we were trying to practice the play, and attend classes as much as possible. So whenever a girl, or several girls were needed it was run to the teachers and get her excused. Since we were divided and all girls were not taking the same course, this was another difficulty to face.

Every night I would post practice hours for the next day, yet on all occasions girls came to me with this question, "When are we going to practice?" Imagine my dismay and the amount of temper I cultivated when the girls, who were supposed to be in the auditorium could not be found. After endless searching, racing up and down steps looking for one she would be found in her room lying down or writing a letter. Every day I answered a never ceasing flow of questions such as: "Did you get me excused from class?" "When do we practice next?" "What act now?" "What do I wear?" or "Where shall I stand?"

It is the stage manager's duty to be at every rehearsal, take down all instructions, and prompt the players. This part of the work was a pleasure to me. It was in this that I could work with the girls, help them in the play, and see it develop. The girls soon learned to look to me for their lines, and a little movement of the head or hand gave them a cue as to what would follow.

On the night of the play I was on hand early, to see that all things needed were in place, that the articles behind the curtains were in readiness, and that all girls were in their places. During the play I stood at one side, with my eyes on the book, giving the lines when necessary. Here Alice Fulford helped me greatly, for she told all the characters, for me, to be ready to come in at a certain time, and gave them the lines I told her to give. This caused the play to go on faster, and all girls were ready to enter at the right time.

After the play was over I ached I was so tired, yet I would not take anything for having been stage manager, and working with Mrs. Nathan and the girls. I feel that having accomplished this for my class and college that I am nearer to success when I go out from here.

The Senior class was most fortunate in securing Mrs. Adele Gutnam Nathan as coach for the play. Mrs. Nathan is manager of the "Little Lyric" theatre in Baltimore, and has coached the Senior plays which have been given at this college for three years. We were able only to secure her services at a time when the "Little Lyric" was closed for the Easter holidays. Through the management of the theatre Mrs. Nathan is fast becoming known throughout the nation. She has a gift and love for dramatics, which one rarely ever finds.

To Misses Muffly and Maupin we are under obligations for the splendid music and artistic dances. Miss Muffly played the piano until there were corns on her fingers. She was always ready to help us with the music and songs, and gave us many words of encouragement and praise. She helped us select the characters for the play, and before Mrs. Nathan arrived gave many suggestions for acting. Miss Maupin taught steps and counted until she was ready to drop of weariness. At first one would have thought the girls had feet made of lead, attached to wooden legs. Nobody had a right or left hand, for to some the right was left and the left was right, a fact which goes to prove that we must have a physical instructor.

Here we would like to thank the orchestra, under the direction of Miss Bass, for the music so beautifully rendered at the beginning and between the acts.

Perhaps one is prone to think that the "Stars" are about all that makes up a good play, yet there is much work done outside, or behind the scenes. The players alone can not give the play. The scenery must be made, and painted if necessary. Many trips down town, looking for paints and other articles, and then getting the paint on is no small job. Marie Lowry, Leah Cooke, and Gladys Norris

were responsible for our scenery, while to Gertrude Chamberlain and Virginia Pigford we owe the beautiful castle scene, "the tapestry," which added much to the stage.

While the players were learning to act, someone had to look after the costumes. As some had to be ordered the terrible ordeal of being measured to get sizes had to be gone through. Some had to be made, and we are sure we made no mistake when we called on Miss Collins, Domestic Art instructor, to direct this. The dresses for the Shepherd and Shepherdess dance were very picturesque and charming, while the four apprentices' suits were cunning, and fitting for such a dance. In getting the costumes here, as in other things, we had our ups and downs. The costumes for the girls in the Pompadour dance failed to get here in time for the play. Yet we did not let a thing like that keep us from giving the dance. We put our wits together, and made up some costumes at the last minute. The dance was a success too.

Never before has any senior class had such high class programmes, or has as much advertising been done in two weeks. The girls set out to get four pages of advertisements, and lo and behold the merchants in town were so eager to help us and also themselves, that the girls secured sixteen full pages. This was made into a very attractive booklet, with a grey cover. Since there was so little time to advertise the play we could not make as many posters as we wanted to, so we put the hand made posters only in Greenville. However, we had a hundred printed posters and two thousand handbills. These we sent to the towns around and near here. We had movie slides, which were put on in several of the surrounding towns. On one afternoon six cars went out, each on a different road, taking girls to put up posters and distribute handbills. The paper ran a display advertisement and "reader" daily, while very few letters went out from here without bearing one of the small stickers made for letters. Those who had charge of the advertising were Ruth Swinney, Louise Whichard, and Cyrena Allen, working under the direction of Miss Jenkins.

