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TABLE OF CONTENTS

	PAGE
The Tobacco Growers Co-operative Association.....	1
J. Y. JOYNER	
Views of Other States on Co-operative Marketing.....	4
Athletics in the Rural School.....	8
RALPH C. DEAL	
The Boll Weevil and the Educational Problem.....	17
W. B. PACE	
The County Council of Farm Women.....	22
MRS. W. H. EVANS	
Tennyson, a Lover of Nature, as Revealed in Some of His Poems.....	24
MISS M. BESSIE HARDING	
Qualities I Desire in My Boys' Teachers.....	27
FRED CHARLES	
Editorials	32
The Faculty Quarterly Staff; Our New Business Manager; Rural Athletics; What We Shall Eat; The Home Coming; Watch Us Grow; The Bold Boll Weevil; The Curb Market; The End in Education.	
Here and There.....	38
Household Arts Department.....	77
MISS LEONE REEVES, EDITOR	
Suggestions	83
MISS MIRIAM MACFADYEN, EDITOR	
Smile	87
Reviews	99
J. L. LEGGETT, EDITOR	
Alumnæ News	106
MRS. LIDA TAYLOR PACE, '16, EDITOR	
College News and Notes.....	111
MISS BIRDIE MCKINNEY, EDITOR	
Y. W. C. A.	122
MISS THELMA JACKSON, '23, EDITOR	
Advertisements	126

The Teachers College Quarterly

VOL. X

OCTOBER, NOVEMBER, DECEMBER

No. 1

THE TOBACCO GROWERS CO-OPERATIVE ASSOCIATION

J. Y. JOYNER

The purposes of the Association are clearly set forth in the following introductory paragraph of the contract:

"The grower is a member of the Association and is helping to carry out the express aims of the Association for co-operative marketing, for minimizing speculation and waste and stabilizing tobacco markets in the interest of the grower and the public, through this and similar obligations undertaken by other growers."

Simple Principles of Co-operative Marketing

The following are some of the simple principles on which the Association is founded and operated:

1. Price protection through commodity control by organization. Eighty thousand growers of tobacco controlling a majority of the tobacco grown in the three States of North Carolina, South Carolina and Virginia are now members of the Association, under legal contract for five years to deliver and sell through the Association all the tobacco grown by them or for them over which they have legal control. This gives control of enough of that commodity to make the Association the biggest single factor in the markets of the world for these types of tobacco, and thereby makes it the biggest single factor in fixing and protecting for the grower the price of that commodity for which there is a world-wide demand and for the manufacture and sale of which millions of dollars are invested in plants and men.

Under the auction system of selling tobacco the unorganized growers, each controlling only an infinitesimal fraction of the commodity dumped in glutted competition with that of every other grower, can have no voice or influence in fixing or protecting the

price of their product—must sell it at a price fixed by organized buyers, who will naturally fix it as low as they can.

2. Orderly selling according to demand through expert salaried salesmen of the Association fully informed as to the value, the prices, and the demand for the product in all the markets of the world whose interest and duty is to sell wherever and whenever the most profitable prices for the grower can be secured, substituting intelligent, scientific merchandizing for senseless dumping that gluts markets and breaks prices.

3. Standardizing grades, pooling according to grade, and selling according to standardized grade and quality, fixing price according to quality, and guaranteeing each grower the same average price for the same quality.

4. Economy of marketing and transportation by selling through one office by sample in large quantities directly to buyers and manufacturers, cutting out a large part of the toll levied by speculators and unnecessary middle men.

5. Control of facilities for handling which must be operated at actual cost and can be operated for wholesale co-operative handling and selling at less expense.

6. Standardizing prices according to standardized grades, basing production from year to year upon estimated demand based upon information carefully collected by representatives of the growers, placing the production of tobacco each year upon the same sound business basis as the production of other marketable commodities of factory or soil.

All of these simple principles of successful merchandising are practiced by every big successful selling business in the world—manufacturers of tobacco, cotton and other commodities, Standard Oil, meat packers, consolidated steel, etc. If it works successfully and profitably for them, it will, under efficient management, work successfully for tobacco growers.

Co-operative marketing of various agricultural products under contracts like our tobacco and cotton contracts have been in successful operation for years in European countries and in several of the United States. In Denmark, where it has been in operation sixty years, and in California, where it has been in operation for about twenty-five years, it has transformed rural civilization, has placed agriculture upon a cash instead of a credit basis of

production, has brought power and prosperity to the farmers and has increased the general prosperity of all other classes.

The Burley Tobacco Association of Kentucky, is just closing its first year of successful operation under a contract almost identical with ours. It has handled and sold for its members, one hundred and twenty million pounds of tobacco at prices much higher than those of the preceeding year and considerably higher than those received on the auction markets. As a result of its success its membership has been largely increased and now includes ninety per cent of the tobacco growers of Kentucky.

In spite of powerful opposition and most unfavorable conditions in eastern North Carolina, our tobacco Growers Co-operative Association is progressing most satisfactorily in handling and selling the tobacco of its members, and its officers are greatly encouraged and feel confident of its success this first and probably hardest year.

Co-operative marketing on the commodity plan after a trial of years in this and other countries is now a demonstrated success. It is here to stay. It is rapidly spreading. It is receiving the confidence and cordial support of government agencies, of agricultural leaders, of many of the banks and ablest financiers, and of most of the magazines and papers and leaders of thought.

Believing it to be fundamentally just and financially sound, its advocates confidently expect it to become in a few years the adopted method of marketing all of the principal agricultural products of this country. They believe it to be the most hopeful and practical means for saving agriculture from bankruptcy, the farmer from economic servitude, and rural civilization from disintegration and ruin.

Views of Other States on Co-Operative Marketing

In connection with the foregoing article on *Co-operative Marketing*, by Dr. Joyner, the following newspaper clippings, from States widely separated, will be of interest, inasmuch as they are representative of States producing such a variety of commodities.

With a bumper apple crop now being harvested in New York State, the Western Fruit Growers' Co-operative Packing Association is playing an important part in the marketing of the fruit. From a survey just made by E. R. Eastman, editor of *The Dairy-men's League News*, the association this season will grade, pack and sell in more than 140 markets more than \$2,000,000 worth of apples.

"The Western New York Association," Mr. Eastman said, in the current issue of his publication, "has about forty local associations and packing houses.

"The local packing house handles peaches, pears, plums, quinces, prunes and apples. The members pick the fruit and bring the 'orchard run' in bulk to the local packing house. This packing house is under the management of a skilled foreman and under his direction the fruit is all graded and carefully packed. The foreman, all other help and all business affairs, are under the control of the local association, regularly organized with officers and board of directors. As soon as the fruit is packed and ready for shipment, it comes under the direction of the Central Association and its sales agency, which determines whether the fruit is to be marketed immediately or put into cold storage.

"The Western New York Association has established two brands. The general brand is called the Cataract brand. Another brand which they expect to market is put into a very small and very neat package under the fetching name of Yorkwin Apples.

"The sales agency of the association is the North American Fruit Exchange. A result accomplished by this organization worth mentioning is that hundreds of men banded together in a co-operative organization are able to bring influence to bear that will satisfactorily conquer difficulties that individual farmers cannot overcome at all. For instance, a large amount of fruit will rot this year in Western New York. In fact, some of it has already rotted because it was

difficult and impossible to get cars in which to move it. But the association has been able, almost without exception, to get enough cars to move its supply.

Three men have produced approximately 600 bushels of sweet potatoes this year and each constructed a curing house in which to keep them. I figure that 6,000 bushels will just about supply the demand of the three towns, Rockingham, Hamlet and Ellerbe, not including the hilled potatoes that will be for sale by small producers. One farmer who has five acres and no curing house, has been offered 50 cents per bushel in the field. I understand that potatoes are being sold on the local markets to merchants at 50 cents, and at digging time, when the "dumping" sale begins, they will probably bring 25 cents. The curing house man can wait till the "dumping" sale is over. His potatoes will keep until next spring and he can even ship potatoes north and west, but without a knowledge of the needs in the various markets at different times he may make some mistakes even if he deals with reliable commission merchants. He is just as apt to get a bill for freight charges as he is to get a check for the potatoes, especially if he ships to a market already glutted.

No individual grower can afford to keep salesmen in all the outside markets to sell his potatoes. Ten counties in North Carolina, however, with hundreds of thousands of bushels of potatoes, all counties federated in one organization, have hired, reliable salesman in each of 350 big northern and western cities and these 350 salesmen have approximately 10,000 carlot customers who buy sweet potatoes. Each representative notifies the North Carolina organization each day by wire, the needs of his market and the price the market will pay. Hence the head of the federation knows each day where potatoes are wanted worse and where they will bring the best price and knows how many cars each market will take.

It can be seen, therefore, that the only way to sell sweet potatoes is through a co-operative marketing association which controls enough potatoes to justify such methods of selling.

Don't, therefore, produce sweet potatoes more than for home use next year unless you expect to sell through such an organization.

Banks have agreed to finance co-operative sweet potato curing houses for co-operative marketing of the produce next year. If you want this service you can get it by applying promptly. No-

body is going to over-persuade you to take this step now. Sir Weevil will attend to that just a little later if your eyes are not already fully open to the situation.

A practical demonstration of the value of co-operative selling was afforded by the recent action of the farmers of the Franklin parish farm bureau, who, by pooling their cotton, were able to force street prices in Winnsboro up $1\frac{1}{2}$ cents for an increase of \$7.50 a bale, according to W. A. Givens, secretary of the organization.

Under the direction of Mr. Givens a pool of 228 bales of cotton was formed by the farm bureau members on September 7, and buyers from outside the city were invited to submit bids. The result was that before nightfall the prices offered by street buyers had advanced from $19\frac{1}{4}$ to $20\frac{3}{4}$ cents, the secretary's report claims.

As a further experiment, the Franklin parish farmers forwarded samples of the cotton to the Arkansas Cotton Growers Co-operative Association at Little Rock to be graded according to government standards by an expert employed by the association. The result was that the farmers learned for the first time that cotton they had been selling as middling and lower, and had been informed was only half-inch staple, really ranged from $\frac{3}{4}$ to $1\frac{1}{8}$ inches in length and graded on an average one full point above middling.

In commenting on this, Harry F. Kapp, secretary-manager of the Louisiana Farm Bureau, said: "The experience of the farmers of Franklin parish in their attempt at pooling simply demonstrates in a small way what will be accomplished over the entire State, with a still greater margin of profit, when the Louisiana Farm Bureau Cotton Growers Co-operative Association is placed on a going basis."

Apropos of the organization of the growers of dark tobacco, for co-operative marketing, and the prediction of organization for co-operative marketing of the various products of the farm, a consumer inquires what will happen to the consumer in that event.

The consumer will continue to buy food, as he always has bought it, and as he always has bought every other commodity, at prices made, by various conditions, and declared by the seller.

The consumer never has bought farm products under such conditions that he made the price and the seller accepted it.

The farmer has stood quite alone in the commercial world as a producer who has had to accept prices made by others; prices wholly unaffected by his wishes and often prices much beneath the cost of production.

The bargain at which the farmer's produce has been bought often has not been reflected in the prices at which the consumer has bought from the rehandlers of those products.

Exorbitant prices of food need not be feared as a result of the producer having a voice in the price of what he produces. Danish butter could not be exported to England and other countries if co-operative marketing in Denmark, where it is highly developed, made an exorbitant price for dairy products in Denmark. But the Danish farmer has greater welfare as a result of co-operative marketing because a greater part of the dollar paid by the consumer of food goes into the producer's pocket, and less of it into the pockets of middlemen.

If wool were given to manufacturers of woolen cloth, not merely sold at prices made by the buyer, a suit of clothes would not be sold to the consumer at much less than it now costs.

Whenever the farmer shows how little wool there is in a suit of clothes and how little relationship there is between the cost of a suit of clothes and the farmer's price for the amount of wool there is in it, the manufacturers explain how little the price of wool has to do with the cost of making woolen cloth and making a suit of clothes, of woolen cloth, and how little the farmer seems able to understand why he should pay what seems an enormous price for a few pounds of wool made into clothing.

The result of co-operative marketing will be that the manufacturer will have to pay a little more for that negligible factor in the cost of cloth and clothing, the wool that goes into it. The pork packed will pay a little more for pork on the hoof, an element in the cost of cured hams and boxed breakfast bacon, the butter manufacturer will pay a little more for his cream. The farmer will be able to conduct his business as other kinds of business are conducted, basing selling prices upon cost of production.

ATHLETICS IN THE RURAL SCHOOL

BY RALPH C. DEAL, *Superintendent of Schools, Elizabethtown, N. C.*

Probably no field of endeavor in school work is so rich in opportunity and so void of intelligent effort as the field of athletics in the Elementary Grades and in the Rural High School.

The accepted idea of school athletics, the popular idea of school athletics, is the picture of the battling warriors on the gridiron with thousands of enthusiastic spectators cheering their favorites, or the baseball or tennis teams struggling with their rivals while fans and fannies, with streaming colors and fast hoarsening voices, are doing their valiant best on the side lines.

Some of us now engaged in teaching have been so fortunate as to have worn the padded helmet and chewed the mouthpiece of a nose guard, or to have pawed the dirt around one of the bases during our high school days. This was possible, primarily, because we were students in some school with a sufficiently large enrollment to make athletics, of an organized kind, possible. At the same time, no doubt, our school was surrounded by a score of small schools where football was unknown, tennis never even heard of and baseball played with a yarn ball, a home-made bat and some five or six players to the side. Here the spirit of the sport was kept alive and fostered, not by advantageous surroundings, but by love of the pastime and the spirit of play.

This condition exists today. It is not the fault of the large high school. It is the misfortune of the smaller school in being small, and is due to lack of initiative on the part of the teachers in the small schools. The paid coach, the summer training camp, the fine uniforms, the well-kept gridiron and diamond are so far beyond any hope of realization by the rural elementary or small high school that they are not even dreamed of. Yet our State is full of these small schools and my experience and observation lead me to believe that very little effort is being made in these schools to intelligently control the athletic endeavors, or to organize the school play into a definite system.

This organizing and systematizing can be done and has been done. I speak not from theory or observation, but from experience.



HOP SCOTCH—SECOND AND THIRD GRADES



TENNIS CLUB

In the first place I would dignify every form of physical endeavor that calls for active physical exercise and effort as "Athletics." It is possible for every teacher of average intelligence and energy, regardless of the size of the school in which she or he is placed, to plan, put into execution and supervise a system of athletics as simple or as extensive as the enrollment and the personnel of the school justifies. The fact that we cannot enjoy the greatest blessings should not prevent our enjoying the simpler ones. My inability to own a Packard does not keep me from driving a Ford.

The small school is certainly entitled to great consideration, for the large majority of our schools are comparatively small ones.

Many teachers labor under the mistaken idea that any athletic contest has no aim beyond the physical development of the pupil. No more erroneous idea could be held.

Personally, I am of the opinion that the mental and moral good resulting from clean athletics is equal to, if not greater, than the physical development.

Playing games according to well defined rules develops a spirit of good sportsmanship and fair play, engenders a feeling of respect for a worthy opponent, and trains one to be a good loser as well as a good winner. School children are quick to sense unfairness, quick to notice anything that savors of cheating and quick to resent the implication that they cannot win fairly. As a rule they dislike playing with, and will even avoid securing as partners, those who do not play fairly or who will not observe the rules of the game.

Nearly all forms of outdoor sport call for quick thinking, the ability to realize the value of an unexpected opportunity, and the wit to seize the opportunity. Pupils can be trained to be, to a large extent, alert, awake and watchful.

Team work, that most essential element in all sports or games where there are more than one contestant to the side, is but another term for curbing the individual desire for the good of the mass. It is one of the first things the youthful athlete learns. And, by the way, it is one of the necessary characteristics of ideal citizenship.

Self-possession, control of temper, a clear brain, a clean body, a respect for the rules of the game and a high sense of honor are as necessary for successful participation in outdoor sports as a strong body and nimble feet.

The child is, notwithstanding the parent's idea of laziness to the contrary, a creature of action. And organized activity, with the element of contest added, appeals to him far more than merely moving about.

And have you ever noticed the propensity of a child for eating at every opportunity? This is not due to abnormal appetite. It is more often due to the fact that he has something to eat near by, and, lacking any better occupation, he eats.

In many rural schools where it is customary to observe a recess and a noon period, or two recesses, children begin eating at the first recess the moment their liberty begins. This is largely due to the fact that they have nothing of particular interest to attend to. Give them some form of exercise, however simple, that appeals to them and their haste to get busy will not permit of eating all the time. Note the difference after recess or noon period in the physical and mental condition of two children; the one having been lolling around the steps eating, or just "standing around," and the other having been called by the bell from some form of bodily activity.

It is not infrequently the case that pupils who have a class room reputation for slowness and stupidity gain the admiration of their companions by their ability on the playground, and this admiration gives them a form of self-respect, so dear to them, that they strive to bring the classroom reputation beyond the level that means loss of prestige.

The proper control of the games gives the teacher the finest method of discipline that can be imagined. It works almost beyond the fondest dreams.

In our school we administer punishment, when punishment must be administered, by barring pupils from taking part in games for a certain period of time, the length of that period being determined by the nature of the offense.

We have worked along this line until the system is recognized by the pupils as being just and equitable to all concerned, and a ruling by the principal is accepted, always, in the finest spirit, and has never failed to get results.

I would like to illustrate with two instances that have occurred during the past three years.

One day, William, a fifth grader, contradicted his teacher in the presence of the class. Having gone this far William became



"STARTING THEM YOUNG"



"SHE SURE SLINGS AN UGLY SHOE"

sullenly ugly and generally obnoxious. The teacher reported the matter to the principal, who called a meeting of the boys in the elementary grades, explained William's offense, spoke briefly of its objectionable nature, and barred the offender from all participation in school games for one week. This was accepted by the boys as a fair punishment and William, on the playground, became a zero.

At the end of three days the teacher sought to intercede for the offender. His misery was so apparent that his worst enemy would have been moved to pity. He has never repeated the offense.

If you think a small boy, or a large one, does not like to play, just stop him for a time and watch.

Two inviolable rules are in force. One is that any pupil failing to make monthly grades of promotion rank cannot take part in a contest with another school. The other is that for continued misconduct in a classroom a pupil can be dropped, with one day's notice, from the ball team. Some time ago two seventh grade boys, for misconduct in class room, had their names dropped from the ball team just before the most important game of the season. They were both good players and their places were filled by substitutes of mediocre ability. The principal's ruling was accepted by the captain of the team without a question.

These boys are now playing on probation, and have been put on probation, not by the principal, but by the captain of the team.

The writer overheard one of the older players telling the offending members that "they didn't intend having the team shot to pieces by a couple of boneheads that didn't know when to keep their traps closed." These rules of discipline are applicable in all grades in school, yet have been resorted to only four times in five years.

I shall briefly outline our school's system and list of adopted sports. These are the ones that we have found easiest to organize and supervise, least expensive to equip, best adapted to our rural schools and elementary grades, and most satisfactory in results.

In two respects God has blessed the rural school in eastern North Carolina most wonderfully. He has given us a climate that permits even summer sports, an almost unlimited playing season, and has given us a soil that makes nearly all of our school grounds ideal in many respects. It is self-drained, dries quickly, and is free

from mud. I have seen tennis played an hour after a downpour of rain.

For first and second grade pupils no better game can be found than Hop Scotch. This does not sound much like athletics, does it? Try it for about fifteen minutes and it will sound much more like it. Courts of like size and design should be used for all who play, care being taken that the spaces are not too large for the little ones. Elimination contests should be held. Each grade can in that way select a representative and these representatives play for the championship.

Hop Scotch Champion of the school! Ever hear of one? Well, that title means as much to a second grade kiddie as Home Run King would mean to the ball player who had been batting .001 in a bush league.

Champion Hop Scotcher! The little one has won, against all comers, by her own effort, a title.

These contests should be supervised by the teacher. She should watch carefully for "faults," or "breaking the line," and should encourage the contestants to acknowledge, of their own volition when they have faulted.

It is here that the first lesson in fair play begins.

Let me say that never, as long as she lives, will be given to the teacher such another opportunity for teaching and illustrating the lessons of justice, equality, truth and honor.

This teacher supervision should continue through all the grades and in all the sports. It is needless to add that the teacher must keep as close watch upon self as upon pupils. Above everything the teacher must establish a reputation for fairness and justice. Criticism should always be of a kindly nature.

This game can be continued through as many grades as the interest of the children will justify. I have seen it tried successfully through the fifth and sixth grades. It can be made more complicated for the children in the higher grades.

Beginning in the third grade Jump Rope should be used. Elimination contests can be arranged and the contests can be carried with interest and with fine results straight through the high school department. Do not get the idea that jumping the rope is the easiest thing in the world to do. It is one of the very finest of exercises and is pretty hard work. Next I would suggest "Throwing



BASE BALL SQUAD—1921 AND 1922

Games—54

Won—44

Lost—9

Tied—1



STARS—OF GREATER AND LESSER MAGNITUDE

Horseshoes." I call it by its best known name. I have seen on our school grounds eight and ten games going at the same time. It is a favorite with both boys and girls. The field for contest is almost unlimited: grade contests, school championship contests, boys' singles, boys' doubles, girls' singles, girls' doubles, mixed singles, mixed doubles—an almost endless variety of combinations.

I have in mind a buxom, good natured, energetic country girl, an eighth grader now, about fourteen years old, left handed, that I would like to match against the United States champion. Last year she defeated an eleventh grade boy in a hotly contested match, and when she won the last game and the match the boy remarked to the crowd that was watching, "She sure does sling an ugly shoe." And I can heartily add, "She sure does."

Every pupil in our school who is big enough to throw a horse-shoe without falling down is encouraged to play—the same rules, except distance of stakes, governing all.

Prison Base is our cold weather favorite, and the players are separated according to size rather than by grades. Sides are chosen from groups of comparatively equal sizes. The only real danger in this game lies in the possibility of some little one being run over by a large boy or girl. To minimize the chance of accident, play zones are used, and a safety zone established around the schoolhouse.

Basket Ball will always prove popular and beneficial. Our fine climate gives us, practically, a school session season.

I do not consider it wise to try basket ball with pupils lower than the sixth graders, and not with these unless they are well grown. Tossing and goal shooting require strength that is lacking in small children.

Basket ball is real sport and calls for the very best effort of a player. It brings into play every muscle of the body, and demands an alert watchfulness that keeps a player keyed up to a high level of mental effort.

In this game I would not allow boys and girls to play with or against each other. The chance of injury is minimized by having players equally matched. This is not true when mixed teams are played. I am not a believer in mixed basket ball even on the home court. I would suggest, whenever it is possible, one court for boys and another for girls.

