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THE STATUS OF TEACHERS COLLEGES

[President Wright was on a committee from the Association of Teachers Colleges to report to the Superintendent's Division of the N. E. A. on the status of Teachers Colleges of the United States. Below are sections of the report presented at the Chicago meeting. The committee was composed of Charles McKenny, chairman, W. C. Bagley, David Felmley, W. A. Jessup, John R. Kirk, and Robert H. Wright. East Carolina Teachers College is one of the institutions in the Association of Teachers Colleges, and is the only one in North Carolina. Sections have been selected from the report and are printed below.]

The study had two main objectives—

1. To discover the scope of the teachers college movement, i. e., to what extent normal schools are advancing in rank to teachers colleges.

2. To gather data which would reveal the practices and standards obtaining in teachers colleges and their relations to practices and standards generally accepted in college and university circles.

It was thought such a study might serve a double purpose—first, as a record of conditions in the year 1922 which might be of value for comparison in future investigations, and second, it might aid in the very important work of standardization of the normal school and teachers colleges.

The Growth of the Teachers College

During the last two decades and more particularly during the last five years a new type of educational institution has come into existence, namely, the State Teachers College, which is a school for the professional education of teachers, with a four-year curriculum, requiring high school graduation for entrance and granting the bachelor's degree. It is true that a few individual institutions of this

sort have existed for a longer period and established themselves firmly in the educational world, but the number is relatively small. Up to 1916 there were but fifteen teachers colleges among the sixty institutions included in this report. Since that date forty-five have established four year curricula beyond the high school. In other words forty-five of the sixty institutions reporting have extended their curricula to four years above the high school during the last five years, and nineteen in 1921. Today fifty-one of the sixty institutions confer the bachelor's degree. These institutions are to be found in twenty-three different states representing every section of the country, east, west, north, south. Institutions in three other states offer four year courses but do not offer degrees.

There are 91 state normal schools with four years, 24 with three years, and 52 with two years of college work.

Causes Leading to the Establishment of Teachers Colleges

The history of the normal schools is well known. The first normal schools were established in Massachusetts. Colleges had long been in the field, were well established and were furnishing teachers for the secondary schools. The schools that especially needed assistance were the elementary schools, and the normal schools were created with the definite purpose of furnishing teachers for the common schools.

The normal schools of the middle west have a somewhat different history. They were organized practically at the same time as the state universities and colleges, and consequently did not find their field of service limited. While unquestionably it was conceived that their function primarily was to serve the elementary schools, the situation in which they found themselves, drew them into a broader line of activity. The colleges and universities were not meeting the need for well prepared teachers for the high schools, and the normal schools were called upon to help supply the demand, consequently without any predetermination on their part they extended their curricula of training into the secondary field, and as a result in the middle west the normal schools from their beginning have trained a fair percentage of the teachers who have gone into the secondary schools. What has been true of the middle west has been true largely of the west and south.

At first the high schools did not demand college graduation on the part of their teachers and even today outside of a few favored states the smaller high schools are quite barren of college graduates. But

the standards gradually have become more exacting and the tendency on the part of normal schools has been to expand into teachers colleges to meet the changing situation.

But this report would not accurately record the real facts if it represented that the normal schools have been passive and disinterested toward the proposition of their expansion into teachers colleges. Quite the contrary. For a quarter of a century the conviction has been gaining strength throughout normal school circles that the best interests of American education demand that so far as possible and practicable normal schools should offer curricula on the senior college level. This conviction rests on good and substantial reasons.

First, The schools of the future should demand on the part of the elementary school teacher more than two years of preparation beyond the high school. The modern elementary curriculum is rich in intellectual, social and cultural material and cannot be administered as it should be by one who has not had broad and generous preparation. The normal schools are finding it impossible to give in two years the solidity and breadth of training which the elementary teacher needs. Though all elementary school teachers, even in the best schools, may not for a long time be full college graduates it is believed that by holding up such graduation as an ideal more will be induced to keep up their growth after entering the profession and the teaching staff of our elementary schools will more and more be stimulated by the presence of college bred teachers. Through summer schools and extension courses teachers in service may without loss of time and with reasonable expense continue their study and a college degree offers a stimulating goal. The policy already established in some school systems of giving equal pay for equal preparation, no matter what department the teacher may be in, will encourage elementary teachers to complete a college course. The normal schools must extend their programs of study if they are to be factors in the movement for college trained teachers throughout the entire public school system.

Another reason is the economic. A study of the teaching profession by Coffman put into definite form what everybody knew—that teachers are drawn largely from homes of limited economic resources. The present study reveals the fact that in the sixty-one institutions reporting about fifty per cent of the students are self-supporting wholly or to a great degree. It also indicates that, as a rule, a year of instruction in a normal school costs, to the student, not more than sixty per cent as much as a year of instruction at

the university of the state in which the normal school is located. If America is to have well prepared teachers in her schools she must make it possible for the young men and women who are dependent on themselves for an education to get that education at a cost which they feel that they can meet.

Again, the normal schools find it difficult, if not quite impossible, to sustain a faculty of a high degree of educational and professional attainment with a course limited to two years. The extension of their program to four years and the accepting of college standards relative to the school year and the hours of teaching would make it easier for the normal schools to attract to their faculties men and women of broad and productive scholarship.

Then, too, the normal schools have felt the lack on the campus of what in college circles are called upper-classmen. Not all the benefit a student gets in colleges comes from teacher and class room. There is an invaluable contribution made to the expanding mind and character of the college youth through social contact with his fellows and there is also the subtle but potent influence of what we term atmosphere and tradition. An institution that keeps its students but two years, one half of whom are every year new to the campus, cannot develop the traditions, customs and atmosphere which many of us prize as the most helpful and educative and lasting influence of college life.

It is not long since the general public and a large number of persons engaged in education very complacently accepted the dictum that if a teacher knew the subject matter he was to teach he could be trusted to teach acceptably. This opinion especially held in the field of the high school. Today in well informed circles this opinion is discredited. Educators well know and the general public is beginning to know that much of the financial and human waste in the high school is due to the lack of professional education and training of high school teachers. Only those schools that have adequate professional courses of study and facilities for observation and for practice teaching should undertake the education of high school teachers. The liberal arts college, by its very name and nature, is not the institution to educate teachers for any department of public education. By the same token, the teachers college, by its very name and nature, is organized to render this public service. The dearth of professionally educated high school teachers makes it imperative that more normal schools lengthen their curricula to four years and take up the education of teachers for our secondary schools.

Never before in the history of living men has the public been so aroused to the needs of its schools as it was during the war. The threatened break-down of our educational system through the appalling lack of trained teachers was heralded over the land by daily press and periodical and from platform and pulpit. One of the fruits of that campaign is an awakening within the ranks of the teaching profession as well as without, which is demanding better teachers and more ample means for educating them.

Another potent influence in the establishment of so many teachers colleges during the last five years is the tremendous increase in the number of graduates from our high schools and the consequent increase in attendance at our universities. A few years back the universities and the normal schools were to a certain extent competitors for students. That day apparently has gone by. The universities find themselves crowded and with no hope of increasing their capacity sufficiently to take care of the students who will knock annually at their doors. Consequently they are the more inclined to welcome the extension of the normal school curriculum to four years, seeing in that measure a relief for their under-graduate work and a means of strengthening their graduate schools.

Enrollment—Graduates

It will probably be a surprise to many to learn that during the last ten years teachers colleges in the group reporting have conferred 6440 bachelor degrees and during the past five years 4409, and in 1920-21, 1228, and that in the current year there are enrolled 12,061 students in the four year courses. These figures bear convincing testimony to the service teachers colleges are rendering in supplying college trained teachers to the school systems of the states.

This committee is unanimously of the opinion that teachers colleges are vocational institutions. Their business is the education and training of teachers and to this task they should devote themselves whole-heartedly and unreservedly. They should not undertake of their own initiative nor should they permit others to force upon them the work of a liberal arts college. They will render their greatest service to the cause of education by undivided devotion to the work of preparing teachers for the public schools.

Observations and Conclusions

1. In the opinion of this committee the teachers college movement is sound in policy. The normal schools began as secondary schools with a professional purpose. As public education progressed they advanced to the rank of junior colleges and with the further progress of public education it is perfectly natural that they should develop into professional colleges. This development is in complete harmony with the general advancement of organized education. Still more important, it is necessary, if we are to have a body of trained teachers with a professional attitude toward their work. Especially is it important that we should have teachers colleges in view of the disposition of teachers in service to continue their education. Thousands of such teachers find the work offered by the teachers colleges during the summer session their greatest single opportunity for academic and professional advancement.

2. The teachers college movement is still in the initial stage. While a few institutions have established themselves firmly in the collegiate field and have received general recognition for their work, probably three-fourths of the so-called teachers colleges are just advancing to senior college rank. It will take a number of years for them to establish their courses, increase their attendance and standardize their work on a collegiate basis.

3. The movement should receive encouragement from all friends of public education. Legislatures which have been responsible for the legal enactments which have created these teachers colleges should back them up financially and make it possible for them to develop a physical plant and the faculties necessary for the work which they have been authorized to undertake.

4. The universities should evince a co-operative spirit toward the teachers college movement. In the great work of education there is room and glory for all. The universities will find their resources taxed to the limit to care for those who desire to enter their doors. Any spirit of rivalry or over-zealous competition between the educational institutions of a state is deplorable. The university and the teachers college should be colleagues and firm friends in advancing the interests of education within their respective states.

5. The normal schools which advance to the rank of teachers colleges should take the name *college*. It is idle to ask what is in a name, for there is much in a name. In public thinking the term *school* is applied to an institution below collegiate rank. The name

college has an appeal which the name *normal school* does not have, and so soon as a normal school is authorized to take up senior college work it should take the name indicative of its rank.

6. The teachers colleges should address themselves to the task of standardization. If they are to be colleges in name they should be colleges in fact. This means that in respect of entrance requirements, student's load, equivalency of courses as heretofore defined, preparation of faculty, faculty load, number of weeks' teaching a year, etc., they should square with college standards. It will be of great advantage to the teaching service if the degrees of teachers colleges are recognized at full value by the graduate schools. This cannot be hoped for until the task of standardization is achieved.

7. As an aid to this standardization, the committee suggests that a more detailed study be made of the organization and administration of teachers colleges and of the content of the course of study, such report to be made by the present committee or by some other committee authorized for that particular purpose.

DEMOCRACY'S SCHOOL ROOM

A. M. PROCTOR

Civilization in its march of progress has always looked forward to a goal which found its accomplishment in a larger freedom and a broader development of the mass of people. Whenever in the history of any race the reactionary forces have been able to restrict freedom and block the development of the masses of people civilization has suffered a setback which in many instances has required generations to overcome. I am aware that some of the most notable achievements of the world have been produced at times when oligarchy and aristocracy were in the saddle. But we must not fail to see that while these were being achieved there was built up among the masses a spirit of irreconcilability and protest which finally destroyed and rendered useless for the next succeeding generations the accomplishments of the period of oligarchy.

Prior to the Great War we were wont to extol the Germans as the great scientists of the world. Our young men flocked to their universities that they might round out and complete their education. We worshipped at the shrine of their aptitude for perfecting the minute details of organization and failed to see that their house was built on the sand. Look at Germany today as she lies prostrate, a victim of her own boastings and foolhardy failure to await the slower development and more painful growth of a solid and lasting democracy.

We like to think of America as rocked in the cradle of liberty and nursed with the milk of democracy. We have witnessed how she has passed through the 'growing pains' of youth and has today outgrown the swaddling clothes of her infancy. In many instances we have been unable to replace these garments with those more suited to the size and stature of our American Democracy, hence, too often, our democracy is held up to the scorn and ridicule of the world. The ideals, customs, and traditions of our forefathers do not fit in with the conditions and needs of our present society.

The changing conditions of life are bringing with them changing conceptions of democracy. When our forefathers landed in this country and reclaimed it from its primeval wilderness they had a conception of liberty that was more or less individualistic. Their conception of freedom was very well expressed by Daniel Boone who when asked why he kept pushing west away from the settlements

of people replied that he wanted more elbow room. In other words their conception of liberty was conceived in selfishness with the idea of doing as one pleased without troubling about considering the possible effect of one's conduct upon the life and happiness of a neighbor. The wave of revolution and struggle for liberty that swept through Europe and carried on its swell the separation of the colonies from the crown of England was not so much a longing for democratic government as it was a sense of resentment against the suppression and oppression of the individual which prevented him from doing those things which his more favored overlord was doing at his expense.

A suggestion to the framers of the American constitution that the citizens of the colonies should enjoy universal suffrage and that their children should have the privilege of universal education would have been laughed to scorn and the author of the suggestion might have been confined as a lunatic dangerous to society. Democracy in this country as everywhere has been a long and tedious process of evolution and has not yet fully arrived. Its development has met with opposition and setbacks all along the process. It seems to be a result of human nature that the classes should attempt to hold what they have, to consolidate their forces for the preservation of their privileges against what is usually considered the encroachment of the masses.

The leaven of liberty and democracy, however, small and narrowed by selfishness, though it was, found lodgment in the hearts of our forefathers. Warmed and nurtured in an atmosphere of broad expanses of field and forest, of wide opportunity for individual development amid a new world of natural resources, strengthened by the exercise of a sturdy race struggling amid the hardships of a virgin country, watered by the grace of a bounteous providence, prodigal in gifts, this leaven has expanded and grown until it has been able to call out a whole nation in response to its appeal to "make the world safe for Democracy."

This growth and development of the democratic ideal has found its reflection in our school rooms. Education as conceived by our forefathers was the privilege of the few—a badge of distinction and a mark of aristocracy. Schools were for the chosen few and fitted them to govern the "great unwashed multitude." Not so today. The schools have become the cradle of democracy and the bulwark of the nation in withstanding this great spirit of unrest and struggle for the dictatorship of the proletariat that is sweeping over the world today. It is the purpose of this article to point out some of the

places where our educational program is meeting the needs of the times, some of the points of failure and to suggest some lines for future development.

The early colonial schools of New England were not much more than semi-private and semi-religious institutions. They were founded for the twofold purpose of imparting to the mass of the people the ability to read the bible and thus cultivate their spiritual welfare and to train a chosen few in the knowledge of Latin and Greek and Theology, thus providing an educated ministry. For the tradesman, the farmer, the mechanic, the seafaring man or the person engaged in the ordinary vocations of life education was a useless encumbrance. In the middle and southern colonies such education as was provided was the badge of aristocracy and was essential only for the son of the lord of the manor.

Democracy gradually took hold of the people from sources outside the school room and had to force its way into our educational program through closed doors. A few men like Horace Mann with a great vision of the possibilities of the right sort of education in building a true democracy have been tremendous forces in hastening the day when the school room shall become the bulwark of democracy. Our forefathers brought with them the English conception of education with its traditional curriculum founded on custom rather than reason or utility. The school was tenacious of its traditions; the common conception of the value of the classics as food for mental discipline erected a great wall about the higher institutions of learning which even now remains unbroken in places.

Many forces have been at work to effect a change in our conception of the aim of education. Universal suffrage perhaps is the most potent one. When the right of suffrage was granted to all male citizens it was soon realized that these citizens must be able to cast their ballot in an intelligent way if the institutions of democracy were to stand. Common schools were established to train the children of the people and future citizens in the rudiments of the three R's. But not for a long time was there any sentiment for the establishment of high schools at public expense open to all the children of all the people. And little consideration was given to the education of girls.

Another potent force in evolving educational procedure has been the great industrial revolution. The age of industry and rapid transportation has brought about marvelous changes in the organization of society and with these changes has come a new conception of the purposes and ideals of education. We of today belong to the world

instead of to a country, we have the conveniences of the world at our doors and we have large amounts of leisure time for service, amusement, or personal improvement which used to be demanded by the necessities of mere physical existence. Under the period of the early settlers each household was sufficient unto itself. All things that were consumed at home were made at home. There was little manufacturing and little need for it. But with the coming of the numerous labor saving machines and the building up of great industries have come cheap and rapid means of communication and transportation. There has grown up a world wide market and a world wide point of contact. No longer is each family sufficient unto itself, nor even each community nor each nation. We have become a world wide federation of nations with common causes, common sympathies, common points of contact. Truly no man liveth unto himself and no man dieth unto himself.

Today our democracy is at the crucial point. There are forces at work in the world which would pull it down and establish chaos. There are those who are unable to manage their affairs or to cooperate with others in their management because they have not been prepared to meet the present crisis. The eyes of the nation are turned to the school room for guidance at this crucial period. Will our education meet the need of democracy in America today? What is the hope of the future?

Where then shall the teacher find the measures for the judgment of his teaching? Standards there must be if our teaching is to become more than the crude methods where trial and error prevail in working out its methods. Such standards are at hand. They are found in those qualities of human personality which have an abiding worth under the tests of our civilization. Increase in toleration, breadth of social judgment, larger acquaintance with human nature, alertness in reading signs of character and interpreting social situations, accuracy in adaptation to differing personalities, and contact with greater commercial possibilities; the teaching that fosters these ends succeeds, the teaching which neglects them fails.

The one point at which our educational system is accomplishing most for the maintaining of democracy is in the conception of free schools for all the children; an equal educational opportunity for every child of the state and this compulsory for those parents who are so blind as not to see the importance of this principle to the maintainence of democracy. To our forefathers compulsory education would seem to be the antithesis of democracy while today

it is considered the essence of democracy. If democracy means anything it means the control of society by the co-operative action of the members of society. If society is to remain, this control must be founded on intelligent choice of methods of control rather than blind prejudice and the blunders of ignorance. "You shall know the truth and the truth shall make you free." It is only through the education of all the people that the liberating truth can be known.

Early in the history of the country a young man sought an education for one of two reasons; either that it might place him on a plane of social standing or professional standing above the common herd, or that he might obtain knowledge because he had a passion for knowledge. The former reason is today still found but to a less and less extent. The desire for education as a passion for knowledge has been superseded by the desire for education as a passion for service. Our schools are training grounds not for rulers for others but for servants of others. Instead of an attempt to cast all in the mold of the upper class through devotion to the classics and the traditional course of study we find the scope of the curriculum broadening to take in all points of life. Instead of devoting the hours of the life of the child to storing up knowledge, the school is now imparting to him skill. The child is being grounded in correct habits and attitudes rather than rules of grammar and parts of speech. He is being trained in the application of knowledge to life rather than in the impartation of knowledge to others. He is building up comprehensive interests and sympathies rather than comprehensive knowledge.

The work of the school of today is becoming more and more a work which deals with all the people. The curriculum is ever widening so as to include the needs of all the people. A democracy demands that its people cultivate their capacities and skills as well as that they acquire knowledge. Under the influence of democracy our schools are now so organized that they include training for many of the trades and arts. This is a healthy sign and should continue so that the schools will afford to any person seeking help in life problems the needed assistance, whether that person be five years old or fifty years old.

Formerly the establishment of the school was the business of the local community. In the modern democracy it is not so any longer. Our schools have become the business of the state. Prof. Burgess has well said "There never was, and there never can be, any liberty on this earth and among human beings outside of state organization. Mankind does not begin with liberty. Mankind acquires liberty

through civilization. Liberty is as truly a creation of the state as is government." The state is dependent upon the citizen for its support and management. The better the citizen, the better the state. The state is no stronger than the weakest community within its realm. The strongest force in the maintenance of democracy today then is the accepted principle that it is the business of the state to see that every child of every community has an equitable opportunity for an education and that the burden of support for this education be borne by all on an equitable basis.

Another strong link in the fostering of democracy is the recognition of the right of the female child to an equal opportunity to an education with the male. And now that the women have taken their rightful place in the control of our governmental affairs this is doubly more important. There is no doubt but that much of the former remoteness of education to life was due to the fact that most of our teachers have been women. In them has been built up by custom a sort of tradition that they should shut themselves up in their home as hermits and cut themselves off from the world and life except such part of life as intruded into the four walls of the home. Much of this hermit-like attitude has been transmitted to the class room instruction and education has tended to be a thing more or less apart from life. Now that woman has been given her rightful place in life no doubt she will bring with her a new attitude and a new life into the class room. School work should take on a new meaning and a more definite relation to the everyday life of the world.