The girls in the play, and all the committees worked with a determination to make the play a success, and do not feel that our efforts were in vain.

Teaching at the Joyner School

I consider myself very fortunate in having to do a part of my practice teaching at Joyner's, in a typical three-teacher rural school. It was my first experience in a school of this kind. Many times I have heard that a country school teacher did not have to work as hard as a town or city one, and I guess I had formed that opinion myself, but it was not long before I was ready to change my mind as to this. To be a good teacher in a country school there are many problems to come up that a teacher having one grade has never thought of. I feel that if I teach in a country school that I will have no easy task, and more problems will confront me, than if I taught in a city school. And I certainly have a much clearer idea of what the country teacher has to do. Although her work may be harder, it is no less interesting.

Each one of us, who did some of our practice teaching at Joyner's enjoyed our work and we feel we understand more fully what teaching in a rural school really means. Those who taught out there last regretted that, because of bad roads from the College out to Joyner's, they could not finish out their term at the Joyner School.

While there are many advantages at the Joyner school there are also many disadvantages such as short term and few teachers, therefore the children are not so well prepared for their work. In my teaching at the Model School I saw the advantages over the country school. In the former there is a teacher for each grade and the school term is longer.

Those who taught at the Joyner school always considered the ride to and from there very exciting, because of the car trouble we had. One day we waited until 12:15 for someone to come for us but no one came so we decided to walk up the road and see if we could see anyone coming, but before we got off the school yard we saw Mr. Wright walking down the road. We went to meet him and he told us that the car was broken down about one-quarter of a mile up the road, but he had phoned for someone to bring him a car. We all walked up the road until we came to the place where the car was broken down. There we waited until someone came for us. In a few minutes two men came in a car. They told Mr. Wright to take their car and they would stay and fix his car. We all got in the car and it was not long before we were on the campus

safe. This is only one of the incidents that happened while we were teaching at Joyner's, but there is no danger of the girls who teach out there next year having such an exciting time, as the school has a new car.

BETTIE TUNSTALL, '22.

Making Posters

Most people think that one has to be an artist to make attractive posters, but I have found it to be true that it takes more hard work and real thinking with some knowledge of drawing, than it does talent. Talent without work is nothing. When we were making posters to advertise the senior play it was amusing to see this fact dawn upon the girls as they worked. People do not realize how much work and planning there is in a poster, and they do not appreciate them as they should. I heard this from nearly every girl who made a poster.

Anyone can make a pretty poster who puts forth enough effort if he has some training in drawing, enough to know how to put together the colors that look best together, how to use flat surface designs, how to use patterns, tracings, enlarging devices, etc., how to make margins, and how to make good clear printing or lettering to fit the given space. Poor lettering will ruin any poster however good the design may be. Margins add a great deal to posters. They keep the eye within a certain range. Practical arithmetic is needed in poster making in finding the amount of space to be allowed for margins, pictures, and a certain number of letters.

In spite of the fact that making posters is hard work it is a great pleasure, a kind of pleasure that nothing else that I know of gives. When I make a poster that is pretty, one that I myself love to look at, I know that it will please the public, too, and the success of it makes me happy and I feel doubly repaid for the work.

This college offers many opportunities for poster making. There is a poster committee in the Young Women's Christian Association and posters are made every week to announce Friday evening and Sunday evening services. The two literary societies which meet twice every month have posters to announce their meetings, and the classes and athletic league which meet once each month also have poster committees which make posters to announce their meetings and other events connected with these organizations.

It makes one feel good to see people stop before the bulletin board and admire the poster you have made and exclaim about the beauty of it, or about its originality.

If any future students of this college should read this and you are at all interested in drawing, avail yourself of these opportunities by offering your services to one of the poster committees mentioned above. Do not wait to be found, but offer your service. You will be helping the organization a great deal, for all of them are always needing more posters and prettier posters. I am sure you will be more than repaid for your services.

We see posters all along the streets and highways everywhere we go and we never stop to think of the planning and work that it took to make them what they are; neither do we think why some of them catch our attention more quickly than others. We simply say, "I see that advertisement staring me in the face everywhere I go; that firm must be doing good business. I guess I had better try them."

Advertising through posters was probably started in our country by the circus, then manufacturers began to adopt pictorial methods of bringing their wares before the public. People of refined taste objected to these crude posters and then there began to be an improvement in them. The best artists and designers of our country are employed to plan and arrange poster advertisements. Designers found that flat surfaces and few colors well arranged could be seen farther than shapes which represented details in realistic colors. Sharp contrasts of light and dark values are more effective for advertising purposes.