Rules of the game and directions for laying out a court can be had from any sporting goods house.

One of the finest sports I have ever tried for girls is Baseball. In order to make it entirely safe for girls, we have made a game of our own. We use an Indoor Baseball outfit and play the game outdoors. The ball is large and soft and is pitched with an under-hand delivery. Injury from being struck by the ball is impossible. The bat is small and light and can be handled by a girl of ordinary strength. The diamond is small and does not require extraordinary effort in throwing the ball or in running the bases. This game is one of the finest in the whole realm of sports for girls, and it is immensely popular. It is fast, exciting and safe. It calls for good head-work, good team-work and considerable ability. High school girls and the larger girls in the grades find it most attractive and enjoyable.

Two more sports we have on our list: Baseball and Tennis.

Boys should begin playing ball in the second grade. They should use a yarn ball, a light bat, and play on a small diamond, and with enough teacher supervision to keep them from coming to grief. There is practically no chance of injury with a yarn ball and a light bat, and there is no game they can play that will do them more good. Begin them early, safeguard as far as is possible against injury, and let them go to it, for, in all probability, it is the game that they will enjoy the most and play the longest.

When they get too large for the small diamond and the yarn ball, give them a diamond of regulation size. Help them secure equipment and give them your advice, encouragement and assistance and you will find it a paying proposition.

Of all sports for developing self-control, fairness, courtesy to an opponent and a spirit of good sportsmanship, I am inclined to believe that tennis ranks first.

The game, by its very nature, is a gentleman's game. The fact that the receiver, for amateur tennis is nearly always played without an umpire, both at serve and in after-play has the privilege of calling his opponent's faults and lost points, calls for the very highest type of honor and fair play. I believe it develops the very highest type of sportsman. You seldom find cheating in a tennis game, and I have found that this being placed upon one's honor in the game has a fine and lasting effect upon the pupil in his class room attitude and his general attitude towards others.



"COACHES"

I am satisfied that no game will do more for the development of the player than tennis, and I think it should be begun as soon as a child is strong enough to stand behind the back line and serve a ball, with a fair degree of speed and accuracy, with a twelve ounce racket.

The tennis court is seventy-eight feet long and thirty-six feet wide, and I would suggest that every school that has a strip of land, clear of trees, that measures at least ninety by forty-five feet, lay out a tennis court, learn the rules of the game and teach it to the pupils in school, for it will bring quick returns for the outlay of effort.

In conclusion I would like to say that the contents of this article are not merely theoretical, but an actual system now in use.

There is hardly a school in North Carolina that could not put into effect this, or a similar system, in part, if not in its entirety.

Nearly all schools have sufficient ground space for most of the sports. They are easy to systematize and supervise, are of little expense and trouble and all of them are enjoyed by the participants and are of a beneficial nature.

Every school in North Carolina should have a playground; and may I offer this suggestion to those schools that have no playground, or an insufficient one: An acre of land in North Carolina, adjacent to a schoolhouse can be bought cheaper today than it can ever be bought again. Buy it now.

Just a word in regard to the supervision of these sports: The teachers should familiarize themselves with the games and the rules for play. They should be on the grounds watching the play.

Sometimes their presence alone is all that is necessary. Sometimes a word of advice, sometimes a word of approval and sometimes a word of disapproval is needed.

Above all do not let the pupils get the idea that the teacher is trying to put their games on the classroom basis. Just let them know that you are on hand, know how to play the games, that you are interested, and in a short time they will, of their own initiative, make you their court of appeal—and that is your opportunity.

An over-officious teacher, a bossing, ever-interfering teacher is an absolute kill-joy to pupils.

I think it wise for teachers to take part in games, *when they are invited*, and not always then.

The writer occasionally takes part in nearly every kind of game played in his school. But he has found that if he only does so when he is asked, the invitations come more frequently than he can accept.

Make the pupils feel that the sports are theirs and help them develop their own leaders. These leaders will prove to be the teacher's strongest allies and dependencies in school work.

One thing I should like to live to see—and most probably shall not: I should like to see in every college in North Carolina, that has for its object the training of teachers, a Department of Elementary and Rural School Athletics. And for the head of this Department, not a physical director, necessarily, nor a recently graduated college athlete, nor a teacher of aesthetic dancing, but one who knows the conditions in our rural and elementary schools, one who knows what they can use and what they cannot use, one who knows what will be most beneficial in result when actually put in practice in the schools, one who has a heart full of desire to help the teachers and the pupils and a head full of the knowledge of how to use these sports for the upbuilding of the State through the upbringing of the children.

THE BOLL WEEVIL AND THE EDUCATIONAL PROGRAM

W. B. PACE, *County Agent for Pitt County.*

The cotton boll weevil is not a native of the United States. Its first home was very likely in the plateau regions of Mexico and Central America. Records indicate that it caused the abandonment of cotton in certain regions of these countries. About 1892 the boll weevil crossed the Rio Grande River, near Brownsville, Texas. It may have flown across or it is possible that it was carried over in seed cotton to be ginned at Brownsville. By 1894 it had spread to six or eight counties in southern Texas. A preliminary examination was made that year under directions of Dr. L. O. Howard, Chief of the Division of Entomology, and it was found that the pest had an enormous capacity for doing damage. Since 1894 the boll weevil has extended its range annually from 40 to 160 miles.

During the first ten years of its advent into this country the annual rate of the spread of the weevil was 5,640 square miles. From 1901 to 1911 the annual rate was 26,880 square miles. In 1916 it reached 71,800 square miles. At the end of 1921 more than 600,000 square miles of territory had been infested by the boll weevil, leaving only about 100,000 square miles of cotton producing territory uninfested. Much of this 100,000 square miles has been covered during 1922. Practically 95% of the cotton belt is infested by the weevil and the area now infested produces 98% of the cotton crop of the cotton belt of the United States.

Too much cannot be said about the damage done by the weevil. Too many of our people think today that the boll weevil will never do us any damage, and so it has been with every county and every State between Pitt County, North Carolina, and Brownsville, Texas—but Mr. Boll Weevil gets there just the same, and he brings every member of his large family along with him. The losses caused by the boll weevil are both direct and indirect. It is absolutely impossible to estimate the losses due to depreciated land values, the closing down of cotton gins and oil mills, and other indirect results of the weevil invasion. He does a real damage. He will close stores, banks and moving picture shows where people rely on cotton.

He will cause some people right here in Pitt County to go hungry and cold during the winter months unless they grow and take care of their food and feed.

All of the Government estimates have been made on the basis of the direct loss in nonproduction of cotton lint and seed. The Bureau of Crop Estimates of the United States Department of Agriculture in the fall of 1920 estimated an average annual loss for the last four years of about \$300,000,000, based on nonproduction only. If all the indirect losses were added to this I am sure it would be several times as great.

Before planting time in 1924 the majority of farmers will want to know something of weevil control. I shall stress ten points along this line as follows:

1. Cotton acreage must be reduced per plow. Very few farmers will be able to fight the weevil successfully when they have more than four or five acres to the plow. When tobacco is grown as it is in eastern North Carolina, an average farmer will not have time to cultivate properly and keep dusted or poisoned more than four or five acres of cotton.

2. The land shall all be prepared early. The first step in procuring an early crop is the early removal of the stalks, so that the land may be plowed during the fall and winter and the seed bed thoroughly prepared. Just how much can be done is of course a problem for the individual farmers to determine and depends largely upon labor and weather conditions, but the importance of a well prepared solid seed bed can hardly be overestimated. Furthermore, unfavorable weather conditions shortly before planting often prevent plowing at the time, and early preparation does away with this risk.

3. The use of a good variety of seed, such as the Cleveland Big Boll, Cook's Improved, Mexican, Lone Star, King's and others, which set their fruit early and continue to put on squares during the growing season. This is one of the most important steps in weevil control.

4. An important step in procuring an early crop is the liberal use of commercial fertilizers. Use fertilizers with a rather high percentage of phosphoric acid in the mixture, and at least half the nitrogen from some of the quick acting sources like nitrate of soda or sulphate of ammonia and the other half from some of the slower sources, such as cotton seed meal, tankage or fish scrap.

In using fertilizers the farmer should plan to supply his weevils with an abundance of food (squares) until his crop of bolls has been matured beyond the point of injury and then the sooner his cotton stops squaring the lighter his infestation will be the following season.

5. Do not top dress cotton unless it is put right after chopping. Early maturity must not be delayed.

6. During the growing season the cotton should be very carefully cultivated, otherwise most of the benefits of early preparation, early planting and fertilization may be lost. Under most conditions the old plantation rule "once a week and once in a row" should be applied. This will not destroy many weevils, but it causes the plants to continue uninterruptedly in their growth. By all means such operations as deep cultivation and cultivation close to the plants, which cause shedding, should be avoided. Every precaution must be taken to avoid shedding as the weevil will prevent the maturity of the latter fruit, and moreover, will be forced to attack bolls which otherwise would not be injured. The importance of keeping the cotton squaring long enough to protect the bolls until safe from injury must not be overlooked and the best way to accomplish this result is to continue cultivation at least three or four weeks beyond the usual time of "laying by." This is somewhat dangerous, since it is a critical period in the bolling of the cotton plant, and improper cultivation would bring on a disaster to the crop. The plow should not be run too deeply or too close to the plants or excessive shedding will result. Careful late shallow cultivation is very strongly recommended.

7. In years which have elapsed since the advent of the boll weevil into the United States every conceivable means of direct control has been tried repeatedly. Owing to peculiarities of the boll weevil attack, most of these attempts have been unsuccessful. Some methods were found which would control the weevil, but these were either impracticable or too expensive for use on a commercial scale. During comparatively recent years, however, a method of poisoning has been developed which has proved very successful. This consists of the treatment of the plants with powdered calcium arsenate by a specialized method. Several bulletins have been issued on this subject by the Department of Agriculture and all farmers interested are urged to obtain them and read them carefully before planning to use poison.

The first question which occurs to the cotton farmer contemplating poisoning is whether it will pay or not. From the following any cotton grower should be able to determine the question for himself.

It will pay to poison:

If the weevils are really injuring your crop seriously; and if your land is sufficiently fertile to yield at least $\frac{3}{4}$ bale of cotton per acre with the weevil eliminated; and if your farming organization is such that you feel assured that the poison applications will be made at the right time and in the right manner; and if you are willing to spend the full amount necessary to provide an adequate supply of dusting machinery and poison.

You should not poison if the cost of the calcium arsenate, the cost of the labor to apply it, and the depreciation on the dusting machinery will total more per acre than the current value of 100 pounds of seed cotton.

Hand guns should be figured as depreciating 100% in a season and the larger machines about 25%.

There are many other questions that will naturally come up, among which will be: What kind of dusting machinery to use? Would you use other preparations for poisoning than dry calcium arsenate? There will be a crop of agents to sell all kinds of worthless tools and poisons which we hope our farmers will guard against. Dust early, just before the squares begin to form, using an old guano horn with a cheese cloth over the end, or a perforated tomato can, or some other similar home-made contrivance that will put out a small amount, (about two pounds per acre) right on the buds of the young plants. This will kill the old hibernating weevils before they have a chance to puncture the young squares and will save much of the early cotton.

8. Pick up and destroy all punctured squares at least once a week, using the labor that would otherwise be idle on the farm.

9. Plow under stalks as soon as cotton has been picked, and as long before frost as possible. By so doing you send the weevil into hibernation early and hungry. If this is not done before freezing weather no advantage is gained as the weevil will have gone into winter quarters already. It might be a good idea also to burn off ditch banks, fence rows and around stumps and otherwise clean up the cotton fields during the winter months. There is no advantage in burning off the woods near by, as the weevils go to high and dry places rather than stay near the ground.

10. The tenth and concluding step that I shall mention in weevil control is by no means of small importance. In the first step we said to reduce the cotton acreage. In reducing the acreage it is very important that every farmer insure a living at home on the acres made available by such reduction. See that there is a permanent pasture and that there are sufficient forage crops and grain crops to feed all the live stock which should consist of at least one good milch cow, a brood sow and her offspring, and fifty laying hens, besides the horses and mules of the farm. When these ten steps have been taken Mr. Boll Weevil and his large family will find hard sailing in our midst.

THE COUNTY COUNCIL OF FARM WOMEN

MRS. W. H. EVANS, *President of the Council of Farm Women, Darlington, S. C.*

The recent activities of the campaign for Co-operative Marketing of tobacco and cotton, put an idea into the heads of the women to form a market, whereby the farm women could sell their produce to advantage. The County Council of Farm Women, and through the efforts of the Home Demonstration agent, we formed what is known as the "Country Store." Twice a week, Wednesdays and Saturdays, the producers from the country bring in their articles for sale—vegetables with a "just gathered" look, chickens, turkeys, spring lamb, tender veal cutlets, country hams, eggs, butter, buttermilk, cakes and pies of all kinds, jellies, preserves, pickles, etc. We open promptly at 9:30 A. M. closing at 12:30 P. M. We do most of our selling within an hour or two. It is operated by the farm women alone. We are the sole stockholders. Our system is called "The Slip System." We charge 5% to sell; that pays for paper bags, and a farm woman who acts as cashier. Each woman sells or looks after her own goods as far as possible. We have a table for vegetables, one for eggs, butter and milk, one for meat, and another for cakes, pies, bread, etc. Each producer or seller has a pad with slips of paper; she writes the article sold, the price and the name of producer, and gives it to the purchaser, who goes from table to table until she has bought all she wants. She then takes these slips to the cashier who runs up her account and pays for the articles bought. The cashier files all of the slips and after the market closes the slips are separated, added up and then the producer is paid off, checked up, and pays her 5% commission. We have a committee who keeps up with the prices. We go to the cash and carry store and to others and then we strike a "happy medium." It is not our object to undersell any one. We standardize and grade our vegetables, and sell them to great advantage, products which were wasted, but now find their way to markets. As someone remarked "that the farm women know how to make salable articles, and there is no possible shadow of doubt concerning the fact that they know how to sell them after they have been made. Had the men developed such mastery of the art of salesmanship years ago, conditions over the universe would now be very different."



COUNTY COUNCIL OF FARM WOMEN, DARLINGTON, SOUTH CAROLINA

The women of the town are enthusiastic over the market and many minutes before the doors are opened, housewives are there waiting with empty baskets to be filled with lovely fresh fruits and vegetables. It is certainly a social hour, both for town and country women. The time is not spent in idle gossip but in learning things worth while. New methods of gardening and new recipes for cooking are learned.

Country woman has come in closer touch with the town woman, and that spirit of determination, of independence, of self-assertion has been aroused, and the work is broadening in scope and purpose. It is most remarkable that the dawn of the new day was so long in coming. Our market is truly a lesson in co-operation.

As to the profits, it should be stated that a liberal hearted citizen let us use free of all charge an unused store, hence the rent amounted to nothing. During our first year we are selling on an average of \$150.00 worth of farm products per week or more than \$7,500 per year. We hope to quadruple that amount during the next few years. Much of this produce that is sold would be wasted were it not for the marketing system we are now using. It can be seen very clearly that those who take part in this Council not only get new ideas, and develop a fine spirit of co-operation, but they are well paid, financially, for the efforts put forth.

TENNYSON, A LOVER OF NATURE, AS REVEALED IN SOME OF HIS POEMS

M. BESSIE HARDING

"To him who in the love of nature holds
Communion with her visible forms she speaks
A various language."

Perhaps never have these words of our early American poet been more thoroughly verified than in the life and works of England's laureate, Alfred, Lord Tennyson. While yet a mere child living in God's out-of-doors, enjoying all its freedom, learning much wisdom from nature's various visible forms, he "heard voices speaking to him in the wind." These voices of the wind and many other forces of nature spoke to him a "various language" which, in after years, the poet was better enabled to speak to the hearts of the people, because, from childhood to manhood, from manhood to old age, he lived in close communion with nature, who

"So far as in her lies
Imitates God and turns her face
To every land beneath the skies
Counts nothing she meets with, base,
But lives and loves in every place."

He loved the voices in the wind, the pipe of the linnet, the lark's song to the blue, "each flower's beck and nod and the green field's smile to God."

The "little flower in the crannied wall" spoke to him a language which filled his heart, but passed far beyond his own understanding.

Even so, all the form of nature in all their various glories, spoke to him a language which filled his heart, and from out this abundance he gave to the world many an interpretation which speaks to the soul of man.

How delightfully he speaks to us the language of the brook through all its many stages in its journey from the tiny rill to the great wide river! This little brook about which he lived, along which he wandered, which he studied and loved, spoke to him in its "chatter and gurgle, and babble and bicker, in its slip and

slide and gloom and glance and dance, and turn and flow to join the brimming river."

His love of the wild grandeur in nature speaks to us in that sunset scene around the mountain lake, where

"Splendor falls on castle walls
And snowy summits old in story:
The long light shakes across the lakes
And the wild cataract leaps in glory."

and there reverberate all the wild echoes of the Bugle Song.

He loved the "Bugled dawn," when,

"Fresh-washed with dew,
The maiden star of the morning
Shook in the steadfast blue."

He loved the glory of the day with all its varied activities, the sunset's splendor at its close, the twilight's soft gleam, the moonlight's mellow glow and the myriad voices of earth and sky through night and day, but none had an influence that sounded so wide and deep and far as the sea in all its various moods.

The quiet calm of the sea speaks to us in the

"Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea.
Over the rolling water go
Come from the dying moon and blow."

so softly and gently as to lull to sleep the sweet babe on its mother's breast.

Many other expressions reveal his passionate love of the sea. It is the language of the sea that speaks to him in the anguish of soul in the loss of his dearest friend, Arthur Hallam, and gives to us that sweetest of dirges,

"Break, break, break
On thy cold gray stones, O sea,
And I would that my tongue could utter
The thoughts that arise in me.

"O well for the fisherman's boy
That he shouts with his sister at play,
O well for the sailor lad
That he sings in his boat on the bay,

"And the stately ships go on
To their haven under the hill,
But, O for the touch of a vanished hand
And the sound of a voice that is still.

"Break, break, break,
At the foot of thy crags, O sea,
But the tender grace of a day that is dead
Will never come back to me."

Then, finally, is that evening scene on the sea, which Tennyson deems a fitting emblem of the passing of the soul to the great beyond,

Sunset and evening star
And one clear call for me
And may there be no moaning of the bar
When I put out to sea."

"But such a tide as moving seems a sleep
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

"Twilight and evening bell
And after that the dark,
And may there be no sadness of farewell
When I embark

"For tho' from out our bourne of time and space
The flood may bear me far,
I hope to see my pilot face to face
When I have cross't the bar."

Even as the tide returns again to its home, the great and boundless deep, so the soul returns to its source, its Creator, and lives in God,

"That God who ever lives and loves
One God, one law, one element,
One far off divine event
To which the whole creation moves."

QUALITIES I DESIRE IN MY BOYS' TEACHERS

BY FRED CHARLES

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I want my boys to be free of prejudices and superstitions, either political, religious or economic; I want them to possess the capacity to think and to know the processes of experimentation. I want them to be able to distinguish between a pretense and a reality, and on the aesthetic side, too, I want them to know how to distinguish between the true and the false, the beautiful and the ugly.

It seems important to me to know what I want those boys to become before I attempt to say what qualities I desire in their teachers. It goes almost without saying that I want in the teacher the same qualities and capacities I want in the boys.

For I think it inconceivable that a narrow-minded teacher should, by her association, make a boy broad-minded. Before she can impart a capacity for unbiased thinking she must have something to impart.

TEACHERS ARE HUMAN

I do not mean that the teacher must be entirely free from prejudices. Teachers are human, and like the rest of us they entertain their superstitions. But I do mean that the teacher should refrain from imparting her prejudices to my boys.

One boy has a history teacher who believes the welfare of the country is dependent upon protective tariffs. I do not care if she attempts to make the boy believe that—although I do not think it is true—so long as the attempt is limited to presenting the arguments for protection along with the arguments against it. Let the matter be determined by reason and not by ukase. If the teacher has no arguments against protection, let her fortify herself with some, or delegate some of the pupils to find some. I do not want my boys to say, "Teacher says so, therefore, it is right."

This is too much like the attitude of another teacher I knew years ago who, when backed into a corner and exhausted of her own information, threw the burden of proof upon God: "Teacher, what makes the grass green?" "God makes the grass green, children."

TRADITION OF OMNISCIENCE LINGERS

In the old days teachers were considered omniscient. I think they liked being considered omniscient, not only because it was flattering, but because they often came to believe in their omniscience and that was a form of compensation in an age when there was little compensation for teachers of any other kind.

Today the tradition of omniscience lingers, here and there, and I do not like it. I do not expect my boys' teachers to be omniscient. I do not want their attitude to be, "I know everything, but don't ask me too much." I want it, rather, to be this:

"We have been brought into a very big and an exceedingly complex world. If we are going to live happily and at peace with our neighbors, find congenial employment and at last make the world better for having come into it, it is our first duty to find out all we can about this world.

AN ASSOCIATION FOR DISCOVERY

"We are associated together for that purpose. We are here to discover, if we can, what the world is made of and why, what laws control its life, how it 'works.'

"I don't know a great deal about the world. Nobody does, for there is so much to learn and the wisest of men is just as ignorant as we are about many things. I don't know a great deal, but I have the advantage of you in having lived in the world longer, having studied about it a little more, having learned some of the short cuts, by which one may arrive at knowledge of the world.

"But after all, I do not know so very much. In this class we will work together, you and I, to learn all we can. I will help you and, in turn, you will help me. I think it will be very interesting."

NOT FACTS, BUT THEIR PORTENT

The school, of course, will not teach my boys half as much about the world as they will learn outside school. They learn from newspapers, from magazines, from watching actual operations and having actual experiences. But the school can help them to systematize this knowledge and to discover the laws that bind this operation to that, or give this experience meaning only in the light of some other experience.

And, of course, the thing to arrive at is not merely an accumulation of facts. Facts must be accumulated and co-related, but facts are of importance only as they point to some other fact or open the way for the discovery of other truths.

There is no merit in knowing that two and two made four last week, but it is very important to know that two and two will make four tomorrow. There is no point in knowing the story of the French revolution unless it helps you to understand tomorrow's revolution and gives you an appreciation of the forces that make for revolutions.

INTELLIGENT EXAMINATION QUESTIONS

So that, if I were teaching history, I would consider these intelligent examination questions:

"In your opinion is there any danger of a revolution in the United States? Why?"

"If there is likelihood of revolution do you think it will be an economic or a political revolution?"

"Write briefly a forecast of the history of the Republican party for the next twenty years."