The horizon of human intellect has widened wonderfully in the past one hundred years. Culture formerly included only those studies ordinarily called classics. Today culture includes science and engineering, manual skill and manual labor, artisans as well as artists. Education has become a thing of books, trees, rocks, hedgerows, farms and fields, mines and factories, ships and trains, brains and brawn as well as books and languages. Its scope is greatly enlarged. It fits no one single groove. No one single element is the one altogether essential. The fruits of real culture are an open mind, broad sympathies, many points of contact, and respect for the achievement of others, whether Greek or Barbarian. There is no longer Greek or Barbarian but rather international comity of feelings and sympathies. The seeds of this fruit are productive of morality, high mindedness and idealism, respect for the personality of the other person, freedom from prejudice, unselfishness and devotion to a cause where one can render service to others.

The expansion of the common school to cover the grades of the high school is another fruitful source for the expansion of democracy. This together with the expansion of the high school curriculum to include the vocational subjects to the exclusion of the classics is bringing the school to the life of the people. Trade schools, part time schools, extension courses and all the efforts of the schools to meet the needs of a democratic society is but forging another link in the chain that is to hold the door of our nation closed to the forces of destruction and chaos.

These new educational ideals give great hope for the future but in some places there are still breaches in the wall which need to be built up. If our boasted liberty loving land is still to hold out the beacon torch to those struggling to reach the promised land of a new democracy we will have to take stock of our resources and find out where we are failing to measure up to the demand made upon us.

There was a time when the church was a potent factor in the shaping and moulding the ideals of our social fabric. The church is rapidly losing its hold on the people. This is not so noticeable in this state as in the more thickly populated sections of our country. I shall not attempt to go into the causes of this loss of power on the part of the church. Whether it be the forming of the church into hostile camps and the drawing the lines of denominationalism or the refusal of the church to give up some doctrines for which there is no basis in the bible or for some other equally potent reason I shall not attempt to say. It is sufficient to recognize the fact that the church is losing its position as a spiritual leader and this burden is being transferred to the school. How the school shall handle the problem and what steps we will take to meet this new demand is a question yet unanswered. It is a question which will have to be answered and one wrought with great possibilities for destruction if a false solution is accepted.

The school in a measure still clings to the old idea of liberty as synonymous with individualism. In many school systems to help another has become a school crime. With the complexities of modern civilization we are dependent upon social co-operation. Every phase of our success in life is bound up in our ability to co-operate. For several generations the farmer has been at the mercy of the tradesman and the manufacturer because he has failed to learn the lesson

of co-operation. The rural school is suffering today because the pupil of a generation ago was not taught the lesson of co-operation and thus it is that about the hardest task one finds today is to induce rural communities to come together in a consolidated school. The biggest lesson the school can put across is this lesson of co-operation and here lies its highest failure.

In many respects the school is not tying up to life. Too long have we held to the idea that the school is a place to prepare for life. The school is life. The child is a member of the school community. He is there to learn the spirit of living in that community and thus he learns to live in later life. Dr. John Dewey says, "When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service, providing him with the instruments of effective self direction, we shall have the deepest and best guaranty of a larger society which is worthy, lovely and harmonious."

The child is not made for the school but the school for the child. Too often a teacher will assume to himself certain powers and within the school room become a little czar. The child is not free to express his own ideas. He is not allowed to think but must spend his time in memorizing and giving back to the teacher the ideas of others. Plato speaks of a slave as one whose action does not express his own ideas but those of some other man. Thus it is that all too frequently we are making slaves instead of freemen. No wonder that some of our boys and girls become disgusted and leave the school as soon as they can grow out from under the compulsory age.

Again we find many of the chief positions in the educational field handed out as political plums to this man or that man not because he is an expert in his field but because he can command the votes. If he is a good Republican or a good Democrat and can corral enough votes he lands where he becomes an educational sycophant rather than a servant of the children of the people. Herein lies one of the greatest weaknesses of our state and county educational systems.

The time has come in the development of our educational democracy when we should recognize the principle that the welfare of the nation is dependent not upon any section but upon all the sections of the nation. Because the wealth of the nation happens

to be concentrated in certain sections of the country or because a people impoverished by the ravishes of a terrible war happen to live in another section should not be any reason why the children of the first section should have those educational advantages that are denied to the children of the other section. We all belong to the same national body of social unity. It is therefore the business of the nation to see that the educational opportunity of all sections is equalized. This must be done if democracy is to survive.

SOAP, TOBACCO, AND TEA

L. G. PAINTER

I am a traitor. I have gone over to the enemy's camp. A wave of humiliation sweeps over me as I make this frank confession to those staunch champions of idealism, Matthew Arnold and John Ruskin (not the cigar man), for whose standards I have fought. During a number of years I have preached in my English class room against Philistinism, and I have vehemently denounced the desecration of God's beautiful out-doors. I have concentrated my attack upon that glaring manifestation of ruthless American commercialism—the Billboard Nuisance.

When I see a refreshing woodland scene, or a stately granite cliff, or an awe-inspiring river sunset obscured by a lurid bill-board, the springs of poetry in me well up and overflow in a torrent of protest. Why, in the name of Mammon, can't the advertisers stay on the vacant lots or back up against a brick wall, instead of trespassing upon God's sacred premises? But I must tell of my undoing.

Every day as I walk towards the East Carolina Teachers College, I pass a beautiful grove, which is a part of the school estate. This grove slopes down into a cool ravine, through which flows a little stream, bordered upon one side by a modest corn field. The thrushes hold daily vesper services in this woodsy place. But, alas, Big Business has butted in! A huge bill-board, facing the road, extends across part of the green ravine and blocks the view. The first time I saw that rude bill-board I uttered curses not loud but deep. The bill-board was unmoved. Every day I see that same bill-board; but, *mirabile dictu*, I have learned to love it—or *her!*

How can a fellow stay mad when a sixteen-year-old girl, "in youth's fresh bloom with beauty crowned," becomingly attired in a riding habit (the old-fashioned black skirt, you know), with a little black velvet Derby perched jauntily on her adorable head, and wearing her chestnut hair not bobbed (Venus be praised!), but in a graceful plait hanging over one shoulder, greets you pleasantly each day with that thoroughbred look of hers?

May you always keep "that school girl complexion" (thank heavens, it is due alone to soap), little lady of romantic and less sophisti-

eated by-gone days; may you ever sit your horse gracefully; and may you continue to shed "sweetness and light" upon the passers-by of this work-a-day world.

I envy that gray-haired gentleman in the black Fedora hat, who stands all day by your side stuffing his pipe with Prince Albert tobacco. That would certainly be a "joy smoke" for me! Perhaps, if you are just a wee bit flirtatious (and I hope you are), you would prefer an athletic-looking young "Chesterfield" to pass the time with. Doubtless, he would "satisfy!" But think, little lady, how much your father loves you, and with what pride he watches you ride. Later, if you like, you may have some of that Maxwell House iced-tea (can that be your own Kentucky mint garlanded about the tray, or is it just botany?) after your hot ride. I'll wager a package of cigarettes with your father that young "Chesterfield" will be dropping in. He may be even now riding behind you, but I can't see for the bill-board.

So I have been newly poetized by this radiant school-girl, and not a word has ever passed between us. She captured me with her look or looks, and truly

"If eyes were meant for seeing,
This Beauty is her own excuse for being."

Three weeks ago I began to use Palmolive Soap. Since then I have used no other. Gentlemen, it pays to advertise!

IN LIEU—

RALPH C. DEAL

Dear Editor, I truly wish that
I could write for you
A darling little poem,
On a high-brow book review.

Or else a thesis, or a theme,
On how to teach the teachers
To teach the little children.
The darling little creatures!

But every time I start to write,
My pen cuts quite a caper.
It gets so everlasting hot
It burns right thru the paper.

And then my blood begins to boil,
No! Not with indignation!
The reason I don't flame right out is
Copious perspiration.

The weather's on a jamboree—
Thermometer's gone crazy—
My ideas of appropriateness
Are burnt out, scorched and hazy—

And while I'd like to do the thing
That's fallen to my lot,
The only thing my pen will write
Is "Gee whiz! Ain't it hot!"

MILLINERY

MARGARET COLLINS

One of the most far-reaching outcomes of the war is the important place sewing has taken in the home.

Not only because of the small or considerable economies of war-time which necessitate a cutting-down of clothes expenditures and, therefore, have led women more and more to make their own costumes rather than pay the exorbitant prices in the shops which were in turn influenced by the general conditions, but, even more important, the quite natural reaction of those carefully noted hours spent in Red Cross rooms, canteens, or in one's own living room, knitting, crotchetting, sewing, stitching—in other words, spending whole days doing things which have never before been even considered. It has become a habit, and, to many a distinct pleasure, to make many of the articles of dress which heretofore would have been sought in a favorite shop. This growing tendency to substitute sewing for the various other pastimes of leisure hours, and for idle hands has undoubtedly been greatly augmented by the marked acceptance of the informal, untailed silhouette, both in frocks and millinery.

I think it is not an exaggeration to say that "hats" are an obsession with most women, and, because one's circumstances make economy a virtue, it does not necessarily follow that the reward thereof shall be entirely satisfying. How much pleasanter it is to know that with the introduction of a few principles, the season's allowance of hats needs only be curtailed by one's own ingenuity and the very improbable over-stepping of the dress allowance which need be but slightly dissipated by the modest requirement of these charming models!

Every girl enjoys the thought of being able to produce her own hats. Many have natural deftness of touch and aptitude for copying and designing; others may be able to acquire this to a certain degree. The novice with or without this natural aptitude must practice again in order to secure neat, faultless results, and to improve in design, and the ability to handle work lightly and delicately. It is not expected that the average school girl will have time during her course to become very expert. It is a satisfaction to learn the most common processes, and how to choose hats adapted to face and coloring, even if later one buys all one's hats. Although

there may not be much time for millinery in the average course, with such elementary principles and practice in making hats for herself and friends, the girl of even slight ability can accomplish much.

The selection of styles in headgear appeals strongly to girls. In the discussion of the importance of dress, the general principle of line, rhythm, balance, and unity and color should be discussed. Students soon learn that these principles apply to the selection or planning of hats as well as to gowns. The hat by being too large or out of proportion to the figure, may change the appearance of the whole silhouette, and so over-balance it that the appearance of the figure is anything but pleasing.

The hat is the most difficult article to select for woman's wardrobe. Good taste in selection means a combination knowledge of line, form, and color as well as the fitness of things. The first rule, the students in the course in the College learned, then, was to plan hats in relation to the whole figure rather than to the head alone. This means that a hat should be selected before a full length mirror, or planned with the full figure in mind. The second rule they learned was that the line of the hat should be adapted to the lines of the face. The round face with retrousse nose, looks best in a hat that is slightly tilted in front or with a rolling brim at the front and side. A person with a round face should not wear narrow hats that bend over the face. The long, thin face will be accentuated by wearing high pointed trimmings. Trimmings that emphasize the width and a brim that is rolling and wide, make a better effect. If the brim is worn slightly forward, rather than rolled as for the round face, the tendency of the shadow is to shorten the length of the face.

In adapting the line of the hat to the head, it is easily seen that much depends on the style of dressing the hair. The long face is difficult to suit in headgear, if the hair is drawn back sharply at the sides, and the round face with the hair worn fluffy may look more round than if the hair were drawn slightly back.

For all of the principles we put into practice in our course we cut paper patterns, forming curves, and shapes, until the desired shape of a hat was made. We used plain wrapping paper which is stiff enough to fold and crease to suit the figure. Our aim was to make the hat becoming and adapt it to one's style rather than to follow the extremes of fashion. The style of each season can, as a rule, be adapted to suit individuals. This was our slogan—to study faces and styles, and relate the two.

The third rule is to select color that is related to the skin as well as to the hair. The study of contrasting color in dress is one that should be adapted to the selection of color in headgear.

In the Art Class, under the direction of the teacher, Miss Lewis, the girls sketched some hats, which showed relation of lines to faces. The students were convinced that simple lines are the most satisfactory and in the best taste.

A fourth rule, which they took up, is to wear the hat properly. The prevailing styles do not suit all faces, but can be adapted, and hats should be well placed on the head and worn in correct position, so that they conform to the outline of the hair.

With the increased interest in millinery, inflated by the new possibilities of realization found in the introduction of such practical ideas, the "whims" for having a different hat for every frock or every occasion, whether it is the every day humdrum task of shopping, the more formal tea or dinner, the particular demands of the evening, or the out-of-door hours of country walks and rides, and the gay galaxy of sports, is now a thing of actual being. The last group, that is, the hats for country and sport wear, deserves special mention, because of the unwonted prominence achieved at this time or season.

Last spring as the girls of the Senior Class began to plan their Class Day dresses, they thought that a hat would make the costume more complete for the outdoor program planned, so they asked that we make the hats in class. At this time they were on their second term's work of Dressmaking. They had two problems: a simple class room dress, and a silk, or linen or a lingerie dress. Instead of waiting for the Class Day hats, they decided to make a beginning in millinery then by making hats to match these silk, linen, or sport dresses so we had a few lessons for the work. We used the scraps from these dresses, and combined other goods to complete the hat. We made these very simple, as the first should be, only a crown and brim with a bow, or an ear perhaps; they had very good results. Now the time had come for the the third term's work in sewing which meant the making of the Class Day dress and hat, and the graduation dress. So many girls who had not had sewing in the last term (as Home Economics is elective) came in to the class, eager to make hats, dresses, etc. The course had become more popular. Some knew only the fundamental principles of sewing. Some who had taken another elective now came in to take sewing. I knew that I had a big task if I did my duty, so I just ventured into it with

whole soul and mind, determined to do something with the problems although these late-comers wished to get the same results as those who had been in the class the entire year.

At this time the Advanced College class decided that they wanted to make hats, too, so a class of four came in for regular millinery work. One consolation, having only four in class, I could do satisfactory individual teaching, which I was rejoicing over, as the other classes were large. We had twelve ninety minute periods before us, and the course given was as outlined below:

Lesson 1. Paper patterns were cut, tried out, discussed as to line, form and fitness. We used cut out pictures and silhouettes, as we had only an original outline of what we wanted to do. We collected samples of hat materials from a drawer of leftovers of the last term's class. We mounted, described and discussed the kinds and uses of each material, and decided what other materials we would need and where we could secure them. Each girl had a mental picture, before leaving the class room the first day, of the kind of hat she wanted to make and how to make it, and approximately what the material would cost.

The girls furnished all materials for their course in this work, so the next class period they came in with all sorts of materials for hat-making, such as buckram, crinoline, wire, lining material, crepe de chene, flowers, etc., ready to begin work at once. They had not thought as to how these materials would be put together so as to make a presentable hat. For this lesson, fortunately, I had planned to teach the stitches used in millinery, viz: slip-stitch, catch-stitch, overcasting-stitch, back-stitch, stab-stitch, lacing-stitch and running-stitch. One girl said "I thought we would just sew the material together as in other sewing." She found that a little preparation before beginning would save time and energy; so we made the eight stitches, on a piece of black crinoline 6" x 5". They found that to know how to make them was very necessary. We had a few minutes left in which we cut the brim of the first hat using the pattern cut in the previous class period.

For the next lesson, No. 3, I gave them as homework the foundation work in millinery "bandeaux." I had the directions on the board, then with a sample I demonstrated to them how these were made. They made three types of bandeaux—the hollow, oval, and round. Here they had the practice of the two most used stitches of the eight taught in class, and also the problem of putting on wire, covering, connecting wire, cutting, etc. At class they covered the

wire of the brim of their hats, cut and made the crown. We did not have molds for shaping the crowns, so most of the crowns were made of a bias piece of crinoline for the band and an oval shaped piece of buckram or crinoline for the top of the crown.

In lesson 4, we used the first twenty minutes practicing tying bows, using tissue paper cut 6" wide and as long as that particular type called for. We tied these types of bows: splash, gage, and Knox sailor bow. The remainder of the time was used in covering their buckram frames with material. Now they were ready for the linings. We had not had a lesson on linings, so this furnished a good suggestion for the next problem.

Directions were put on the board which the girls copied, and they came prepared the next lesson to make suitable linings for the hat they were making. A few minutes were left, but no time wasted. I gave them the four types of plaiting used in millinery: very simple, double, triple, and rose. For this we used crinoline, though paper would be all right. These types of millinery plaiting gave an incentive to begin the second hat which was to be a lingerie hat.

Lesson 6 was trimming hats. This we discussed as to how, why and what way would look best and the application was made. For homework, this time, they had the making, wiring and covering of buckles. This was also a topic for class discussion. They had the material for the lingerie or second hat, so they worked on these this period, cutting frames, wiring and lacing, etc. This was not so hard a problem, and one that would allow them to relax a bit, so I let them use all of the originality they possessed.

During the time of teaching this class how to make hats, Seniors of the two-year course were getting ready to make their Class Day hats. New ideas arose at every instant. Some of these girls had had a bit of experience with their street hats during the second term, but quite a few had not even had sewing, but every girl had a different idea. I was very proud of this as individuality is undoubtedly the keynote of good millinery. The Class Day hats were made of organdie, the color of their dresses. They used a wire frame which cost 50 cents. Some were plain, while others were a mass of folds, ruffles, etc. The most attractive and best made hat was one covered with half circles picotéd ruffles with a few hand-made sweet peas, arranged underneath on the right side, the ribbon passing around the crown carried through to the underside forming loops extending to the shoulders and waistline. This hat was lined with china silk, tied in the center with a tiny bow of white ribbon.

The average cost of the seventy-four hats made was \$2.15. According to the price of organdie hats down town, each girl saved about \$6.00 on each hat. This is something a girl is proud of. They insisted that they preferred their own make, as the workmanship was better, styles more suitable and best of all, they cost less. One could have her hats made at home rather than buy them.

We had very little literature or few text books. These were the magazines: "Stylish Hats," from Loie Hat Pattern Co., N. Y., price 25 cents; the Woman's Home Companion; The Good Housekeeper; and one chapter in Shelter and Clothing, Kinne and Cooley.

There is a great field for this work. Girls need the course and they enjoy doing these things. What is more pleasing to a father and mother than to know that so many cuts can be made economically, by this one problem's being solved at school?

The course this year was planned to meet the needs of the student, so they can design and make their own hats. It provides instruction in designing, selection, making and trimming, care and remodeling of hats; suggestions for teaching millinery are included. Should the occasion call for it, the student should also be able to teach others very simple millinery.

THE POSITIVE AND AGGRESSIVE LIFE

Commencement Address by R. S. McCOIN

In addressing you, I find myself somewhat in the predicament of a young political friend of mine who had made a great many speeches, always beginning them by saying—"Ladies and gentlemen and fellow citizens." On this particular occasion he had been invited by the warden of a penitentiary to address the inmates. He was introduced as one of the state's silver-tongued orators, a statesman of outstanding ability, and a future governor of the state. He swallowed this taffy and arose with self confidence to address his audience, and began—"Mr. Warden and fellow cit—." He stopped, for it occurred to him that his audience were convicts and not citizens. He began anew—"Mr. Warden and fellow con"—. He again stopped, for it dawned on him that, as he was not a convict, it would not do to say fellow convicts. So after some hesitating, he cleared his throat and began again—"Mr. Warden and fellows—I don't know what to call you, but I am glad to see so many of you here."

Seriously, I know of no better term with which to address you than fellow students. I take it for granted that we are all thinking and studying, growing and developing. Without physical exercise there can be no development of our muscles and bodies. Without study and thought, which is mental exercise, there can be no growth and development of our intellects or our characters.

I am, indeed, glad to see so many of you here. As I look over this institution and see the great work it is doing, and review its short but useful and inspiring history, I am glad that I am a North Carolinian; that my lot has been cast in the Old North State; and that, as a member of the State Legislature and as chairman of one of its important committees, I have an opportunity of rendering some small service to this institution. I am glad I have had the opportunity of visiting it and seeing something of the institution.

You are, no doubt, proud of the diplomas that you are about to receive, and it is right that you should prize them very highly. But remember that a diploma from this or any other college does not fit you to meet the responsibilities of life. It only certifies that you have taken a prescribed course, which, at best, only prepares you to enter the race of life without handicap. Your life depends

not so much on what you have done here, or where you came from, but it does depend largely upon how you look at life. If you enter upon this journey of life depending upon your diploma, your father's greatness or your mother's piety, or anything else other than hard work and a determination to use all the knowledge that you have acquired during your preparation period, you are doomed to failure. I would impress upon your minds this one thought, that there is no easy road to success and happiness. You cannot be carried to success and happiness on flowery beds of ease while others fight to achieve and succeed only by putting forth their best efforts and keeping everlastingly on the job.