It is said, "A poster should slap you in the face." It should either attract attention by its beauty or by its originality and in either case the contrast of black and white or the arrangement of color is the first to attract attention.

The following quotation well expresses the meaning of a poster: "I am the poster. I am what I am because the leaping eye cannot deny me. I know not doubt. I stammer not nor quibble. I am the child of originality born of imperious need. I speak with a voice of brass, but my harvest is of gold. I follow the trail of tomorrow rather than that of today." (From *Industrial Art Text Books* by Snow and Froelich).

Sewing, Shirring, and Stitching

Just at this time at the close of school the sewing room is headquarters for a number of interesting activities, for sewing is now one of the chief occupations of the Seniors.

If the stranger should enter the room he would wonder at the masses of rainbow hued organdie and piles of white organdie on tables, machines, everywhere. Is it possible all that cloth will be turned into dresses? How do the girls keep up with their dresses? But if one stays awhile he will see that the confusion is not so bad as it seems, for each girl is working on her own dress and she always knows every scrap that is hers.

Oh! the agony one goes through in trying to get the dresses fitted. Some are pulling up and some are pulling down, some are standing before the mirror, while others are standing on the table having their skirts measured.

Miss Collins in the midst of the fray is called on by everyone at the same time. How she keeps her head no one knows.

"My dear, your waist is too long."

"Oh, Miss Collins, let me keep it like this as there is one exactly like it in the Elite."

"Miss Collins, I'll never get mine to look right; it is shaped like a barrel and biased around the bottom. What must I do to it? Must I take it out?"

"Yes, you will have to take it out; it won't look right when it is finished if you do not."

"I have taken out so much I believe I'll change my name to Miss Takeout."

These are some of the many questions and exclamations that go on continually.

After all this agony, suspense, tears and heartache, commencement time comes near when all sorrows are forgotten and the same stranger sees many dresses made from those same piles of organdie. But everything is orderly now, and the girls look as if they never know the trouble of dressmaking.

At last class day arrives. Each Senior is dressed in her pretty little organdie that she has labored so over. Those girls on graduation day are sitting on the stage waiting for diplomas, feeling so happy, untroubled and listening to that wonderful commencement

address and seeing the future as pictured by the eloquent orator. Dressed in crisp white organdie they smile out at an admiring audience.

Regardless of how the thoughts of each girl vary as they appear on the stage there is one thought that is sure to be in the mind of each girl—they are wondering if President Wright will pay them the honor due them by telling the audience that they made the dresses themselves, and that they cost only a trifle in dollars and cents. Never a word will be said of how many hours of work and agony were spent on each dress. We are all thankful there are no signs of past trouble.

At the close of the exercise each Senior receives numbers of compliments on her dress. They speak of the color of the class day dress as being so becoming, the style of the dress so suitable, all skirts are of a uniform length. Of course our hearts will be gladdened at this praise and we all appreciate the success of a year's labor. Is this the picture we saw which kept us working so hard?

As our dresses are nearing completion we cannot help but compare our knowledge of sewing now with our knowledge of it when we entered college in September.

When we began our study of sewing we were much surprised to learn that we had to begin by learning to thread a needle. It had never occurred to us or to our mothers that there was a right way or a wrong way to thread a needle. We not only knew how to thread a needle ourselves but we had to be able to tell someone else how. Our knowledge broadened until the dresses we wore on class day were the results of a year's work. Who could believe that the dresses we started out making with some too long, some hanging longer in the back than front, some longer on the sides than in front and back, others with waists too large, are the dresses now finished and worn in all their crispness and daintiness?

This is an elective course and a large number of the Seniors were intensely interested. As a result the class was divided into four sections with an extra period for the music pupils with whom the course was also an elective.

The first thing that was done was to make a model illustrating sixteen different kinds of stitches, such as the different kinds of basting stitches, feather stitches and other useful stitches. This was made on tan canvas using blue and gold embroidery thread which made the model very attractive.

We also made a model illustrating the way of putting in a gusset, how to make tucks, and the different kinds of seams, how to make a placket, rolling and whipping and sewing on trimmings, single and double hemstitching.

Our biggest problem for the term's work was making a set of underwear consisting of camisole and petticoat or slip as the girls preferred, combination suit, and night gown. Very dainty materials were used for these which made them very attractive.