Now, these questions do not simply ask the pupil to repeat, parrot-like, certain scraps of information picked up in the classroom. That the boy has learned his lessons ought to be taken for granted—if the teacher is on to her job. If I were a teacher I do not believe I would have to rely upon an examination to tell me whether John Smith, with whom I have been associating daily for a year, knew the date of the signing of the Declaration of Independence.

THINKING ABILITY THE TEST

That John has learned the outstanding facts of the American revolution may be taken for granted. The important question is, what is he going to do with those facts, now that he has them? Is he able to think with them? I think John's answers to the questions I have proposed would be revealing, because they would show whether he has been reasoning, or merely swallowing whole, the current slogans of the Chambers of Commerce or the left wing Socialists.

How would you "grade" a paper like that? You would, first of all, have to lay your own prejudices aside. You'd have to look for evidences of cerebration. And it's possible that you'd have to give

100 both to John, who sees a revolution coming, and to Bill, who is quite sure there never will be a revolution. That means, if you are going to be as good a teacher as I want you to be, that you will have to be able to tell whether John or Bill is writing sense or nonsense.

All of this means that when we have teachers to fit my specifications the test of a boy's progress in school will not be, "Does he conform to all the current prejudices about art and literature and economics and politics?" but "Is he able to *think* about politics and to *feel* about art?"

INDIVIDUAL INSTRUCTION ESSENTIAL

The teacher who is satisfied with meeting merely the routine requirements of her job, has one of the softest jobs in the world. She can work five hours a day with two whole holidays each week, as compared with from eight to ten hours a day six days a week, in other careers. But why be satisfied merely in the routine requirements of the job? Why should not the teacher make up her mind to devote as much time and thought to her job as I do to mine? Suppose she sets an eight-hour day for herself. This gives her five hours a day in the classroom and three additional hours to be devoted to informal instruction.

In those three hours she can take Bill and John for a walk in the park, or go with them to visit a big industrial plant. Tomorrow she can take Sally and Susie. And I warrant you that in these three extra hours both she and the children would be learning more about the birds and the flowers and steel castings and geography than they could ever learn in the classroom.

Individual instruction is essential because children are individuals before they are classes or grades. I know two boys, one of whom might become a good mechanic or an engineer, and the other an artist if they succeed in learning the technique of those professions. But individual instruction is desirable if the engineer is to become something more than just another engineer in a world which already is well supplied with engineers, or if the artist is to become something more than another picture maker in a world already full of picture makers.

THE FLAVOR OF PERSONALITY

In college I had a teacher of French and I have forgotten all the French she ever taught me; but I have not forgotten her personality, her point of view, her discursive and delightful accounts of the siege of Paris in 1871, of which she was a witness, nor the standards of taste which she upheld.

And so of the teachers of my boys I want something more than a technical meeting of the course of study. I want personality, judgment, thought and taste. I want them to be, first of all, interesting human beings. I want them to be attractive. All women cannot be beautiful, but every woman can be lovely.

One forgets his French, his history, his arithmetic. But one does not forget the flavor of a personality that can teach him to distinguish between the good and the bad, the beautiful and the ugly, the true and the false.

I want teachers who will not permit my boys to become less than their capacities make it possible for them to become; who will teach them how to think and how to live that they can grapple with a complex problem in mechanics or savor the beauty of a mountain sunset.

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No. 1

EDITORIALS

THE FACULTY QUARTERLY STAFF

Miss Mamie E. Jenkins, of the English Department, and who for nine years has been Faculty Editor of the QUARTERLY, is taking a post-graduate course at Columbia University. We shall miss her training and experience in editing our college magazine. During her absence, the present Faculty Editor is calling on the various departments of the college to contribute to the interest and usefulness of the magazine. Faculty members have responded well, and we trust the readers will not be disappointed in the results. Miss Birdie McKinney, of the Mathematics Department, will have charge of "College News and Notes." Mr. J. L. Leggett, of the Department of Education, will edit the section on "Reviews." Miss Kate Lewis, of the Industrial Arts Department, will have charge of suggestions from her department. Miss Miriam MacFadyen, of the Department of Education, will edit the section on "Suggestions."

Miss Leone Reeves, of the Household Arts Department, will offer valuable suggestions on "Foods—Their Use and Preparation." Miss Alice V. Wilson, of the Science Department, will have charge of "Health Suggestions." Other members of the Faculty will be called on from time to time for articles and constructive ideas.

OUR NEW BUSINESS MANAGER

Miss Maria D. Graham, of the Mathematics Department, has been elected as the first Faculty Business Manager of the Quarterly. A more careful, painstaking, conscientious Business Manager could not have been found; we are exceedingly fortunate in having Miss Graham for this position. She will have charge of the many business details that have, heretofore, been an extra burden on the Editor. Miss Graham wants every subscriber to receive the Quarterly regularly. Notify her if you know of any who have not received the magazine regularly. Won't you also coöperate with her in her efforts to increase the subscriptions to the Quarterly? Subscriptions should not be limited to graduates and students of East Carolina Teachers College; there are many others who would get pleasure and profit from closer contact with a magazine devoted to the education of our citizenship. Lend a helping hand.

RURAL ATHLETICS

In our educational meetings much is said about the places of English, Latin, History, Mathematics and Science in the high school course of study. The question is often raised: "How many units shall we give to any one subject?" Yet, strange to say, one of the most important features of the student's training is omitted entirely in the discussion of units—that is, physical training. This neglect is not limited to the high school, but it extends down to and includes the first grade. Our city schools are overcoming this neglect to a certain extent by having part-time or full-time coaches, in athletics, or by putting in gymnasiums. The rural schools continue to suffer. It is not unusual in many of our rural schools, to see practically all the pupils sitting around, doing nothing during the recess periods. In cold weather, when exercise is most needed, the pupils often crowd around the stove in order to get warm; the room is close, and in a little while the pupils become sleepy and sluggish.

In his article in this issue, Mr. Deal shows how the above conditions may be overcome. His article is most timely, and should be read by both patron and teacher; it would also be helpful for the pupils of our public schools.

Our country schools should have larger and better playgrounds. Every pupil should be encouraged to take part in well-organized, well-supervised athletics. Such exercise would result in better discipline, and the pupils would be physically, mentally and morally better fitted for life. Statistics from the recent World War show that our rural boys are weaker, physically, than our city boys; the figures can be changed if our rural schools will give proper attention to physical development.

WHAT WE SHALL EAT

One of our scientists tells us that we should live to be one hundred years old, and that in a few generations this age should be doubled. The conditions to be met for reaching this age are: no worry, sufficient exercise and rest and plenty of good, wholesome food. Heretofore we have been somewhat careless about our food. Only in comparatively recent years have we come to realize that our menus should be properly balanced, and that food values should be considered in the preparation of a meal. Because of the vitamins and the mineral salts they contain, we are urged to eat more green vegetables the year round. It is not necessary to eat canned vegetables during the winter season; we can get them from the garden. We can have fresh vegetables from our garden every month in the year, if we will only care for our gardens as we should. We can save in doctors' bills far more than the cost of the labor for growing fresh vegetables. Let every teacher become a committee of one to encourage the growth of year-round gardens, and the eating of more vegetables.

Read the article in this issue of the QUARTERLY on "The Value of Vegetables in the Diet." Perhaps you will be able to introduce some of the recipes attached to this article, into the homes of the community where you are now working.

THE HOME COMING

June, 1923, has been set for the home coming of all the graduates of East Carolina Teachers College. The new addition to the Administration Building will be completed long before that time. The

third floor of this addition is being made into a large alumnae hall, where the graduates will be welcomed during the commencement period every year. Modern conveniences, including thorough ventilation, water, lights, and elevator service, are being installed. Every thing possible is being done to make the stay of the graduates pleasant. Henceforth they will have a permanent commencement home at the College. Make your plans to be here. Write your classmates and tell them to meet you here. From now until June boost Home Coming Week.

WATCH US GROW

The sounds of the saw, the hammer, the trowel, and the engine may be heard on all sides at the College. Classes, and assemblies of all kinds are frequently interrupted by the discordant notes made by the clashing of steel and heavy timbers. Workmen seem to be everywhere on the campus. As a result of all this commotion new buildings are rapidly taking shape. A new dormitory will be ready for occupancy before the beginning of the Winter Term, and the addition to the Administration Building will be completed some time during this school year. But these buildings will not be sufficient to take care of our immediate needs. We have enough students here to fill the new dormitory the day it opens and there are literally hundreds on the waiting list—students who are eager to get training in our College, but for whom there is no room. It is hoped that the next General Assembly will do something to meet this urgent need. Do you have the interest of the children of North Carolina at heart? We believe you do. Then speak or write to your representatives and ask that they help the College to serve the best interests of the State. They can do this by giving the College sufficient funds for expansion.

THE BOLD BOLL WEEVIL

It is generally conceded that no other one thing has ever threatened the prosperity of the South more than the boll weevil. This little, pestiferous insect, though comparatively new in North Carolina, is by no means a stranger to the States south and southwest of us. It entered Texas from Mexico about twenty years ago, and has gradually worked its way eastward and northeastward, carrying havoc and destruction wherever it has been found. Sherman's famous "March to the Sea" was not more disastrous to the country than has

been the quiet, steady march of this poverty-producing, insignificant looking little bug.

The elimination of the boll weevil is an educational problem. This fact is clearly set forth by Mr. W. B. Pace, in this issue of the *QUARTERLY*. Mr. Pace is a native of Mississippi, hence he has been in close touch with the weevil for a number of years. The work that Mr. Pace has done and is doing for the farmers of Pitt County, and, in fact, for all eastern North Carolina, places him in the forefront as a leader in the campaign against the boll weevil. It would be well if every cotton grower in this entire section would read his timely and helpful article.

THE CURB MARKET

For several years the present editor of the *QUARTERLY* has advocated the introduction of the curb marketing plan in eastern North Carolina. He has seen the plan work so satisfactorily in Louisiana and Texas, that he has great faith in it. This accounts for the article in this issue of the *QUARTERLY* by Mrs. W. H. Evans of Darlington, S. C.

The following newspaper clipping, relative to the Florence, S. C., Fair, will give some idea of what the Darlington County women are growing for the curb market, or, as they term it, The County Council of Farm Women:

"One of the most interesting agricultural booths in the entire fair is the one occupied jointly by Mrs. W. H. Evans and W. C. Rogers of Darlington County. This booth contains nothing but garden vegetables which were growing in the gardens at the time of gathering for the display. Every thing was fresh and had a "just gathered" look when the fair opened yesterday morning. This booth demonstrated fully the value of fall and winter gardens in this section of South Carolina.

"Every vegetable one can think of almost is in the booth and hundreds stopped before it to admire the display. There were peppers of all kinds and in all stages of maturity from the small hot pepper to the large bell variety; beans of several kinds and also peas, beets, radishes, Irish and sweet potatoes, cucumbers, eggplants, onions of several kinds, lettuce, a number of varieties of squash, turnips, cabbage and collards, parsley and pumpkins."

What the Darlington County women are doing can be done by the women of eastern North Carolina and other sections of the

United States. It would be mutually helpful to town and country if such councils could be organized and put into operation in every community.

THE END IN EDUCATION

Mr. Charles, in his article, "Qualities I Desire in My Boys' Teachers," very clearly sets forth the fact that true education is not the memorizing of facts in a given number of subjects in high school or in college. The real end in education is the development of good citizens. Unless the teacher has this end in view, the work of that teacher will not be successful. Only as the teacher connects his subject with life can he hope to attain the proper end in education. We hear much about the giving or the elimination of certain subjects in school, but, after all, does not more depend upon the teacher than the subject? Some teachers have the personality and the ability to develop good citizens, even though they may be in charge of so-called dry and useless subjects; on the other hand a poor teacher with an admittedly interesting and useful subject may not gain the desired end. All of which means that unless we have good teachers we shall not have good citizens, and we shall not have the number of well-prepared teachers that we need for our public schools until the public is thoroughly aroused to this need.

HERE AND THERE

This department is, as its heading implies, made up of topics of current interest, gathered from here and there, and everywhere. It contains short articles by students, officers and members of the faculty; these short sketches, along with numerous clippings from newspapers and magazines, have been handed to the editor by those who are interested in the topics discussed, and who believe others will be interested as well. If you like the *Brunswick Stew*, pass your plate and we shall give you another "helping." If you do not like it, you might suggest a different seasoning.

Gone Forever

Enough gasoline to run a Ford car 1,440,000,000 miles is wasted each year in America through preventable evaporation in storage tanks. So announce Johns-Manville engineers, working with the U. S. Bureau of Mines.

It seems like a big waste. It is.

But America is a land of waste. The old saying that the food we throw into our garbage pails would feed Europe, is not far from correct.

However, like other people, most of us are reasonably economical. We turn the carpet to distribute bleaching by the sunlight, instead of letting the fading concentrate on one end. We make the remains of the roast into hash. We mend and patch. And, too, most of us save an attic full of stuff that "might come in handy"—but never does.

A ton of coal leaves the mine with 29,000,000 British thermal (heat) units locked up in it. But only 1,014,000 of these heat units are actually converted into mechanical energy. The rest is wasted—lost in transit, up the chimney or carried away by the ashman.

You could fry an egg in a twinkling by holding the "spider" over the top of the average chimney. No one has ever been able to figure out how to save that wasted heat. Eventually someone will. The solution may be in putting a hot water tank a few inches above the chimney top, or water pipes crosswise within the chimney.

Slag in the steel industry used to be wasted, piled up in small mountains. Now it is ground up and used as a surfacing for bricks.

Time was, in the oil country, in the days of kerosene oil lamps, when men around refineries washed their overalls in a tub of gasoline and then dumped the "gas" out. The fellows who invented gasoline engines and autos stopped that sort of waste by finding a use for gasoline.

The profits of many big corporations today are largely in such economies as these.

There are more opportunities for bright minds, in the stopping of waste, than in any other field.

Self-Denial

Ruskin, the great English writer, insists that the life that does not know any giving up of self is an unworthy life. Again and again he calls to self-denial and self-sacrifice, if we are to follow our Master. Ruskin was born heir to nearly a million dollars, and by his writings earned another fortune. Possessed of wealth, of youth and fame, he was courted by all the rich and great, but gave himself and his means to the poor. He saw multitudes of men and women toiling in shops for eighty hours a week, and he decided to devote himself to their uplifting. To this purpose he gave a tenth of his fortune, then a third, a half, and finally all his means.

Aged

Dr. J. R. W. Ward, 96, says he smokes 60 cigarets a day and is against prohibition. Before grabbing his heavy smoking, as the cause of his advanced years, consider this probability:

He is old despite his smoking, not on account of it.

Ward attributes his longevity to minding his own business and never worrying about anything. A sensible formula.

My Philosophy of Life

I am very much in love with life. I firmly believe in the "live, and let live" idea. Life is too short and too precious, to be cramped and made miserable. Until it interferes with the happiness of some other person, each person has a right to pursue the course that brings him most happiness.

Where I came from and where I am going are two things that do not bother me much. There are so many interesting things to do and think about, I am very well satisfied with the fact that I

am here. As for where I am going, I like to think of heaven being right here. If I thought that I should have to spend eternity wearing a white robe and a pair of wings and playing a harp, I should lose all desire to know what heaven is like. I agree with Walt Whitman when he says that our spirits may be with our friends.

If there is a heaven, there is a hell. Nature teaches us that we must suffer for our wrong doing. The man who defies the law of gravity quickly realizes that there is a punishment for him. What hell is, does not concern me greatly. Even Dante and Milton cannot agree on the place and condition of hell. However, I believe that somehow, somewhere, there is eternal punishment for the wicked people.

I believe there is a God who knows everything. I do not believe that God's plans are always carried out. God could not plan wars, when He wants a spirit of brotherhood to prevail among His people. I believe wars, slander, lying, backbiting and hard feelings between individuals and nations are due to human frailties, not to God's plans.

It is claimed that there is a distinct purpose for every organism on the face of the earth. The bigger and more powerful the organism, the greater the purpose must be. It is easy to see why some people are in the world. Others wander aimlessly through life and never seem to be worth anything to anybody. There are others who make honest efforts, but seem to be square pegs in round holes. Including myself, I believe it is the duty of every person to find his place in life and make use of all opportunities to fulfill the purpose in letting us live.

MABEL THOMAS, '23.

A Prayer

With all my getting, Lord, to you
I pray, grant Understanding too,
That always I may see The Light,
Nor deviate from paths of right;
That in the hurrying rush for fame
I may have pluck to play the game,
To cleanly live, nor crawl, nor shirk,
And know the joy of honest work.

Oh, may this blessing come to me,
To be the man I wish to be!
To help whenever help I can

Some lesser lucky fellow-man ;
Nor ask reward, but this alone,
That You have seen, that You have known ;
That favored in the world of men
I stand not outcast in Your ken.

Lord God of Workers, hear my prayer—
To play the game and play it fair ;
To conquer, win ; but if to lose,
Not to revile nor to abuse,
But, understanding, start again.
Grant me this strength, O Lord.—Amen.

—*Edmund Leamy.*

Keeping the Unfit Out of College

The president of Dartmouth started something when he spoke of the aristocracy of brains, and said there were many men in college who ought not to be there. Prof. Willis Fletcher Johnson, a New York writer and historian, backs up the declaration of the Dartmouth president, giving it, as his opinion, that thousands are going to college who are mentally unfit, and who are thus wasting time and money and crowding out others who are mentally fit, and who ought to be there.

"The aristocracy of brains," says Professor Johnson, "is not a social aristocracy nor one of birth or wealth, but rather a pure democracy. The demand is that colleges shall extend their privileges only to those who are capable of profiting from them, regardless of their ancestry, wealth or social rank, so that the young man of capacity and serious purpose will not be crowded out by one with an empty head but a full purse, who wants to get through college with a 'coach' just because it is "good form," and because 'all the fellows in his set are doing it.' "

Every student, with a full purse, who is at college only because it is good form, crowds out somebody who could serve the public interest better by being there. If this type of students would decide to stay home on the farm or in the shop, the colleges could function at considerably less cost, and yet produce better results in serving the common weal. Our educational practices probably are fixed too much from considerations of precedent, and not enough from the application of common sense, regardless of precedent.—*News and Observer.*

Famous Men on the Value of Thrift

"It's not what you make that counts, but what you save!" This is an old saying, and its truth is impressive when we study the statistics on thrift, or the lack of thrift. It has been estimated that out of every one hundred men in the United States three leave property worth \$10,000, fifteen leave property worth from \$2,000 to \$10,000, and eighty-two leave no property at all.

The man of small income who lays aside a certain sum of his wages for the rainy day is a better citizen than the man of large income who spends more than he makes and saves nothing. Have a plan. Save regularly, even if the amount be small. Many persons have found the budget plan helpful.

Read what some of the world's well-known men have said about thrift in the following collection of thrift proverbs:

George Washington: "Economy makes happy homes and sound nations. Instil it deep."

Thomas Jefferson: "Save, and teach all you are interested in to save; thus pave the way for moral and material success."

Andrew Jackson: "Save your money and thrive or pay the price in poverty and disgrace."

Abraham Lincoln: "Teach economy. That is one of the first and highest virtues. It begins with saving money."

James A. Garfield: "Experience teaches that it is the men and women who pay attention to small savings that become wealthy. By saving nickels and dimes, a thrifty person lays the foundation of a fortune."

William McKinley: "The little savings bank in the home means more for the future of the children of a family, almost than all of the advice in the world. It gives them the right start."

Theodore Roosevelt: "Extravagance rots character; train your youth away from it. On the other hand, the habit of saving money, while it stiffens the will, also brightens the energies. If you would be sure that you are beginning right, begin to save."

William H. Taft: "There is no cause that I know of that works so much for the conscientious man who loves his wife and his children as the prospect of leaving them helpless in the world and dependent on others; and there is nothing comparable to the relief from this worry."

Woodrow Wilson: "Provision for others is a fundamental responsibility of human life."

John Wanamaker: "No boy ever became a great a man who did not in his youth learn to save money."

Elbert Hubbard: "Even a small bank account makes an impress upon your character."

Virgil: "Keep adding little to little and soon there will be a great heap."

William E. Gladstone: "Economy is near to the keystone of character and success. A boy who is taught to save his money will rarely be a bad man or a failure; the man who saves will rise in his trade or profession steadily; this is inevitable."

E. H. Harriman: "No man can afford not to be thrifty. Only the poor are wasteful."

S. W. Straus: "Thrift is the very foundation of individual efficiency and the foundation of all success. Thrift is denying one's self present pleasure for future gain. Thrift is the exercise of the will, the development of moral stamina, the steadfast refusal to yield to temptation."

Evolution of Handwriting in Education

There are, even yet, numbers of educators who do not fully comprehend the underlying reasons for the confusion and chaos which have attended the teaching of handwriting during the past score of years. It is realized generally that one of the most widespread and disastrous experiments in the annals of educational endeavor retarded the progress of handwriting in the schools for twenty years and developed the adult generation of illegible writers.

In the process of evolution, handwriting was developed from its earliest stages of primitive picturing, hieroglyphics, involved and fanciful script to the ornate Spencerian of half a century ago. Then it was shorn of its flourishes and shades, the use of the restricting finger muscles eliminated, and it stood forth an adequate response to the life of the present age, which called for a legible, rapid, tireless, enduring mode of writing which combined the beautiful and the utilitarian.

An imported alien writing experiment called vertical script was swept into the schools, and the attention of those concerned with them was focused upon it. This experiment proved a flagrant failure in the schools.

The attempt to adopt the muscular-movement writing was made enormously difficult through the effect wrought by vertical script upon the subject of writing in the schools. Scribbling had come to be necessarily the expected and accepted in school writing.

To reform the handwriting of teachers and pupils throughout the Nation was a procedure requiring time, patience and sympathetic understanding of the whole nature of the problem. The path of this reform was strewn with obstacles. It has required faith and confidence and loyalty and earnest application of effort on the part of teachers to bring about this reform. The pedagogue development of healthful and utilitarian writing habits is being carried on conscientiously and skillfully in every progressive system.

The continued application of the teaching skill and professional ability of the teachers and supervisors in this subject throughout the country will assure for the school children of the Nation the development of habitual healthful posture, conservation of eyesight, and the acquirement of an enduring and economic writing ability which will be at all times during their school lives and later a source of pride and value to them and to those with whom they are associated.

LALLA PRITCHARD, '23.

Family Garden Reduces Costs

"Every North Carolina farm family can reduce its food costs and at the same time live better by growing an all-year garden of well chosen vegetable varieties," says F. E. McCall, garden specialist of the North Carolina Extension Service. Mr. McCall finds that the use of vegetables is limited largely because a garden has not been planned to provide them throughout the year, and also that the selection of the proper varieties is at fault, and that as a general thing the vegetables are not used when best fit for food.