Preparation, environment, and hard work are the three prime factors in a successful life. We are largely creatures of environment. As citizens, we are indebted to every generation that has preceded us. Each generation has discovered some new truth, found some law or principle not before known and handed it down to the following generations. Each generation has been what it was largely on account of conditions and environments that preceded it. Had not King George oppressed the American colonies and tried to exact taxes from them without representation, the Revolutionary War would never have been fought. Without this war, the world would have known nothing of Washington or Jefferson. If the South had never been cursed with slavery, the Civil War would not have been fought, and doubtless the names of Lee and Jackson would not have been known today. It might be well to observe that conditions force issues and make men and women. The tyrannical oppression of King George brought on the Revolutionary War. This war gave a new idea of government to the world, and this new idea of democratic government caused people to think and to study government as they had never studied it before. And for this reason, the eighteenth century has become known in history as the great liberty-loving century—the period in which patriots were born, lived, and wrought. The nineteenth century found the democratic idea of government well established. The people were satisfied with their leaders and content with their government. They thought less about liberty and patriotism and turned their attention to the development of the new world. As men think, so they are, and the nineteenth century found America turning its thought more to building industrial plants, large cities and great fortunes, and, by the end of the century, America was not only the greatest agricultural country in the world, but it led in manufacturing as well—outstripping all rivals in less time than two hundred years.

Having passed all our rivals in the nineteenth century, we turned our thoughts to still higher and more elevating things; and while this twentieth century is still young the United States has given two great object lessons to the world. First, the freeing of Cuba from the oppression of Spain, without fee or reward. The other was bridging the Atlantic and sending millions of our young men and billions of our money and treasure into a foreign country all to be sacrificed in order to establish a principle. America entered the great world war without the hope of gaining one foot of territory, and with the avowed purpose of accepting no indemnity. She fought for one purpose alone, which was to make the world a decent place in which to live. Since this great undertaking has been achieved, we are turning our attention to the development of our citizenship as never before. There has never been a time in our history when our real intellectual giants, both men and women, were giving more of their time or spending their money more lavishly for the development of young manhood and young womanhood than at this very moment. Wonderful changes have come over our state during the last few years. Two decades ago good public schools in North Carolina were unknown. The rich counties had fair schools, but the children in the poorer counties were left neglected, without the opportunity of securing even a common school education. The citizens of our state conceived a new idea, which was that the children of North Carolina are the wards of the state, and it matters not whether they hail from the rich and progressive counties of Guilford, Mecklenburg, and Forsyth, or whether they come from one of the poorer counties of the state, the citizenship of North Carolina have decreed that every child shall have the opportunity of attending a good school, at least six months in the year. And the state has gone further and declared that the parent who does not send his child to school is a criminal. It does not require a prophet or the son of a prophet to predict that the twentieth century will be known in North Carolina, and doubtless in the whole United States, as the educational century just as truly as the eighteenth was known as the patriotic century.

Let me repeat that we are indebted to the heroes of the past for many of the blessings that we enjoy today, and that you, as students in this institution, are indebted to the State of North Carolina for the wonderful opportunities and great advantages that you have enjoyed in this institution. You may never be able to repay your state in full for what it has done for you, but if you are grateful, and I trust you are, you will never be satisfied until you have

done your best to help make this a better state in which to live. The only way that we can show our appreciation for what has been given us is to dedicate our lives to the task of upbuilding our state and making it a better state, so that when we have served our day and generation, we can look back over a life well spent and say that we have left the world better than we found it.

You owe it to yourselves, to your parents who watched over you when you were small and helpless and unable to take care of yourselves; you owe it to this institution, and you owe it to the state to make the best you can out of this one life that you have to live. You have only one life to live, and you can live only one day at a time. I would have you fill the days with kind thoughts, the hours with generous deeds; and do noble things, not dream them all day long, and by your acts make life one sweet song.

You have had much better opportunities than your fathers and mothers had, therefore more will be expected of you than was expected of them. Remember this one truth, that if the best informed man or woman in the country today were to stop where he is, cease to study or to think for a period of two years, he would find himself relegated to the past and a thousand miles behind the times.

Do not expect to gather fruit from uncultivated trees, or to reap in fields in which you have not sown, for it has been decreed that man shall earn his bread by the sweat of his face; and any man or woman who sets out in life expecting to get something for nothing, or to live just to have a good time is a cheat and a fraud; he is a drone and a parasite on society and should not be tolerated. Remember that the world is moving and that the only way to keep up with it is to move with it and move rapidly.

To my mind, one of the great crimes of the age is the reckless and wanton waste of time. The prodigal son who squandered his money and inheritance in riotous living was, in my judgment, a Solomon compared to the young man or young woman of today who thoughtlessly spends his or her time in chasing after a good time. "Lost, somewhere between sunrise and sunset, 60 golden minutes, every one studded with 60 diamond seconds." No reward has been offered for their return because all the wealth of Croesus, all the standard oil stock of Rockefeller, and all the "flivvers" of Henry Ford would not be a sufficient reward to guarantee the return of a single lost hour. Do not be timid or afraid to undertake something big and great, things that are really worth while. Be positive and aggressive. Bite off more than you can chew, and then chew it;

undertake more than you can do, and then do it; hitch your wagon to a star and take your place there. Never doubt your ability to do anything that needs to be done.

IT CAN BE DONE

Somebody said that it couldn't be done,
 But he, with a chuckle, replied,
 That maybe it couldn't, but he'd not be one
 To say so till he tried.
 So he buckled right in, with a bit of a grin,
 If he worried he hid it,
 He started to sing, as he tackled the thing
 That couldn't be done, and he did it.

Somebody scoffed, "Oh, you'll never do that—
 At least no one ever has done it."
 But he took off his coat, and he took off his hat,
 And the first thing we knew he'd begun it.
 With a bit of a grin and a lift of his chin,
 Without any doubting or quit-it,
 He started to sing as he tackled the thing
 That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
 There are thousands to prophesy failure.
 There are thousands to point out, one by one,
 The dangers that wait to assail you.
 But just buckle in, with a bit of a grin—
 Take off your coat, and go to it.
 Just start in to sing as you tackle the thing
 That cannot be done, and you'll do it.

The real business of life is to achieve success. You were not made to occupy space and to consume only. The world does not owe you a living or anything else, but you owe the world the achievement of a true, honest, and industrious life. Success in life does not consist alone in amassing a fortune or reaching high social position. One may be successful in business, gather up a great fortune; he may heap up a pyramid of gold and stand upon its top; he may be brilliant and welcomed into society, even courted, flattered and sought after because of some special charm or grace; he may even be set on a throne of splendor and wave a royal scepter in the social world, and yet be no more than a richly bedecked, false-hearted failure. One may be fortunate in politics; he may have his highest ambition gratified; he may be elevated to the highest official position, and still

fall far short of reaching true success. The largest achievement and greatest success comes not necessarily to the high and mighty, the rich or the aristocratic, but is possessed by the man or woman who fashions his or her life into the noblest character and makes the largest contribution to the redemption and development of the world. Think not that there is a short cut to success and happiness, or that it depends upon a life of luxury and ease. On the other hand, a successful life is made up from suffering, sacrificing, and fighting. Nothing is more dangerous to a young man or young woman, who is trying to develop a successful life, than the spirit which allows them to be content in the position in which they find themselves. Do not be content to remain where you are, but strive for higher and nobler things, but in striving for them do not look for or expect an easy place. Easy places belong to the sickly, the puny, and the weaklings. Ease, luxury, and good time never develop strength, power, and character.

SEIZING AND EMBRACING OPPORTUNITIES

There is very little difference between success and failure, the only difference being that one is positive and aggressive, the other passive and inactive; the successful man seizes and embraces every opportunity that comes his way, and the unsuccessful man fails to take advantage of them. To illustrate—Out in one of the beautiful rural sections of Western North Carolina, where the rhododendrum blooms in summer, a young man named John was walking along the shady mountain road, and overtook a beautiful mountain girl named Mary. They walked along together for a short while. Finally they came near a beautiful shady place in the road and Mary stopped and refused to go further. John asked the reason, and she said, "It looks too shady and cozy down there. I am afraid if I were to accompany you that you would attack me, overcome me and naughtily kiss me." Whereupon, John said, "Why, Mary, don't you see I have this empty box on my shoulder, two chickens in my left hand, and a walking stick in my right hand, and that I am leading a goat? How on earth could I attack you?" Whereupon, Mary replied, "You could take the box off your shoulder, turn it upside down and put the chickens underneath it. You could stick the walking stick in the ground and tie the goat to it, and then what could I do?" The successful man sees and embraces the opportunity, while the unsuccessful man fails to avail himself of it.

A few years ago we, as a nation, saw Europe in the midst of a dreadful nightmare. Enmity, hatred, and venom were abroad in the land. Famine, pestilence and death were running rampant over the eastern continent. It looked for a time as if the whole world was on fire. America embraced the opportunity of quelling the riot and restoring peace and harmony, and thereby showing the world that might does not make right. We have been so busy lately in saving the world for democracy that we have almost overlooked the fundamental institutions at home. On account of this oversight, home, church and state are suffering, and we are now standing on the verge of a political and moral breakdown. The opportunity is now offered to you, young ladies, to take your places in the front ranks of the reform movement and help blot out the bolshevic spirit which has wrecked Russia and is abroad in this land; to help stop the great wave of crime that is now sweeping from coast to coast; check the spirit of unrest that seems to be pervading and permeating every nook and corner in America; to help bridge the great passion for amusement and ease that have taken possession of our people. Unless something is done to stop these unwholesome influences our social and moral fiber will be weakened. The influences of the home and church will be lost to the state. In the language of the street, it is up to you to assume your places in playing a big part in saving us from ourselves. Times like these demand men and women with great hearts and strong minds, true faith and willing hands; men and women whom the lust of office cannot kill; men and women whom the spoils of office cannot buy; men and women who possess a will; men and women who will not lie.

In entering your life's work, let me admonish you to take yourselves and life seriously. I take it that most of you have already chosen your professions, and that it is to be teaching. If so, you have chosen wisely, for no set of people in the world today has a greater opportunity or larger field of usefulness than the teacher who is teaching the children, and thereby laying the foundation for a greater civilization. A factor in undertaking your work is, go at it with a strong determination to succeed. Be sure you are right and then go ahead. Let nothing daunt or deter you. Remember that when you have made up your own mind that you can and will succeed that the job is more than half done. Be steadfast in your determination. This idea of steadfastness was well illustrated a few years ago by an old colored man in Texas. President Roosevelt was out hunting one day when his guide informed him of an old col-

ored man who had two of the finest dogs he had ever seen, and if the President did not mind a ride of fifteen miles that he would be glad to show him the dogs. President Roosevelt, being fond of riding and a lover of all kinds of animals, accepted the invitation and went to see the dogs. When he arrived at the place he found an old decrepit negro man; his cabin was almost roofless, his children were barefoot and in tatters, but when told of the object of the visit he brought forth the dogs. Mr. Roosevelt was much pleased and greatly admired the two dogs, which were the prettiest he had ever seen. He turned to the old man and said, "Uncle Isaac, I want to buy those dogs. What will you take for them?" Whereupon Uncle Isaac told him that they were not for sale. The President proceeded and said, "Uncle Isaac, your house needs covering; your children need shoes and clothes. I will give you enough money for those dogs to enable you to cover your house and shoe and clothe your children. Will you sell me the dogs?" Uncle Isaac's only reply was that the dogs were not for sale. Having failed to make the trade the President said to him, "Uncle Isaac, do you know whom you are talking to?" "No sah." "I am Theodore Roosevelt, President of the United States, and I want those dogs. I will pay you your own price for them. Will you sell them to me?" Whereupon Uncle Isaac said, "Mr. Roosevelt, I don't care who you is, I has made up my mind that the dogs are not for sale, and you cannot git them dogs, it don't matter who you is—You could not git them dogs if you was Booker T. Washington."

No one has made a great success in life who did not stick by his determinations when they were well formed. We often make mistakes, however, by arriving at conclusions unwisely. Before making up your mind it would be well to take a survey of the surroundings and conditions. Many young men and women with noble purposes and high aspirations have utterly failed in their work because they had not planned it intelligently and along systematic lines. Many lives have been spoiled, many noble undertakings have been failures simply for the want of taking an intelligent survey of surrounding conditions. There is no more pitiful spectacle on earth than a person out of harmony with the conditions surrounding him. In one of our prosperous small towns there are three churches on three corners made by the intersection of two streets,—one Methodist, one Presbyterian, and one Baptist. They have church practically at the same time. One Sunday evening the Methodists started their

services by singing a very familiar song. "Will there be any stars in my crown." Just at this time the Presbyterians began their services by singing, "No, not one; no, not one." This harmony was broken by the Baptists starting up "Oh, won't that be glory for me." These three hymns are all good, all full of harmony. The trouble was, they were sung too close together and at the wrong time. The moral of this illustration is that if your environment is not conducive to clean, wholesome living and efficient work, either change your environment or move into other fields. It is better to overcome environment, if possible, but if not, move on.

THE FUTURE OF WOMAN

There are certain matters connected with the future of women that it would be well to consider carefully. In every department of life's activities her influence is beginning to be felt, and in many industrial pursuits she has come into competition with men. The difficulty of living has greatly increased in the last few years. What would have supported an entire family thirty years ago will now afford a meager maintenance for only one person. Men and women cannot afford to live as in olden days. New tastes, new habits, and new needs have sprung up among both sexes, and young men cannot afford to marry with the prevailing luxurious ideas of living. Fashion with its constant demands and changes, the passion for living under the public eye, all tend to make life an expensive luxury. Fathers maintain their daughters in affluence and idleness, and they too often expect their husbands to do the same. Disappointment often sours the life of such women and shortens their days. Frequently the fluctuation of business throws them out, poor, useless waifs upon the world; the sudden death of their protectors leaves them without resource. There is nothing so pitiful as a woman in this plight. There seems to be no place for her, nor is there any valid excuse for such a condition. Married, such a woman is but a burden upon her husband's means. She is a "help eat" and not a help meet. Single, she is but a pensioner on the charity of her relatives or a pauper on the sympathies of the world. In the twentieth century there is no excuse for such a condition. So many fields are open to woman, some of which she occupies almost exclusively. There is plenty for her hands to do. No woman should grow up in idleness, lest she be obliged to live in poverty. The foolish notion that work is degrading will, if carried to its legitimate end, lead to degradation. The idea of getting an education to avoid

work or enable one to live easy is equally as foolish. The idle woman is simply a cheat who defrauds her husband of the help he has a right to expect. Home is a woman's Kingdom, and she should know how to rule it, and, if need be, know how to serve it without abdicating her place as its queen. It will not do, since the passage of the 19th amendment, to say that a woman's field is limited. That might have been true a few years ago, but today her sphere is as broad as that of a man and every right is hers that is not wrong. Some clever writer has described the sphere of woman as the Good, the Beautiful, and the True. No better definition could be made. The good implies all that relates to home, to children, to churches, to hospitals, and not even omitting the medical profession. The beautiful embraces the decorative arts, designing, painting, music, architecture, and in fact all art, in which her field is as broad as that of man. The true takes in instruction in its various branches, the sciences, and almost all the professions, including literature. In all these woman has a fair chance, so that there is no reason why she should think idleness forced upon her on account of her sex. But she must dig for foundations, and lay them well.

Before you, young ladies, lies a broad path of progress and incalculable usefulness. Since Christ has done so much for woman, should she not do all she can for him? There are little children that she may lead to the Mercy Seat in prayer and teach them such sweet songs of Heaven that all the noise of earth cannot hush them in their souls. There are churches that she may help with her presence, her means, and her labor. There are great moral reforms that she with her delicate genius may best guide. There is a world to be saved, and what better missionary to lead it heavenward than woman? When young women profess in the Christian religion and join hands with God, the world will be redeemed, and not until then. She has the opportunity of becoming the mightiest preacher of the truth, the fairest apostle of love on earth, the treasure of virtue, the fountain of affection, fitted to point out and to tread the road to Heaven.

COMMENCEMENT

PROGRAM

Commencement Program Page 50

Saturday, June 3: Piano Recital.

Sunday, June 4: Annual Recital.

11:00 A. M. Commencement Sermon, by Rev. John Jeter Hurt, D.D.,
Wilmington, N. C.

8:30 P. M. Young Women's Christian Association Sermon,
by Rev. R. Murphy Williams, Greensboro, N. C.

Monday, June 5:

10:00 A. M. Meeting of the Board of Trustees.
Meeting of the Alumnae Association.

1:00 P. M. Alumnae Luncheon.

6:00 P. M. Class Day Exercises.

8:30 P. M. Alumnae Recital, by Helen Yorke, Coloratura Soprano,
New York City; Mary Bertolet, Accompanist.

Tuesday, June 6:

10:30 A. M. Address, by Hon. R. S. McCain, Henderson, N. C.

11:30 A. M. Graduating Exercises.

COMMENCEMENT DAY

ORDER OF EXERCISES

Processional Hymn Judge Eterna' Throned in Heaven

Prayer Rev. C. H. Bascom

Chorus—Pilgrims Chorus Wagner

Piano Canzonetta Schutt

Lillian Edwards.

Dainty Damsel Novello.

Virginia Rhea, Soprano.

Chorus—a. A Streamlet Full of Flowers

b. Nearest and Dearest Caracciolo

Address* Hon. H. S. McCain

Chorus—Mammy's Song Ware

SENIOR CLASS

Presentation of Diplomas and Bibles.

Announcements.

America.

Benediction.

Director of Chorus May R. B. Muffy

*The address is published in full elsewhere in the Quarterly.

The address by Hon. R. S. McCain, of Henderson, was an earnest speech, ringing with sincerity and truth. It seemed to come from the heart of a man who was himself the exemplification of the type

of personality he depicted as the successful man, one vigorous in body and mind, and a positive type. In introducing him, President Wright spoke of him as one of the most progressive leaders in that most progressive body of men, the legislature of 1921. He referred to the great work this legislature did in getting North Carolina out of the mud of ignorance by standing for good roads, and thus good schools.

President Wright announced the gifts for the year just closing:

The Wilson Memorial Scholarship in cash and in Endowment policies to mature in three years, is left by the class of 1922. The Wilson Memorial Maple was planted on the campus by the class of '22.

The Sidney Lanier Literary Society presents a heavy velour curtain for the new stage, costing \$540.00. The money is in the bank ready to meet the account when the stage is completed and ready for the curtain. The Sidney Lanier and Edgar Allan Poe Societies are raising a fund for having the portrait of James L. Fleming placed on the walls of the College. A friend in the town gives assurance that the portrait will be on the walls by next commencement.

A. B. Andrews, of Raleigh, a member of the Board of Trustees has presented \$2000 for the Andrews Endowed Scholarship.

In presenting the Bibles and diplomas President Wright assured the young women before him that every one of them had the faith and support of the faculty. He told the audience that the faculty passed on more than the scholarship of each graduate. They took into consideration attitude, spirit, that quality which they believe would enable a young woman to make a successful teacher. In each diploma was wrapped a health certificate which was testimony of the fact that she was physically qualified to teach.