A great amount of note taking was required which explained the different stitches and uses of each. The winter term's work in sewing consisted of making dresses of different materials and the making of hats. A note book was kept this term also. But the spring term's work is most attractive of all because it is then that we are making our class day and graduating dresses and best of all we do not have to take notes.

At the end of each term there is an exhibit of the work done during that term. The sewing room is arranged very attractively according to the kind of work done in that term. At this time the students and other visitors are invited to see what has been accomplished.

These exhibits are always very much enjoyed because of the variety of problems worked out by individuals.

Sewing is very attractive and all the girls like it because if one can sew it means more dresses, for the money. We wonder if it is not also attractive to the fathers and mothers and the other girl's brother?

BETTIE PARKER, '22.

Banquetting

Privileged characters! That's what we are. Why, we dining room girls have attended all the big banquets and learned all the men's secrets. Sh!—don't tell or they might not ask us any more.

On October the fourteenth the merry Kiwanians came. The dining room was beautifully decorated and the tables fairly groaned with good things to eat. The girls, dressed in aprons and caps which had been furnished by the Kiwanis Club, gave each Kiwanian and the lady with him a cap as they entered the door. Songs were sung with much pep and the talks were of the kind that makes one listen closely. My! didn't we learn all their secrets, but of course we will never disclose them. They surely knew the way to a girl's heart for

they gave each of us a vanity case with the Kiwanis seal on it. They had to bribe the ladies, too, so they gave many of them handsome presents as souvenirs.

Next came the Masons. The dining hall was prepared as carefully as before and the guests were expected at the usual hour. Eight o'clock but no guests, so between eight and nine we were in suspense. About nine o'clock we saw from the window marching from the administration building to the dining hall, a crowd of people arrayed as Solomon in all his glory must have been arrayed. This banquet in contrast with the Kiwanis was very formal, and as they had their business meeting before they came they thought we would not hear any of their secrets but a few leaked out anyway.

When the Bankers came to town we asked them up to a banquet also. They must have heard that we were slow for they brought the Greenville Orchestra to keep us dancing as we worked. If any one wants to know how much money there is in the banks of North Carolina, ask us. We are also good authority on the boll weevil and tobacco crops, or any other thing that has any money in it or helps people make money.

Last, but not least, came our boys who fought over there, the American Legion. For some reason we looked forward to this more than any other. I wonder why? Most of the boys were good looking. There was not a bald headed one in the crowd until Dr. Laughinghouse came. Very few had wives, and thoughtfully, those that did left them at home. The boys came at seven o'clock and lo and behold one woman came too. We do not wonder at this brave deed for they say she was just as brave over there. Since there were no ladies the dining room girls had full sway and they made good use of their opportunities. Someone has said that France must be a dry country for the boys drank dozens of glasses of water and pots of coffee.

The Legion had a very interesting business meeting and the thing that interested us most is that they are going to have a minstrel soon and are going to send each dining room girl a complimentary ticket. Of course this was met with claps of glee from all of us. The boys were not satisfied with the meal so they stayed and helped us prepare the tables for the next day. Ten o'clock came all too soon and we had to get to our rooms.

Mrs. Jeter seemed to be just as young as any of us and we are almost afraid that she won the hearts of all because she prepared such a good meal. But she has given us the art and we hope to profit by her instructions.

Mr. Wright and Mr. Rose are the only two men who have attended every one of these banquets, and the thing that is so strange to us is how they can eat so much and still stay so thin, while in the meantime every dining room girl eating behind the scenes is getting fat. It must be because they talk and sing so much.

ALETHIA CANADY, '22.

Slips and Slides

Bell—"I just can't be graceful in the play."

Helen B.—"That's all right, just so you aren't disgraceful."

Mr. L.—"There are eight chapters in the appendix, which I wish you to read."

Sarah McD.—"Aw, let's cut out the appendix."

Quotation from the play misquoted: "May you have the strength of the serpents and prudence of lions."

"*B*"—"Ruth, where is Roanoke Island?"

Ruth—"I don't know exactly, but I think it is between Norfolk and Raleigh, on the N. & S. railroad."

Dentist. (To freshman in his office)—"How was Shakespeare last night?"

Fresh—"Sir? What do you mean?"

Doc—"Oh, the play you had over at the college."

Fresh—"That wasn't *Shakespeare* that was *Merchant of Venice*."

Senior (puzzling over lesson to be taught)—"Say, roommate, how would you explain these two lines: 'The alder by the river shakes out its snowy curls'?"