Because of a general lack of vegetables, Mr. McCall says: "In the modern cafeteria, where all food is open to the inspection of the customer, statistics show that of each one hundred dollars spent for food only about two dollars is spent for vegetables. This indicates that the average person does not select the most wholesome food when given the opportunity. The type of food selected being largely meat, egg dishes or pastry, is also the highest in price."

Because of this the Division of Horticulture, of which Mr. McCall is a staff worker, recommends that more careful attention be given to having a better home garden. This is now becoming of greater

importance, especially in the cotton counties of North Carolina, and the Division of Horticulture will gladly render assistance to any family desiring help in planning such a garden.

Others

We need the lives of others to make our lives complete,
It takes the smiles of neighbors to light our humble street;
And all the joys we treasure would cold and sordid be
Unless another waited to share our victory.

For on a desert island where man must live alone,
Though heaped with gold and silver which he could call his own,
The stuff would lose its value and he would cease to care,
And he would sigh for someone with whom his wealth to share.

Fame were an empty glory without the friends who praise,
From others comes the splendor which crowns the toil of days;
There's none so great or humble but what at night must find
That with the lives of many his life is intertwined.

We must have kindly neighbors, we must have loyal friends;
On them and all they give us the joy of life depends;
The thing called Self is trifling, it makes success defeat;
We need the lives of others to make our lives complete.

—EDGAR A. GUEST.

Synopsis of "The Raven" by E. A. Poe

At midnight Poe sat deep in thought
O'er books of ancient lore,
In vain, Forgetfulness he sought
Of his lost love, Lenore.

Could one so dear, could one so fair,
Depart and ne'er return,
To ease his pain, to soothe his care?
Must be forever yearn?

He can't forget; the thoughts of her
Came thronging back; her soul
So pure, so sweet, seemed ling'ring near
As in the days of old.

As solitude and loneliness
Crept in and filled his "lair,"
His longings seemed unbearable—
His soul sank in despair.

He wondered if in Paradise
He'd clasp his love again,
A voice murmured, "nevermore"—
It drove him 'most insane.

There is no balm to ease his pain—
Oh, Soul, so doomed to death!
Would it be wrong to wish for him
A last and fleeting breath?

Criticism of Poe:

I like "The Raven" very much;
The scansion's right, I'm sure,
His powers of description are
Here caught and will endure.

The picture that he paints so well
So very real it seems—
I feel with him those agonies
With which his being teems.

"Lenore,"—her spirit soars on high
Above the noise and din
Of this vain world, so bleak, so drear,
So reeked in crime and sin.

The poet's glad—her soul's at rest
She knows no pain, no care;
She's gone to dwell always with Him
Who made her soul so rare.

His Love so great in "Annabel Lee"
Is like a perfumed rose
That lives, is loved, then fades and dies
But still forever grows.

In memory he sought those joys
That once were his, and then
He lived them o'er and with a sigh
He'd put them back again.

Grotesque, uncanny, he may write—
His feelings guide him thus,
The sadness, weariness, he feels
To tell the world he must.

He's one whose life was very dark,
Whose soul was steeped in sin;
In deep despair he seemed to cry
These words, "It might have been!"

Oh, would that we be slow to say
The sordid, unjust wrong,
Instead, thank Poe for his brief chance
To give the world his song.

A. H. FELTON, '24.

Farmers of South Headed for Independence

"The southern farmer is making hopeful progress in his journey from dependence upon a single money crop, with its one payday per year at market time for cotton or tobacco, toward the independence to be obtained by the operation of his farm to yield cash returns throughout the year from the sale of truck crops, cattle, hogs, poultry and dairy products," says Fairfax Harrison, president of the Southern Railway Company, in his annual report which goes on to say:

"One proof of this progress is found in a report by the United States Bureau of Markets that from January 1, 1922, to August 19, 1922, there were shipped from the States of North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana and Tennessee 107,298 carloads of cabbage, canteloupes, lettuce, onions, strawberries, sweet potatoes, tomatoes, watermelons, Irish potatoes, peaches and mixed vegetables, compared with 83,629 carloads for the same period of last year, an increase of 23,669 carloads or 28-30 per cent, and this showing was made in spite of the fact that there was a substantial decrease in production of watermelons and peaches because of unfavorable weather conditions.

"Other bits of evidence of the same character are the establishment of twenty-six new creameries in the territory served by the Southern Railway System, a large increase in the production of butter, the raising in south Georgia of milk-fed poultry along the lines for many years profitably practiced in east Tennessee, the placing on farms throughout the territory of more pure bred poultry than in any previous year, and the growing of high grade tobacco in South Carolina and Georgia.

"The movement of farm settlers into the South, comparatively light for several past years, shows signs of increasing. Sound and conservative colonization projects are being launched in several localities served by the Southern Railway System. Lands will be prepared for farming and offered on terms which should attract a desirable class of farmers from parts of the United States where land prices, measured by the productive value, relatively are much higher than in the South."

A new method of dyeing timber has been discovered by a Dresden engineer. He "vaccinates" the living tree with one-tenth of a pound of aniline colors dissolved in 200 pints of water. This is sufficient to color the timber throughout.

Acres and Crops

The following report of the activity of the Pitt Chamber of Commerce, outlining the farm program for the proper planting of the small farm, was endorsed at a meeting of the East Carolina Chamber of Commerce at Kinston.

This program of crops is outlined, with a one-horse farm as a unit, with 25 acres to the plow:

1. Three acres to cotton.
2. Four acres to tobacco.
3. Six acres to corn (Soy beans, velvet beans or running peanuts planted to every acre).
4. One acre to sweet potatoes.
5. Two acres to oats. (Followed by peas, etc., for hay.)
6. Two acres to permanent pasture.
7. One-half acre to family garden.
8. One-half acre to amber cane.

9. One-half acre to melons.
10. One half-acre to family orchard.
11. One acre to peanuts.
12. One acre to millet.
13. One acre to wheat, to be ground into flour or crushed into chicken feed.

Total, 25 acres.

14. All land should be stumped as soon as possible.
15. Farmers should protect all grain from rat and weevil damages.
16. Farmers, by necessity, must begin at once to use all labor-saving machinery possible.
17. From 50 to 100 standard-bred hens on every farm.
18. A good milch cow on every farm.
19. At least one good brood sow on every farm.
20. Suitable fertilizers should be used. Farmers should consult their local demonstration agent as to amount and kind of fertilizers for each crop.—*Reflector*.

Jail

Bermuda is jailing parents for the crimes of their children. A nine-year-old boy, convicted of theft, is allowed to go free. His mother pays a fine and goes to jail a month for permitting him to become a thief. This is a typical case under Bermuda's new law, which is said to be working wonders.

Compulsory creation of parental feeling of responsibility would not be a bad thing in America. French detectives, dealing with adult crimes, say, "Find the woman." In juvenile crime the first rule should be, "Find the parent."

Why Go to College

One section of the Freshman Class was asked to give reasons for going to college. The following are the reasons as given by the various members of the Class:

Going to college opens the avenue to success.

Broadens our ideas and gives us the spirit of service.

Enables one to overcome timidity and gives him the courage of his convictions.

Makes law-abiding citizens and promotes co-operation.

Makes us more progressive and helps to keep up with rapidly moving civilization.

Fits one for a better position, making one more independent.

Gives us tools with which to work in the business world.

The discipline received is good and makes us systematic.

Gives us culture and personality, and makes us more agreeable to live with.

Is advised by those who are experienced, for college prepares for special work, and the associations formed are valuable.

Helps us to differentiate between good and bad.

Enables us to appreciate the past.

Makes us appreciate the beautiful.

Show Me the Road to Laughtertown

"Oh, show me the road to Laughtertown, for I have lost the way.
I wandered out of the path one day, when my heart was broke and
my hair turned gray;

I've quite forgotten the good old way,

And I can't remember how to play.

Oh, show me the road to Laughtertown,

"Once I belonged to Laughtertown, before I lost the way;

For I laughed and laughed the live-long day,

Ere my heart was broke and my hair turned gray.

But sorrow has made me blind, they say,

And so toward Teartown my sad feet stray.

"Would you know the road to Laughtertown, O ye who have lost the
way?

Would you have young hearts though your hair be gray?

Go learn of a little child each day; go speak his words, and play his
play,

And follow his dancing feet as they stray.

For he knows the way to Laughtertown,

Oh, ye who have lost the way."

—*N. C. Christian Advocate.*

There is no better prescription for middle-aged and elderly people than this. Let them mingle with the young folks.—*Selected.*

What Are the High Schools Doing?

Out of 5,000 boys and girls graduated last school year from North Carolina high schools, 3,760 wish to go to college, according to a census taken by the University of North Carolina. Not all of them will be able to carry out their ambition, but there will be enough to tax the capacity of every college in the State, and hundreds may be turned away. And every year there will be a larger number of students knocking at the college doors.

As a North Carolina industry, then, the high schools are making good in one vital matter; they are arousing in their students a desire for the knowledge which means power and usefulness to their communities and to their State. The high schools of the State cost money; some people say too much money. Because they are not stock companies paying cash dividends, there are those who talk about the absurdity of building modern schoolhouses and paying competent instructors. But these schools are today the richest resources of a State which has a greater variety of wealth-producing assets than any other in the Union.

The high school system will be expanded and strengthened by the people, despite the pessimists. Local communities are taxing themselves for their maintenance and aiding their faculties to bring education into closer touch with life. For North Carolinians are learning that material riches can only be justified by their use for the enrichment of human life.—*Asheville Citizen*.

Better Form of County Government

The forms of County government that we have now, except in a few counties, seem weaker along the line of taxes than in some of their other problems. When a county does not have an efficient system for collecting taxes, the public burden is unequally distributed, making those that will pay their taxes bear the expense of the careless and indifferent.

Many defects in county administration are due to the fact that those who have in their custody the record of property values, and those who receive the funds from the people are often easily influenced by those on whom they rely for political support. Therefore, these two functions should be removed as far as possible from party influences.

Finally it is the duty of the State to help counties set up a standard for good county government. Nowhere in the statutes of the General Assembly may be found any plan or even a suggestion for a good form of organization. So, when we consider how little has been done by the State to help the county governments the blame will be shifted. And we thoroughly appreciated Governor Morrison in his fine passion to see North Carolina go forward along all lines, in appointing a commission to report to the next General Assembly, a plan for the improvement of county government.

LOIS HASKINS, '23.

Chickens

How many eggs do you eat? The Department of Agriculture says the average American eats only half an egg a day. It advises us to eat more hen-fruit, the cleanest food that reaches consumers—also the most nourishing, taken raw or coddled.

The department adds statistics showing that our national debt is one dollar for each egg laid by all American hens so far this year. Let that sink in and we are not apt to refer to billions so glibly.

“Good Readin’”

In 1940 the world will celebrate the 500th anniversary of the invention of movable type. Before this invention printing was done by carving an entire page on a solid block of wood or metal.

In the 60 years after the first movable type was brought out by Coster or Gutenberg, 40,000 books were printed.

Men rapidly developed the appetite for reading.

Research men in England, with more time than they know what to do with, have been checking up. They estimate that about 16,500,000 separate books have been printed, in all countries, since the invention of movable type.

Nearly 300,000 new books are turned loose on the world each year. And the flood steadily grows larger.

In addition, is the tremendous output of newspapers, magazines, trade papers, folders, booklets, etc.

Small wonder that most of us are perplexed when it comes to deciding what to read. We are like flies, facing a mountain of sugar, and unable to eat more than one grain at a time.

Rather a discouraging outlook for young writers. George Ade once said that the chief trouble with the writing business is that there is so much competition with dead men.

Even a rapid reader, reading all day and far into the night, would be unable to peruse more than 1 in 1,000 of the new books issued throughout the world.

Life is short. We are caged in by the limits of time.

As with books, so with knowledge. The most brilliant brain finds life too short to acquire more than a tiny fraction of the vast fund of knowledge accumulated and passed on through the centuries by millions of inquiring minds.

Knowledge is a circus with a million rings, all going at once, no man able to grasp the whole show. The choice is to watch one ring intently (specialize) or wander up and down the tent, picking up a smattering about all rings in general and none in particular.

French writers seem to grasp the idea. It is not unusual for one of them to devote a lifetime of research to writing the history of one article—such as the pin, glove or sparrow.

Greatest of all books is the never-ending serial story, the Book of Life. You see it mirrored in the newspapers.

Colors

Do you want a purple tree on your lawn? Or a blue or red? A German chemist perfects a process by which a tree, while growing, can be transformed into any of these three colors. His method is to feed liquid dyes to the roots. They rise through the sap cells and color the leaves.

Rather a foolish thing to start circulating in a world quick to adopt the atrocious. Green is the most beautiful color, also most restful to the eyes. That's why nature uses it in grass, leaves and nearly all vegetation. Imagine the country an endless mass of purple, blue or red:

Luxury

A hundred years ago Americans were amazed by the incredible news, brought by slow mail, that the famous Covent Garden, theater in London had been remodeled to provide a lounging lobby, "heated by a stove."

The audience could flock out between acts and get warm, which was considered a rare luxury in those days.

The luxuries of a century ago are inconveniences today. Life is getting softer and people are softening with it.

Busy as a Bee

The recovery of business this year has extended into that mysterious civilization of the insect world—the activities of bees.

Bees have speeded up. And the 1922 yield of honey will be a whopper, possibly breaking all records, if preliminary reports to the Department of Agriculture pan out as expected.

Next time Willie spreads honey too thickly on his bread or buck-wheat cakes, maybe you can check him by telling him this:

To make one pound of honey bees have to carry 37,000 loads of nectar from flowers to hive.

Infinitely patient and elaborate preparation, then it all vanishes down the human throat in a twinkling. Such is life—nine-tenths preparation, one-tenth realization.

You use the expression, "busy as a bee." But few of us realize just how busy bees really are.

They toil from sunrise until the last glimmer of light after sunset. In summertime, at the height of their activity, the life of worker bees is only a matter of two months.

They foolishly work themselves to death. And then some one else—man, not a bee—eats the honey. It reminds you of the man who slaves himself into the grave, leaving his fortune to heirs who squander it quickly.

With autumn comes rest for some of the bees, death for many. The queen and some of the workers will survive winter.

When next spring comes the workers will house-clean the hive and build new comb-cells in which the queen will lay eggs. Then the workers split into two squads, one gathering honey, the other serving as nursemaids for the babies.

The workers are females with their development arrested so that they cannot reproduce.

The men-bees—drones—are of little use except as professional husbands, dodging work, not gathering enough food even for themselves. They gorge on honey brought by the women folks and when

not lounging in the way, "show off" by flying around near the hive and making a great fuss about it.

The life of bees is an existence of no permanence, brief, seemingly futile. You wonder if there is any purpose behind this intense activity which never seems to get anywhere. Many philosophers wind up by wondering the same about the activities of man.

Silk

Do you wear silk? Or do you just think it is? American output of artificial silk, mostly from the cellulose of wood pulp, now exceeds 15,000,000 pounds a year. It is a good product, wears like iron, if properly made.

The marvelous little invention, by which a machine duplicates the delicate work of the silkworm, may upset the whole economic system of Japan before many years. Everything in life is changing constantly these days.

Play the Game!

The coach of a mid-western high school football team which has received the championship for four consecutive years, the coach who has been for eight years in his present position, looked into the eyes of nearly one hundred high school boys and their "dads" and spoke straight from the shoulder. They loved him for what he was and for the achievements which he had made possible for their school. They had sung their school song and given him the boisterous applause of enthusiastic students. What did he say to them that was worth while?

1. Stand Straight! Look the world in the face. It is a psychological fact that a liar can never stand up straight in a line of men in the gymnasium. He will always have a slouchy, shiftless, hangdog expression, back of which is an inherent shame for himself, or in something he has done. No more can such a man stand straight to meet the shock of any game which he tries to play.

2. Remember the Rules! A man is under obligation to learn them. Not only for the sake of others, but for his own sake he must learn the rules. There is a certain sense in which a man must apprehend the highest ideals and yield himself to the control of the highest purposes at a given time. This is what it means to share in a mass-play, to do one's part when others are in the game.

If one man forgets the rules, he may spoil the splendid service of all the others and the goal be lost. Otherwise he cannot do the thing which can only be done when we all work together.

3. Play the Game! No man can afford to be a mere spectator in the game of life. There is much worth while to do, and we are set in the world to do it. Some of us at infrequent periods in the game of life may be called upon to take the ball and carry it under the direction of those who play with us and for the sake of those we love. Others of us may have only inconspicuous tasks through all the days. But we must play the game if humanity is to reach the goal. Indeed, we shall not reach the goal ourselves unless we help everyone else to reach it.—*Sunshine Monthly*.

Collars

American collar manufacturers are finding a big market in the jungles of Africa. The natives, it seems, are as fond of white starched collars as they are of silk hats. The taller the collar, the more ivory they'll trade for it.

Submission to an uncomfortable fashion is a reflection of a strain of barbarism, whether in Africa or here at home. That our women are insisting on comfortable garments is proof positive that they are progressing mentally.

The Unprofitable Profession

In one of his recent syndicate articles Dr. Frank Crane points out that the picturesque and powerful Dean Inge, of St. Paul's cathedral in London, is one of the leaders of English thought today because of his "utter loyalty to the truth as he sees it." A timely reminder! The campaign of America's commercial advertisers for more accuracy in all publicity material is recognition of a tendency in our national life to lessen our regard for the truth. Dr. Crane, with his usual clearightedness, has fastened on the defect. None of us can afford to forget that too much devotion to the truth is impossible. When we do forget it, we lower the tone of any work we are engaged in; we sacrifice efficiency. The Dean's loyalty to truth has lifted him up, not because his work is in the religious field, but because fairness is the foundation of greatness in every field.

It should be written indelibly on every man's consciousness: "Deception is the beginning of defeat." Aside from the moral excellence

of regard for the truth, the big men of the world recognize it as essential to effectiveness in any understanding. It is only the little mind that turns to lying, as a method of self-advancement. It is the little mind that can not remember the identical remarks of Quintilian, Montaigne and Algernon Sidney: "Liars ought to have good memories." Get the full implication of that. Lying is the most unprofitable profession in the world because it is the most difficult.

He who depends on lying to gain his point naturally undervalues accuracy. Undervaluing accuracy, he neglects to perfect himself in it. The result of that is a poor memory. The lie he told yesterday morning is blurred in his mind by the time twenty-four hours have passed. He tries to repeat it and tells it differently. He is a liar with a poor memory. That is to say, he is lost. Lying grows on one because it is a symptom of laziness, and laziness destroys any tendency to store up fact. Lying makes many enemies and no friends. It is a fool's game, because it is a losing game.—*Asheville Citizen*.

He who loses money loses much; he who loses a friend loses more; but he who loses courage loses all.

Every thought generated in the brain is a seed which must produce its harvest—thistle or roses, weed or wheat.

The Southern Textile Industry

The Southern Textile industry is starting on an expansive program that within the next ten years may prove "astounding." Frederick H. Bishop, of Boston, vice-president and general manager of the University Winding Company, told cotton mill men assembled for the Southern Textile Exposition in an address. He declared that the Southern mills, because of their advantage over the situation in regard to raw material and labor, could make cloth at prices that would get foreign business "if they will only go after it."

According to the Manufacturers Record of last week, the South now has eight hundred and fifty million dollars invested in cotton mills which consumed last year 3,733,000 bales of cotton, as compared with 2,178,000 bales for the rest of the country. In 1880 the South had 180 mills, representing a capitalization of less than twenty-two million dollars. Now we have 970 mills, representing an outlay of eight hundred and fifty millions. This the Record says, is one of the romances of American industry.

Evidence is piling up that the cotton mill industry of Piedmont North Carolina, is throwing fear into the hearts of New England manufacturers. Climate, economic conditions, the quality and quantity of labor, all point to the time when New England proximity to raw material, inevitably capital will be concentrated in North and South Carolina.

In an address before the National Manufacturers Association in Boston, President Amory said recently:

"Our principal competition comes from the Piedmont district of North and South Carolina. There the climate is good and bracing. The operatives are pure-bred American stock, from the mountains. Like our original New Englanders, they have had hard work to make a living and appreciate opportunity. Work is not only a necessity, but also a pleasure. These people are of great native intelligence and quick to learn."

As a result of native intelligent help in this section, President Amory says, "Mills have sprung up on every hand. Every little town wants a mill and offers free land, exemption from taxation, and all sorts of encouragement to the man who knows how to make cloth and will start a mill."

Speaking further as to the conditions brought about in New England by superior advantages in the South, Mr. Amory says:

"The record is clear enough, the cotton industry is gradually slipping away. In the past, various factors have helped us. Massachusetts had far more skilled help and oversight. We had the finishing works where Southern goods must be shipped to be bleached, dyed, or printed. Now, there is excellent skilled help and supervision in the South.

"Many well-posted manufacturers have gravely considered these conditions and state that it is folly to enlarge Massachusetts cotton mills—it is better to go where industry is wanted and encouraged."
—*News and Observer*.

North Carolina's Needs: A Freshman Symposium

One section of the Freshman class has suggested the following needs for North Carolina:

I

Every college in North Carolina needs a good gymnasium, thoroughly modern in every respect. College athletics do not make a

satisfactory substitute for a gymnasium. Those who fail to make the team are soon without any organized form of exercise. For this reason many never undertake college athletics. This is especially true of farm boys and girls in college for the first time. They often exchange active outdoor life for a stuffy room and books, too often exchanging health, too. A good gymnasium, with organized classes, will give everybody ample opportunity to get beneficial exercise.

A whole-time public welfare officer in every North Carolina county is a crying need. A great deal of work of this kind has been done within the last few years, but there are still many counties unable to meet difficult situations. Delinquent boys and girls are allowed to pursue their ways until they are old enough to be dealt with as criminals. Feeble minded children are often sent to public schools, where they take time from normal children, and become a nuisance to a busy teacher. In some places, patrons are blissfully ignorant of compulsory school attendance law. Through the means of a competent welfare officer, needy cases may be cared for, citizenship may be improved, and hundreds of children may be kept in school.

What is commonly known as the "marriage law," is a forward step. The general opinion is that the law is too lax. Under the existing law, any person may go to any practicing physician for the required medical examination. The applicant almost invariably receives a health certificate. It is charged that the physician is paid for the certificate, but it is fairer to say that local physicians have no means of making blood tests. So long as a disease is not in open or virulent form, the law protects the physician. It is to be hoped that North Carolina will soon see that her sons and daughters are given proper instruction and a medical examination that will have its influence in improving future generations.