GRADUATES

Crethie Lee Allen	Northampton
Cyrena Celestia Allen	Durham
Lucy Elizabeth Andrews	Franklin
Charlie Mae Barker	Granville
Eva Mae Bateman	Tyrell
Carrie Lee Bell	Montgomery
Lottie Lee Blanchard	Pasquotank
Elizabeth Morisey Boney	Lenoir
Helen Marie Boone	Northampton
Lena Frances Bradley	Northampton
Attie Elizabeth Bray	Perquimans
Mary Alethia Brock	Currituck

Marjorie Louise Buffaloe	Northampton
Ida Alethia Canady	Beaufort
Mary Minerva Condon	Greene
Eva Cora Cooke	Franklin
Leah Ervin Cooke	Franklin
Lillie May Dawson	Lenoir
Mary Eleanor Dunn	Wake
Nannie Lorene Early	Hertford
Ella Lillian Edwards	Anson
Annie Howard Felton	Harnett
Annie Lucy Fleming	Pitt
Alice Monteiro Fulford	Pitt
Julia Kindred Gatling	Hertford
Bertha Ming Godwin	Edgecombe
Ella Blanche Harris	Beaufort
Mamie Victoria Hayes	Franklin
Charleymae Scott Hennessee	Burke
Malissa Marion Hicks	Warren
Ruby Marinda Holland	Onslow
Myrtle Celeste Holt	Onslow
Maggie Beatrice James	Martin
Trixie Arlene Jenkins	Onslow
Fannie Burney Johnston	Halifax
Sallie Maie Jones	Chowan
Annie Ruth Joyner	Craven
Ruby Frances Joyner	Bertie
Annie Maie Kittrell	Pitt
Espie Harriett Lee	Pamlico
Marie Lowry	Norfolk, Va.
Maggie Louise McCain	Union
Sarah Walker McDuffie	Robeson
Carrie Emma Mercer	Edgecombe
Cleona Minshew	Wilson
Sallie Minshew	Wilson
Gladys Adeline Norris	Camden
Josephine Lee O'Briant	Person
Oma Long O'Briant	Person
Bettie Parker	Hertford
Irene Parker	Hertford
Beverla Stone Pearce	Franklin
Virginia Thompson Rhea	Bertie
Julia Serena Rose	Johnston
Pauline Sanders	Johnston
Thelma Vesta Shamhart	Pitt
Annie Mary Smith	Gates
Neola Thelma Spivey	Chowan
Annie Whitmel Spruill	Washington
Janie Elizabeth Staton	Pitt
Eloise Dennis Stephenson	Northampton

Mamie Wiggins Stokes	Bertie
Katherine Piver Tripp	Pitt
Mary Elizabeth Tunstall	Vance
Vivian Clare Vaughan	Virgilina, Va.
Alma Louise Walkup	Union
Gladys Mabel Warren	Person
Margaret Opal Watson	Robeson
Ruth Frances Wetmur	Henderson
Mary Louise Whichard	Pitt
Daisy Lee Williams	Jones
Elsie Johnston Wilson	Franklin
Penelope Davis Wilson	Franklin
Irene Johnnie Woodlief	Franklin
Alma Mae Worthington	Pitt
Augusta Ellen Woodward	Wake
Katie Vashtie Yates	Wake

TO RECEIVE DEGREE BACHELOR OF ARTS AUGUST 5

Gertrude Chamberlain	Lee
Virginia Faison Pigford	Duplin

TO RECEIVE DIPLOMAS AUGUST 5

Virginia Ann Arthur	Pitt
Della Amanda Bryan	Pitt
Ida Lorenda Holland	Onslow
Elma Lois Lewter	Northampton
Katherine MacNeille McDonald	Union
Mamie Ruth Swinney	College Park, Ga.
Florence Lindsay Woodard	Pamlico
Addie Estelle Tharpe	Cumberland

CLASS DAY EXERCISES

PROGRAM

Line of March with the Class Song.

Senior Dance.

Class History	Leah Cooke
Class Poem	Annie Felton
Strut Miss Senior	Class
Class Prophecy	Mamie Hayes
Last Will and Testament	Annie Ruth Joyner
Presentation of Gifts	Lillie Mae Dawson
Drill by Sister Class	B Class
Alma Mater	Class

MARSHALS

Clara Grissom, Chief Marshal

Poe Literary Society

Lanier Society	Poe Society
Mary Ballance	Ora Evans
Thelma Jackson	Martha Harrell
Ruth Reed	Lillian Jordan
Fat Walker	Julia Whitty

The *Greenville Reflector* had the following Report:

The Class Day exercises of East Carolina Teachers College were held in the auditorium yesterday evening from six to seven o'clock. The 77 young women who receive their diplomas today and the nine who expect to get diplomas in August occupied the whole front of the auditorium. Dressed in lovely light organdies with hats to match the class made a rainbow effect. They made an inspiring picture. As they marched down the aisle in single file they seemed to fill the hall with the rainbow colors, and they filled the air with the ringing strains of their class song as they marched. They presented a charming program, and with the advantage over the outdoor program that every word could be heard.

The presentation of the class gift to the college of "The Wilson Endowed Scholarship" of the sum of \$2872.28, was the outstanding feature of the occasion. A check for \$427.28 was presented to President Wright and the announcement was made that the members of the class had taken out an endowment insurance policy, each member pledging herself to pay ten dollars a year for the next three years. On January 1, 1926, the full sum will be the amount first named. Miss Lillie Mae Dawson, class president, in presenting the gift gave in a sincere and most effective way the simple story of the search the class made to find the most appropriate gift. She told that early in the year they thought they wished to furnish the bare parlors so that the girls might have a suitable place in which to entertain their beaux, but that they looked forward twenty years from now and pictured the old worn out, discarded furniture they would see in a corner and knew they would then realize that was not the perfect gift; then they thought of a fountain flowing in front of the college. They were still undecided when Mr. Wilson was taken away, and then they knew that they wished to give something that would be a fitting memorial to him. At first they thought of a bronze tablet, but knew he cared little for such. They knew that the one perfect gift in memory of him would be something that would carry on the work for which he gave his life, sending trained teachers out to help the little children of the state. With one accord every girl in the class worked to raise the most money they could for this purpose.

President Wright was called to the platform to receive the gift. He had known nothing of the plan of the class beforehand, and was so touched by the gift, the spirit in which it was given, and the thought of the one in whose name it was given, that he found it difficult to put in words what he felt, and yet the few words he uttered were far more effective than any eloquent speech could have been. He told the young women that the gift was the most appropriate thing they could do in memory of Claude Wilson; "It is a gift that will commemorate year after year his name. He gave his life for others, but his memory is ours and will be with us as long as the college stands." There was perhaps not a dry eye in the audience as he said, "May the God that he loved bless each of you."

On the stage were seated the class officers and those who took part in the program. A beautiful Senior Dance was the first number. Miss Leah Cooke, Class historian, then gave the chronicles of the class, reviewing

their deeds, their hopes and aspirations for the four years. Miss Annie Felton, Class poet, gave in a charming manner a dainty little poem "To the Sweet-pea," the class flower, and held in her hand sweet peas. "Strut Miss Senior," a song full of pep, was sung by the entire class.

Three young ladies were ushered out by Miss Carrie Lee Bell and introduced. Miss Mamie Hayes held a placard on which were the words "Has Been," Miss Frances Bradley held one with the word "Is," and Miss Myrtle Holt had one with the words "Will Be," on it. As Miss Bell called each name on the class roll Miss Hayes read what the girl has been in school, Miss Bradley what she is now and Miss Holt what she will be.

The little hits and fun delighted the audience, and as the students recognized certain good ones, they applauded with enthusiasm. Miss Annie Ruth Joyner was very happy in her "Last Will and Testament." Both students and faculty as well as the public enjoyed her sly way of getting off a few bequests to the faculty. Miss Lillie Mae Dawson made a very attractive little speech when she presented to the last year academic class, "the little sisters" of the Seniors, the traditional lantern which is handed down every two years from one sister to the next class. Miss Hortense Mohorne, "B" class president, accepted very graciously, promising that the lantern should lead them straight in the footsteps of the "big sisters."

Miss Dawson presented the gift to the college just after this. A lantern drill by the "little sisters," the "B's" or the last year academic class, was very beautiful. The closing number was the singing by the class of 1922, of "Alma Mater."

ALUMNAE RECITAL

HELEN YORKE, *Coloratura Soprano*

MARY BERTOLET, *Accompanist*

PROGRAM

- | | | |
|------|--|------------------|
| I. | Una Voce Poco Fa "Barber of Seville" | Rossini |
| II. | a. Yea and Nay | Old French |
| | b. The Rose and the Nightingale | Rimsky-Korsakoff |
| | c. Laughing Song "Manon Lescaut" | Auber |
| III. | Caro Nome "Rigoletto" | Verdi |
| IV. | a. Butterflies | Seiler |
| | b. In the Silent Night | Rachmaninoff |
| | c. At the Well | Hageman |
| V. | Ah! Fors 'e lui "La Traviata" | Verdi |
| VI. | Songs in Neapolitan Dialect | |
| | a. Girometta | Sibella |
| | b. Rimpianto | Toselli |
| | c. Marechiere | Tosti |

The *Greenville Reflector* had the Report:

Last night was a great night for the Alumnae Association of East Carolina Teachers College, for the triumph of Miss Helen Yorke in her recital last night was also their triumph. Miss Yorke, the New York prima donna with the glorious coloratura soprano voice made such a deep impression upon the Greenville audience as no singer has ever made here before. As she stepped out on the stage her magnetic personality electrified the audience and from the first note she held them captive by the power of her music.

She is an artist in every sense of the word, and every one who heard her last night believes she will become one of the greatest of American singers, for she is yet quite young. Her dramatic ability is remarkable. She puts her mind, her soul and every part of her being into her singing. One comment made was this: "She is one singer who sings with her mind as well as with her voice." She sang as if singing were second nature to her. As she held long, sustained notes, every one in the audience seemed to listen in breathless suspense.

Her personality was such that some one said, "Here is one singer who seems to be just a charming human being without any artificialities." The wonder was that such a volume of voice could come from so small a body.

Her range of voice was marvelous; her tones were clear and true, and many of her notes had flute-like qualities. The flexibility of her voice was strikingly noticeable, and her scale was perfect.

The first number was brilliant. Many thought "The Rose and the Nightingale" the most beautiful, but each one seemed to be the favorite of some one. The variety of pieces on her program showed her greatness as a singer. She was charming in the encores, playing some of her own accompaniments.

Miss Bertolet played the accompaniments with sympathy and added very greatly to the success of the evening.

THIRTEENTH ANNUAL RECITAL

PROGRAM

PART I

Gondoliera—Two Pianos	Reinecke
LILLIAN EDWARDS, BONNIE BOSWELL	
Berceuse	Iljinsky
MITTIE WEST	
Nightingale's Song	Nevin
FANNIE JOHNSON—Soprano	
Valse Vivo	Binet
NANNIE LINDSAY STOKES	
By the Brookside	Karganoff
LILLIAN EDWARDS	
Oh! Quand Je Dors	Liszt
MARJORIE MARKHAM—Soprano	
Prelude	Porter

Knight Rupert	<i>Schumann</i>
BONNIE BOSWELL	
Le Matin—Two Pianos	<i>Chaminade</i>
MATTIE ERMA EDWARDS, MITTIE WEST	

PART II

Waltz in G Flat	<i>Chopin</i>
PEARL WRIGHT	
The Summer	<i>Chaminade</i>
VIRGINIA RHEA— <i>Soprano</i>	
Tarantelle	<i>Heller</i>
MATTIE ERMA EDWARDS	
Reverie	<i>Strauss</i>
VIVIAN RICE	
Sonata op. 28—Allegro	<i>Beethoven</i>
MABEL THOMAS	
Waltz in C—Two Pianos	<i>Arensky</i>
MABEL THOMAS	

Closing Sermon at the College

The *Greenville Reflector* reports:

Yesterday morning a large congregation assembled to hear one of the greatest commencement sermons ever delivered in that auditorium. As the three hundred young women filed down the aisle singing as the processional hymn "In Loving Adoration" a thrill passed over the audience. It was an hour of inspiration and the message left by the preacher added inspiration.

"God and man co-operate to carve out a life," was the theme of the great message that Dr. John Jeter Hurt, pastor of the First Baptist Church of Wilmington presented in his sermon to the graduating class.

The sermon was peculiarly appropriate for a commencement occasion, a masterful and inspiring call to the highest and best

In announcing his text, Dr. Hurt said that he had two texts: One inspired, 'Work out your own salvation with fear and trembling. For it is God which worketh in you both to will and to do this of his good pleasure. (Phil. 2, 12-13.) The other text was in marble; and he told the story of a statue of a man, the upper half of which was finished but the lower half of which was still imprisoned in the marble; in one hand the sculptor held the mallet and in the other a chisel; underneath was the inscription, "He is carving out his life." Dr. Hurt carefully explained the text, calling attention to the fact that it seemed to search out man with insight into the secret make-up and to see the American weakness, getting tired quickly, and was a command to go clear on down to completion. He urged the young women before him to finish the task, not to put dashes

and commas in it, but, with indelible ink to register a period, one that would shout triumphantly, "It is finished." He brought out the word "will" in the text, and showed that it meant partnership with God, it showed the dynamics of the soul. The text implies a divine sort of dissatisfaction, a holy restlessness of unfinished task to will and to do.

He then commented on the material with which God and man work; this is dust, but dust with all its potentialities. "Man everywhere is the same, no matter what the color of the skin. We have greatly different varieties and have different standards but they are human standards. Dust may be refined, and that is the meaning of Education. North Carolina has always believed in education, but we are just beginning to believe in large investments in human education; we have been making adequate appropriations for the education of the horse, the cow, and the pig. To illustrate the refining process, he compared the different values of steel in various forms, ranging from the rough iron to the finest kind of hair springs, he then compared this to the highest type of spiritual refining of mankind. He gave Lorimer, the father of the editor of the Saturday Evening Post, as a fine example of a man whose power was increased by spiritual refinement.

How to work on this material, was the next question. He paid a high tribute to teachers, speaking of them as noble men and women who are losing themselves in others, for the sake of humanity. He asked his listeners to note that Jesus was not called a preacher, but a teacher. He spoke of Jesus as the world's sublimest optimist. He said he would not graduate any teacher who had the seeds of pessimism in her soul. Jesus had the vision to see far beyond what men saw. When he called Peter, he saw the prophet on the day of Pentecost, and not a mere fisherman in a little boat. He seemed to say to them "Come, I'll make you trumpet calls to call men out of their dead selves to divine life." Christ says to the teacher "Come, it is your business to call children to the highest life." "No little office under the shining stars, not even senator, if it meant the sacrifice of making senators and representatives, from material in the rough, could tempt me to give up teaching, if I were you," he said to the young women before him. "You can be a hundred of them, if you will, so why be satisfied to be only one?"

He spoke eloquently of the model by which we make our lives. He referred to the care with which the artist studies the model he strives to copy, studying it intently until he finds the soul of the artist in the picture and then copies it with his soul. So men find Christ the model, and know him only by careful study.

He spoke of the great sympathy and understanding of Christ. "You cannot live the full-orbed life without sympathy." He used James Whitcomb Riley as a supreme example of one who had the deepest sympathy and understanding. Dr. Hurt went to Indianapolis when he heard Riley was dead. He pictured vividly and feelingly the long line of friends and admirers who filed by to look into his face. He quoted one of Riley's poems showing sympathy with mankind.

After summing up the material with which man works, the master under whom he works, and the model by whom he patterns his work, Dr. Hurt then spoke on the motive for the work. He gave as the highest motive

that of trying to please the Master. He told a wonderfully true story of a little scrap of a girl musician in a contest, who under the command of her master, poured out her soul in music and won the coveted prize.

The three hundred students marched in singing the processional hymn "In Loving Adoration." After the prayer by Dr. W. P. Shamhart the school sang Mendelsohn's anthem "Hymn of Praise," Miss Virginia Rhea singing the solo parts. Miss Fannie Johnston sang Speaks's "The Lord is My Light." After the sermon the school sang Maunder's anthem "How Amiable are Thy Dwellings." The music was especially beautiful. *Greenville Reflector*.

Sermon Before Y. W. C. A.

Rev. R. Murphy Williams last night preached the sermon before the Y. W. C. A. He gave a practical message that was especially appropriate for an organization doing Christian work. The two sermons were so entirely different that they seemed to supplement each other, but both were calls to higher service and finer living.

Mr. Williams spoke on the "Son of Consolation" as illustrated in the life of Barnabas. He declared that strong personality is the answer to every problem and unless our religion is producing personalities it is to a large extent a failure. The highest service we can render the kingdom of God is to produce a strong character equal to any task. As the mission of Barnabas to the church in Jerusalem was to reconcile the differences that had arisen between the Jewish and Gentile converts, Luke is very careful to tell us the kind of man he was, "A good man full of the Holy Ghost and of faith and many people were added unto the Lord." There are times when character means more than talent and talent wins its noblest triumphs when it is united with and sanctified by godly character." Barnabas had both talent and character.

Mr. Williams reviewed the incidents in the life of Barnabas, bringing out the evidence of his goodness. He is the model hero of the early church. In the most crucial hour in Paul's life it was Barnabas who stood sponsor for him. It was he who saw good in John Mark, and nursed this good into Christian manhood after he had been rejected by Paul. "It is only the Barnabas spirit that will live in this destiny-laden day. Goodness is not negative but alive, dynamic." The world despises the man who professes to be one thing and practices another." Learning is desirable and eloquence is needful, but goodness is essential."

He closed by calling on the young women before him to be "daughters of consolation," as the hero he gave as the example was a "son of consolation." "The heaviest blow we can strike the kingdom of evil and the greatest gift we can give the kingdom of God is to live a life like Him who not only did no evil but went about doing good."

The students marched in singing as the processional hymn "He Leadeth Me." Miss Mabel Thomas played Gotschalk's Cradle Song. Miss Martha Beacham Madry sang Marzo's "Sun of My Soul" and Miss Virginia Rhea sang Scott's "He Shall Give His Angels Charge Over Thee." After the sermon Miss Marjorie Markham sang Spicker's "Evening and Morning." Rev. S. K. Phillips led in prayer.

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GLADYS BAUM

MARGARET HARRELL, *Business Manager*

VOL. IX

JULY, AUGUST, SEPTEMBER

No. 4

EDITORIALS

Report from the Committee on Teachers Colleges

The report of the committee to investigate Teachers Colleges is given a prominent place in this issue of THE QUARTERLY because this is one of the institutions that has gone through the change from a normal school only, to a teachers' college. The report answers many of the questions that are constantly asked about this school and its policies. President Wright is one of the committee and knows the situation thoroughly. The people who are fearful of the teachers college, who think that it has given up its purpose of training teachers and will fall into the ranks of the conventional college, can see that their fears are unfounded.

Many colleges, among them this one, will continue to give the two-year normal school course, and the majority of the students for years to come will continue to take that course.

The Summer School Student Then and Now

Walter Page, in an address before the Social Service Conference meeting once, speaking on the progress in North Carolina, told the story of a road in the sand hills which began just anywhere, and went nowhere. He then unfolded the story of Moore County, and that picturesque little road which is now a great highway. A man with a vision came along, took the little road in hand, started it from somewhere and now it goes everywhere. That road is the road between Pinehurst and Southern Pines. The story applies to the teaching profession in the past and now. Earnest teachers, plodding along, not knowing where they were going, having little idea of where they came from, and having no vision of the world beyond, filled the institutes and the so-called summer schools, which were merely lengthened institutes. There was a great ado made about fulfilling the requirements, but they were meager, little was expected and little gained, but the poor teacher's hard earned cash was gone. She tried to put into practice what she had, but it was little better than a jumble of things she could not do. She had no power to sift, judge, discard, supplement, and adapt ideas; she took everything literally and worked hard. There was a vague, dazed expression in the eye, frequently, a passive, meek look, as if saying "Take me and do what you will with me."

Now there is a purposeful air, an intelligent gleam in the eye, a definiteness of ideas, and a willingness to do things, but an active eagerness, a desire to work it out for self, with the advice of the teacher when needed.

Evidences of New Spirit in Classrooms

Manifestations of the new spirit are to be found on every hand. In the class-room work, the teachers who have worked in summer schools from year to year feel it, know it, and rejoice over it. Suggestions and ideas flow in over the desk whereas there was once pulling and tugging to get ideas across. Suggestions from teachers are accepted or rejected after discussions that are intelligent discussions. These student teachers look for principles and applications of principles. They report projects they have tried out in their schools, they talk about the methods they use, they ask why certain attempts failed and why others succeeded; they know what a device is and what it is worth; but they are not looking for devices. When called on they tell some of the big things they did last year;

they do not tell about a box party or a pie party, all of which are as alike as two black-eyed peas, but they tell what they were working for; if they have the old conventional entertainment, they explain that the people wished that kind and they could get more money, but they introduced new features and they let the people know what it was for. They tell of the dreams they have of teaching, what they want to do and why, both for themselves and for their schools.

Working for Credit

Let him who questions the wisdom of the present system that demands high school credits and additional work for credits, with a well-balanced course of study, containing some solid content matter requiring heavy preparation, some professional work, with observation and perhaps practice, all leading to credits, come and spend a few days among the students, and then follow them into their schools next winter. There will no longer be any doubt left in his mind.

Campus Courses

Campus courses have always been popular in summer schools, and still are. The name may be the same, but the thing has changed. Whereas the scene of the old campus courses was on benches amidst the shrubbery, in the wayside places on the campus, and the actors were in couples, now the scene is on the stretch of green lawn, the most open spot on the campus, and the actors are in groups. The old play was silent drama, with little action. Now there is singing, laughter, games, skipping, much fluttering of skirts and frolic, resulting in clear brains and a tingling feeling that makes the study following the play a joy and delight. Directed games, community singing, folk dancing, story-telling, and the many campus group activities make the campus course one of the most delightful features of the summer school. The children of the State receive the benefit the next winter.