Sallie (who had been a silent listener)—"I can tell you what that means. A preacher stands by the river and shakes out his snow-white hair."

Clara G. (speaking of Y. W. C. A. picnic)—"Didn't we have some good roast swinneys?"

A *Junior* (to Rachael W. on basket-ball court)—“Rachael, we are betting on you; do your best.”

Rachael—“I can’t half play until someone takes a tuck in Eva Cooke.”

Ruth B. (speaking of Senior play)—“I like humorous plays like that.”

D. W. (an “A”)—“I like funny plays.”

Miss D.—“Magellan has been spoken of as the man who put a belt around the world.”

(Next day to Junior)—“Who was Magellan?”

Junior—“The man who put a skirt on the world.”

Mae B.—“I’ll never cut another dress by the ‘E-light’.” (Elite).

Eva—“What is Miss Lewis teaching you in drawing this term, prospect?”

Trixie—“Who was Abraham’s wife?”

F. J. —“Lot. I heard a sermon preached about her.”

Mr. A. (to agriculture class)—“Are you all acquainted with *The Country Gentleman*?”

Malissa (thinking of her beau)—“Yes sir, I am.”

Miss W.—“How can you ventilate a room?”

Jr.—“Keep your transformer open.”

Polly—“I like Periwinkles, don’t you?”

Louise—“I don’t know, I never ate any.”

Frances (to first grade)—“What kind of seed do you think this wheat seed was?”

Miss W.—“How can you tell there is much CO² in the air breathed out?”

Pupil—“By blowing on a glass of water it makes the water milky.”

Miss W.—“Why not make it grape juice while you are at it?”

Fannie drops book on floor, making loud noise.

Miss M. (calmly)—“Does anyone else have anything to drop?”

Louise B. (making report on Indian Life)—“The Indian woman carries her baby on her back in a papoose.”

Teacher—“Girls, think! what are your heads for? mostly to support your rats I suppose.”

Miss W.—“What are you doing for your cold Miss G.?”

Miss G.—“Well, I take most anything I can find.”

Miss W.—“I am certainly glad I keep my door locked.”

Essentials of Good Health

Eat good food.

Sleep good sleep.

Drink good water.

Take exercise.

Say your prayers.

Study your lessons.

R. JOYNER.

Kampus Kapers

In vain has the poet sung of “fairy sylvan dells.” For although our back campus is “a thing of beauty and joy forever” who enjoys it but the birds and Miss Wilson?

When Doom’s Day comes people will still wonder why half a dozen or more girls persist in sitting in the shade of one “puny little shrub” that would not shade a sparrow, on the front campus, when all the back campus is going to waste. And why the girls prefer the hot sun, wet grass, not to say anything about the numerous gnats and mosquitoes, to the cool, fragrant, woodsey back campus! These are some of the puzzles that beat even the Sphinx’s riddle.

In solving so great a problem as this we must first find some of the causes of front campus popularity.

First: The front campus faces Fifth Street or what is known to a school girl as “the world.”

Second: Although the front campus seems a strange place to get candy and Eskimo Pies, some girls know just how near the ravine and just what kind of eyes it requires to bring them.

Third: A few girls like to spend their time down at the east end of the campus, for when a certain red haired man comes home from work he brings chewing gum and sometimes cake.

Fourth: Another girl watches for a person with an angelic smile, to drive by in a Dort.

Fifth: Another girl of campus fame is walking around very sorrowful since a certain Greenville boy is so susceptible to other bright eyes.

Sixth: One girl watches for a high school girl to pass in her Ford but really it is the girl's cousin who drives for her.

Seventh: The front campus seems so very attractive to Greenville boys that their eyes are glued to it from the time they come in sight of it till they go out. Hereby causing many people to wonder why there are not more accidents.

The committee appointed to investigate and give suggestions in ways to make the back campus popular have offered the following suggestions:

First: Put a couple of drug stores out there and throw in for good measure a "little store."

Second: Move Fifth Street to the back campus and make it as popular with the Greenville boys as it is now.

CHARLIE MAE HENNESSEE, '22.

The Flu That Flew

One day some one opened the window at the Teachers College and a little bird flew in. Miss Wilson was sent for at once to identify the little creature, and to the surprise of every one she said his name was "Flu."

A great confusion was caused among the students at once because several years ago this creature was here in school and everyone had heard what a terrible time they had as a result of his visit; there was also another time when this epidemic was all over the town, and everywhere in the state. So Doctor Laughinghouse at once shut us up in quarantine and we were very fortunate in not having a case of the disease. We paid dearly for it. We were shut in for nine weeks.