Thrift is one of the greatest needs of the country. People in every station in life are going in debt for things they do not need and cannot afford. Instead of bank accounts, people have mortgages to pay off. Even Italy has one-fifth of its population credited with savings accounts, twice the number in the United States. North Carolina is no exception to the rule. Until the citizenship of the State becomes awakened to the fact that thrift is vital, there will always be a cry against taxes. Schools and colleges, churches and charitable institutions will no longer be forced to suffer financial embarrassment, when the people of the State become thrifty.

The present forms of amusement in town and country are meager. In towns the public has picture shows, an occasional vaudeville and dance halls. In the social circle there are clubs, sometimes of cultural value—parties, and some tennis, and perhaps, golf. The country is far behind even in these forms of recreation. Hunting, the pastime for men and boys, automobile riding, picnics, an occasional play—by local talent, and going to town, is the usual routine. Both town and country need wholesome recreation and wisely chosen amusements. The hope of both seems to be the community centers now being worked out. With the aid of a good community building, good speakers and musicians, pictures and plays may be put within the reach of all. If a competent physical culture director is secured, the gymnasium will take care of many who would get into mischief otherwise.

The present condition of the country church is one of the most deplorable things connected with rural life. The churches have few members and fewer dollars. The preachers are poorly paid, therefore, they are usually poorly prepared. Many Sunday school superintendents and teachers can scarcely read intelligently. New methods are unknown and are regarded with suspicion. There is a great need for trained leaders, better educated preachers, good music, and a spirit of unity and co-operation.

II

There is a great need for law enforcement in North Carolina. A great number of laws are enacted and never enforced; many others are but poorly carried out. For instance, the prohibition law in some places is "hardly more than a scrap of paper." It is far less weakening to the State government to do away with a law which it does not or cannot enforce, than to keep it upon the statute books.

County libraries are a great advantage as a factor of education. It is not possible to have a library in each small town or village, as the expense would be too great, and there would be nobody to look after it. Consequently, the best plan about this would be to have at least one well selected, well organized library with a good librarian, who can offer helpful suggestions, in each county at the county seat, which would be accessible to all because of good roads.

These libraries would be an educational center for the people from all around, and their ideas and views concerning their social, political, economic and to some extent, business interests could be exchanged.

Good roads all over the State are needed, so that transportation of both people and of products, from one part to another, will be easy. Then all of the people of the whole State can be brought into closer contact with each other for social, and business purposes. They can get each other's views and learn many new and helpful things. Schools can be more easily consolidated, and as a result of this, there will be better schools and more of them, and more high schools. More efficient teachers may be secured, as better salaries and better living conditions can be offered.

III

One of the foremost needs of North Carolina is better farming. This is the leading occupation and one of the most important.

One of the best ways of improving our system of farming, is by rotating the crops. We find too many of the farmers planting the same crop, in the same place, from year to year, not seeming to realize that the land is being impoverished. Even if one crop does seem to be better suited to the soil, and more money can be derived from it; other crops should be planted so that the plant food may be restored. Farmers must realize that plants require certain foods for their growth, as well as human beings.

Farming needs to be regarded as a real profession, and those who anticipate this as a profession, should be definitely trained for it. A course at our agricultural college would be very beneficial.

More improved machinery is also needed on our farms. This would mean a conservation of time for our people.

The sanitary condition of our State is sadly in need of improvement. The water supply in many places is not pure. We still find germ-catching wells in use in some of our rural districts. Many of the pumps are not of sufficient depth to insure pure water. The location is often very undesirable.

Flies are still a North Carolina pest. They can never be eradicated until their breeding places are destroyed. This means that the people must be made to realize how filthy flies are, and how they spread so many of our diseases.

We still find in rural communities insanitary outdoor toilets. We need sanitary inspectors whose duty it is to see that the toilets are kept sanitary.

We need better conditions for the working men in our State. They should be treated more humanely. Too often our laborers, espe-

cially in factories, are treated as though they were a part of the machinery, instead of real human beings. Amusement should be provided for them after they have finished work for the day. The places where they work, and the homes in which they live, should be made more attractive.

More and better preaching is also needed in North Carolina. We find many people living so far from a church that they seldom get to attend a service. We need a church within comparatively easy reach of every person, and an educated pastor for each church. He should reside in the community in which he preaches. In too many of our communities the pastor drives out from town once a month for services. Conditions would also be improved if every person preparing for the ministry would be required to take a regular ministerial course.

Many North Carolinians are becoming alarmed at the scarcity of live stock on our farms. Especially is there a noticeable dearth of cattle. One of the well-known colleges in our State gets its supply of milk from a dairy fifty miles away. No longer do we see cows, hogs and sheep in large numbers. There is great demand for their products, but people seem to be more anxious to raise tobacco and cotton.

Among our other needs we might mention a State Medical College. It is true that we have medical courses offered at some of our colleges, and also at the University, but they cannot take the place of a college that has for its sole aim the training for the medical profession.

Another long felt need is a hospital in every county. The distance is often so great to a hospital that many people die before reaching one.

IV

We need better citizens, with the result of better homes and better teachers.

Many a child that has to face the judge and the court room could be saved if placed in the right home or under the influence of a good teacher. If our citizens are not what they should be, then our homes and teachers are in the same state of affairs. It has been calculated that the home and the teacher play the most important part in forming a child's life. Then should we not uphold everything that goes to make better homes and better teachers? The teacher

must uphold the home and the home stand back of the teacher. This will enable a teacher to strengthen the pupils that come from good homes and also send her good influence into homes that need it.

For every one hundred cents received from the sales of our crops, our timber and our minerals we have sent about eighty cents away to build mighty cities and establish commanding markets in other States. When we learn to keep our money at home, by buying at home—when we build up cities, by giving preference to the products of our struggling manufacturing plants, the eighty cents that has been going away, never to return, will stay at home for home distribution.

The leak is of our own creation. Let's plug it.

A Good and Great American

The death of Dr. Lyman Abbott brings to an end a career of extraordinary distinction and usefulness to the world. Dr. Abbott was one of the most intelligent men of his time. He might have been a great scientist. He was a great philosopher and a great publicist, although to neither role did he give his hardest efforts. He might have been one of the most successful lawyers in the country, had he been content to practice the profession for which he had equipped himself. He might have been anything requiring a keen, active, powerful and well-trained mind. He chose to be a clergyman.

And in making that choice, he picked a career that called for the exercise of every one of his talents, and often taxed them beyond their powers. In almost anything else that he might have taken up, one side of Dr. Abbott's mentality would have been developed to a tremendously high point; but in no other profession had he the opportunity to develop so symmetrically as he did as an exponent of religion.

Dr. Abbott was not orthodox. Few men of first-class capacity can be cabin'd and confined within the limits of the dogmas of any one sect. They are not content to accept the decisions of other men, but insist upon going to the Original Source of all religion; and nearly always they discover, in any given body of dogma, defects and flaws so obvious and so serious that they cannot subscribe to it as a whole. It was so with Dr. Abbott. But whereas the cynic, finding error in all churches, is impressed by the uncertainty and

weakness of religion, and rejects it, Lyman Abbott, finding some phase of the truth in all churches, was impressed by the certainty and power of a truth that never failed to represent itself faithfully in some degree in minds the most diverse. Neither aligned himself definitely and finally with any sect, but for diametrically opposite reasons—the cynic because he rejected them all, Abbott, because he accepted them all.

But this breadth and tolerance—itsself intolerable to narrow sectarians—enabled Dr. Abbott to reach and influence men whose keenness of intelligence was comparable to his own, but who were less sincerely anxious than he to distinguish between sectarianism and religion, and who, therefore, tended to confuse all faith with fanaticism. These were compelled to listen to Lyman Abbott, for none could accuse him of fanaticism or intolerance, while none could deny his faith. So his magazine, *The Outlook*, became in time the most influential pulpit in America. Abbott succeeded Henry Ward Beecher at Plymouth church; but he preached to a larger congregation than ever heard Beecher after he left the church and devoted his attention exclusively to his magazine.

His influence upon his time has been incalculable. And since that influence was always exerted as vigorously against bigotry and intolerance as against the grosser forms of materialism it has been invaluable. At the death of Lyman Abbott a truly good and great American went to his reward.

David Lloyd George Resigns

He went down

As when a lordly cedar, green with boughs,
Goes down with a great shout upon the hills,
And leaves a lonesome place against the sky.

The shoemaker's foster-son is down, and has left a lonesome place against the sky. The "contemptible little Welsh attorney" has fallen with a crash that reverberates in Singapore and Hongkong, that sets Paris wild with delight, and that smashes the stock market in New York, the cotton market in New Orleans, and the wheat market in Chicago. "When Mr. Asquith fell," says the bitter writer of *The Mirrors of Downing Street*, "it was as if a pin had dropped." The fall of David Lloyd George has jarred the whole earth.

It would be unwise here and now to attempt to sum up his career, for his career is not yet ended. On the contrary, it is probable that the most desperate struggle of that career may lie just ahead. One French commentator puts it vividly: "Probably he is just backing in order to jump further." He was beset with enemies on every hand. A general election was plainly inevitable, and if he went into it encumbered with the burden of office his defeat appeared as certain as anything in politics well could be. So he has divested himself of office, turning it over to his implacable enemy, Bonar Law, doubtless in the belief, not to say with the fervent hope, that Law can do nothing with the existing mess. If the conservatives muddle things—and with the stupid, arrogant and obstinate Lord Curzon wielding a large influence in the government they are pretty sure to do so—then England will realize what Lloyd George had to face, and he will have at least a fighting chance in the general elections.

At the same time one phase, and the most interesting, spectacular and memorable phase, of Lloyd George's career is definitely ended. God forbid that any other premier ever should duplicate the last seven years! Therefore it is not impossible to examine what Lloyd George meant to Britain at the hour of her greatest need.

Perhaps it is enough to say that the empire still exists. Never, not even during the Napoleonic cycle, has it been in such desperate straits since the Spanish Armada went to ruin on the rocky coasts of Scotland. Had anyone but a really great man been in charge, it would most certainly have been destroyed. Lloyd George may have been lacking in many of the elements of greatness, but he had enough to enable him to save the empire.

Furthermore, he was a member of the unforgettable quartet that took the ruined world into their hands and reshaped it. Orlando, Clemenceau, Wilson, Lloyd George—for good or for ill, their names are immortal, for once they ruled the world more absolutely than any man, or group of men, have ruled it since the power of the Cæsars vanished forever; and in the extent of its territory, and the number of its people, the Roman empire was trifling by comparison with the domain of the Big Four. There is reason for arguing, also, that of the four Lloyd George was ablest. Between Wilson, the idealist, and Clemenceau, the materialist, he stood half-way—able to comprehend alike the idealism of the American, and the practicality of the Frenchman, willing to advance the cause of in-

ternational peace, but never for a moment forgetting the necessity of assuring national security. His enemies declare that he fell between two stools, that he wrote a treaty that accomplished neither purpose. But had Lloyd George not been there, who knows that there would have been any treaty at all? It is well within the realm of possibility that the Versailles conference might have ended, had there been no master of compromise, with France and America at each other's throats.

Gambetta, scornfully labeled opportunist by his opponents, calmly accepted the designation, and boasted of its truth. Yet Gambetta was unquestionably an able statesman. Lloyd George is without doubt an opportunist; but opportunism saved England in Elizabeth's day, and probably saved it again between 1915 and 1922. To call the former premier an opportunist means nothing to his detriment, if opportunism be used to a laudable end. He used it first to win the war for England, and later he attempted to use it to reconstruct the empire, partially by correcting some of the mistakes made at the writing of the treaty of Versailles. Whether or not those are laudable purposes is for England to judge.

It is easy to pick flaws in the character and policy of David Lloyd George; but in the most fearful crisis of his nation's history he guided its destinies with at least enough of wisdom and courage to bring it through victorious. And what more may reasonably be demanded of a statesman?—*Greensboro Daily News*.

Thomas Nelson Page

There died a man yesterday whose literary achievements splendidly disproved the aspersions on the South by H. L. Mencken. Thomas Nelson Page was a voluminous writer and produced literature that will live. His novels, says Dr. Charles W. Kent, "are great recitals of actual life, with its whirlpools, its rapids, its confused currents, and its unfathomed depths." But Page was not only a novelist. He was an essayist, a poet, a biographer and his short stories were even more popular than his novels. Speaking of his poetry his biographer says: "The one hundred and more pages given to his poems furnish a sufficient basis for a fair judgment, and the judgment will pronounce the form varied, the poetic ideal clear and lofty, the workmanship in the main careful and delicate, the poetic quality simple and unstrained; in fine, the whole as worthy of an author whose reading gives him the companionship of the

best, whose standard permits no compromises, and whose attainments place him among the best known and most admired of America's writers."

Of course the name of Page and of many other Southern writers will be remembered when Mencken's has been forgotten.

Mr. Page's useful and successful career was rounded out by service as ambassador to Italy under President Wilson and in the realm of diplomacy during one of the most difficult periods of the world's history he richly justified the judgment of President Wilson in appointing him and added to his reputation as a man of cosmopolitan breadth and attainments. His appointment, that of his distinguished namesake from this State and many others, showed how Mr. Wilson's mind, when he was looking for timber of high quality, instinctively turned to the world of letters.—*News and Observer*.

Youth

The celebrated dancer, Isadora Duncan, believes that children should not be sent to school before they are 10 or 12.

A large percentage of children never live to maturity, so let them stay home, play happily and be enjoyed by their parents. So runs Isadora's theory.

Things work backward in this life. Too bad, we cannot all be rich in youth when we can enjoy life, and let work come in the dull days after youth takes flight.

Accident

Fourteen million pounds of dynamite and powder were exploded last year in rock quarries worked by cement companies.

And not a single serious injury resulted to any of the men who handled the explosives.

Reason: Recognizing their danger, they were cautious.

Danger doesn't matter much. What counts is carefulness. Ninetenths of accidents are due to carelessness, not hazard.

The End of All Roads

Today 3,800 Americans die. That is the average number that daily go to join the billions who have passed into eternity.

This year nearly 1,400,000 Americans will die.

If they all met death at the same time and in the same community—for instance, by earthquake or battle—the catastrophe would be talked about for centuries.

But they slip away gradually, one here, one there. So there is no general excitement about their departure.

Of the 3,800 who die to-day, 27 are murdered and 41 commit suicide. Rather a bad record for each 24 hours.

The rest are snipped off the trees of life by disease, old age and accidents.

No matter how they happen to depart, the last thought of most of them is: "It has been an interesting experience. Life on earth is a journey. I wonder where I came from and where I am going."

While 3,800 die today, 6,500 babies give their first cry and are born in America. That is, striking an average.

As nearly as can be accurately figured, about 2,400,000 babies will be born this year in our country.

The births exceed deaths by about 1,000,000 a year.

Deaths are necessary to make room for the newcomers.

These figures seem big. But to get the total deaths and births for the whole world, you have to multiply the American figures by at least 20.

A pretty big organization is humanity, 28,000,000 dying and 48,000,000 born each year.

One who can grasp such big figures is not apt to become conceited about his individual "importance."

And in the long run, after the desert sands have covered up civilizations, as they decline and vanish one after the other, the whole of man's existence can be summed up in the gigantic statistics of human details. All roads lead to it, no detour.

As We Build

A contractor asked a young employee once to estimate the probable cost of a house that he proposed building. After careful calculation he replied. "I think we can afford to build that house for \$3,000."

"Very well," said the employer, "you go ahead with the house and you may have the profit you make." Now the young man was soon

to be married, and he thought he might increase his profit by using inferior cement, poor shingles, and cheap lumber, and by covering up all defects by putty and paint. In this way he added considerable to his gains. By and by the wedding day came, and among his wedding presents he found one from his employer—the deed to the house he had just finished. The bride was delighted, but John did not seem so enthusiastic. After their honeymoon, however, they moved into the house. At first all went well. But in the course of a few months the foundation began to settle; great cracks appeared in the walls and ceiling; the roof began to leak. He had built his own house and so he could not complain. In youth we are building the characters that will be ours through life. If we put in poor material, rotten motives, warped ideas, vicious habits, or even just second grade qualities, we must remember that we cannot escape from the ultimate consequences.—*The Uplift*.

Are We So Self-Satisfied

“‘Babbitt’ exemplifies the supreme and tragic self-satisfaction of America—that millstone to thought and hope and progress.” So laments a reviewer of Sinclair Lewis’ latest novel.

But is America satisfied with itself? Where is there more striving for higher and better things? Where is there more noble discontent? Look at the churches—all of them warring constantly against self, in order that they may help less favored people even in the uttermost parts of the earth. Look at the newspapers constantly striving for new standards of service. Look at the fraternal orders steadily engaged in widening the circle of their service.

No matter where you turn you see evidence of effort. If Americans are so well satisfied with themselves why do they keep on trying to do more for their fellow men? America is not steeped in self-satisfaction. The leaven that leaveneth the whole lump is at work, but it is generally understood that it has only fairly begun to operate.—*News and Observer*.

Heavy Cost of Congestion

Engineers used to say that it was impossible to bridge the Hudson river at New York City. They have changed their minds. The bridge will be built. The impossibility of yesterday is the accomplishment of tomorrow. So runs civilization.

The new bridge will have for its "backbone" four cables, each 12 feet in diameter. These cables will support the central span, 3,000 feet long, without a pier in the water below.

The bridge, says one engineer, will contain 450,000 tons of steel, which is more than is contained in all the bridges across the Mississippi, Missouri and Ohio rivers.

By 1940 at least 25,000,000 vehicles and 200,000,000 passengers a year will be passing over this bridge—if expectations materialize.

Quite a job, to keep New York City connected with the United States.

Representative Earnest Ackerman, of New Jersey, says the bridge across the Hudson will be "the most stupendous engineering work yet undertaken, surpassing, in that respect and also in final cost, the Panama Canal."

The actual bridge will cost at least \$100,000,000. About \$115,000,000 additional will be required for the terminal towers from which the huge cables will be suspended. These terminal towers will rise into the air 658 feet. Very strong towers will be required to support 400,000 tons, the weight of the steel in the suspended section. More millions will be required for the approaches.

It makes you wonder whether there is any limit to the engineering powers of man, second only to the ant (in proportion to size) as a builder.

This enormous expenditure of money, human labor and materials is necessary because people persist in flocking to join the swarm in New York City, each year on a larger scale.

It is just a beginning of what will be required in the future. All this, the penalty of flocking to an island.

In the long run, it might be cheaper to abandon New York City proper, and move the swarmers to the mainland of the United States.

It starts you wondering if, after all, many of our "vast engineering feats" are not rather futile. The high cost of swarming together, like all other costs, has a prohibitive limit.

—*The Times.*

Educational Sociology

For the first time in the history of our college, a course is being offered in Educational Sociology. It is given by Prof. J. L. Leggett, head of the Department of Education. About fifteen have enrolled in the class.

Our class meets in seminar fashion and threshes out many of the vital, educational problems, confronting the world today. The nature of the course very naturally tends toward democracy in the classroom. Every student is given abundant opportunity of expressing her opinion on every problem under consideration. Experiences are evoked and utilized to a great extent.

At first, the nucleus of our discussions was the origin, needs, and behavior of various social groups. We realized that this information would be a key to the solution of many of the educational problems. For instance, it would be of assistance to us in determining which subjects should be in our curriculum today, the quantity of each, and how each should be presented.

We consider conditions as they exist in the political, social, and religious activities and the part education can play in improving them.

NONIE JOHNSON.

Edward Kidder Graham

Four years ago this past week, October 25, 1918, Edward Kidder Graham, president of the University of North Carolina, best known, most admired and most beloved of all educational leaders in the State—one might almost say in the entire South—died at his home in Chapel Hill. October days bring back to the State, and especially to the university community, the memory of his brilliant and gentle spirit. In the groves of Chapel Hill he is as much alive as when he walked beautifully through them.

Prof. M. C. S. Noble of the university faculty, knew Mr. Graham intimately and during their association at the university was almost a father to him. Mr. Noble has written for the Greensboro *Daily News* the following picture of the human side of Mr. Graham, a side which all who came close to him loved greatly, but which necessarily was not so well known to the public as his statesmanlike public career.

"Now, that the October days have come again, many of us are reminded of the last year of the world war when the great epidemic came bringing death to thousands in private homes, hospitals and army camps throughout the land.

"These days never come back to me without reminding me of Edward Kidder Graham, who laid down his life in public service and died fighting here in North Carolina as heroically as did any

of those who lie sleeping in far-off France. As I think of him I am led to be reminiscent.

"One day while he was an instructor in English at the university, I asked him to ride with me the next day to a country school where I was to make a speech at the closing exercises. I was glad when he accepted my invitation. I can see him now on the rude platform in the grove listening to me while I spoke and looking at the audience of plain people out in front of us sitting on seats arranged for the big day that their school commencement always brought to them.

"The exercises began early in the morning and, with the exception of a brief intermission for dinner, they continued until late in the afternoon. There were songs, "pieces," drills and speeches. After almost every number on the program, the neighborhood band, an aggregation of fiddlers, banjo pickers and players on the guitar and mandolin gave string music which thrilled the crowd and made all hands happy. Mr. Graham was intensely interested and on our way back home spoke repeatedly of how much he had enjoyed the exercises.

"The next week he stood with me at the old well in the campus and talked about spending the next year at Columbia studying English in further preparation for teaching in the university. I asked him why he did not study law and go back to his home town, Charlotte, to practice. I told him that if I were a young man with his brains, industry and capacity I would choose law as my profession. His reply was most unexpected and was a dedication of himself to the profession of teaching. With seriousness he said: "No, I am not going to study law. I believe that I could make a good living at the law, but when I saw that crowd the other day listening to you I saw a greater opportunity than I would have in the practice of law. I am going to be a teacher and try to talk to the people of North Carolina every time I have a chance and do all the good I can." And he went along his chosen path doing good to the very end.

"I am told that he came back home to dinner one day in vacation tired, worn and late. He said that he could have come back sooner but for the fact that he had to dictate some very important letters which he was unable to get to until a half hour before. 'A man came into my office to talk to me about sending his son to college next fall and stayed there for more than two hours.' When asked why he had not asked the man to excuse him he answered, 'Well,

I did start to do that two or three times, but then I would remember that the father was talking to me about his only son and I could see that he was so much in earnest that I did not have the heart to stop him.' And that was so typical of Mr. Graham in all his dealings with parents.

"In 1918 the Government took over the campus and converted it into a military camp. The historic buildings, the South, the Old East, the Old West and all other dormitories were labeled barracks A, B, C, etc. Our students were regularly enlisted in the United States army, and even marched in military order to the lecture rooms. There were none left to take courses in education in preparation for teaching. I went to see Mr. Graham and told him that I was doing nothing. I asked his opinion of a plan I had formed to visit the high schools of the State and urge the boys and girls to remain in school and prepare for college, since the war could not last much longer.