The First Candidates for Degrees

Two young women will complete their work for the A. B. degree, the first to complete the four years' course in this school. They are making history as they are the first to receive degrees from any teachers' college in North Carolina. Both of these young women were

in the class of 1920, but both had received credits beyond the high school in other institutions before entering the normal school course in this school. By coming constantly, summer and winter, one of them, three summer terms and a year and the other two summer terms and a year, they have completed the one hundred and ninety-six credits.

It is noteworthy that these first candidates for degrees complete their work in August and not at the so-called commencement time.

The Dream for the College

The vision that President Wright, and others who have helped to make dreams come true in the past, have of the college of the future, the campus extended blocks beyond the present boundaries, the groups of building so arranged that they will take care of a thousand students, and that can be added to as the numbers increase beyond that, the influence of the college broadening and deepening until it is felt in every corner of the State, and until every child in the State is in a schoolroom which has in it a trained teacher is a vision that should be realized in very few years.

SUGGESTIONS

Teaching Character in Literature

"Little Daffydowndilly" was taught to the Fifth Grade at the Model School for the purpose of giving the children character study. The aim in presenting the story through character study was to make the children understand, enjoy, and know the characters that make the story. The kind of characters make the kind of story just as the kind of citizens make the kind of country. Character is the bedrock of all stories.

In presenting the story this question was asked, "Who was Daffydowndilly, and what kind of a fellow was he?" Let me say here that the method of teaching this story was an aim, not less important than the one first stated, to make independent readers out of the children. I mean by making independent readers, to have them to get the thought from the printed page by asking them short, interesting questions and have them find answers, reading silently until the answer is found.

The next character, Mr. Toil, was taken up and discussed. The ideas of what the world thought of Mr. Toil and what Daffydowndilly thought of Mr. Toil were brought out.

Around these two characters the incidents of the whole story centered. Therefore, these two characters were held up for study throughout the story.

This thought question was then put to the children: "What proof have we that Daffydowndilly did not like work?" There were several incidents on his journey which proved that he did not like work. His character was studied from the viewpoint of happiness. "Was Daffydowndilly happy in trying to escape work?" On the other hand, Mr. Toil was studied from the viewpoint of being a source of happiness and contentedness. Everywhere people were found working they were found to be happy.

The teacher did not lose sight of the importance of oral reading. The conversational parts of the story were read and enjoyed by the class. They took delight in imitating the characters in the story, and reading the conversation of the characters in such ways as to express best the characters.

There was a spontaneous response from the class, due to the fact that they were interested in the characters and therefore interested in the happenings of the story. These characters were made to feel real by applying these types of characters to the child's every-day-life. For instance, this question was asked, "Suppose you were running away from school and met a stranger who asked you where you were going, how would you feel?"

At the end of Daffydowndilly's journey, the children were made to see the lesson taught in the story by being made to see the change in Daffydowndilly. Questions of this nature were asked, "Of all Daffydowndilly's experiences, which surprised him most?" "How did Daffydowndilly feel about work now?"

Appreciation of the authorship of such a story with such a beautiful lesson given in such an interesting way was not left unnoticed. These are some of the questions which brought out his genius, "Were Daffydowndilly and Mr. Toil real characters?" Why did Hawthorne use such types of characters?"

This story was taught in three lessons. It was not all done in class; assignments were given with one big aim, which was to teach the lesson the reader interprets as being the one the author wished taught. These assignments were short and to the point. The questions were of this nature, "Find out if Daffydowndilly ever found a place in the world where there was no work; if so, was he happy?"

To my mind reading is the most important underlying principle in education. Let's wake up and make the best possible thinkers of our boys and girls and therefore make the best possible educators and through the educators make the best possible leaders and out of the leaders make the best possible government and through the government make the best possible country to live in and serve God in. Studying and appreciating characters in literature helps to build character in boys and girls.

DAISY MODLIN

Working a History-Geography Problem

Finding a new route to India was the problem before the Fifth Grade history in the Model School during the summer of 1922, just as it was the problem in the fifteenth century.

From a study of the map the children first learned why the people of Europe were anxious for a new route to India. They found that the old route was unsatisfactory because the goods had to be carried partly by land and partly by water. After they studied the

location of Constantinople they readily understood why the Turks captured Constantinople. They learned Constantinople was the entrance to the Black Sea and that it was the gateway to the "Far East." They knew that this matter concerned all of Europe, for the Italian merchants had been for many years dealers in goods from India and China.

The perplexing question some one had to answer was: Who would be the one to attempt to find a direct route to the Far East? The children seemed as perplexed as did the people of Europe at that time, and they went to work to solve it.

From their text they learned that Columbus attempted a solution. The children knew enough about Columbus to feel that he was an old friend. So they eagerly pursued their study of his boyhood. They reviewed the facts of his life to see how his boyhood helped him to solve the problem. When he was a small boy he had studied Latin, astronomy, mathematics, and he had gained a little knowledge of geography. He worked on a merchant ship and became a sailor when he was fourteen. During his stay in Portugal he married the daughter of a navigator. Through his marriage he came into possession of a store of maps. These maps helped considerably in convincing Columbus that the world was round. This was sometime before 1486. At this time he resolved to test his theory. The children were urged to find out the problem that confronted Columbus before he could make a voyage.

They learned that he was poor and had to get aid from some one. The question arose: To whom did he go for aid? Naturally as he was living in Portugal he went to the king of Portugal first. Portugal refused to give him aid, so he went to Spain. The children located the countries on the map and gave reasons for going to these countries. Spain refused him so he started out to France. On his way he met a monk, who was a good friend of Queen Isabella's. For months the people in and around Palos were busy getting ready for the first voyage. The children traced with keen interest his search for aid.

The ships for the strangest voyage in all history were being fitted out. Sailors were hard to get. They were frightened at the thought of sailing on an unknown ocean. The children followed his first voyage on the map. All were eager to know the result of his voyage. When he sailed into the harbor at Palos the town and country were soon astir with excitement. Columbus was received with great honor. He assured them that he had solved the problem of the age. Another voyage, they thought, would unlock the treasure house.

There was no difficulty in getting men for the second voyage. This route was traced on the map. Columbus was again disappointed, but the king and queen gave him money for a third voyage. He was sent back in chains from his third voyage. The king and queen were very much discouraged and disappointed at the result of this voyage. He still had not found the direct route to the East. The Fifth Grade suffered disappointment also.

On his fourth voyage he hoped to reach the coast of China and turn southward to the Indies. He was again disappointed. In 1504 he went back to Spain, a broken-hearted man. Queen Isabella died soon after his return, so he knew it was useless to seek aid from anybody else.

When the children learned that Columbus had opened the way to the East they were very anxious to find out who would be the next one to make an attempt. The questions introducing this problem were: What countries were interested in reaching Asia by the way of the new lands? Whom did they send?

First John Cabot from England was sent out. The children traced his voyage on the map, and were made to see why his explorations were important for England.

Magellan was the next one to help towards the solution of the problem. One of the class was called upon to trace his route and tell some of the things that happened on the voyage. They learned that he proved that the world was round and that a great ocean lay between the lands Columbus had discovered and Asia.

The class wondered if Spain and Portugal would be the only countries interested in this problem. From their text they learned that the French king was very angry with Spain and Portugal. A Frenchman, Verrazano, seized a Spanish ship on its way home from America. This bold deed pleased the French because the ship carried a rich cargo. Verrazano crossed the Atlantic and reached the coast somewhere near the Carolinas. From there he went as far north as Cape Cod. There was in France another boy who was interested in the route. Cartier explored the Gulf at the mouth of the St. Lawrence River, hunting for a water route to China. He tried to plant a colony in the valley of the St. Lawrence but failed. Though his colony failed, Cartier had revealed to the French a fertile land and had given to the king a sure claim to a wonderful valley. The next problem before the class was the trouble the countries had in holding their colonies in the New World.

A Project in County History and Geography

There is no better way to interest a child in geography than to have him study the geography of his own county. There is no textbook to which one may go directly for county geography because it varies with every county and the facts must be collected for each one.

This year I attempted to help the children work out the geography of McDowell County. As I am from the extreme eastern part of the state, I told the children I was going to depend on them to gather the facts, and they gladly agreed to do so. Children are always glad to tell the teacher something she doesn't know. The history was unfamiliar and the novelty of the country appealed to me. Nothing escaped my eye. In a short time I had gathered quite a bit of information from my own observation and by talking with people. Several of the prominent citizens became interested and gave valuable facts, such as, the names of rivers, mountains, coves, etc. I worked out the outline given below, which we followed in our work.

1. Situation
2. Boundaries
3. Size
4. Surface
5. Mountains
6. Drainage
7. Water power
8. Soil
9. Climate
10. Forest growths
11. Wild flowers
12. Minerals and rocks
13. Birds
14. Fish

Every day two or three topics were assigned, depending, of course, on the difficulty of the subject. Each child was asked to list all the facts he could gather on the topic and be ready to report on class. At the recitation period, a number of the children were called on to submit their facts to the class. After the discussion, all facts were listed on the board by one of the pupils, and each child took the facts and made the best paragraph possible. This was

copied in composition books which each child kept for his own use. On the first page was a map of McDowell County, and then came the topics in the order given in the outline.

We also spent several days on the county history, which we worked out in the same manner. We found the historical facts more difficult to collect. However, we found some interesting things. The county was named for Colonel Joseph McDowell, who led the North Carolina forces at the battle of King's Mountain and, although not given as a historical fact, it is very probable that the forces under him were in the lead at this battle, since they were more familiar with the country than the forces from Virginia and Tennessee. McDowell's grave is on a little hill near Marion and is unmarked. This received quite a bit of comment from the children. Marion, the county seat, was named for Francis Marion, better known as the "Swamp Fox," also of Revolutionary fame.

The only man living who belonged to General Custer's army has his home in Marion. He was detailed to carry a message the day before the battle was fought, which accounts for the fact that he was not killed. Many of the children visited him and he told them many interesting stories.

The best note book, neatness, subject-matter and composition work considered, was chosen and is to be published in the county newspaper.

Valuable work in composition came incidentally in putting the facts into paragraphs. Good form and neatness were emphasized. Poems were written on subjects closely connected with the county, such as, Francis Marion, Joseph McDowell, the mountains and summer time in McDowell. One of the poems was published in the county paper and in the *Asheville Citizen*.

THELMA ELLIOTT, '20

A Second Grade Spelling Lesson

The Spelling Lessons I taught in the Second Grade were divided in four parts: a supervised study lesson at the beginning; next, several games; then the written work; and last, the correcting of the spelling booklets.

In one lesson the list of words was *sun, wash, window, bright, mother, very*. I wrote *sun* on the board and called on several of the children to spell it. Then I had all the Grade to spell the word in concert. Next, the children and I wrote the word in the air

together; after this I had them write *sun* on their papers three times. I repeated this process, using all the words.

Next, I let two or three children come to the front and tell stories using all the words. Then I appointed a judge and a score-keeper for both the boys and girls. First, I let them spell the words with their backs to the board. Then I called on a girl and boy alternately to come to the front and spell. The score-keepers and judges kept the score. Every child who spelled all the words correctly was given 10, and 2 was taken off the score if the child missed a word. After five girls and five boys had spelled I let the score-keepers add the score.

Then I passed out the spelling booklets. I called the words out, first making a sentence containing each word before giving it out. I called the words only once.

After this I corrected the booklets and put the names of all the children who missed words on the board.

VIRGINIA ARTHUR, '22

Observation of a Reading Lesson for Organization

As the class entered Fourth Grade, the teacher had the pupils interested in playing a game which was carried on with speed and quietness. The game was given to the pupils for the purpose of working off the surplus energy and to keep the pupils from noticing those who were entering, as they might be more interested in the game than in the observers.

The lesson was the last lesson on "Sinbad the Sailor." Before the class was begun two outlines by members of the class were put on the blackboard. Getting their outlines out quickly they compared, discussed and revised their outlines using as a guide those on the board. A brief discussion by individuals as to the main headings and subheads was given and they, readily seeing their mistakes, were willing to agree on the best one given.

The teacher read the introductory paragraphs orally, and then asked a question for them to answer after silent reading; this plan was constantly carried out throughout the lesson. No answers were given until the teacher saw that each pupil had found his answer. If while reading they came across unfamiliar words she pronounced and explained them, afterwards writing the words in syllables on the board.

During the lesson period the children were perfectly at ease and stood naturally, facing the class when giving their answers. The teacher wore a kind, pleasant and smiling expression the entire time. The pupils were very attentive and ready to answer promptly, yet in a quiet and orderly way.

Bad English was corrected by the teacher incidentally and it was taken up immediately and the good form used naturally by the pupils without interfering at all with the line of thought. One little boy was timid and the teacher did not correct him then but gave him individual attention. The map was used to locate the position of places new to them.

When a dispute came up as to the answer the teacher read that paragraph from the book in order for them to see the correct answer. Oral reading was used only when the children disagreed on their teacher, realizing the time was short, told them clearly and simply the story of two or three paragraphs. Then she asked a question which included the last paragraph for them to find the answer quickly by silent reading. In a brief way the story was summarized, completing their outlines, step by step, until the best possible one was made.

The teacher by this means brought out every big thought in the lesson, saw that it was well organized, and had each child do his part.

The comment by the teacher who took the class for observation was that the two groups observed in an unusual, intelligent manner and followed the teacher, seeing practically every big thing the teacher was working for. Hence the next day in class they held an exceedingly interesting discussion.

GROUP FROM C₃A CLASS

My Budget System

All teachers have heard the expression "I haven't a pencil" or "I haven't any paper" from their pupils just before time to use them. By the time we can get them supplied we have lost several minutes from the period. To eliminate this waste of time I have worked out a plan I call my budget system. I have found it a money saver as well as a time saver.

First, I secured prices of materials from different places, and after having compared them, I found Milton-Bradley in Atlanta and the printer's shop to be my best purchasing places.

As the school furnished absolutely nothing in the way of materials I had to include in my budget everything from writing paper to a work table. I had to take care of everything except the textbooks.

As my enrollment was thirty-five I found out that I could supply all the things they needed if each pupil could bring fifty cents.

Some of the parents objected to this plan just as I expected. But after an explanation that the child would spend that much alone for pencils and scratch pads, to say nothing of the drawing material, they agreed to it.

First, for one dollar I purchased enough paper from the printer's shop for the year. I bought the same paper that is used for newspaper. They cut this in three sizes for me, 6 x 9" and 6 x 3". The smaller size we used for making spelling pads and Palmer writing lessons. Most of the paper was ruled by my A class. At the printer's shop I was able to get also all of my cutting paper and cardboard for two dollars. I purchased for each pupil a box of Crayola at a total cost of \$1.75.

From Milton-Bradley I ordered for five dollars, twelve dozen lead pencils with soft lead and without erasers. I ordered a pencil sharpener for \$2.00. I also ordered a set of Mother Goose pictures in full color for two dollars and a set of study pictures for fifty cents. We bought enough green burlap to go at the top of the blackboard for one dollar.

We did not have to buy our scissors because each child brought an old pair from home. Our rulers were a penny each.

We purchased enough lumber to go with some we had for two dollars and made a large work table. The Seventh Grade boys were our carpenters.

Our library contained two shelves, both within the reach of the children. One shelf contained books that the children could read and enjoy, such as: old primers, (publishing houses will send these upon request for samples) and a miscellaneous collection of story and play books. Then holiday and A-B-C books that the children brought from home were placed upon the shelf also. In using these books every day the pupils soon learned how to place them upon the shelf. The other shelf contained monthly magazines and picture pages from newspapers. The magazines were, such as: Pictorial Review, Ladies Home Journal, Garden, House Beautiful, etc. Even though these magazines contain material for older people the children enjoy the pictures and advertising pages. They pick out

the homes they want for theirs and the flowers they are going to have around their homes from the House Beautiful and Garden magazines, thus coming in touch with and appreciating artistic arrangements of homes and flowers.

This plan has proved to be a great advantage in several ways. First, it is more convenient for the teacher—as all the materials are exactly the same in the room; all can use the same instruction and exhibits show up better on materials that are the same size.

It takes care of the pupils who can not afford as much material as the others. In this case all the pupils have the same amount.

Splendid habits of citizenship can be taught in distributing material and using it without wasting it. Each pupil can be taught that taking care of his part is taking care of the group.

My budget for the year was as follows:

Writing paper	\$1.00
Cutting paper and cardboard	2.00
Crayola for each pupil	1.65
Pencils	5.00
Pictures	2.50
Rulers35
Work table	2.00
Burlap	2.00
Pencil sharpener	2.00

Total\$17.50

MARY DAMERON

Collecting Material

The parents of the school in which I taught thought that if they sent their children to school the teacher had all the material she needed to work with. She had desks, a blackboard and chalk, and only three grades to teach! What else could she need? So, of course, they thought there was no use getting pencils and paper, ink and pen, nor even spelling books. Crayons were quite an extravagance, so the people thought, and the committeemen never found time to build a sand-table.

I was desperate. I had to get this material somehow. I told the children to bring wrapping paper from their homes, and they did. I took this, calendar leaves and old envelopes and cut them in pieces of uniform size and distributed among the children for our writing lessons. For our first lessons in free hand cutting, we used newspapers, in which our lunches had been wrapped.

Our cut work was not a great success, however, as only two or three of the children brought scissors to school and I had only two pairs for use in the school room. We couldn't afford to buy moulding material, but we had no idea of doing without just because we couldn't buy it. Fortunately, a nearby ditch furnished white clay which proved to be a good substitute.

We gave a party, and I bought drawing paper with some of the money raised. I bought crayons myself for the children to use and we then began our drawing lessons. After they saw what they could do, some of the children bought crayons from me.

I collected the backs of the big tablets used by the higher grades and these we used for cardboard for our posters. I received two dozen pencils for a present from one of the parents at Christmas. The next Monday was a happy one when every child found himself the owner of a new pencil, hanging on a cord around his neck. We used broom-straws to work arithmetic problems. We used flour paste, made of flour which we took from our homes, for all our pasting.

I ordered song books and sold to the children. One of the boys brought some cowpeas to school. I soaked them in water and with the use of toothpicks we made furniture for our play rooms.

I noticed that the children did not use private drinking cups, and although this is mentioned last, one of my first lessons was to teach the pupils to make out of paper, drinking cups for their private use.

The boys brought corn to school which we used to build pictures, to illustrate stories and make letters and numbers on the desks. We also used toothpicks to make Christmas trees, etc. This proved to be very worth-while seat work.

What's the use of doing without things because you can't buy them?

ESSIE LEWIS

Driving Out Incorrect Words

One of the greatest things I accomplished in my work last year was the elimination of incorrect words and getting the children to know and use the correct ones.

The idea came to me like a flash at a teachers' meeting in Windsor, after hearing excellent addresses on community service and kindred subjects by Dr. Chase and Dr. Knight of the State University. It was also a response to an appeal made by Miss Minor, our Rural Supervisor, that we each do the one thing most helpful to our school and community that we could do best.

I was thoroughly familiar with my community, knew its needs and short-comings as well as its good points. Before starting school I made definite plans for doing my special work that year, speech improvement, and on the first day of school I started my undertaking. I told the children that there were several enemies in the school and community that we must drive out. I talked to them on the importance of good English.

Then I told each one to appoint himself to help me out. Every one was interested. I put these words on the board: *Aint*, *taint*, *haint*, and *nary*. I asked how many had heard these: most of them had. I asked them to put friends in the place of the enemies. They began, "*Isn't* is the friend for *Ain't*," "*tisn't* for *tain't*," "*hasn't* for *hain't*," and "*not any* for *nary*."

The children caught the vision of good English and went to work helping me. We would often spend a short period at the end of a lesson finding out new enemies that had crept in. Language lessons were frequently made from the words presented in these discussions. The children would frequently say they liked the way the stories were written because all enemies were friends.

Before the session was over we had a long list of good new words instead of bad old ones. Here are some of these:—

isn't for *ain't*
hasn't for *hain't*
tisn't for *tain't*
not one for *nary*
get for *git*
rose for *riz*
heated for *het*
give me for *gim me*
let me for *lem me*
house for *housen*
sit or *sat* for *sot*
helped for *holp*
point blank for *pine blank*
I (as a pronoun) for *me*
have for *have got*
saw for *seen*
took for *takened*
going for *gwine*
dubious for *jubious*
always for *allers*

Several of my pupils had the habit of cutting off words, saying *singin'* for *singing*, *laughin'* for *laughing* and many others. They made a great deal of improvement in calling the endings of words.