STUDENT COUNCIL

QUARTERLY STAFF

Y. W. C. A. CABINET

INTER-SOCIETY COMMITTEE

MARSHALS

BLUE RIDGE DELEGATES



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[52 25-1040]

This "Flu" scare which came last was only a gnat bite compared to the first epidemic. While only a few girls are still in school that were here during the epidemic of 1918, the story has come down to everyone what a hard time they had to go through with. Of course the sudden attack of this creature caused a great confusion among the whole student body. At first there were many discouraging letters written home which stirred up the home folks, making matters worse than they really were. Letters and telegrams at once poured into Mr. Wright's office like showers of rain.

Mr. Wright immediately called the student body together and had Doctor Laughinghouse to give us a talk. He told us the truth and that only, that it was the "flu" but in a mild form, and there were not any serious cases in school. As there were many cases all over the country, each girl was advised not to go home or spend any week-ends away. If they should happen to get sick, they would be better protected here, as we had all conveniences and could care for them even better. Every preparation was made in case the epidemic should grow worse. Four trained nurses were engaged besides what we already have. This was done in order that each girl might get the best of attention. This was an advantage over the first attack because we had nurses this last time whereas in the first case the teachers had to do the nursing while the girls had to do the dish-washing and waiting on the teachers.

This last time the girls would be going around carrying on their work as usual, and the first thing you would hear,—“another had tumbled in bed.” They tumbled in, two and three at a time, until the infirmary was filled. Mrs. Beckwith at once had the girls down on the first floor in the east wing of the west dormitory to move and those rooms were also occupied by the sick girls.

The girls that had the "flu" and those that had the sympathetic "flu" were sent to the infirmary at once. When one was caught sneezing, she was snatched up whether she wanted to go or not, and given a big dose of salts or something worse. This was done in order to get everyone in time.

Although we were not quarantined as we once thought we would be, it got to be a very serious question to us because it was almost time for the "debate," and most of the debaters were sick; we thought once it would have to be postponed but we were very grateful in not having to do so at the end.

After meal times we well ones would slip around to the windows to have a little "chat" with the girls. The girls would tell us what

a good time they were having, eating everything good and sleeping all they pleased. This news made some girls sick so they tumbled in with the sympathetic flu, thinking they would have a big time but the joke was played on them because they were given big doses of medicine.

Before it was realized by all that we had the "flu" in school, it flew out the window and those that did have it became so interested in the affairs on the outside, they were soon well again and back on the job.

The "flu" flew in and flew out again before we hardly knew it was here.

ATTIE BRAY, '22.

On the Staff

One day last fall, as I strolled idly down the corridor, our faculty editor who is also our English teacher, called to me from her classroom. What *could* she want with me? Of course, it was about my work in English! Oh, why did it have to be so miserably poor? (since none of you have ever experienced that feeling, I believe I'm without sympathy—but that only makes my predicament all the less enviable.) With wobbly, faltering steps, I managed to get in and hear myself addressed in words similar to these: "Since one of the assistant editors is not here this year, we'll have to get another in her place. (Thank goodness, it *wasn't* my English after all. Surely there was nothing else to worry about.) In thinking over who can fill the place, I wonder if you aren't one who can do it?" What happened then seems vague and hazy—the shock must have upset my receptive powers. Anyway, whatever was said, I must have in some way consented to be an assistant, whatever that meant, for in a short while I found myself actually writing up a review. Others took it for granted that I was "on" and so did I—who was still too dumbfounded to protest. But suppose I hadn't been in such a bewildered state of mind, what would have been the consequences? The very same, I'm sure, for it isn't probable that I would have refused the thing that I've wanted to do for so long—so I didn't.

When I think what it has meant to me to be on the QUARTERLY staff,—well, I believe I could write a book on it, if I could on anything. But on account of limited space and other reasons which I won't mention, the would-be book must be "cut," editorially speaking.

Some of the things it has done for me are as follows:

1. Broadened and strengthened my knowledge of composition.
2. Correct uses and varied uses of words.
3. Enlargement of vocabulary.
4. A greater power of discrimination between little and big things.
5. Power to condense or elaborate as the need may be.
6. An insight into editorial problems.
7. A feeling of doing something worthwhile.
8. A bigger idea of the work of the college and its relation to the outside world.

These aren't all but I've already exceeded the space limit. But I'd like to say one thing more. I've thoroughly enjoyed the work, it has helped me more than I can say, and feel very grateful for the opportunity of serving on the staff.