"Immediately he answered, 'Unquestionably, yes. Go as soon as you can arrange your itinerary.' And then, turning to his desk and taking pen and paper, he began to make notes, saying as he wrote, 'I would say at the first dash out of the box,' and here is what he wrote: 'Every local community, the public and government needs, the press and the university, etc.,'—and then he was through. He had heard me, had approved of my plan, and was ready to leave it to me to go ahead with it. When I was leaving his office he said he would walk down town with me. I asked for the notes he had made, the last thing I ever saw him write, and I have them now among my treasures to this day.

"Some time after his death I was calling at a farmer's home near Chapel Hill. The farmer's wife spoke with deep feeling of his death. She told me that her parents had recently celebrated their golden wedding and that somehow or other Mr. Graham had found out that they were going to celebrate it, and had written the nicest letter to them and they had kept it ever since.

"I was telling this in a Chapel Hill bank and one of the young men in the bank said: 'Well, that is just like Mr. Graham. When I came to this bank to work he wrote me a letter and said that he himself had worked in a bank when he was a young man and for that reason he wanted to tell me that I must be careful to take a great deal of outdoor exercise and try to keep in the best of health. I was surprised to get the letter and I certainly did appreciate his

unexpected interest in me.' These incidents tell so plainly just the kind of a man Mr. Graham was, and I love to think of them, now that the anniversary of his death comes around again.

"I used to visit him in his home two or three times a week and it was always a genuine pleasure to be with him. One night I called as usual and found him sitting before the fire. He had in his hand some medicine to be taken before retiring. I saw that he looked tired, and hence left early in the evening. He followed me into the hall and helped me put on my overcoat, as he often did when I left his home. Bidding me good night at the front door, he went back and soon retired for the night, never to get up again. One week from the hour I left him he died, and North Carolina lost a man who will ever rank as one of its greatest forces in private and public service."

Mischief Night

Hallowe'en, when it started far back in the mists of time, was the night when evil spirits were supposed to flock out of hiding and roam the earth, marauding and destroying.

After many centuries we see the work of the evil spirits inherited and ably handled by Willie, Tom, Pat and the rest of the youthful "gang."

It illustrates how next to impossible it is to get a custom or superstition out of the human brain, once it gets there.

On the ancient agricultural calendar, Hallowe'en was a sort of New Year's Day. Harvest was over and the landlord called for his share of the crops raised by tenant farmers.

It was the custom for him to arrive late in the evening and make merry at such pastimes as cider drinking and apple bobbing. When the fun was over and the landlord got down to business, it was early morning of November 1.

Probably this is why the first of the month is rent-paying day, instead of the 15th or any other date that would be just as logical.

Time was, when Hallowe'en was less a night of devilry and more a night of hospitality, good fellowship, roaring fireplaces, good things to eat and drink, and delightful superstitions such as walking down cellar stairs backward, carrying a candle and a mirror in which "her" future husband's face might appear.

The world never has enough of hospitality and good fellowship. Let's revive it, this Hallowe'en, and make the night of witches and goblins jovial as well as prankful.

Art

America now leads all other countries in creative art. So says Homer Saint-Gaudens, director of fine arts at Carnegie institute, as he sails for a tour of Europe.

Saint-Gaudens says our art leadership is largely due to our more rapid recovery from the war; that we are returning to a condition of national sanity, whereas "all the new art in Europe is a manifestation of the spirit of unrest due to the war." Bolshevism in politics is reflected in radicalism in art.

Then, too, many of Europe's best, rising artists were killed by the enemy's bullets.

The peculiar virtues of boyhood are teachability, curiosity, energy, independence and the joy of life. And these are the identical virtues that enable a man to succeed in practically any line of business.

Autos

The Cleveland Trust Company investigates and gives this description of the average purchaser of an auto:

He is a married man, 33 years old. He has a bank account and carries life insurance. He buys a \$1,400 car and pays \$700 down. He pays the balance at the rate of \$100 monthly. His monthly income is \$350. He owns real estate in which his equity is \$5,000. He has personal property worth about \$2,000. This is not his first car.

According to this picture, average prosperity among Americans is higher than most of us imagine, since an auto is owned by, roughly, 1 in each 10 Americans, or almost every other family.

HOUSEHOLD ARTS DEPARTMENT

MISS LEONE REEVES, *Editor.*

Value of Vegetables in the Diet

Vegetables hold a very prominent place in the diet. They are not only body builders, but their fibre and mineral salts are necessary to keep the body in running order. It is not necessary to confine the diet to one or two special vegetables because each vegetable possesses different saline elements, all of which are needed by the system. Therefore, each vegetable in season should be given a place on the table. Fresh vegetables are refreshing and palatable and they also aid digestion. They are one of the most valuable food sources of cellulose which gives bulk to the diet, and, being an incombustible foodstuff, assists in the elimination of waste.

Green vegetables are rich in vitamins and mineral salts, which are necessary to make the body grow and keep it in good health. They are good sources of fuel and help regulate the heat of the body in the summer season by providing for the system large sources of pure water. Children, especially, should be given these vegetables in their diet, even if in small quantities, because they possess the elements that are vital for their proper growth and development.

Doctors say that tired-out feeling at the end of winter often comes from lack of vegetables in the diet during the winter. They not only keep the family well, but also make meals pleasanter. Therefore, vegetables should be canned, or in some way preserved during their season for use out of season. Such fresh vegetables as cabbage, turnips, carrots, parsnips, celery and lettuce can and should be secured through the winter.

Stuffed Cabbage

Cut out the end of a head of cabbage, leaving a hollow shell. Chop 2 pounds of uncooked beef with a slice of bacon and onion; add 1 cup of bread crumbs, soaked and wrung dry, 1 beaten egg, salt, pepper and mace. Shape into balls, arrange in the cabbage. Add strips of sweet pepper, and steam until cabbage is tender. Serve with tomato sauce. Cooked meat may be used by adding more eggs—whole eggs or the whites to hold the meat together.

Stuffed Peppers

6 green peppers	3 tablespoonfuls crumbs
1 onion	8 tablespoonfuls chopped ham
2 tablespoonfuls butter	salt
$\frac{1}{3}$ cup brown sauce pepper.	

Cut a slice from stem end or cut peppers lengthwise. Remove all seeds and parboil 10 minutes. Do not leave in water. Cut onion in small pieces and brown in butter. Add sauce and bread crumbs. Sprinkle with pepper and salt. Fill peppers with mixture. Cover with buttered crumbs and bake 10 minutes in a hot oven.

Stuffed Onions

Cook ten or twelve onions in salted water, changing the water twice, about an hour or until nearly tender; drain and cool. Take out the center of each onion without disturbing the outside layers; to this add six mushrooms, sautéd five minutes in butter; chop fine, add half a cup of bread crumbs and cream or white sauce to mix; season with salt, pepper and butter and fill the open space in the onions with the mixture. Put in a buttered baking dish, sprinkle the top with three-fourths cup of cracker crumbs, stirred into a fourth cup of melted butter and bake about twenty minutes, basting carefully with a little butter and hot water. The onions may also be stuffed with pork sausage. Thus stuffed they become an appropriate garnish for roast turkey or sparerib of pork.

Stuffed Baked Potatoes

6 baked potatoes	3 tablespoonfuls hot milk
2 tablespoonfuls butter	$\frac{1}{2}$ tablespoonful salt
$\frac{1}{4}$ teaspoonful white pepper.	

Cut the potatoes in halves lengthwise; then without breaking the skin, remove the inside. Mash with a fork, season, and return to shells, keeping it light and fluffy. Place on a pan in a hot oven until light brown.

Scalloped Vegetables

2 cups vegetable	1 cup white sauce
1 cup buttered crumbs.	

Make white sauce by melting 2 tablespoons butter, add 2 tablespoons flour and mix well, then add one cup of milk gradually. Cook in a double boiler stirring constantly until of the consistency of thick cream.

Place one-half of the cooked vegetables in the bottom of a buttered baking dish, add one third of the crumbs. Then the remaining half of the vegetables, covering with the other two-thirds of crumbs.

Bake in a moderate oven until the crumbs are brown.

Vegetable Salads

Heart of lettuce salad: Wash a firm head of lettuce and cut in four or more sections, dress with French dressing and serve.

Perfection Salad

2 tablespoons granulated gelatin	
$\frac{1}{2}$ cup cold water	$\frac{1}{2}$ cup sugar
$\frac{1}{2}$ cup vinegar	1 teaspoon salt
1 lemon—juice	1 cup sliced celery
2 cups boiling water	1 cup shredded cabbage
1 green pepper	1 cup small green peas
2 pimientos.	

Soak gelatin in cold water and dissolve in the boiling water, then add sugar, salt, lemon juice and vinegar. When the mixture begins to set, stir in the vegetable, and pour into a mold. Serve on lettuce with mayonnaise.

GLENNIE MANGUM, '24.

ORA LEE GADDY, '24.

Creamed Vegetables

2 cups vegetables	2 tablespoonfuls flour
$\frac{1}{4}$ teaspoonful salt	1 cup milk
	1 tablespoonful butter.

Melt butter, add flour. Add milk, stirring constantly to prevent lumping or burning. Cook until mixture has thoroughly boiled. Add salt and pepper. Cook vegetables until tender, then add to sauce.

Vegetables that may be used:

Asparagus, Cabbage, Carrots, Cauliflower, Celery, Onions, Potatoes, Turnips, Green Peas.

MARY ELIZABETH NELSON, '24.

Stewed Squash Au Gratin

Steam or boil a small Hubbard squash, cut in halves, until tender. Let dry on the back of the range, then remove from the shell and pass through a squash strainer—add two tablespoonfuls of butter, one tablespoonful of cream, the beaten yolk of one egg and salt and pepper to season. Mix thoroughly and turn into a baking dish, rounding the mixture on the top; cover with half cup of cracker crumbs stirred into one-fourth cup of melted butter and bake nearly half an hour in slow oven. After boiling, winter squash may be pared and cooked with the roast in the same manner as Franconia potatoes.

Celery au Gratin

1 pint of cooked celery	$\frac{3}{4}$ cup of cracker crumbs
1 pint of white sauce	$\frac{1}{2}$ cup of melted butter
	$\frac{3}{4}$ cup of grated cheese

Have celery cut in half inch pieces before cooking. Use the water in which it was cooked, with white stock and cream in making the sauce. Put alternate layers of celery and sauce in a buttered au gratin dish and sprinkle each layer with cheese; cover the top with the cracker crumbs mixed with the melted butter and any cheese remaining. Set in the oven and brown crumbs; garnish with celery leaves and a quarter of a hard boiled egg.

Cabbage au Gratin

Wash, chop and soak a small head of cabbage in cold water 15 minutes. Put into boiling salted water and boil slowly for 5 minutes; drain. While this is boiling make a cream sauce from 1 tablespoonful butter, 1 tablespoonful flour, 1 teaspoonful salt, a dash of pepper and a cup of milk. Add 4 tablespoonfuls dropped or grated cheese, take from the fire and add the yolks of 2 hard cooked eggs pressed through a sieve. Chop the whites very fine and add them also. Put a layer of this in the baking dish, then a layer of cabbage, having the last layer sauce covered with bread crumbs and bake in a quick oven 20 minutes.

Potatoes au Gratin

Mash 2 cups potatoes, making quite soft with milk, season with salt, pepper and butter to paste. Arrange in layers in a buttered baking dish, sprinkle grated cheese over each layer and covering the top with buttered crumbs. Heat thoroughly and brown nicely on top.

MARGARET WEST, '24.

Cauliflower and Beet Salad

Dress flowerlets of cold cooked cauliflower with oil, salt, pepper, and vinegar or lemon juice. Dress the shredded outside leaves of a head of lettuce and a beet, cut in figures, and the chopped trimmings, each, separately, with the same ingredients. Dispose the lettuce in the center of a serving dish, and the carefully drained cauliflower above; sprinkle with the figures cut from the beet, and dispose the chopped beet in points around the central mass. Serve mayonnaise in a dish apart.

Mayonnaise Dressing

Mix 1 teaspoonful mustard, 1 teaspoonful salt, 1 teaspoonful powdered sugar and a dash of cayenne with the yolks of 2 eggs; then add, a few drops at a time, $1\frac{1}{2}$ cups olive oil. As the mixture thickens, thin with 2 tablespoonfuls lemon juice or 2 tablespoonfuls vinegar, a few drops at a time first, alternating with the oil. If desired add $\frac{1}{2}$ cup cream, beaten stiff, or the whites of 2 eggs beaten stiff, just before serving.

In making mayonnaise, have the ingredients cold; if necessary set in ice water; work quickly, using a wooden spoon during the first part of the process, then a Dover egg-beater as the dressing gets thick and heavy. If it begins to separate, break the yolk of another egg into another bowl and slowly beat into the dressing.

French Dressing

Mix well $\frac{1}{2}$ teaspoonful salt, $\frac{1}{4}$ teaspoonful pepper and $\frac{1}{4}$ teaspoonful mustard, also a few grains of cayenne or paprika. Add 6 tablespoonfuls olive oil, and when well mixed add slowly, drop by drop, 6 tablespoonfuls lemon juice or vinegar. Beat until an emulsion is formed, then pour over the salad. Use just enough dressing for the salad material to absorb. None should be seen in bottom of the dish.

Waldorf Salad

Select even sized, well colored, red Jonathan apples. Cut a slice from the stem end, thick enough to include the stem, which will serve for a handle. Scoop out the center of apple, being careful to keep the pieces large enough for the salad, leaving a perfect shell.

Mix the apple with an equal quantity of celery, $\frac{1}{2}$ cup Malaga grapes, halved and seeded, and $\frac{1}{2}$ cup English walnuts. Mix with lemon cream sauce. Fill the apple shells with the salad and cover with the tops. Serve on lettuce leaves on salad plates. If there is too much to fill the apples put into a bowl and cover tightly with a wet cloth.

Tomato Cup Salad

Select medium sized firm tomatoes, wash well, and cut a slice from the stem end of each. Scoop out the seeds and soft pulp, saving it for future use; sprinkle the inside of the tomatoes with salt, and invert for several minutes. Cut equal portions of cucumber and radish into $\frac{1}{2}$ inch cubes, add the most solid portions of the tomato pulp, mix with salad dressing, and refill the tomato cups. Set into a cold place until ready to serve.

Celery, Apple and Green Pepper Salad

Cut two stalks celery into $\frac{1}{2}$ -inch cubes, scald 1 green pepper from which the veins and seeds have been removed, drain and cut into fine shreds, pare 2 apples and cut into cubes. Chop $\frac{1}{2}$ cup nut meats. Toss all together with 2 forks, cover with salad dressing and serve on lettuce leaf.

Cucumber Salad

Cut 2 cucumbers into thin slices or cubes, cover with boiling water for an instant, then drain and let stand in salted ice water for an hour. When ready to serve, drain, cover with salad dressing and serve on lettuce leaf.

Cabbage Salad

Cream one-fourth cup of butter, and beat into it the yolk, then the white of an egg. Add also two tablespoonfuls of sugar and one-fourth teaspoonful each of mustard, salt, and paprika. Then pour on very gradually, beating constantly, half a cup of hot vinegar. Cook over hot water until the mixture thickens a little—it should be like thick cream—and let cool before stirring into a generous pint of fine-shredded cabbage, prepared for salad. This makes an acid dressing.

Cucumber and Radish Salad

Cut 1 large cucumber into small cubes, add an equal portion of radishes, peeled and sliced or cut into cubes, and 2 teaspoonfuls chopped onion; mix with salad dressing and serve on lettuce leaf.

Onion Salad

To 1 cup dry bread crumbs, add 2 small onions chopped fine. Cook 3 eggs hard, and cut up the whites of $1\frac{1}{2}$ eggs and add to the crumbs.

Make a dressing of 1 tablespoonful melted butter, 1 tablespoonful vinegar, 1 tablespoonful sugar, 3 tablespoonfuls lukewarm water, $\frac{1}{8}$ teaspoonful pepper, $\frac{1}{2}$ tablespoonful salt, and pour over the crumbs, mixing well. Now put into a serving dish, cover the top with yolks of the eggs pressed through a sieve, then cut whites of the other $1\frac{1}{2}$ eggs into rings and distribute over the top. Garnish with parsley and serve.

Egg and Tomato Jelly Salad

Cook a pint of tomatoes, a bay leaf, a slice of onion, and a stalk of celery fifteen minutes; add one-fourth package of gelatine softened in one-fourth cup of cold water, then strain. Chill four cups. Press half a cooked egg dipped in liquid gelatine against the side of each cup; when set, fill with jelly. Unmould on shredded lettuce dressed with French dressing serve with mayonnaise.

Cress, Celery and Walnut Salad

Arrange a wreath of watercress upon a serving dish. Inside this place some fine cut celery, and in the center pile some meats of English walnuts, sliced thin garnish with sprays of curled celery. Sprinkle with salt and pepper, mix thoroughly and dress with oil; then mix again, adding half as much vinegar as oil; mix once more and serve.

Potato Salad

Cut 3 cold boiled potatoes into cubes, add 1 onion and $\frac{1}{2}$ cucumber chopped fine; marinate with 6 tablespoonfuls olive oil and 3 tablespoonfuls lemon juice. Season with $\frac{1}{2}$ teaspoonful salt and $\frac{1}{8}$ teaspoonful pepper. Arrange the salad in a salad bowl, cover the top with slices of tomatoes and over this place a few tablespoons of boiled salad dressing or mayonnaise.

INEZ KENNEDY, '24.

LOIS LYNCH, '24.

Eat Less Meat, More Vegetables and Fruit

MISS BERTHA E. SHAPLEIGH, *Columbia University*

There is a strong tendency to eat too much meat, fish and eggs in proportion to vegetables and fruits.

Professor Sherman, of Columbia University, has said that in general it is well to allow at least as much money for the purchase of vegetables, fruits and milk as for the purchase of meats, fish and eggs.

Why? Let us consider fruits especially. Fruits supply a much needed acid substance in the digestive tract.

Fruits have a laxative tendency and keep the system in a good condition. Fruits supply flavor which is natural, also sugar which

is natural sugar. They give, when cooked, variety in the menu, and in a raw state are pleasing to the eye.

Many housekeepers consider fruit expensive, and if it is an added item to an already heavy meal it is expensive.

But when we have learned what the body needs most and have given those foods which supply it we can cut out many of the supposed necessary foods.

The family will be better satisfied, and better health secured, at a much lower price.

There is great need of training children to enjoy the products of the ground and not to be dependent on meat as the past generations have been.

There is not and will not be sufficient meat for all, but there are unlimited possibilities in vegetable and fruit raising.

Raw fruits are not always as easily digested as when cooked, and a raw banana, for instance, ought never to be given to a young child.

Of course, citrus fruits are an exception and usually are eaten without cooking.

Another good reason for serving fruit is that it makes the work of the housekeeper much lighter.

French women do not make heavy desserts but give cooked fruit with cake or a sweet cracker. Or they serve cooked cereal or cream with the cooked fruit.

The compote is one of the most easily prepared desserts, being simply canned fruit served in attractive dishes.

When opening a can of fruit it will be found to be improved in the following manner: Arrange the fruit on the dish in which it is to be served. Pour syrup into a saucepan. Add to the juice of a quart can of fruit one-half cup of sugar and a few drops of vanilla extract. Boil 10 minutes and, when cooked, pour it over the fruit.

Canned fruit prepared in this way is delicious served with boiled or steamed rice.

Another way to serve canned or dried cooked fruit is on French toast.

A dessert acceptable at all times is one which may be called a "macedoine" of fruit.

Cut in small pieces any kind of fruit, adding perhaps a small amount of canned fruit. Mix all together, adding sugar to taste, a few grains of salt to call out the flavor, and, if at hand, grape or loganberry juice. Chill thoroughly and serve in glasses.

SUGGESTIONS

MISS MIRIAM MACFADYEN, *Editor*

Better English Week in the Seventh Grade

In the observance of Better English Week in the seventh grade the pupils were given three small projects—first, to keep a list of errors heard during the week; second, to adopt three new words; and third, to make a list of beautiful words.

The pupils were to make note of all the errors made by pupils in the grade during the week. The errors were noted in a friendly and helpful manner. On Friday, the errors were read in English class. As an error was read the child accused of making it, stood and gave the correct form in a sentence. In making note of the errors the pupils were required to take the name of the person who made it and the occasion it was made. The aim in having the children do this, was to develop a more sensitive and critical ear for grammatical mistakes.

During the week each child selected three new words which he was to adopt for his vocabulary. Before he could claim the new words he had to use each one three times during the week. The words had to be used with freedom and ease. On Friday a statement was given by the pupil of the words he had selected, the occasions he used them, and the sentences in which the words were used. The aim in having the pupils do this was to inspire in them a desire to increase their vocabulary.

The children were also required to keep a list of "beautiful words," found in the literature read during the week. The question arose, "What constitutes a beautiful word?" Its melody, its mellifluous flow, consisting of the harmonious blending of sound produced by a smoothly flowing combination of vowels, interspersed with consonants together with the picture it makes in the mind. In the search for beautiful words the pupils gained a keener sense of appreciation for the beauty of the English language and incidentally became acquainted with new words.

ANNIE LOLA ARNOLD.

Editing a Class Paper in the Seventh Grade

As a project for arousing interest and enthusiasm, the editing of a class paper in the seventh grade is an excellent one. The children hail the "newspaper" idea. Through the paper enjoyment is added to the written work, and much pleasure is afforded in the thought of interesting others.

A printing press is not necessary for this project. The articles may be very neatly and legibly copied and pasted on manila paper. A cover for the paper may be made by a member of the class by working up an attractive design. The paper may be issued weekly, bi-weekly, monthly or bi-monthly.

In organizing the paper in the seventh grade of the Model School, the teacher presided over the meeting and the different officers needed for the staff were nominated and elected by the votes of the class.

The first officer elected was editor-in-chief. The editor-in-chief appointed two other members of the class to act as assistant editors. The duty of the editors was, with the help of the teacher, to select from the articles and reports handed in, the ones that were most interesting to be used for publication in the class paper.

The next officer elected was the business manager. The business manager had the privilege of choosing two other classmates to act as assistants. After the material had been censored and selected by the editors, it was the duty of the business manager to paste it on the manila paper and to present it in its completed form to the class at the appointed time.

The other members of the class acted as reporters. To divide the work systematically and to avoid overlapping of certain topics, committees were formed. The committees were appointed by the teacher. Every child in the class was put on one of these so that each child would have a part and feel an individual interest in the editing of the paper. The different committees and the duties of each were as follows:

Sports Committee

Duty: To report on sports, as football games, baseball games, etc.