As a whole, the year's work proved very successful and, best of all, we hope we have laid a foundation for better speech both in school and in the community.

MITTIE H. PHELPS

Introducing Writing

Since writing is one of the fundamental tools of all school work, I always try to have each day a special period of twenty to thirty minutes to give directly to this subject.

In the very beginning I try to encourage in the children a desire to want to write well. I show them that their language and spelling depend a great deal upon their ability to write a good legible hand.

With a class of beginners I spend one entire week talking of position; the correct way to sit, position of feet, the position of the arms on the desk without the use of a pencil.

The beginning of the second week I give them paper and unsharpened pencils without erasers. I show them the correct way of holding the pencil and the position of the paper. For that entire week, I work on movement, drilling them on push-pulls and oval movement.

I teach them to divide their lines into halves or fourths and call each half or fourth a "house." I then give them sharpened pencils and direct them as follows:

- (1). Meaning hands on desk folded, feet flat, back and front not touching.
- (2). Hands down by sides.
- (3). Hands outstretched on level with shoulders.
- (4). Hands over desk.
- (5). Drop hands on desk with elbow on the corner of the desk

I insist upon their picking the pencil up with their left hand then placing it in the right.

It is absolutely necessary for the class to do everything together, by counting and following directions closely. To be sure they are keeping together, I let them raise their right hands after finishing a "house."

I let the class work on nothing but two space push-pulls and ovals for at least three weeks before they begin to form letters.

I correlate numbers by allowing the children to count the number of houses in a line or the number of spaces.

I then put a copy of the lesson on the board and discuss it fully before letting them attempt it. In this discussion I include height of letters, number in each house and the number of letters on the line.

Before I let them write the first word, I insist upon their telling me what word is written on the board, naming letters making up the word, giving the size of each letter and the number of words to a line.

When teaching the second grade, I let them spell the word several times, thereby correlating spelling with their writing. The next day I use for spelling the word taught, writing. This work precedes the use of a text book in spelling.

I insist on every letter being formed correctly and take off from the grade for any badly formed letters. This causes the class to see that the writing period means not only good formation of letters and good position, but that every period means the same.

ALLENE BRINKLEY

Library Week

Early in the term last year the teachers realized that in order to make our school a standard school, we must improve our library. We determined to make this one of the features of the year's work. After much discussion, we decided to observe Library Week.

We knew, however, we must work the entire year for the raising of money to buy books. The question naturally arose as to how these funds were to be raised. The Women's Club with the assistance of the teachers decided to run a lunch room. Although the village is small, by its position on the main highway from Richmond and Virginia to Florida and Georgia we were often visited by groups of tourists passing through. These tourists seemed delighted to find a good hot lunch at a wayside station and we were delighted to serve them. Two women of the village served each day, thus making every woman do her part in the work. We had many customers, and they were pleased with the good things to eat. Several in the community, among them our physician, were glad of the privilege to visit our appetizing lunch room. This was for the school, as well as for the public.

We had sent from the State Department a lot of books for display. These books were placed attractively in the front window of a store there. Among other things to add interest were the posters, bring-

ing out clearly the reading of good books which were placed on the window case. We also had a victrola playing good records to draw attention and interest.

Our next step was to get the people interested in books, letting them see, handle and love books of the right kind. Up until this time the patrons had been enjoying as a rule only the romantic western stories in cheap magazines. The children were forming a careless habit of reading trash, as the school library was old to them. Patrons, children, friends, and visitors came to see and examine the books. They paid for the books, their names and the dates were written in the books they gave, and they were pleased to place them in our school library. During this week four hundred new books were given to the school.

A great desire was developed in every pupil to read these books. By getting the best books written by the best authors and fitted to the needs of old and young, a new spirit for reading was created. Each pupil could hardly read fast enough, being afraid the next book he requested would be given to some other person. In the school there were as high as one hundred sixty books read during a week. These things proved the success of our attempt for the up-building and enlarging of the school library and for creating a love for reading among the people.

When the High School inspector visited us he commended us for having the best equipped standard library in the county for either elementary or high school reading.

GLADYS SLEDGE

A Club Flower Garden

One day some children brought in some flowers for the teacher and while she had them to arrange them with regard to the different colors and put them in water, the discussion arose about how to beautify the school room with flowers and how they should be arranged, what were the children's favorite flowers, and which colors they thought prettiest. After they had this free discussion among themselves, I asked how many would like to have a little garden at school and raise our own flowers for our room and have some to send to the little playmates when they were sick. Of course most of the little hands went up. Then questions began to pop up from all directions, all wanting to know how we were going to begin and how we were going to work without a horse in such a small place.

The children's questions came from all directions asking how we could begin. Each one wanted to have a share in the little garden.

All went out to see how we were going to mark off the place. Then the children decided it would be nice to divide up into groups and give each group a certain portion of work to do. In this way every child even to the little girls could take a part.

After we were ready for work, the first group did the hoeing up of the ground, as they were older. The second group brought their little wagons and wheel-barrows full of fertilizer. The third group mixed the soil and made rows. Others planted the seed and put out bulbs, whichever we decided would be better.

They were so interested in this work that nearly every little boy had his father to buy him a little garden rake, plow and hoe.

The children with these three tools did all the work. They put out violets and bulbs in the fall, and kept them covered up until spring. Then just as soon as the weather was warm enough, they uncovered the little plants and early in the spring they could gather enough flowers for their rooms and then could give the other teachers some. They would delight in taking the flowers to the different rooms with a little card with the words "3rd and 4th Grade Club Flower Garden" written on it. They would always make a new card to take with fresh flowers. This they did as Language work.

Their appreciation and love of flowers increased because of the love for their little garden.

They also planted lettuce seed earlier for their mothers.

This proves that such a project can be successfully carried out with 3rd and 4th grade children.

RUTH LAMB

A Trip Around the World

"A Trip Around the World" given by our Woman's Betterment Association, proved one of the most interesting entertainments in our school last winter. The old-fashioned box party, cake selling, and pie party had grown to be tiresome, so we set about to plan something new.

On our trip, we visited Iceland, England, Africa, Japan, Hawaiian Islands, and Brazil. In the Auditorium we folded back some of the chairs, and took sheets and curtained off rooms for the different countries we were to visit. Each room held twelve or fifteen people at one time. On the outside of each room we had the name of the country represented. The inside of the room was fixed up to represent a home in that country. Women dressed in the cos-

tume peculiar to the country met each visitor and served him with refreshments. In some cases we served the food used in that country. For example, the Japanese ladies dressed in kimonos, sat on mats, and served tea and rice to be eaten with chop-sticks. In Brazil they wore light colored clothes, and served coffee with cake and whipped cream. In some cases we simply used the refreshments that people like.

Just before the people started on their "Trip Around the World," a short interesting program was rendered in the Auditorium, while different nations of people marched out in front of their countries and acted as nearly as possible like the people from these countries. This caused so much excitement that when the time came to start we had more than we could manage.

Although we charged only fifty cents for "A Trip Around the World," we realized more than enough money to paint our new building which we have just erected, for Seasonal Laboratory, Domestic Science and Music rooms. We also won the reputation for giving the best entertainment we have ever had in our community.

MRS. FANNIE PAUL TYNDALL
Arapahoe Graded Schools

Blocks and Borders

Did it ever occur to you that you could have an excellent review and get in various kinds of work by having the children make a counterpane? My Second and Third grade pupils had had a very pleasant year and had made such progress that during the last three weeks of school we spent the time reviewing. In drawing we had made appropriate borders for each season and holiday of the year and the children wished in some way to keep the designs. They were used to seeing home-made bedquilts and counterpanes, so I thought we could use this idea for preserving the designs and, at the same time, get some other valuable work done. I saw a chance to get in some sewing lessons also.

The children discussed what would be required. We purchased seven yards of yellow homespun and eight spools of Turkey red cotton. The price was \$1.45 for both. The children had brought scissors, needles, thimbles and rules. I had kept the patterns of the designs used during the year.

An arithmetic lesson was necessary first to get our blocks all the same size, 12" x 14". A sewing lesson on the stitch came next, and

The placing of the design was studied individually and each did his own tracing.

Their interest was keen from the first and I had no trouble about discipline as they understood they would not be allowed to sew until they had their lessons well learned. It did not interfere with their other work.

When the blocks were finished I sewed them together myself on a machine and used a plain border bound with red.

In order to let others know what can be done in these grades we will send it to our County and State fairs.

I got the idea first from the Normal Instructor and Primary Plans, but I could not follow the plan in the article, therefore the children and I worked out our own plan in our own way. It appealed to me because I knew the home people would see the practical value of it.

The value from the teacher's point of view lay in that it afforded the children much pleasure, and furnished an interesting device for the following subjects: number work, language, designing, and sewing. We found it was good seat work also.

ELLA HOOKER

Bits from Experience

The "Pig Row" was my last resort but it worked.

During the first few weeks of school I was distressed to find that the majority of my pupils came to school with dirty faces and hands, long, dirty finger nails, and wearing soiled clothes. We had lessons on "Citizenship" and "How I Keep Well," and both these charts were kept on the wall where all could see them. But these did not produce any immediate results. By talking to them I seemed unable to convince them of the necessity of keeping clean. The children seemed little concerned about their personal appearance and they received little encouragement at home. It seemed that I was to continue teaching dirty children. They didn't understand rewards for well-doing so much as punishment for wrong-doing; therefore I worked out a plan of mild punishment. One day we talked about pigs and their unclean habits. The pupils discovered that when they were dirty they were like pigs. I then suggested that we have a "Pig Row" and each morning those who came to school dirty would be on the "Pig Row." Every morning I passed

down the aisle, noticing each child. If any one was wearing soiled clothes, or had a dirty face, hands, or nails, I called his name in the "Pig Row." Sometimes I varied this by writing the "Pig Row" on the board. The children were very enthusiastic over this and if I happened to forget, they eagerly reminded me of it. The time soon came when we did not need to have the "Pig Row."

LILLIAN ALDREDGE

Getting Children to Help Each Other was the way I helped myself.

In teaching Geography I found it hard for the children to get the thought, therefore I used the text for a silent reading lesson. Questions were given to keep the children thinking while reading. After the children had finished reading, I would call on some child to tell what he had gotten out of a certain paragraph. If that child failed to tell the main things in the paragraph another child was called on to help out, and so on until the lesson was finished.

I found this led to better preparation. The children would study and discuss the lesson together. If one child saw that another had gotten more out of the lesson than he had he would go back and find these things for himself.

Another way in which the children helped each other was in language work. They would listen for mistakes in English such as, *I taken, I seen, I written, ain't*, etc., and report on class. These would be corrected and drilled on from day to day. This taught the children to criticize their own English as well as that of others.

MRS. ETTA RIVES BARNES

Bringing School and People together is not always an easy task.

The teacher wished to carry out some scheme to connect the school life of his pupils with their home life. He wished them to feel that their school could boast of boys and girls who could excel not only in Latin and Geography, but in sewing and cooking and making useful things for the home.

Arrangements were made to have an exhibit of articles made by the pupils. There was to be a prize given for the best butter, preserves and bread; for the neatest patch and darn; the most skillfully made shirtwaist and for other articles. For the boys the prize was to be given for making some useful article for the home.

Of course the school was not able to give the prizes, but the merchants and the public spirited men of the community and some

of the women's clubs contributed enough to provide the funds for rewarding the best work.

We found that we had a miniature school fair and the result was the fostering of a fine school spirit and an increased interest in the school on the part of the patrons.

MRS. R. S. BAILEY

Organizing a Sunday School may be the best community work.

Last year a friend and I taught in a two-teacher rural school. Soon after arriving we found that they did not have a Sunday School in the neighborhood. Although they were for the most part of one denomination and had regular preaching services, the people seemed to take absolutely no interest in Sunday School work.

My friend and I decided that one thing we would do would be to organize a Sunday School. With the aid of the lady with whom we boarded, we succeeded in starting the Sunday School.

This lady served as superintendent, the other teacher and I each taught a class, and I was organist. Our pupils had had very few advantages. My friend and I gave to our Sunday School classes parties and tried to gain their cooperation by being as nice to them as possible.

In order to make our programs more interesting and attractive we taught our pupils sacred songs so that we could have them sung at Sunday School. We would have perhaps a quartet and solo one Sunday and probably a duet and trio the next. The parents, near relatives, and friends naturally came out to hear them sing.

We had Sunday School every Sunday and when at last the parting of our ways came, although we did not feel fully satisfied with the work that we had done, we nevertheless felt that we had accomplished some good in the community, by having organized a Sunday School.

Our stay in the community was rendered more pleasant than it would perhaps have been had we taken no part in the work of the neighborhood. The people while mostly illiterate seemed to appreciate our effort for the betterment of the community.

CHARLOTTE WHITE

Encouraging a Timid Boy is often a problem.

I had often heard that a little encouragement is far better than fault-finding. I had a very timid little boy. He would refuse with main strength to tell a little language story or take part in any way.

One day I told the children to read a very short story carefully for the next day's language lesson. The next day I said to all the children, "I know by looking into all of your faces that each one has a real good story to tell." I didn't make a single suggestion or correction throughout the period that day. I paid no attention to the timid boy until at the last. I called on this little boy to tell his story by saying, "Sidney, I saved your story for the last one for I felt you were going to tell the best one."

To my surprise, he walked to the front of the room and did tell the best one of all. I praised him more than the rest that day.

Upon sitting down he told me, "I'll tell one every day if you won't let the others laugh at me and find so much fault."

This one lesson helped him and me both very much for I had given up all hope of his making his grade in language.

MINNIE ESTHER THORNE

"How I made a Wig" may help others who are interested in school dramatics.

The Wig is often the troublesome part of the costume when one is planning to present a play.

In dramatizing Rip Van Winkle in the Sixth and Seventh grades, last spring, we used the play as it is given in Freeland's Book. We managed to get effective costumes without much cost.

Rip's beard seemed to be our greatest problem. For this, I cut a piece of cardboard to fit each cheek, and fastened them together with a chin piece of cambric. Through a hole punched in the top of each cheek piece, I put a fine elastic which went around the head, holding the beard in place.

Then I took some hemp rope, untwisted it, combed and dyed it. I sewed this on the foundation and found that it resembled hair very closely.

Later, I used this idea in a play, where one of the characters was supposed to be bald headed, wearing a red wig. I made a close fitting cap of flesh material to get the bald effect in the scene when the wig was snatched off.

Around an old close-fitting hat crown, as a foundation, I sewed a thick roll of rope "hair" on the inside of the crown, then brought it over the edge, and arranged it in a psyche knot on top. After stretching a hair net over this, it was very substantial.

This served in the place of an expensive wig. The cost was practically nothing and the effect good.

NORA BLACKMORE

How I paid for a piano is the story of my community work for one term.

My first morning as a teacher found me in a two-teacher school and badly handicapped by the disadvantages of poor school equipment. I could look around and see the need of so many things which seemed utterly impossible to obtain. As there was absolutely no musical instrument in the building I realized that a piano would be the most enjoyable and profitable piece of furniture. For I was at a loss without music. The other teacher said she would not attempt to raise a tune without the aid of a piano. Therefore I felt deep sympathy for those children who had to stay with us for six months. To me a school without any kind of music, community singing, musical programs, or entertainments is as bare as a tree without leaves, and as incomplete as a home without music.

After setting my mind upon getting a piano my next thought was, "How shall I pay for it in this rural district, with only a small school, and a short term?" I didn't want to ask the committee to become responsible, and I didn't want to leave the account over for another year as I felt that my successors might feel it a rather difficult task I had bestowed upon them. After close consideration I ventured to consult the members of the committee. It met their approval unanimously. They told me to go ahead if I didn't feel it too great an undertaking.

I went to see a piano dealer in a nearby town and with his help selected a \$460.00 piano, a cheap one of course, but I felt it the best we could do at the present time. And within two weeks from the time school opened the piano was in the building for use during the year.

Upon seeing my great anxiety to purchase and pay for the piano the dealer took off \$50.00 in the beginning.

I went to work in every way possible to pay for it. I used an automobile to canvass the entire rural district and three near-by towns, asking for free donations. Much to my happiness every person called upon responded, seemingly very gladly, some with even more than I expected, and always they shook my hand heartily and gave me a word of encouragement which made my task a real pleasure.

Then with the other teacher and splendid co-operation of the community I planned three parties during the year. A box party, a pie party, and an apron party, which worked out very gratifyingly.

The higher grades with my assistance had organized a school society. The surplus dues in the literary society, which I helped with, were given to us on payment for the piano.

By the first of January the amount had been paid down to \$48.00. The piano dealer told me that if I could pay for the piano January the first he would give me a discount of \$10.00. Two members of the committee became responsible for the full amount. By the end of the six months' term the payment was completed, the committee men having been paid and the piano left for the school. We had the use of the piano all the year as he delivered it when we made our first payment.

ATHLEEN EDWARDS

Poems from the Sixth Grade

The children in the sixth grade were divided into committees, or groups, to write verses—three of these are published below.

NOVEMBER

The nuts are turning brown,
 In every village and town.
 The leaves hang quivering in the breeze,
 They don't mind the freeze,
 They go back to mother earth;
 The place of their birth.
 I like November in every way,
 But most of all Thanksgiving day.

(Poets) GEORGE and GARLAND.

THE VIOLET.

How beautiful is the violet!
 With its velvet hue,
 Through all the months of spring,
 It nods its greeting to you.
 From under the leaves of green,
 Looking at the golden sun,
 Standing on the edge of the stream,
 The silvery water reflecting every one.
 Its dainty perfume fills the air,
 While the birds sing here and there,
 Peeping from its cozy home,
 There is none so lovely alone.
 The violet so slender,
 Peeps in at my window,
 And often I watch it as it sways,
 In the beautiful shiney days,
 At evening I see it drop its head,
 and softly creep to bed.

LILLIAN DAVENPORT.

NATURE'S WORK IN THE SPRING

The sun has awakened the sleeping earth,
 While buds peep from the ground,
 The flowers are blooming with sunny mirth;
 And we see them all around.

The flowers hear the birds merry whistle;
 The trees are showing their green leaves,
 Here and there we see a thistle
 Swaying daintily in the breeze.

Beautiful roses of red and white,
 In every garden, see the light
 Challenging the violet of purple and blue.
 And the buttercups are not a few.

The daisy with its golden face,
 Is staring at the lillies grace,
 A cloud over them does spread
 A look of awful dread.

For all these beauties we thank thee,
 Oh! mother earth of ours
 In our wide land of the free,
 We know we will have gladness.
 For many many hours.

By HATTIE SUE SCOVILLE, MITTIE SMITH, ARCHIE SUGG

Projects in Rural Supervision

The suggestive value of a pamphlet issued by the Rural Schools Division of the Bureau of Education is so great that it belongs in our department of suggestions rather than among the reviews.

The head of this division asked that the county superintendents and rural supervisors in a small group of states mail to the Bureau copies of letters and pamphlets which they had used successfully in their own work.

Much excellent material has been collected in this way and copies are now being edited and distributed for rural leaders.

Below are a few of these projects dealing with the various school subjects, and also the various ways in which superintendents and supervisors keep their teachers in touch with each other.

Number 1. The young inexperienced teacher needs, at least once a month, to be brought in touch with others of her profession and to receive new inspiration. Many superintendents and supervisors

are using circular letters and pamphlets to keep their teachers in touch with each other and to put new life and spirit in the rural school.

Number 2. In many cases children cannot read as rapidly as the standards for their grades require. This suggestion may be used to encourage speed: Two or three times per week have a reading period in which the class is asked to read some new, easy material, two or three grades below them. The reading is a kind of race and is conducted in this way.

The class is told to open books at a certain page, start reading when a signal is given; they are told how far to read, and to stop when the signal is given. Each child is now told to count the lines he has read and the number is put by each individual's name. After this each child is asked to tell something he has read.

In these exercises, material the class has not read should be used, if possible.

Number 3. Primary teachers will find this an excellent type of reading.

Besides the books, have daily Silent Reading exercises from the board which are based on games, riddles, or some activity or special event which may occur at the time.

Then, too, have a daily newspaper which will furnish practical reading lessons. These papers may contain about four sentences each day. Example: "The First Grade News, Monday, Jan. 16, 1922. To-day we finished our fourth book. We have four new sets of readers. We are happy. Have you seen our smiling snow men?"