A. H. F., '22.

If I were to enumerate some of the values gained from having received the training of an editor, I would say these stand out: That I have learned how to glance at an article in a hurry, pick from it and in a few sentences get the meaning of the article; That I know more clearly how to discriminate between the important and unimportant facts which I read; That I have trained myself to look for possible "copy." (this trains the eye greatly). Many suggestions often appeared important while others were unimportant, when upon investigation and study I found them to be the opposite. At all times an editor when handling "copy" must try to avoid the creeping in of personal ideas and feelings, which so often spoil a good article. The editor must also keep in mind those who are to read the article, how much there is of interest in it for the reader, its value as an article to an individual and to the public.

This number is given almost entirely to the Seniors for them to make contributions. In my efforts to help assign work and get individuals started in writing whatever asked for, I have never seen a finer spirit of cooperation shown. I realize what it means to an editor to have the "stand by" of his fellow workers.

In no other phase of work does one need to understand the sentence and its relative parts more than an editor. At first it seemed hard after writing what I thought an excellent bit of copy, to have the little insignificant lead pencil propelled by a seemingly automatic

hand to mark out words, phrases, sentences, and even paragraphs. But success does not come easily, so I feel though as yet not a successful editor, I know something about it and can sympathize with one.

Who can tell, my desires and ambitions may yet bloom in due season—all because of being a QUARTERLY editor.

C. M. B., '22.

As business manager of the QUARTERLY I have had to give many hours of my time to this work. Although sometimes the work is exacting, I do not regret in the least having given my time to it. On the contrary, I feel glad that I have had such an opportunity. I am sure that the help which I have received as a result of this work has more than repaid me for all of my labor.

The work of the business manager is quite varied. It may be divided into three parts, getting advertisements, getting subscriptions, and mailing the QUARTERLY. Along with this other work comes the collection of money, keeping an account of it, putting it in the Bursar's Office, etc. This is where I find that accuracy comes in. It is necessary that a strict account be kept of every cent collected. Every penny must be accounted for. Then, the names of all the subscribers have to be kept with equal care.

My first work was to go out and get advertisements, so with several copies of the QUARTERLY under my arm, and paper and pencil I started out. I continued this work for several afternoons, going from one store to another. Here, as in other things, I found that some people had to be coaxed, while others responded readily. In dealing with these different types of people it required thought on my part to see in what way each person could be approached. Sometimes I found that I had to change my plan of action entirely. On the whole, these business trips were fun to me.

Next, came the getting of subscriptions. This part of the work has benefited me especially. I have been thrown in contact with a great number of girls, and possibly I now know them a little bit better than I did at first.

After a long time the QUARTERLY comes, generally long overdue. And then such hustling you never saw! Everybody wants to get a peep. First, the QUARTERLY has to be distributed among the subscribers here in school. Amid such cries as "Where's my copy?" "Where can I get mine?" "Do let me look at it just a minute," I at last manage to get a copy to every subscriber. Then comes the mailing time. Should a person chance to drop into our work room

some afternoon about this time he would see a group of girls working away, some pasting covers on the QUARTERLY, and others addressing them. When a group works together, this work seems very easy and the girls really enjoy it. As the old saying goes, "Many hands make light work."

Taking all of my work as a whole, I feel that I can truthfully say that I have enjoyed my work as business manager. The work has been a pleasure to me.

ANNIE SPRULL.

Last Will and Testament

STATE OF NORTH CAROLINA

COUNTY OF PITT

TOWN OF GREENVILLE.

Fellow Citizens: We, the class of 1922 of East Carolina Teachers College, about to go the way of all the world, and pass into the Great Beyond, salute you, remembering that we are but mortals here and that soon we must depart from our friends and be numbered no more among the blessed of E. C. T. C. Being of sound mind and body though *barely* of age (??) do hereby make, publish and declare this to be our last will and testament, hereby revoking all other wills made by us at any time heretofore.

Article I. We do will and bequeath to our much loved president, Robert H. Wright, our deepest gratitude, our honest affections and the whole unlimited wealth of our eternal memory. In an attempt at partial payment for all he has done for us during our stay at East Carolina Teachers College, we make over to him here and now a heavy mortgage on our future in the great unknown beyond. Should we achieve honors after beginning our life's work he may know that it is all due to his faithful instructions.

Article II. To our faculty we heap our thanks and gratitude upon their heads for their help and encouragement during our Senior year.