Current Events Committee

Duty: To report on events of local and general interest.

Social Committee

Duty: To report on entertainments, exhibits and fairs.

Building or Progressive Committee

Duty: To report on new buildings, bridges, repairs of streets, etc.
Reporter for Joke Column

Much enthusiasm was aroused among the pupils in selecting a name for the paper. Each pupil was given the privilege of suggesting a name by writing it on a piece of paper. The suggestions were collected by the teacher, some of which were: "The Seventh Grade Journal," "Seventh Grade Times," "The Class Room Newspaper," "Model School Weekly," "The Greenville Times," "The Junior News," "High and Dry Times," "School Mates Companion" and "The Seventh Grade Echo." The name finally selected was "The Seventh Grade Echo."

In the first issue of the paper articles were written on the following subjects: "Story of a Brave American Soldier During the World War," "Why I Became a Boy Scout," "An Interesting Ball Game," "Circus Day Parade," "Our County Fair," and "A Recent Improvement in Our Town."

ANNIE LOLA ARNOLD.

Description of our Second Grade Room, Oct, 17, 1922

On entering the room we notice the clean and orderly arrangement of the things in the room. In one of the windows is a window box in which there are growing plants. In one corner of the room is a color chart showing primary and binary colors. Just above the blackboard is a border of boys and girls flying balloons; only the primary colors are used in making these balloons. Below the board is a circus parade—the children had just seen a circus parade. In the back of the room is a border of lanterns. Here the binary colors only are used.

The blackboards are very clean, with little writing on them. The alphabet is written at the top of the board. The date is also written with colored chalk.

On one side of the room is a poster which says, "Drink Milk Every Day." An evidence that the majority of the children do this, is the row of small bottles of milk on one of the window ledges. Another evidence that health work is being done is the pair of scales in front of the room. On the closet door hangs a poster which says, "Clean Teeth—Good Health." The section whose members have all brushed teeth every morning gets a gold star. One section is named "Bluebirds" and the other "Redbirds."

There is a small poster cut to represent a window. A redbird and bluebird are seen in this window. The section that does the best work in the best way has its bird above the other. An October weather chart and a seed chart, showing the different kinds of seeds, tell what the children are doing in Nature Study. There is only one large picture, "The Helping Hand," on the walls.

At the back of the room is a large open space for a circle of chairs.

A sand table on which there is a farm started, and in one corner is a grocery store.

MAE WILLIS ROBERTS, '23.

Good English Week in Fifth Grade

The Parent Teachers' Association held its regular meeting on Wednesday of Good English Week at the Model School, and the fifth grade gave a dramatization on Good English. The posters that many of the children wore had the bad speech on one side and the correct form of speech on the other. All correct forms of speech were given last to make an everlasting impression of the right kind.

Other Good English posters were made and placed around in the room. Two of these posters were made of colors, red, white and blue, with the words "Good English for Good Americans," on the first, and "Better English for Better Americans," on the second. The third poster was made with the neighboring colors between orange and yellow with mice (bad English) gnawing into a cheese (good English). A cat was peeping around one end of the cheese and the mice were running away. The words on this were: "Drive Out Bad English."

A very attractive box was placed on the teacher's desk so the children might write out all the errors of speech they heard the class make and drop into this box. At the end of the week this box was to be opened and the errors read to the class so they could be corrected by those guilty.

The purpose of this was to collect some of the most common errors made in speech so the children could study the correct form throughout the year and use it in their daily speech.

U. R.

SMILE

"And other of such vinegar aspect
That they'll not show their teeth in way of smile,
Though Nestor swear the jest be laughable."

It is hoped that the "other" will not read the following jests, inasmuch as, not even Nestor would pronounce them laughable.

A smile is good for the digestion.

A hearty laugh is good for the soul.

Biggs—Her teeth are like stars.

Jiggs—Why?

Biggs—They come out every night.

Earnest street-corner orator—I want land reform; I want educational reform; I want housing reform; I want—

Bored voice—Chloroform.

She: They say an apple a day will keep the doctor away.

He: Why stop there? An onion a day will keep everybody away.

"Pa, what a funny word 'wholesome' is."

"What's funny about it?"

"Why, take away the whole of it and you have some left."

Scoutmaster (as troop enters an historic city): I will take you around and show you the places of interest.

Tenderfoot to First Class: Will he take us to the Savings Bank?

First Class: Why does he want to take us to the bank?

Tenderfoot: Well, the bank is a place of interest, isn't it?

Professor: "Can you give me an example of a commercial appliance used in ancient times?"

Student: "Yes, sir, the loose-leaf system used in the Garden of Eden."

Mother and small daughter walking on the boulevard see young lady with unbuckled galoshes flapping in the breeze. Little daughter says, "Mamma, is that one of those bootleggers that papa talks about?"

He: "Do you know, dear, I was just upstairs looking at baby, and I believe she has got your hair."

She (springing up): "Good gracious! I thought I had put that switch out of the child's reach!"

"Hair's getting a little bit thin on top, sir," said the barber.

"Yes," was the customer's reply, "that's the result of too much Anno Domini, you know."

"No doubt," remarked the barber after a pause. "Never did think much of those new-fangled hair restorers. Try a bottle of our own make, sir."

A story is told of a man in a back pew, of a London church, seen from the pulpit with his hat on. The minister beckoned to a deacon, who went to the man and asked if he was aware that his hat was on.

"Thank God!" said the man. "I thought that would do it. I have attended this church for six months, and you are the first who has spoken to me."

An eastern college graduate applied for work in a Michigan lumber camp and was assigned to one end of a cross-cut saw, the other end being in charge of an old and experienced lumberman. At the end of an hour the veteran stopped sawing and regarded his weary partner with pitying eyes.

"Sonny," he said, "I don't mind your riding on this saw, but if it's just the same to you, I wish you'd quit scraping your feet on the ground."

The height of fashion is lower.

North winds soon will go south for the winter.

To get your name in Who's Who, you have to know what's what.

In a western hotel the other day there was a reunion of world war heroes, when the head clerk, was a first lieutenant, called the porter, who was his captain, and the head waiter, who was a lieutenant-colonel, and had them throw out a former general who was cluttering up the chairs in the lobby.

An Irishman was newly employed at a lumber office. The proprietors of the company were young men and decided to have some fun with the new hand. Patrick was left in charge of the office, with instructions to take all orders which might come during their absence.

Going to a nearby drug store they proceeded to call up the lumber company's office, and the following conversation ensued:

"Hello! Is this the East Side Lumber Company?"

"Yes, sir. And what would you be havin'?"

"Take an order, will you?"

"Sure, that's what I'm here for."

"Please send me a thousand knotholes."

"What's that!"

"One thousand knotholes."

"Well, now, ain't that a bloomin' shame? I'm sorry, but we are just out."

"How's that?"

"Just sold them all to the new barrel factory."

"To the barrel factory? What do they want with them?"

"They use them for bungholes in barrels."

I've steadily stuck to my knitting,
I've plodded along here at home,
I've never had chances for flitting,
Although I've been crazy to roam;
But oh the great dreams I unravel,
The visions I've had by the score
Of how I might travel and travel,
And after that—travel some more!

By thoughts of adventure I'm haunted,
 But, being uncommonly meek,
 I never have got what I wanted,
 I never have found what I seek;
 The fault is my own, I can't cavil
 If life is at times quite a bore,
 Because I can't travel and travel,
 And after that—travel some more!

But when I am done with existence,
 And tasks that are humdrum and stale,
 I hope I can roam through the distance,
 And follow each heavenly trail;
 Beyond all this grime and this gravel,
 I'm longing for stars to explode,
 To travel and travel and travel,
 And after that—travel some more!

—BERTON BRALEY.

Bright Boy: "In Siberia they don't hang a man with a wooden leg."

Innocent Boy: "Why not?"

Bright Boy: "They use a rope!"

"Grandpa, can you help me with this problem?"

"I could, dear, but I don't think it would be right."

"I don't suppose it would, but take a shot at it, anyway."

They were very much in love.

"Albert," she said coyly, "you have such affectionate eyes."

He preened himself and put his tie straight.

"Do you really mean that, dearest?" he asked.

"Yes," replied the maiden. "Yes, they are always looking at each other."

Bill: "I don't like girls that bob their hair, use rouge or powder, wear short skirts or roll their socks."

Bob: "I haven't got a girl either."

Publisher: "In your story I notice you make the owl hoot "To whom" instead of "To who."

Author: "Yes, this is a Boston owl."

The airmen saying they stayed up 35 hours have nothing on prices, which have been up for years.

How can you remove the letter "A" from the alphabet?
By "B"-heading it.

Teacher: "William, what is income tax?"

Willie: "It is when you sit on a tack."

Teacher: "No, I'm afraid you don't see the point."

Willie: "You don't, sir, you feel it."

Mary had a little cat;
It swallowed a ball of yarn,
And when the little kittens came
They all had sweaters on.

Hank: "Why do they call our language the mother tongue?"

Pete: "Because the father so seldom gets a chance to use it."

Just think of it—a complete dinner for a quarter—soup, meat, pudding, pineapple, coffee—

Where?

I don't know, but just think of it.

We claim might is not right. They might overcharge us for coal, but it won't be right.

"Clerk and \$50,000 Gone"—headline. Appeared to be honest, but disappeared to be dishonest.

In New Jersey a choir leader was murdered. Some people can't tell the difference between good and bad singing.

Captain Salisbury has gone to the Malay Peninsula to study wild men when he could have hung around the tax collector's office.

"Did you have any difficulty with your French in Paris?"

"No—but the French people did."

Why was Solomon the wisest man?

Because he had seven hundred wives to keep him posted on current events.

The only reliable thing about some people is their unreliability.

The actor was lying on the stage supposed to be dying of thirst. The scene in the background showed a hot, burning desert. The actor was hoarsely calling "Water, Water!" The scene shifters, through some mistake, dropped a back curtain on which was painted a large lake and fountains gushing forth clear silver streams. The actor gazed bewildered but for a moment. Raising himself from the ground and rushing towards the scene he shouted "Saved! Saved!" At that moment the scene shifters realized their mistake and pulled the curtain up again, once more disclosing the desert sands. The actor turned around and tragically got back to the dying business, gasping, "'Twas but a mirage!"

An old gentleman who had seven daughters asked his wife one night if they were all in. She said, "They are all in but one. There are six wads of chewing gum on the back of the dresser."

Fair Customer—Is this color fast and really genuine?

Gallant Shop Assistant—As genuine as the roses on your cheeks, madam.

Fair Customer—H'm! Er-show me something else.

Owing money is dangerous. It makes you lose your memory.

"Well, I'd be ashamed if I had as bald a head as you. Look at my head of hair!"

"I just want to ask you a question."

"Yes."

"Did you ever see grass grow on a busy street?"

Neighbor—I hear Billy's doing a turn at the Hippodrome.

Mother—Yes.

Neighbor—What's he do?

Mother—He turns up the seats after the performance.

The hit and miss system sounds much better on a typewriter than it does on a piano.

Judge: "I sentence you to die at sunrise."

Negro Prisoner: "Dat don't worry me jedge, 'cause I don't git up dat early."

An old gentleman who had dealt for some years with the same grocer found the latter out in some shady practices. Going to his shop he gave the delinquent a piece of his mind, and stamped out, exclaiming:

"You're a swindler, and I'll never enter your door again."

Next day, however, he came back and bought five pounds of sugar.

"Dear me," said the grocer, smiling in a forgiving way, "I thought you were never going to enter my shop again."

"Well, I didn't mean to," said the customer, coldly, "but yours is the only shop in the place where I can get what I want. You see I am going to pot some plants, and I need sand."

Praise often turns a woman's head. Passing another in a new dress has the same effect.

During the recent war a transport was taking negro troops to France. Each day a certain time was allotted each compartment of troops to go on deck for airing, the seasick ones remaining in the

hold. On reaching the deck they saw a large battleship passing. John called down the hatchway to his seasick buddy: "Oh, Sam, come up here quick and see dis ere big ship passing us."

Sam (from below): "G'wan niggah, don't you call me up dere less'n you see a tree."

Many a small boy is kept in after school because his father worked his arithmetic wrong.

A gentleman and his wife visited Niagara Falls. After looking with amazement upon this great natural phenomenon, the following conversation took place:

He—Well, Mary, what do you think of it?

She—I am utterly speechless.

He—Thank God! We'll stay here a week.

About the time we learn to pronounce these Turk generals' names the fighting will be over.

Russia has a big standing army. Greece has a big running army.

A Boston man claims his wife turned the tables on him—also a chair and a garden hose.

A Georgia farmer who wondered if robbers would get \$3,000 he had out of the bank found that they would.

A man driving his horse and buggy from a distant town, drove up in front of a livery stable and called to a boy standing out in front: "Boy, extricate the quadruped from the vehicle, stabulate him, donate him with an adequate supply of nutrition, and when the aurora of the sun shall illuminate the oriental horizon I will reward thee with a pecuniary compensation for thy amiable hospitality."

The boy, not quite understanding the man, called in to the proprietor and said, "Boss, there's a Dutchman out here wants to see you."

Customer (to floor walker in a department store)—What have you in the shape of automobile tires?

Floorwalker—Doughnuts.

"Billie, can you tell what a hypocrite is?" asked the teacher.

"Yes, ma'am, it's a boy that comes to school with a smile on his face."

"My friend, have you ever done anything to make the community the better for your living in it?"

"I have done much sir," replied the other earnestly, "to purify the homes of my fellowmen."

"Ah," said the solemn one, rubbing his hands, "do you distribute tracts, may I ask?"

"No, I clean carpets!"

An old gentleman entered a country newspaper office and approaching the editor said: "I want to get copies of your paper for a 'week back.'"

The editor replied: "Hadn't you better try porous plasters?"

The newly-weds are not as foolish as the nearly-weds who are not as foolish as the never-weds.

Do you know what is paved with good intentions? Well, that is what streets are that are paved only with good intentions.

Fast as the boy learns geography some war changes it.

Men running for office are nice to women. Most women control a vote and a voter.

When a worried looking man recently applied for settlement of a claim for fire insurance the agent asked:

"Much damage?"

"Not much," the man said, "just a door."

"How much would a new door cost?"

"About four dollars."

"When did the fire happen?"

The man hesitated a moment and then replied:

"About thirty years ago."

"Thirty years ago?"

"Yes, sir."

"And you have waited all these years to report it?"

"Yes, sir."

"How in the world did that happen?"

"Well, sir," said the man, "the womenfolk at my house have been at me to do something about that door ever since it was burned, and I just couldn't stand it any longer."

The honeymoon ends when the coal bill begins.

One would be mistaken in calling Dempsey's diary a scrapbook.

Two farmers met on a country road, and pulled up their teams.

"Si," said Josh. "I've got a mule with distemper. What did you give that one of yours when he had it?"

"Turpentine. Giddap!"

A week later they met again.

"Say, Si, I gave my mule turpentine, and it killed him."

"Killed mine, too. Giddap."

America holds no grudge. We wish the Greeks well in the war in spite of Greek cafes.

We saw a man with a beautiful complexion on his coat lapel.

Saddest words of tongue or pen: "There is no coal in our coal bin."

Tenderfoot: I had an awful dream last night.

First Class Scout: Well, what did you dream?

Tenderfoot: I dreamt that I was eating shredded wheat and when I woke half of the mattress was gone.

Strange things happen: Miss Minnie Murray, who won an Iowa beauty contest, can cook.

Mother was teaching five-year-old Bobby geography. She had come to the Sahara Desert. "Now, say it—Sahara," she prompted him.

"Hara," replied Bobby.

"No, not Hara—Sahara, don't you see?" said mother, patiently. "Now, say it."

Again Bobby replied, "Hara."

That kept up for some time, until finally Bobby, worn out, exclaimed, indignantly, "Well, mother didn't I say Hara?"

Astronomers say there are no sounds on the moon. Then we will never hear from there.

Light words often are more weighty than heavy ones.

A rolling stone gathers no work.

Many of us save for a rainy day as if we only expected a shower.

Cars and people that knock need working on.

"Did you call Edith up this morning?"

"Yes, but she wasn't down."

"But why didn't you call her down?"

"Because she wasn't up."

"Then call her up now and call her down for not being down when you called her up."

Now is the time for father to paste on his wallet: "Not to be opened before Christmas."

"If I were so unlucky," said an officer, "as to have a stupid son, I would certainly by all means make him a parson."

A clergyman, who was in the company, calmly replied: "You think differently, sir, from your father."

One man tells us he has so many girls' pictures they make up a regular rouge gallery.

Silence is golden. Many a small brother gets a nickel for keeping his mouth shut.

People who walk in their sleep should be policemen.

Expecting nothing is an excellent way to get nothing.

Captain (sharply): "Button up that coat."

Married Recruit (absently): "Yes, my dear."

REVIEWS

J. L. LEGGETT, *Editor*

Education and the World Problem

In *The Journal of the National Education Association* for October, 1922, Augustus O. Thomas discusses education as a world problem. There are plans for a World Conference on Education in 1923, with a definite proposal for an international association, and in 1930 a world peace exposition. If these plans are carried out, such conference and organization will exert a tremendous influence upon world relationship.

Mr. Thomas says that: "Principles of education are universal." He compares the nations of the world with "neighborly women" "touching elbows, and borrowing household and table furnishings." He also says: "The knowledge, which is of most worth to the world and the ultimate aims of education, are universal and upon them all nations stand as upon common ground. . . . Personal freedom and higher governmental efficiency are in direct ratio to the intelligence and understanding of the people. If this is true, then the nations of the earth can come together for a discussion of the methods, movements, processes, attitudes, and fundamental principles of school reorganization and of education."

In 1915, at the Panama-Pacific Exposition, an effort was made which planted the seed for a World Conference. Resolutions were drawn up and objectives have been worked out. These are summed up in "the promotion of world good-will and co-operation through-out education."

"The objects of the world's unifying movement can be brought into world conformity essential to peace and good-will among men, only through schools of the nation and by teaching the rising generation the common origin of their kind, and the common future of their descendants. The school, therefore, is the initial factor in the future of civilization."

Suggestions for world conference include a two weeks' meeting, a pageant showing contributions to education of each nation interested, and a brief account of educational conditions in that country of each nation which constitutes the basis for the general conference.

The International Education Association may follow the National Education Association in organization. Delegates from educational associations of countries will be a part of this body. Committees will be formed for a study of world educational interests. Text-books, courses of study, methods and universal education are suggested topics for study and consideration. An outgrowth of such an organization would be a Bureau of International Research. The climax is a world peace exposition in 1930.

The committee on Foreign Relations suggests that the National Education Association promulgate the idea of a World Peace Exposition in 1930, which will bring together the nations of the earth with their great contributions to education, commerce, society, and government. . . . Such an exposition would mark the beginning of the new age and would proclaim to the world that the true progress and happiness of the race lies in the work of peace alone. Instead of destroying the works of art and science of former countries, it would point the way to higher achievements.

In conclusion Mr. Thomas says:

"The dynamic forces which make for peace or war are formed when the young men are taught. The teacher whether mother, priest, or schoolmaster, is the real maker of history, and the school will shake the destiny of tomorrow. It is fitting, therefore, that the educational forces of the world should join hands in sympathetic comradeship. Out of this movement may issue a spirit in which international hatreds shall cease and be replaced by a friendly competition for the betterment of mankind, securing for all men more equal opportunity, and the removal of unjust discriminations against many people because of fortune, race, or creed. It is the duty of the school to see that the waters of the well of peace are kept pure."

M. T.

University Extension Debating

From The Journal of the National Education Association

It is generally admitted by careful students of politics that a democracy never faces a greater danger than indifference or a lack of all interest on the part of its citizens for the vital problems of the State. Our democracy is being brought face to face with this menace. We manifest more interest in movie and baseball news, and give only a formal hearing to international affairs and crises in internal administration.

How can we vitalize and popularize public questions for our people? This is not so hard to do in the city, but is a very difficult task in the rural districts. A small town paper is usually biased in its views on all questions. Then again a public opinion which feeds on propaganda or at best on an honest presentation of only one side of a question, will not and can not be, an intelligent public opinion.

Our answer to this question, from a nonpartisan point of view, is university extension debating. Two men will be chosen and sent out to the people from the university debating squad, thus the university cannot be attacked for partisanship. We hope this will help to arouse interest as it was shown in public questions in the days of town meetings and of the Lincoln-Douglas debates.

L. H.

The Menace of Illiteracy

From *The Journal of the National Education Association*, October, 1922.

"Five millions of our population in the United States are absolute and confessed illiterates," says the Research Department of the National Education Association. In the Presidential election of 1920, there was one adult illiterate for every six persons who voted for the President.

Such a condition is not tolerated in any other enlightened nation in the world. Advanced countries class illiterates with the mentally deficient. In the United States, we harbor millions who are capable of learning, but who are illiterate through lack of opportunity.

We have the highest percentage of illiterates of ten enlightened countries of the world.

Percentage of illiterates:

Germany	.2	Sweden	1.0
Switzerland	.5	Scotland	3.5
Netherlands	.6	France	4.9
Finland	.9	England	5.8
Norway	1.0	United States	6.0

The inadequacy of our rural schools is the principal cause of illiteracy. It is nearly four times as prevalent in rural as in urban communities. The great task, therefore, before our nation today is to improve its rural schools.

N. J.

A Study of Mental Life

Robert S. Woodworth has written an interesting psychology text book under the title, "A study of mental life," which represents the present state of a very active science.

The first lesson in this book is a lesson on "What psychology is and does," and this subject is discussed in a very clear, concise manner. The lessons following this one are interesting, helpful and practical. Especially is the chapter on sensations interesting.

Many illustrations throughout the book tend toward giving a better concept of the subject matter in the different chapters.

If any reader should desire to make this text a basis of a more extensive course of reading, the lists of references appended to the several chapters will prove helpful.

There are, also, at the close of each chapter, exercises, from the use of which much advantage can be derived, for the student can work over the raw material of the text and make it his own.

A text book of this kind is one we have been searching for for several years, and we shall hail its advent with a cheer!

E. M. V.

The Graphic Arts

We see in the pamphlet, "*The Graphic Arts*," written by Ralph D. Allen, and published by the Vocational Guidance Association, that the number of workers using some applications of the graphic arts increases in this country at the rate of 4,000 a year.

The field of graphic arts includes a wide range of occupations, offering a multitude of opportunities for earning a livelihood. These occupations are concerned with the preparation of charts and diagrams, placards, maps, working drawings, illustrations, designs, engineering and architectural plans. The teaching of these subjects is discussed briefly in this pamphlet.

As for wages, the author assures us that the pay offered for teachers of art and drawing is generally very good.