"Advertisement: The Third Grade Kiel Grocery will have a sale on Wednesday."

Number 4. Here below is a list of questions taken from a geography test on the state of New Jersey. Questions may be made to suit the state or section studied.

In each sentence below you have three choices for the last word. Only one is correct. In each sentence underline the word that makes the truest sentence.

"1. The largest city in New Jersey is Jersey City, Newark, Trenton.

"2. The leading industry of Hunterdon County is mining, agriculture, manufacturing.

"3. Most of Hunterdon County lies in the Coastal Plain, Piedmont Belt, Appalachian Highlands.

"4. The longest growing season is in Cape May, Hunterdon, Sussex.

"5. The chief steamship terminal on the Jersey side of New York harbor is Jersey City, Hoboken, Weehawken.

"6. The leading industries of New Jersey are mining, agriculture, manufacturing.

"7. New Jersey lies in the same belt of latitude as Portugal, France, British Isles."

Number 5. Another interesting geography project which may be successfully used when studying a country. For example, say an imaginary trip is being taken to South America. First arouse interest by collecting a lot of travel magazines, etc. Next tell them what you are going to use the magazines for. In an English period compose letters to be sent to different firms, asking for material. After receiving the material the next steps may be:

"1. Talking about our cabins—the cost of our trip.

"2. Planning just what we would need on our trip. While doing this we started notebooks, cutting the needed articles from catalogs and pasting them in the book.

"3. Studying passports. Each child made one and put it in his book.

"4. After we were on board the ship we wrote a letter home describing the life on board ship.

"5. We stopped at Havana and this gave us a chance to study this city and also the island of Cuba.

"6. Of course we traveled through the Panama Canal, so while we did this, we studied that part of the country.

"7. Our ship stopped at Columbia's big seaport. We then talked about the interior of the country.

"8. Next, we stopped at Guayaquil, Equador and studied that port. We also took the queer journey over to Quito, the capital, and learned about the interior of the country.

"9. Next, we are going to write home and tell about our travels for the past week.

"10. In doing this, English, Geography, Arithmetic, Spelling, and Handwork are correlated. Children are greatly interested in this project and are always ready to study on it."

REVIEWS

The Modern Schools is an article in the *Outlook* for June 21, 1922, by Hubert V. Cornell, in which some of the misunderstanding is cleared up about one of the most attacked and most earnestly defended questions of the day. It has been asked "What is a modern school?" "Is it a freak school? A fad?" Is it an institution for the sugar-coating of an education?" Does it play havoc with all the established principles of education?" The writer believes we have been misrepresented alike by friend and foe. It is the idea of some who know just one side of the problem of modern teaching that it is a place where children never do any work unless they feel like it. This unfortunate misconception has been brought about by the over-indulgent parent who exclaims, "You should see how quickly my little Johnny learns arithmetic! All so simple, and by playing games!" To the skeptical listener who believes only in digging for a result, this sounds as tho' it were a play school only. Little does he know of the long thought out method behind these games and the drill after drill made more interesting through the games to clinch the method of doing the thing.

Many other misunderstandings of the modern schools are due to the impressions of the rock-ribbed conservatives who visit the school for an hour or two, and go home utterly disgusted at its seeming helter-skelter disorder of the classrooms. They know nothing of the purpose behind it all, that through the free and easy atmosphere that the most is to be had from the child.

It has become an accepted fact that education is being gained through the psychology of learning. We do not do things today because our forefathers did them this way but because we have learned through the intensive study of the physical and mental being that it is the best way to be done. For all of the skeptical ideas of the modern schools, are we not each year sending from high schools to college younger and better trained pupils in spite of the modern education? Today we learn through doing, through project work. Progressive education is not a joke but a serious effort on the part of earnest men and women to get fundamental principles and put them into practise for the benefit of the children of the world, present and future.

The Work of the Bureau of Education for the Natives of Alaska is presented in Bulletin No. 35, 1921, Bureau of Education.

This work includes the Alaska school service, Medical service, and Reindeer service, with a field force in Alaska, in 1920, of 6 superintendents, 133 teachers, 9 physicians and 13 nurses.

The Territory has been divided into six school districts, each under immediate supervision and direction of a district superintendent.

One of these supervision districts contains fully 100,000 square miles. In visiting the widely separated schools a district superintendent must travel vast distances and endure many hardships.

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

Many of the buildings contain, in addition to the recitation room, an industrial room, kitchen, quarters for the teachers, and a laundry and baths for the use of the native community.

The schoolroom is available for public meetings for the discussion of the affairs of the village or, occasionally for social purposes.

In the school room the endeavor is made to impart to the children such instruction as will enable them to live comfortably and to deal intelligently with those with whom they come in contact.

In the villages the teachers and nurses endeavor to establish proper sanitary conditions by inspecting the houses, by insisting upon proper disposal of garbage, and by giving instructions in sanitary methods of living.

Natives are encouraged to replace their primitive huts by neat, well-ventilated houses.

Cooperative enterprises, financed by native capital and conducted by the natives themselves, are fostered. In many instances the school is the only elevating power in the native community. Formerly it was possible for the Eskimos on the shores of Bering Sea and the Arctic Ocean and in other remote regions of Alaska to dispose of their valuable furs, ivory, and whalebone only to the local traders, and the natives usually received low prices for their commodities, and were constantly in debt to the local traders. Availing themselves of the parcel-post service and of increased opportunities to send freight, many Eskimos who have been educated in the schools now forward packages of fox, lynx, mink skins, ivory and whalebone to the office of the Alaska division in Seattle, which, through

the Seattle Fur Sales Agency, sells the furs at public auction, in accordance with the rules governing such sales, with the result that many natives are now receiving full value for their goods.

The greatest work for the natives inhabiting the northern and western parts of Alaska has been the introduction and development of the reindeer industry. The raising of reindeer is the form of industrial education best adapted to the Eskimos inhabiting the limitless grazing lands of Arctic and subarctic Alaska, and in the early stages of the enterprise the reindeer service became an integral part of the educational system of the Bureau of Education for those regions. The district superintendents of schools are also superintendents of the reindeer service; the teachers in charge of the United States public schools in the regions affected by the reindeer industry are ex-officio local superintendents of the reindeer herds in the vicinity of their schools.

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

ELMA L. LEWTER, '22

Teachers' Growth in Service is the title of an article in the June Journal by Clara Langvick. If the standard of teaching in the elementary grades is to be raised, it is fundamental that the teacher show continuous growth while she is in service and that growth be recognized and rewarded in other ways than by promotion to high school positions, principalships or supervisory positions.

There are a number of ways by which the elementary teacher may be encouraged to grow through other means than by promoting her from the grades.

The teachers' meetings should be definitely planned; they may be a source of improvement. The teachers should do much of the work, for if they are given an active part, they become interested and receive greater benefit. Reports of committees, working upon group projects, such as revising the course of study; reports of reading—circle work done, of schools visited, of institutes and associations from travels are interesting and profitable.

Teachers' exchange is a means of growth and gives the teacher an experience which is invaluable in her educational life; it increases her personal worth as a teacher; it enlarges her interest to

improve her general scholarship; it widens her vision and broadens her culture. Teachers' exchange is encouraging not merely because of this educational growth but because the teachers' salary is not affected by the exchange. No teacher or school system can afford to miss such an opportunity.

Extension courses taken during the regular school year are a stimulus to growth. They call for regular readings which help the teacher to form the habit of reading daily some educational book, standard novel, current magazine, or daily newspaper. These courses may be arranged for, through the extension divisions of universities, colleges or normal schools, that have such a department. If these schools are not within convenient distance, an arrangement may be made to have professors come to the city, or to take courses through correspondence. It is an encouragement to the teacher; it increases her interest; it gives her a chance to grow at a minimum expense.

The sabbatical leave, while offered by few schools, gives a fine incentive for growth. School boards fear the expense, and therefore hesitate to give this opportunity to their teachers. The sabbatical year encourages the teachers to grow; it creates new interest, new hopes, and new inspirations. It increases the attractiveness of the profession and extends the length of efficient service.

In a study made by the Grade Teachers' Association of Minneapolis, Minnesota, during the school year of 1920-1921 extra compensation for study and travel during the summers was found to be a form of encouragement used in seventy-two cities in the United States. The attendance at summer school that year, in thirty-three cities where a reward was offered, was compared with that of forty-six cities where no reward was offered. The difference in attendance was found to be 8.4 per cent in favor of the cities offering some form of reward.

A single-salary schedule for all teachers, in all grades, including the high school, providing they have the same educational qualifications, is a plan which every city should seriously consider. By this plan, it is possible for a kindergarten teacher to remain a kindergarten teacher and yet advance from the lowest minimum salary to the highest maximum salary. If such a salary schedule is not adopted, our progressive teachers will leave the elementary grades and accept positions where better salaries can be secured.

A pamphlet by the *Bureau of Education* gives the following suggestions on the *Importance of Good School Grounds*. Most citizens who are well educated and interested in the school life of the child, have come to the conclusion that play takes a very essential place in educating the child. Since this is the case then it is important that we make a way for the child to play. The bulletin says it is necessary that we plan the school grounds as carefully as the building itself if one expects to secure efficient use of it.

The playground for little children should be located near the building. Trees are desirable on school grounds. The shade that they furnish is well worth while and, then, trees also add a touch of nature and make the grounds more attractive. We should be careful not to get too many trees, but a large tree, with spreading branches, offers many opportunities for play and athletics. It is a very satisfactory attachment for a swing, trapeze, parallel rings, and even flying rings. The following are worth much on school grounds. A menagerie, for all children are interested in animals; the school garden, for it furnishes material for actual demonstration; a swing; a basketball court; a tennis court; and benches.

The play grounds should always be supervised. Usually if children are not guided they will not make good use of their playtime.

Older pupils should be taught to direct the group plays and games of the younger group. The teacher should be a guide as to the kind of games that are played.

FLORENCE WOODWARD, '22

ALUMNAE

Alumnae Day at Commencement:

June 5th was Alumnae Day at East Carolina Teachers College. At the business meeting at ten o'clock in the morning the following officers were elected: President, Miss Ruth Dean, of Granville County; First Vice-President, Miss Nonie Johnston, of St. Paul; Second Vice-President, Miss Elsie Hines, of Black Mountain; Corresponding Secretary, Miss Grace Strassburger, of Pennsylvania; Treasurer and Recording Secretary, Mrs. Leland Stancill, of near Greenville; Alumnae Editor of the Teachers College QUARTERLY, Mrs. Lida Taylor Pace, of Greenville; Faculty Adviser, Miss Sallie Joyner Davis.

New member of Executive Board, Miss Nannie Bowling, of Greenville.

The Alumnae luncheon was held in the dining hall. The tables were beautifully decorated with sweet peas, the class flower of the class of 1922, and of two other classes, 1914, and 1918. A great number of the Alumnae were present. Members of the board of trustees, members of the faculty and Miss Helen Yorke, of New York, the singer for the Alumnae recital, were guests. Miss Ernestine Forbes, of Greenville, was the toastmistress, and was very happy in her introductions. Miss Ophelia O'Brian, of Oxford, the retiring president of the association, welcomed the class of 1922 into the association, and Miss Lillie Mae Dawson, of Kinston, president of the graduating class, responded. Miss Estelle Greene, of Greenville, toasted the babies of the Alumnae, and a group of attractive little tots were brought in and introduced to the crowd. The class of 1922 sang a charming lullabye. Miss Sallie Joyner Davis, of the faculty, gave a very happy toast to the unmarried members of the association.

Dr. J. Y. Joyner was given a royal welcome as the "new member of the board," and made a delightful response. He said his heart had been singing "home sweet home" ever since his foot had struck the campus. He spoke of the great growth of the institution. The first vision was not as big as the realization but as the institution has grown the vision has grown. He pledged his hearty support to the college as long as his heart beats for anything. He pictured the future of the college as he sees it, when there will not be just 400 students but a thousand.

Mrs. Leland Stancill spoke on the transformation of the name from Training School to College. She explained clearly that the name "training school" was a misnomer. The school has been taken to be an observation school, a school for the feeble-minded, and a school for young criminals. The school has not changed its purpose one jot, but has the same spirit, the same purpose, but a larger field. Miss Gladys Warren, of Bruce, gave a toast to the board, "the best board of trustees on earth." Dr. E. C. Brooks, chairman of the board of trustees, introduced as the power behind certificates, made a characteristic talk, full of wit and humor, and good sense. Miss Ruth Dean gave a toast to Miss Helen Yorke, the guest of honor. Miss Dean read a letter from the secretary of the Wake County association and announced a check from them for \$101.80. Miss Nonie Johnston told the crowd to come out in the evening and see what Pitt County association had done in bringing Miss Yorke to the College.

Miss Nannie Bowling, of Greenville, gave a class toast in rhyme to "the deserters from the ranks of teaching," those who were married. President Wright was called on last to give the outlook of the College. He told the Alumnae that they were missionaries to tell the people of North Carolina what the college is doing, to let them know that the school had stood for the same purpose for thirteen years and would stand for the same purpose as a college for the next thirteen years.

He put it upon the hearts and minds of the Alumnae that it was their privilege to carry on the work until every North Carolina citizen recognized that the one purpose of this college is to help the childhood of North Carolina, to carry light to the children, to make them loyal citizens who will dare to do the right, to help helpless little ones. "We are the servants of our state, than which there is no greater state in the union, and it is ours to be guided by the motto of the college, 'To serve,'" were his closing words. He called on Supt. J. H. Rose to lead in singing 'Carolina' and the dining room rang with the melody.

This closed one of the happiest occasions of the kind ever held at the school. The rain did not seem to affect the spirits of the crowd, and did not keep the guests away.

There were 31 members of the Class of 1921 present at Commencement. In Alumnae Hall there were about fifty guests.

There are a number of marriages to report.

Lida Taylor, '16, proves her love for Greenville. After finishing school here she came back and taught in the public school and later became critic teacher and taught three years in the Model School. She now returns as the wife of Dr. Karl B. Pace. They had quite a beautiful wedding June 7th, then left immediately for New York and New England. They are now living at the Vines House but will begin housekeeping in the fall.

Mary Bridgman, '15, was married June 15th to Mr. Jimmie Foster of Danville, Virginia.

Ophelia O'Brian, '17, was married June 22nd, to Mr. Lynn Cleveland Ferrell, of Kinston. There were a number of showers given in her honor.

Marian Morrison, '19, was married June 21st, to Mr. Elwood Winfield Walton. They will make their home in Hickory.

Branche Everett, '14, was married recently.

Marie Worsley, '19, was married to Mr. Floyd Turnage of Fountain, on June 20th.

Mildred McGowan, '20, was married May 31st to Dr. Braxton Weston, of Swan Quarter.

Ruth Davis, '13, married Mr. R. E. Elmore of Winston-Salem, June 14th.

Ethel McArthur, '21, is now Mrs. Mack Smith of Farmville.

Mattie McArthur, '19, married R. S. Hamilton of Kinston, June 1st, 1921.

Dorothy Johnson, '19, and Mr. Robert Smithwick were married June 28th. They will make their home in Louisburg.

Thelma Mumsford, '19, was married to Mr. Gary Lloyd of Hillsboro, Dec. 14th, 1921.

May Renfrew, '18, was married in West Raleigh, June 8th, and is now living in Rhode Island.

Blanche Farabow, '20, married William Crews of Oxford, June 28th.

Katherine Parker, '16, now the wife of Rev. A. P. Mustin, is making her home at Ocean View.

Blanche Cannon, '21, expects to teach near Elizabeth City next year.

Agnes Jones, '21, taught at Belmont last year but expects to teach in Durham this year.

Irene Smith, '21, did high school work at Grifton last year but will not return next year.

Mattie Cox, '14, taught first grade in Warsaw last year.

Helen Croom, '21, who has been teaching second grade in Belmont, expects to return.

Grace Strassburger, '21, former Editor-in-Chief of the QUARTERLY, came all the way from Pennsylvania for Commencement.

Ruth Dean, '21, is studying at the University of North Carolina this summer and will teach third grade in Wendell again next year.

Lois Hester, '19, has been teaching in Granville County near her home.

Bettie Starr Howell, '19, has been keeping house for her father in Severn.

Pattie Perry, '19, has been teaching in Henderson.

Sara Nixon, '19, taught at Wendell last year.

Lyda Tyson, '19, taught in Mt. Airy. We wish to extend our deepest sympathy because of the loss of her father.

Helen Lyon, '18, now Mrs. Hobart Austin, is living in Kelford.

Viola Williams, '18, taught in Cresswell High School, last year.

Alice Outland, '18, taught at her home.

Louise Smaw, '16, is spending her vacation visiting in the mountains and at the seashore.

Pattie Dowell, '11, and Annie Smaw, '14, are studying at Peabody College this summer. They are to stay through both first and second terms.

Mrs. Bernice Fagan Jordan, '14, lost her father sometime ago. She is now housekeeping.

Burwell Patterson, '18, taught first grade in Pittsboro last year. She was very popular and will return next year.

Gladys Warren, '16, taught public school music in Mt. Airy last year.

Louise Stalvey, '16, taught in Wadesboro last year, and will teach in Raleigh next year.

Maybelle Beacham, '21, taught at Bethel this year, and will return next year.

Doris Tripp, '21, taught at Alliance this year.

Ruth Hooks, '19, taught at Seven Springs.

Effie Fuller, '21, and Fannie Bett Brown, '21, taught at Kernersville.

Wita Bond, '17, taught seventh grade in Windsor.

Annie Bridgman, '18, Mary Bridgman, '15, Mary Batts, '20, and Lillian Shoulars, '18, all taught in Spring Hope this year. Annie Bridgman taught seventh grade; every one in the grade passed, and one of the boys made the highest average in the county.

Emma Robertson, '15, has been teaching in the Kinston schools, primary grades for the past few years. She is attending school in Asheville this summer.

Carrie Evans, '21, Mary Perkins Norman, '21, Lola Mae Gurley, '18, and Mrs. Nina Harris Redditt, taught in Kinston graded school.

Myrtle Lane, '21, taught at Riverside school near Elizabeth City.

Mary Secrest, '16, taught at Winston-Salem.

Eva Cook and Annie Smith, '22, will teach in Halifax County next year.

Clare Heuser has her degree in domestic science from Columbia and will teach next year in North Carolina College for Women.

There are a number of graduates in the different summer schools. You will find thirty-one in Asheville Summer School, among them: Harriet Thomasson, '20; Emma Robertson, '15; Wita Bond, '17; and Alma Odum, '20. There are a number at the University and at State College.

Emily Langley, '21, Geraldine Moore, '20, Mary Sumner, '21, and Virginia Spencer, '19, are taking a trip to California. They will make a four-weeks tour of Western States.

Elizabeth Bass, '20, has had a great year at the Scarritt Bible and Training School. She will return next year and will later go to any mission field to which the Methodist Church may see fit to send her. During the vacation she is teaching at the Methodist Orphanage. She is in demand at Missionary meetings and young people's church meetings.

Flora Barnes, '18, who has been teaching in Farmville ever since she left college, will return there next year. She is working in the Methodist Orphanage during the summer months.

Mary Wooten, '17, is spending the summer taking a real vacation, resting and visiting around among relatives and friends.

Mary Woodburn, '11, is attending State College Summer School.

Edna Campbell, '12, spent the first of the summer in and around Greenville. She has been very successful in the work she has been doing in Craven County in teacher training.

COLLEGE NEWS AND NOTES

The Summer School

The number of students registered for the summer school is 341. The dormitories are filled and a number have rooms in town or come from their homes. Because of the lack of room more applicants were turned away than were accepted.

There are twenty-seven graduates of the school that are taking advanced college work. Two of these expect to complete their work and receive their degrees in August. There are eight that expect to get their normal school diplomas in August. Fourteen are doing their practice teaching this summer, the largest group that has ever been admitted to the senior class in the summer term. Some of these have made all the terms of their Junior year in the summer. All three terms of the Junior year are full. The first term course has three sections of about fifty each, and the third is in two sections of about forty-five each.

Counties and States Represented

The students are from six states and from fifty-five counties in North Carolina. The states represented are North Carolina, South Carolina, Mississippi, Georgia, Virginia, and Massachusetts.

Pitt is the banner county, with Beaufort a close second. Twelve counties have only one representative each. It will be noticed that there are only four counties west of Greensboro and the line across the center of the State. That is natural for the summer time, as there are other summer schools nearer by and the traditional objection to coming east in the summer time still holds.