Article III. We will to the Student Government Association the right to restrict all students who do not return from week-end visits in time for school. We also wish to leave the Student Government the right to fix the length of the students' dresses as they think best. But we request them not to make the girls look too "*old maidish*."

Article IV. We will the two Literary Societies—the Sidney Lanier and the Edgar Allan Poe—the tasks of furnishing the society halls which will be given them next year, raising money for the Fleming Portrait and buying a radio phone so as to keep up with the latest “Literary news” from the outside world.

Article V. We, the class of 1922 will to the Y. W. C. A. the right to be sole users of the Y. W. Hall. As the college is going to provide society halls the societies will no longer need this hall. It has been a hard strain on us to climb all the way up to the third floor now the reward is in sight.

Article VI. We do hereby will and bequeath to the Athletic Association the two new basket-ball courts and the right to have all tournaments come off at the hottest time during the spring.

Article VII. We do hereby will and bequeath to the class of 1923 the entire campus of E. C. T. C. On this *back* campus may they find all the birds asked for by any teacher and may they not be so interested in the wingless birds on Fifth Street. We feel sure that these birds on Fifth Street will never have any wings, no not even in the life to come. Section II, we wish to leave them as a parting gift the right to teach in any grade at the Model School that the Critic Teacher thinks best. Section III, we also wish to leave these incoming Seniors all the privileges which have been so dear to every Senior, namely, the privilege of going up the street any afternoon in the week, of visiting the library at night and last, but not least, all of our Senior dignity. We know this will be hard to carry around but we are asking you to please do your best.

Article VIII. We, the class of 1922 do hereby will and bequeath to our sister class, the “B’s”, or the incoming Junior class, our hopes, our fears and our aspirations. We also wish to leave this class our love for the town boys. We know this is a great gift but we feel that there is nothing too great for our sister class.

Article IX. We do will and bequeath to the “A” class any overlooked pieces of chewing gum which they may find sticking around. We have, at times, been forced to dispose of this at undesirable times and places, consequently we cannot tell them exactly where they will find all of it.

Article X. To the College One Class we leave our deepest sympathy for now we have attained Seniorhood we realize how much hard work any “sheepskin” from E. C. T. C. represents.

Article XI. We hereby will and bequeath to the College Two Class our best wishes for their success with their Bachelor of Arts Degree. We hope however, they will not always remain "bachelors."

Article XII. We will to the QUARTERLY staff for 1923 the most capable, diligent and business like staff ever in the history of the college.

Article XIII. On class day will be bestowed upon individuals other trifling bequests, but we hope that they may be accepted, not as worthless things lavishly thrown away because we can no longer keep them but as valuable assets to those who may receive them, and as a continual reminder of the generosity of heart displayed in our free and full bestowal.

To the QUARTERLY we further leave 100 per cent subscriptions. Because if we are not subscribers the postage on the correspondence saying, "Please subscribe," will be so great, we are afraid it will cut down the size of the QUARTERLY.

And to the E. C. T. C. last of all we, the class of 1922 leave the true loyalty of our girlhood and our gratitude for what it has done for us.

In witness whereof, we the Senior Class of 1922 do hereby set our hand and seals this the 5th day of June, 1922.

ANNIE RUTH JOYNER, '22.

Attorney at Law.

Witnesses:

LILLIE MAE DAWSON

RUTH SWINNEY

CLEONA MINSHEW

Aftermath

It has been one of the rarest privileges and pleasures of my life to be the president of the class of '22, and an opportunity and a still greater pleasure to work with my dear class mates. And now, though the way has sometimes been rugged, I've climbed to the close, and looking back for that which has enabled me to enjoy it all, I find that greatest spirit of love and cooperation; and if in things that I have done there be merit, however small, my greatest pleasure is to lay it all at the feet of my loyal and cooperative class mates, to whom I owe it all.

LILLIE MAE DAWSON, *Pres.* '22.

Alma Mater

Ever I'll pine for dear old Teachers College,
The place which none can e'er forget,
Where days were filled with sunshine and joy,
Those days that bring no sad regret.
Each day dawned so bright and sunny,
We lived to bells with their little tinkling tune;
Our singing hearts, care-free, happy,
And yet we must leave it so soon.
We look back at our Alma Mater,
A great reverence fills us within—
There's a bond of love between us,
A feeling that all folks are kin.
And though we're miles and miles away,
In memory we'll still dwell there;
In dreams we'll live o'er day by day—
Inspirational days so rare.

LILLIE MAE DAWSON.



THE SUMMER SCHOOL OF 1922

DEMCO

FOR REFERENCE

Do Not Take From This Room