Pitt	42	Bladen	6	Person	2
Beaufort	31	Chowan	6	Hoke	2
Washington	15	Currituck	6	Brunswick	1
Onslow	14	Perquimans	6	Burke	1
Halifax	12	Wayne	6	Camden	1
Pamlico	12	Northampton	5	Caswell	1
Lenoir	11	Durham	4	Columbus	1
Duplin	11	Edgecombe	4	Greene	1
Bertie	10	Johnston	4	Jones	1
Gates	10	Sampson	4	Maddowell	1
Hertford	10	Alamance	3	Moore	1
Nash	9	Carteret	3	Mecklenburg	1
Wilson	8	Chatham	3	Pender	1
Wake	8	Tyrrell	3	Robeson	1
Cumberland	7	Dare	2	Scotland	1
Granville	7	Franklin	2	Stanley	1
Hyde	7	Guilford	2	Warren	1
Pasquotank	7	Martin	2		
Union	7	Orange	2		

Teaching Experience of Students

Number who have attended E. C. T. C. before	178
Number who have not attended E. C. T. C. before	163
Students who have never taught	150
Students who have experience in teaching	191
1 year	62
2 years	35
3 years	20
4 years	23
5 years	13
6 years	10
7 years	2
8 years	3
9 years	5
10 years	7
11 years	1
12 years	1
14 years	2
16 years	2
17 years	1
20 years	1
24 years	1
25 years	2

Kinds of schools in which students taught last year:

Rural (unincorporated communities)	95
Village (incorporated communities under 500)	34
Town (500 and over)	26
City (10,000 and over)	11
Consolidated rural schools	12
One teacher schools	21
Two teacher schools	56
Three teacher schools	24
Four teacher schools	6
Special Grades	
Primary	77
Intermediate	39
Upper	46
Departmental	4
High Schools	2

The Faculty

Leon R. Meadows is director of the Summer School.

In the faculty are several who have never taught in the college before, several who have taught only in the summer terms and several of the regular members, making altogether an excellent combination.

L. G. Painter, who comes from the State College for Women, Columbus, Mississippi, is teaching English. He has a reputation as an entertainer and writer. He is a native of Maryland, a graduate of Brown University, and has his A.M. degree from Harvard. He also has a degree in law from the University of Maryland Law School. He has taught in the University of Missouri and in other places.

R. C. Deal, superintendent of schools in Elizabethtown, is teaching History. He has both A.B. and A.M. degrees from Davidson College. He was at one time principal of Clarkton Military Institute, and was once instructor in Latin and Greek in the Glebe High School, Virginia.

A. E. Akers has made a reputation throughout the State because of what he has done as superintendent of Halifax County, which position he has held for eight years. For a number of years he was superintendent of the school at Roanoke Rapids. He is teaching Mathematics.

Miss Lillian Kerr, teacher of Industrial Art, is supervisor of Art in the schools of Parkersburg, West Virginia, where she has fifteen schools under her supervision. After completing her college course at Marietta College, Ohio, she studied Art in the Chicago School of Industrial Art, in Columbia University, and in other places.

A. M. Proctor, teacher of Pedagogy, taught here in the summer school of 1919. He comes directly from Columbia University where he is working for his doctor's degree. He will return next year. He has been superintendent of schools in Roanoke Rapids and of Wayne County.

Frank Ashley, superintendent of Washington Schools, is teaching History for the second term.

W. R. Mills, superintendent of Louisburg schools, is teaching Pedagogy. He has been in the summer faculty several summers.

Miss Eva Minor, supervisor of Public School Music in the Durham Schools, has the Public School Music for the fourth summer.

Miss Josephine Tillery has charge of the Palmer Writing for the second summer.

Miss Lois Gorrell, who has taught in the college one summer and one full year, is teaching piano.

The regular members of the faculty who are teaching during the summer term are as follows: H. E. Austin and Alice V. Wilson, Science; R. G. Fitzgerald, School Management; Agnes Whiteside, Primary Methods; Mamie E. Jenkins, English; Birdie McKinney, Mathematics; Margaret Collins, Home Economics; Fannie McClelland, principal of the Model School and critic teacher for grades five and six; Nellie Wyman, critic teacher of third and fourth grades; Hallie Scoville, critic teacher for first and second grades.

Miss Leona Reaves has charge of the Dining Hall.

Mrs. Kate R. Beckwith, Lady Principal, and Miss Mittie Beaman, in charge of the Infirmary, remain the year around.

Miss Mattie Scoville, of Greenville, is acting as President Wright's secretary for the month that Miss Harding is taking her vacation. Miss Ross remains during the summer term, as secretary for the Director and keeper of records and the library.

J. B. Spilman, treasurer, is back at his desk after having had a leave for a few weeks during the spring term. During his absence Mrs. Spilman had charge of his work.

Summer School Commencement

Following the precedent of last summer, a regular commencement will be held at the close of the term. It will be given more attention than ever because of the fact that there will be two college graduates. There will be an address, special music, and other features, and the public will be invited.

The candidates for A.B. graduates are:

Gertrude Chamberlain
Virginia Pigford

The normal school seniors are as follows:

Virginia Arthur
Della Bryan
Ida Holland
Elma Lewter
Neille McDonald
Addie Tharpe
Ruth Swinney
Florence Woodard

The graduates of the school that are taking work for advanced credits are as follows:

Mabel Thomas, Leah Cooke, Augusta Woodward, Amelia Clarke, Myrtie Morse, Madge Blackley, Agnes Jones, Trixie Jenkins, Julia Rowe, Gladys Nelson, Gladys Baum, Bruce Exum, Mrs. Elizabeth Evans Savage, Addie Newsom, Emily Gayle, Nell Blanchard, Thelma Elliot, Bonnie Howard, Texie Dale, Mary Hart, Alice Whitehurst, Mary Whitehurst, Ollie Moore, Blanche Harris, Lillie Hewitt, Helen Croom, Irene Hollowell, Ruby Garris and Millie Roebuck.

Program of Entertainment and Recreation

Realizing that "All work and no play make Jack a dull boy," Director Meadows has made a special effort to have a series of entertainments and talks that will be enjoyable as well as instructive. He has been fortunate in securing a number of attractions. The plan of recreational features is as follows:

Reading programs by Professor L. G. Painter. The first, an evening of dialect poems and stories.



THE COLLEGE GROUP, SUMMER 1922

CP 642



CPu 209] VIRGINIA PIGFORD



GERTRUDE CHAMBERLAIN

CP 175

The First A. B., Graduates of East Carolina Teachers College

Founders' Day and Fourth of July Celebration. Speaker: F. C. Harding.
A Radiophone Demonstration by E. E. Williams, the time set according to atmospheric conditions.

Richard T. Wyche, president of the National Story Tellers League: Story-telling and Lectures on the art of story-telling, July 13.

Community Sing: Fifth Sunday in July. A gathering of people of Pitt County, all organizations represented, led by the College students.

The Devereux Players: two performances, afternoon and evening, July 17.
One evening for entertainment by the students.

Special Speakers:

Dr. E. C. Brooks, State Superintendent of Public Instruction; David Yates, Director of First Aid of Red Cross; T. R. Buchanan, Junior Red Cross Representatives; Dr. B. W. Spilman.

Assembly Talks by Ministers of the town of Greenville, members of the Faculty, President Wright, and Director Meadows on current events.

Building Program

The building program for the summer and next fall includes the completion of the Administration Building and the erection of one unit of a dormitory. In the Administration provision will be made for the library, the gymnasium, society halls, extension of the auditorium, an adequate stage, and a music department with sound proof walls, as well as a few additional classrooms and offices.

A wing is being added to the west side of the building, and there is an addition extending across the back of the building that leaves only passing room between it and the Dining Hall. The library, gymnasium, and society halls will be so arranged that partitions can be put in and the rooms cut into classrooms when buildings are erected to take care of these.

The contract for the building was let to John E. Beaman, of Raleigh, at a price of \$163,200. The plumbing contract in the two buildings was let to W. O. Mitchiner, of Goldsboro, for \$7,188; for the heating plant to Grinnell Company, of North Charlotte.

A building program that will enlarge the plant so that a thousand students can be accommodated has been mapped out. The plans have been drawn up and submitted to the building committee, and are awaiting the action of the General Assembly.

The Signs of Progress

The sights and sounds of progress fill the eyes and ears of all who are on the college campus this summer. The additions to the Administration Building fill in most of the space between the part now

standing and the Dining Hall. Getting to meals is a problem. At one time it seemed that every avenue of approach was to be shut off. As fast as one way was opened machinery or excavations would shut it off.

The mules hauling dirt were interesting to all, and the negroes driving the mules attracted no less attention. The little darkeys cleaning the brick had the best time of any of the workmen on the job, perhaps. The moving of the pile-driving machine, the derrick, the hammer, and the engine, took days. It seemed strange how the big machine would stand stuck for days, all watching for it to move, and then would get moved quite a distance during class hours without anyone's seeming to see it move. The quicksand under the west side of the building has made it necessary to have a foundation of piling. This piling is to be concrete.

The East side of the campus is a busy scene also. The new dormitory is going up rapidly. The building there, however, seems simple compared to that of the other building.

President Wright's Talks before Summer School

When President Wright walked into the Assembly Hall of East Carolina Teachers College to talk to the summer term students he was greeted with enthusiastic applause. It seemed strange for him to be greeted as a visitor, and to be introduced by some one else. But the students during the summer do not have the opportunity of knowing him as well as the students during the remainder of the year, as he appears before them only occasionally.

He made an inspiring talk on the school, its purpose, its history, and its future. He asked them first of all to get the name straight and to have others get it straight and if they could not remember it all, to remember the Teachers College, as that gives the one thing that is necessary to know about the college, that it is an institution owned and operated by the State for just one thing, to train teachers. It is the business of the college to prepare the best teachers possible out of the material it gets, and it is the only college in the state whose sole business is to do this.

He called attention to the wheels of progress about the college which were making so much fuss that the voice of the speaker was almost drowned. He said that the mud-slinging and the hammering and banging meant that room was being added to the Administration Building for dramatics, by the extension of the stage, for gym-

nastics, for literary societies, and for various other things. He called attention to the new dormitory that is going up on the east side of the campus.

He then gave a sketch of the plans that are being made for the enlargement of the plant so that a thousand students can be accommodated. These plans have been drawn up and are ready to be submitted to the building committee. These plans include a social-religious building which will take care of all the student activities; four more dormitories, and additional buildings for class rooms and other needs. He gave the reason why the State should carry out the plans made. The demand for trained teachers is great and it must be met. He reported that more had been turned away this summer than were accepted. He gave as the record of refusals for admission ten times the dormitory capacity in the first ten years of its existence. No advertising is done because applicants are turned away without the effort being made to get them here.

President Wright a few days later made an excellent talk on Citizenship.

He also made interesting reports on the N. E. A. meeting.

An Evening of Dialect

L. G. Painter, Professor of English, gave a delightful program of dialect stories and poems, Monday evening, June 26. He gave a series that developed his literary theory and then gave others purely for entertainment.

He paid a fine tribute to our own North Carolina poet, John Charles McNeill, and gave charming interpretations of his poems. He proved that he knows the old time darkey well and at first hand; many of his selections were humorous.

PROGRAM

1—Negro Dialect

“Bob and The Mule”

“The Congo”

“De Pizel Tree”

“De Apple Tree”

Poems by John Charles McNeill

2—Scotch

“John Anderson, My Jo”

3—Italian

“For Goodness Sak’ ”

“Marca Month”

“Fortissimo”

4—Chinese Dialect

5—Irish

“Mr. Dooley on Lagri Microbes”

6—Pennsylvania Dutch

“Sockery—Setting a Hen”

7—Rural Dialect

“Kne Deep in June”

Poems by Gilliman

“Family Groups”

“Me and Pop and Mother”

“When our Gal Spoke a Piece”

“The Professor and the Peanut”

“The Bashful Schoolboy Speaking”

A Joint Celebration of Fourth July and Founders Day

Fourth of July and Founders Day were jointly celebrated at East Carolina Teachers College. Hon. F. C. Harding delivered an address which brought the two ideas into harmony in a most admirable manner. He developed the thought that to America belongs the leadership of the world because of the ideal expressed on the Fourth of July, 1776 that the leadership and ideal are kept alive and will continue to grow so long as teachers pass on these ideals to their pupils.

Education, he said, is no longer as it was in the past, for self alone, but is the individual's preparation to take his place in the community, society and in the nation. He reviewed the great work done by this institution in the fourteen years since the first spade of dirt was shoveled by Governor Jarvis, when the first brick and mortar were cemented and the buildings came into being, and when the living spirit entered the institution and it began its great work, until it has a unique place in the South and the nation. He spoke of the 7500 students who had come and gone out into the field of life. He contrasted this building-up process with the tearing down process of war. Twice as many were destroyed on the battle field in fourteen minutes as were trained here in fourteen years.

This comparison led to this central thought: the linking of the history of the institution with the history of the past of the world, and the mission of the institution or of education, as it affects the nation in the future. The most important question is: Shall the stability of nations and civilization of mankind stand upon war, as in the past, or shall it be developed along the lines that are building up, constructive? Will the world solve the problem that

it has never yet solved? Can the human race solve the problem of races living together, side by side, in peace? America alone can find the solution, and it must come out of the schools, dreams and ideals in the hearts of the teachers passed over to the pupils, and coming to realization through the people of America taking a right stand in international affairs. Not until the spirit of justice and truth are disseminated through the schools can they prevail in America, and not until then will God's purposes for the world be fulfilled.

The United States government is the greatest power in the world today, he asserted. He reviewed briefly the history of wars that were not for conquest, following H. G. Wells' book, singling out for special mention all the wars that have been for freedom and for the protection of nations, giving as the climax America's fight for freedom of the world in the last war. He asked the pertinent question, "What have we gained from the great world war when monarchy was linked with democracy in the fight? The answer was that four of the kings, the Caesars, or kaisers, or czars, were driven out of power, and only one who ruled according to the old idea is left ruling, and that is the Sultan of Turkey. British rule in India, he admitted, seems to be the same, but that is temporary, and as soon as the people are able to rule themselves, the type of ruler will be changed. A new standard of self-rule has been established, and men and women are ruling the nations of the earth. Turkey, he declares, will be a factor for the next thousand years, and Constantinople is the strategic point today.

He closed by showing how trained minds and hearts are needed to lead the world to the new day when military force will not rule the world. He traced rapidly the dream of democracy through history and showed how America is leading the way in making the dreams come true. His final word was a special appeal to the students to help to bring about the new day.

Patriotic songs were sung. Only one period was given to the celebration.

Demonstrations on Life Saving

David Yates, who is in charge of the First Aid work of the South-eastern Division of the Red Cross, gave a most instructive and interesting talk to the summer students on First Aid, especially life-saving, and gave demonstrations, using as his subjects young men

of Greenville who had just passed the examination and had been admitted to the Life-Saving Corps. These were Robert H. Wright, Jr., son of President Wright, and Will Whedbee.

Visit from Miss Martin

Miss Margaret Martin, the representative of the Educational Department of the Columbia Graphophone Company, spent two days in the school giving demonstrations in singing, folk-dancing, singing and dancing games, musical appreciation, and kindred subjects.

Assembly Exercises

Rev. Leland W. Smith, pastor of the Memorial Church of Greenville, conducted the services at Assembly on the morning of June 28.

Prof. R. C. Deal made an excellent practical talk at Assembly on July 1st on Physical Education in the schools, giving suggestions that could be adopted anywhere as to athletics, playgrounds, and play. He has gone about the country laying off tennis courts, basket-ball, baseball and volley ball grounds and putting into practise his theories.

Mr. Deal has made himself of service to the students by leading the community sings and campus games.

A Reception to the Faculty

On Thursday evening Mrs. K. R. Beckwith entertained the members of the faculty and officers of East Carolina Teachers College and a few other guests in the parlors in West Dormitory. A delightful evening was spent playing games and doing "stunts" that created a lot of amusement. Miss Pearl Wright and Mr. Robert Wright, Jr., served punch and late in the evening served the refreshments.

Faculty Entertained

The Kiwanis Club of Greenville entertained the faculty and officers of the College with a delightful dinner party on the evening of May 19 in the Rotary Club Building. There were a number of catchy stunts put on both by the members of the club and by the faculty. The lucky ones who received prizes were Misses Jenkins, McKinney and Collins.

The people at "The Vines House," the teacherage of the Greenville Schools, entertained the faculty and officers on the evening of May 20 with a delightful picnic and camp supper at Red Bank on Tar River. All went out to the spot on trucks, returning in the moonlight.

On Easter Monday the faculty and the Vines House people had a delightful trip down the river to Washington, winding up with a fish fry at the seining beach at Grimesland.

A Narrow Escape from Fire

In the early morning of May 20 the Administration Building of the college caught fire and for a short time it looked serious, but the fire company soon had the fire under control and the damage was not very great. The Sewing Room is out of commission, and the fire burned through into the Science room above and through into the room beneath. The fire was against the thick wall that had been the outside wall before the East Wing was added. The thickness of the wall probably saved the building.

The Y. W. C. A.

As several of the Y. W. C. A. officers returned to summer school an opportunity was given for a good organization during the summer term. Nine representatives were sent to Blue Ridge this year. Two of these, Miss Hallie Scoville, member of the advisory board, and Ruth Barbee, president for the coming year, came directly to summer school from the conference. Miss Gladys Bateman, the treasurer for next year, also returned.

An organization was formed by using as chairmen of the committees, girls who had been in the regular term. They are as follows: Program, Agnes Jones; Music, Mabel Thomas; Poster, Trixie Jenkins; Social, Leah Cooke; and Reporter, Augusta Woodward. This cabinet has mapped out an interesting program for the summer.

Several social affairs have been arranged.

The Y. W. C. A. opened the activities for the summer with a social. This was given on the campus, Saturday evening, June 17. The guests were divided into two large circles, the inner circle passing around and asking the name of each person passed. In this way every one became acquainted. Punch was served after which

the guests were conducted to the front campus where several games were played. Miss Minor led the party in a number of community songs.

Friday evening services will be held on the campus throughout the term. The first of these was led by Mr. R. C. Deal, Friday, June 23. The scripture was read by Miss Bonnie Howard. Many familiar songs were sung.

There will be vesper services every Sunday night, conducted by the ministers of the town and members of the faculty.

President Wright led the first Y. W. C. A. Sunday evening service for the summer term of East Carolina Teachers College on the evening of June 25. His theme was "Carry the message to others," or the responsibility of the individual to others. He used Ezekiel as the example, reading the second chapter of Ezekiel in which the story is told of how he first protested, saying the people did not want the message, but finally accepted, giving one of the finest statements of the spirit of the Christian religion to be found in the Bible. He had learned the lesson that he must meet the responsibility of giving the people the truth of the Jehovah; whether they would receive it or not, they must have the chance to know. The same responsibility is laid upon us who know. "The more one knows the greater the responsibility."

He took a passage from Isaiah, also, in which is the prophecy about the end of wars, and showed that this is usually misinterpreted for the prophet distinctly says that wars shall cease "in the latter days" when all the people shall have heard the truth about Jehovah's God, and have accepted his teachings so that the heart of man shall have been so changed that all will be willing to work together for the good of all. The breaking up of the world by the most horrible war in its history has brought the opportunity to the Christian nations to spread the truth. Taking food to the hungry nations, and taking medicines and doctors to the suffering in body gives the chance to help their sick souls.

He brought the message home to the young women before him by letting them see that theirs was the greatest opportunity of all, to spread their profession, teaching the truth, by leading the coming generation to see the light so that they become true, honest, upright men and women. Thus each generation spreads the truth and brings the great day of peace on earth nearer and nearer.

THE PILE DRIVER

MYRTIE MORSE

Men made me a creature of iron and ropes,
An elephant run by steam,
With swinging trunk and hammering head;
I move by roller and beam.
 S -- chunk -- s -- chunk,
 Huge piles I lay,
 S -- chunk -- s -- chunk,
 In the clinging clay.

Down—down—in the old sea bed,
Where the buried forests lie;
The giant that raised and lowered these,
Was mightier far than I.
 S -- chunk -- s -- chunk,
 Huge piles I lay,
 S -- chunk -- s -- chunk,
 In the clinging clay.

I lay foundations many and deep,
That shall hold the master's dream,
For the fitting and making of lives untold,
As they made my breath of steam.
 S -- chunk -- s -- chunk,
 Huge piles I lay,
 S -- chunk -- s -- chunk,
 In the clinging clay.

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