Training schools in nearly all the large cities, and instruction conducted by correspondence afford fine opportunities for training in this work.

Mr. Allen mentions that there is a steady increase in the demand for workers in this field, and he gives occupational statistics show-

ing the increase in the number of architects, draftsmen, designers and inventors in the United States from 1900 to 1920.

Have you one of these leaflets? If not, write to the Vocational Guidance Association, 25 Jefferson Ave., Brooklyn, N. Y., for one so that you may learn in detail the progress of graphic arts.

E. M. V.

Progress of Vocational Education in North Carolina

The pamphlet on *Progress of Vocational Education in North Carolina*, issued by the State Department of Public Instruction, gives an insight into the real progress of the staff of the division of Vocational Education during the school year closing June 30th, 1922. The work of this staff has for its purpose the enlarging and enriching of the course of study to provide training for the boys and girls of North Carolina that will help them become more effective workers in their chosen vocation.

This pamphlet contains several tables showing the development of work in agriculture, home economics, and in the trade and industrial education. The per cent of increase is remarkable.

Evening and part time classes have been organized, with wonderful results, for employed workers who can get the training related to their employment, and for young people who have stopped school before finishing.

Besides these, the work in industrial rehabilitation, recently organized, has enabled the department to get in touch with and aid more than 100 disabled persons scattered throughout the State.

E. M. V.

Milk and our School Children

The pamphlet, *Milk and Our School Children*, contains many good and helpful suggestions as to getting children in the schools to drink milk. It contains posters made by pupils of the third grade showing their interest in milk drinking.

A very interesting lesson is printed here, on the discussion of milk and where we can get it.

Suggestions for entertainments for parent and teachers meetings are worked out here. This helps in interesting the mothers and thereby causes them to introduce more milk into the home.

Here is printed a list of bulletins which may be obtained free. You know the saying goes, "Get every thing you can free." Here is a good chance.

This pamphlet and others in this set may be obtained for 5 cents per copy from the Superintendent of Documents, Government Printing Office, Washington, D. C.

H. K.

University Summer Schools

The people of our country had not realized until about twenty-five years ago the importance of summer schools.

The universities, being the first to give the summer season a deserving place in the academic year, have published this leaflet which contains a full account of the origin of summer schools, also a splendid classification of summer schools, valuable data on registration, financial conduct and fees, salaries of professors and selection of staff, administration and studies and recreational work of the summer schools all over the country.

Copies of this publication may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 5 cents per copy.

H. K.

University Lectures

This leaflet is a guide for every community in the selection of lecturers for occasions which present themselves during the year.

These lectures are delivered, whenever demanded, to any community, whatever the size may be.

In the leaflet are printed lists of lectures with their deliverers, so you have only to take this and look up your speaker when there is a community sing or commencement, as you would look in a telephone directory to find a number.

A few of these lecture courses are as follows:

1. Citizenship.
2. Americanization.
3. Community Service.
4. Public Welfare.
5. The Drama and the Community.
6. Community Music.

7. Town and City Improvements.
8. Business and Industry.
9. For Religious Groups.

This leaflet may be secured free from University Extension Division, Chapel Hill, N. C.

H. K.

Correspondence Courses

In order that everyone, who cannot attend the University of N. C., may have an opportunity to get some of the advantages of instruction and culture which may help him, this correspondence course has been designed.

In *Correspondence Courses* we find valuable information as to how to get a degree without attending the University, and just how to get on the roll as a student for the course.

Lists of courses which may be taken are printed here also.

Are *you* included in this course? If not, send for this bulletin, Vol. II, No. 2, from Bureau of Correspondence and Class Instruction, Chapel Hill, N. C., and read it. It will help you decide what to do with your leisure time.

H. K.

ALUMNAE NEWS

MRS. LIDA TAYLOR PACE, '16, *Editor*

1911

Nell Pender (Mrs. Andrew Moore) is keeping house in Greenville.

Margaret Blow has been teaching in Fayetteville for several years. but is enjoying a rest at home this year.

Have you heard about Home Coming Week?

1912

Nannie Bowling is reporter for *Greenville Reflector*.

Estelle Green is teaching in High School in Greenville. She attended Columbia University Summer School this summer.

Willie Ragsdale (Mrs. A. E. Hobgood) is keeping house in Greenville.

Georgia L. Scott, who graduated from Army School of Nursing, Washington, D. C., is now with Veterans Bureau, Fort McHenry, Baltimore. She taught in Maryland until the war, then answered the call of the government for student nurses.

Majorie Davis (Mrs. Cary Warren) is in Greenville.

Florence Blow (Mrs. William Scales) has recently moved into an attractive bungalow and is enjoying keeping house for the first time.

Home Coming Week, June 1923.

1913

Mary Lucy Dupree (Mrs. J. F. Lynch) is living in Duke, but has recently been visiting in Greenville.

Eloise Ellington is bookkeeper at W. A. Bowens, in Greenville.

Lalla Pritchard is taking A. B. Work.

Mrs. Parks Crater (Inez Pittman) is living in Washington, D. C.

Make plans NOW to come to Home Coming Week, June 1923!

1914

Lula Fountain was married to William Leggett Goodwyn, of Laurinburg, at Leggett, N. C., Oct. 18.

Mary Chancey and Mavis Evans are teaching in Greenville.

Save your money so you can come to Home Coming Week!

1915

Christine Johnson is teaching in Greenville.

Ernestine Forbes is teaching in Winston-Salem.

Mrs. Swanson Graves (Rubelle Forbes) is keeping house in Greenville.

Christine Tyson (Mrs. Helen) is keeping house in Greenville.

Hide away NOW enough money to get you a ticket to come to Home Coming Week!

1916

Nell Dunn is teaching in Goldsboro.

Louise Swan is teaching in Raleigh.

Martha Lancaster (Mrs. Leon Fountain) is keeping house for big Leon and little Leon in Leggett.

Lela Durham is teaching in Thomasville.

Louise Stalvey is teaching in Raleigh.

1917

Virginia Suther is teaching in Goldsboro.

Virginia Sledge is teaching in Greenville.

Fannie Lee Speir (Mrs. S. B. Law) is living and teaching in Kinston.

Will your class have the greatest number here for Home Coming Week?

1918

Elizabeth Evans (Mrs. Lindsay Savage) is teaching in Greenville.

Willie Wilson is in Tarboro.

Home Coming Week, June, 1923. What fun!

1919

Mary Whitehurst is taking A. B. work.

Elizabeth Spier (Mrs. Davenport) is living in Winterville and also doing critic teaching in the school there.

Kathryn Boney is teaching in Wilmington.

Bonnie Howard is teaching in the third grade in Lewis school in Raleigh.

Get your railroad ticket so as to be here for Home Coming Week, June, 1923.

1920

Virginia Pigford A. B. 1922, and Gertrude Chamberlain A. B. 1922, are teaching seventh grades in Washington. They came over for a visit to the college recently.

Orene Hollowell is teaching in Wilson.

Helen Stewart (Mrs. J. Carl Gregory) is married and lives at the Wright Hotel in Raleigh.

Nonie Johnson is taking A.B. work.

Minnie Love Stephens is teaching in Clayton.

Selma Wester is teaching in Salisbury.

Caroline Fitzgerald is teaching in Benson.

Alice Whitehurst is teaching in the third grade in the Murphy school in Raleigh.

Have you heard about Home Coming Week?

1921

Alice Best is teaching in Raleigh.

Marion Hodges is teaching in Wayne County.

Linda Warren is teaching in Burlington.

Mary Perkins Norman and Carrie Evans and Mary Crinkley are teaching in Kinston.

Lois Haskins and Mable Thomas are taking college work this year and will get A. B. degrees June, 1923.

Nell Papendick is teaching in Green County.

Ethel Brothers and Elfye Holloway are teaching in Laurel Hill, N. C.

Julia Taylor, Helen Watson and Mary Daniel are teaching in Wilmington.

Margaret Hayes is teaching in Brevard.

Helen and Elizabeth Bahnson are teaching in Winston-Salem.

Annie Laurie Baucom and Jennie Mae Dixon are teaching in Rocky Mount.

Elizabeth Brown is teaching in Franklinton.

Will you be here for Home Coming Week, June 1923?

News From the Class of 1922

Cyrena Allen is teaching 3rd and 4th grades in the Spring Street School, Greensboro.

Mae Barber is teaching a 4th grade in Winston-Salem.

Eva Bateman is teaching a 3rd grade in Winston-Salem.

Carrie Lee Bell is teaching history and geography in the 7th grade in New Bern.

Elizabeth Boney has 3rd grade and Frances Bradley 2nd grade in the school at Fountain, Pitt County.

Helen Boone is teaching the 3rd grade in Washington.

Della Bryan is teaching 5th grade in Roxboro.

Eva Cooke is teaching 4th and 5th grades in Hollister, Halifax County.

Lillian Mae Dawson is teaching 6th grade and Alice Fulford 2nd grade in Burlington.

Lucy Fleming is teaching 4th and 5th grades in Renston, Pitt County.

Blanche Harris has 4th grade and Neola Spivey 3rd grade in Kernersville, Forsyth County.

Malissa Hicks has 4th grade and Myrtle Holt 1st grade in Winston-Salem.

Beatrice James is teaching 7th grade and Ruth Swinney 1st grade at Grifton, Pitt County.

Espie Lee has 1st and 2nd grades and Daisy Williams 5th grade at Pollocksville, Jones County.

Annie Smith has 2nd and 3rd grades and Janie Staton 4th and 5th grades at Rosemary, in Halifax County.

Nannie Stokes is teaching 1st grade and Augusta Woodward 4th grade in Winston-Salem.

Irene Woodlief is teaching 2nd and 3rd grades at Garners, in Wake County.

Virginia Arthur, Cleona and Sallie Minshe are teaching in Charlotte.

Mamie Hayes is teaching 3rd grade in Winterville, Pitt County.

Leah Cooke and Annie Howard Felton are taking A. B. work.

Home Coming Week, June 1923? Sure, I'll be there!

Oma O'Briant is teaching in Union Ridge.

Jodie O'Briant is teaching in Jackson Springs.

Marie Lowry is teaching in Whitakers.

COLLEGE NEWS AND NOTES

MISS BIRDIE MCKINNEY, *Editor*

Student Self-Government

The Student Self-Government Association of East Carolina Teachers College has started its work this fall with splendid success.

OFFICERS OF THE YEAR 1922-1923

MABEL THOMAS	<i>President</i>
NINA ROGERS	<i>Vice-President</i>
MARY F. PITTARD	<i>Secretary</i>
BLANCHE SUTTON	<i>Treasurer</i>

COMMITTEES

Social	ELSIE VAUGHN, <i>Chairman</i>
Point System	VIVIAN RICE, <i>Chairman</i>
Nominating.....	MABEL MONTAGUE, <i>Chairman</i>
Campus.....	{ CLARA DOWDY, <i>Interior Chairman</i> MARTHA HARRELL, <i>Head Chairman</i> HAZEL KENNEDY, <i>Exterior Chairman</i>

CLASS REPRESENTATIVES

Senior Class }	NONIE JOHNSON
Junior Class }	
Sophomore Class	CLARA LEWIS
Freshman Class	CHRISTINE VICK
First Year Normal	ANNIE G. LITTLE
Second Year Normal	ANNIE LOLA ARNOLD
"B" Class	GRACE MOHORNE

FACULTY ADVISERS

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

It has been found necessary to make some changes in the constitution and a committee has begun this work.

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

WEST WING OF WEST DORMITORY

INEZ WHITE	<i>House President</i>
GRACE BISHOP	<i>Vice House President</i>
MARGARET WEST }	<i>Proctors (upstairs)</i>
CATHERINE REED }	
MARY MOORE }	<i>Proctors (downstairs)</i>
DELIA WHITFIELD }	

EAST WING OF WEST DORMITORY

PATTIE SMITH	<i>House President</i>
GLADYS BATEMAN	<i>Vice House President</i>
MARY S. McARTHUR }	<i>Proctors (upstairs)</i>
GLADYS BATEMAN }	
PAULINE HUMBLE }	<i>Proctors (downstairs)</i>
BARBARA CONNER }	

WEST WING OF EAST DORMITORY

WILLIE MATTHEWS	<i>House President</i>
HELEN KNOTT	<i>Vice House President</i>
ALICE PENNY }	<i>Proctors (upstairs)</i>
ANNA LAW }	
MARY SHELTON }	<i>Proctors (downstairs)</i>
OSCEOLA CREW }	

EAST WING OF EAST DORMITORY

HATTIE BOSWELL	<i>House President</i>
LILA MITCHELL	<i>Vice House President</i>
CLARA PERRY }	<i>Proctors (upstairs)</i>
BERTHA WESTBROOK }	

POE LITERARY SOCIETY

PEARL WRIGHT	<i>President</i>
GRACE MOHORNE	<i>Treasurer</i>
CLARIA GRISSOM, <i>Chief</i> }	<i>Marshals</i>
ORA EVANS }	
JULIA WHITLEY }	
LILLIAN JORDAN }	
MARTHA FARRELL }	

The 28th of October found both old and new girls of the Edgar Allan Poe society in an uproar of excitement.

About 6:00 o'clock in the afternoon supper was served on the front campus in picnic style. Following this, the girls were lined in single file on the walk between the main building and west dormitory, where they were each given a lighted lantern and were led off from this place by their president. They circled in and out the woods of the campus and were much surprised when they located themselves marching up Fifth street, and in crossing the street several times traffic was completely congested because the line of numberless girls refused to be broken. After encircling Evans street they were slowly led out to the home of the Rotarians, where an impressive initiation was held. Everyone enjoyed the freedom of the usage of the gymnasium and the homelike atmosphere which prevailed at the Rotary Club, and the girls then concealed their fears, if they really feared the occasion in the least, by their happy, care-free dispositions.

After a hot chocolate course the lanterns were relighted and again each individual girl carried her lantern down a long, narrow, winding path into a nearby wood where she could only see the glimmer of bonfires. They approached the fires with songs and yells, then calmed themselves into the roasting of "weiners."

On the way back to the college they stopped at the club house and took the vows of the Edgar Allan Poe Literary Society. Almost steadily marching in single file until they had formed the letters "POE" on the campus, they sang their society song, also giving a few yells for their competitors, the Laniers—this was a hearty "good night to everyone and the crowd dispersed, each expressing in her own words a pleasurable, enjoyable, never-to-be-forgotten afternoon and evening.

OFFICERS FOR 1922-23

LANIER

ALICE LEE POPE	<i>President</i>
MARGARET HOLLAND	}	<i>Marshals</i>
THELMA JACKSON		
PATT WALKER		
RUTH REED		

Sidney Lanier

The Laniers held their meeting for initiation around large camp fires on the hill, over-looking Rock Spring. Several committees of

old girls had gone ahead to make preparation for the amusement of the evening. At twilight, the new members, the old girls, and members of the faculty gathered on the basketball court. The new girls with the old girls as leaders, were divided according to their birthdays, and then started in double file, to Rock Spring. Much of the excitement as they were going was the crossing of the foot-log, where they were met by ghosts, who escorted them across with cold, wet hands. They were then allowed to wander up the hill blindfolded, where many exciting stunts awaited them. As the girls neared Rock Spring they could hear the crackling of camp fires and the old girls singing and giving yells of welcome. It was very refreshing to see how everyone caught the spirit of the evening, as they gathered around the Sidney Lanier banner and were welcomed by the president. A very delightful picnic supper was served around the camp fires, after which a short interesting program was rendered.

Those who survived the initiation were rewarded with marshmallows and "hot-dogs"—as many as they could toast.

All were liberal in their expressions of approval. The new members went so far as to say that they wouldn't mind being initiated again.

Second Year Normal

The Second Year Normal Class organized on October 16, 1922, the following officers were elected.

MAGGIE DIXON	<i>President</i>
LILLIAN JORDAN	<i>Vice-President</i>
JULIA WHITLEY	<i>Secretary</i>
ANNIE LOLA ARNOLD.....	<i>Class Representative</i>

These are the only officers that have yet been elected.

This is the largest "D" class that has ever registered in the college. It has one hundred ten members. Seven of them came into the class this fall. Most of these have made their Junior credits during the summer terms. There has never been a larger, more enthusiastic group starting off the year, but being deprived the use of the auditorium, these plans cannot be carried out until the new auditorium is completed.

Sophomore Class

The Sophomore Class was organized October 21, 1922.

MARY SHELTON McARTHUR.....	<i>President</i>
REBECCA COLWELL	<i>Vice-President</i>
ESTELLE ISLER	<i>Sec. and Treas.</i>
CLARA LEWIS	<i>Class Representative</i>
CLEORA QUINN	<i>Doorkeeper</i>

Other classes have not yet been organized.

Athletic News

At the last meeting of the Athletic Association in the spring, Vera Miller was elected president for this year. The Association has started off well, and the girls are enjoying tennis, basketball and other sports. Great interest is being shown in the Thanksgiving game of basketball which will be hotly contested by the first and second year Normal Classes.

The Opening

The fall opening this year was somewhat different from that of former years. There were almost a hundred more students here than at any previous opening. This necessitated the crowding of three girls into a room in many instances, and the acceptance of the hospitality of many homes, near the college, offering to take students until the new dormitory could be completed. The back and the eastern parts of the campus were bestrewn with bricks, sand piles and timbers, all of which were being used in the construction of new buildings. To new students it looked as if we would be "killed with improvements," but both new and old were delighted to see such signs of growth on the part of the college.

So much for outward appearances. Conditions within looked even more propitious. A large number of our Two-Year Normal graduates registered for the A. B. degree; a larger number of Freshmen than last year entered; more than one hundred members of the second year students returned, and there were approximately two hundred students in the first year course. The lower year of the Two-Year Preparatory Course was eliminated because there were no applicants for this work; only one year—the eleventh grade—of the Preparatory Course is now being offered.

All in all it was decidedly the best opening we have ever had, and the outlook for the future is most promising.

Faculty Members

There have been several changes in the faculty this year. Miss Jenkins of the English department and Editor of the *QUARTERLY*, is spending her year's leave of absence in study at Teachers' College, Columbia University, New York. Miss Jenkins helped with so many phases of the college activities that she is greatly missed.

Miss Carrie Bell Vaughan, formerly head of the English department at the State Normal School, of Fredericksburg, Va., has taken Miss Jenkins' place in the English department.

Miss Lois V. Gorrell, who was here in 1920-1921 takes the place of Miss Hannah Fahnestock in the department of music. Miss Fahnestock has had to give up her work because of ill health.

Miss Dora E. Meade is away this year on leave of absence. She is studying piano at Rochester, N. Y. Miss Louise Burton, of Nashville, N. C., takes her place. Miss Burton spent last winter in New York in study during which time she was accompanist for Madame Viafora of the Metropolitan Opera Company.

Miss Leone I. Reaves, of South Boston, Va., succeeds Miss Margaret Collins in the department of foods and clothing. Miss Reaves taught in the Raleigh city schools last year, having spent the previous year at Teachers College, Columbia University, New York.

Miss Dora E. Coates of Smithfield is critic teacher in the second grade at the Model School, in place of Miss Hattie Daly, who resigned. Miss Coates, a graduate of the North Carolina College for Women, Greensboro, and student of Peabody College for Teachers, has been teaching in the Reidsville City Schools.

Miss Whiteside and Miss MacFadyen have exchanged positions this year. Miss Whiteside, as "helping teacher," is visiting last year's graduates, and Miss MacFadyen is teaching Primary Methods in the college.

Mrs. A. A. Harrell, of Covington, Georgia, is assisting Mrs. Jeter in the dining room.

How and Where the Teachers and Officers Spent the Summer

During the summer President Wright took two very pleasant and successful fishing trips to Oriental and White Lake, attended the National Education Association in Boston, made a number of addresses at the summer school and in other sections of eastern North

Carolina, made plans for taking care of a large number of students in the fall term, and spent the remainder of the time looking after the erection of new buildings for the college.

Mr. Leggett taught twelve weeks in the University of Alabama and spent the remainder of the summer in the mountains of Virginia.

Miss Gorrell, whom we welcome again after a year's absence, taught piano at the college during the summer term. She spent her vacation in the Adirondacks where she had many thrilling camping experiences.

Miss MacFadyen taught a County Summer School in Jones County. She went from there to New York, where she was at Teachers College for the summer term. The rest of her vacation she spent at her sister's in the country near Charlotte.

Mrs. Beckwith went to Miami, Florida, The Magic City, on Biscayne Bay, where she spent her vacation with her daughter, Mrs. H. D. Tyler. She had a delightful time with her two grandchildren.

Mr. Austin taught during the summer term. Then he and Mrs. Austin left for a trip to the New England States and Canada. They visited many places of interest, among them, Lake George, Lake Champlain and Montreal.

In spite of the fact that Mr. Meadows was Director of the Summer School of the East Carolina Teachers College, he managed to enjoy the summer, and reports a very interesting vacation afterwards. He went to South Carolina through the country, took the train and went to Mena, Arkansas, where he spent two weeks in the Ozark Mountains. In Louisiana, at his old home, he spent some time. Two weeks were taken up in traveling over the Southern States, in which time he went into all except Virginia, Kentucky and Florida. From South Carolina, where he spent a week upon his return, he came back to Greenville.

Miss Davis spent the summer in her camp at Lake Toxaway. She and her sister are the directors of this camp for girls between the ages of eight and eighteen. Miss Davis is looking forward to other summers to be spent in the same way.

Miss Muffly taught in the Alabama Polytechnic Summer School for six weeks, where she introduced the seashore tests for musical talent. This summer school was under the direction of Z. V. Judd,

a North Carolinian. Miss Muffly spent the remainder of her vacation in Baltimore, Atlantic City and on the coast of Massachusetts.

At the close of summer school Mr. and Mrs. J. B. Spilman, with their children, left for a visit to relatives on the coast.

Miss Vaughan studied at the University of Michigan this summer.

Miss Magnolia Scoville had a busy summer at her home in London, Ky.

Miss Leone Reaves had charge of the college dining room during the summer and spent her vacation visiting relatives in Virginia.

Miss Maria D. Graham was a student at Columbia University for six weeks during the summer. She also enjoyed a two weeks' stay at Wrightsville Beach.

Miss Louise Burton of the piano department spent her vacation at Wrightsville Beach.

Miss McClelland was here during the summer continuing her work as Principal of the Model School. Her vacation was spent at her home in Memphis, Tennessee.

From Danville, Virginia, Miss Lewis went to the Snow-Froehlich School of Industrial Art in Chicago, where she studied.

The rest of the summer was spent in New York, where she visited relatives. While in New York she spent a day in the home of Miss Snow, the head of the Snow-Froehlich School.

Miss Coates did six weeks of work at George Peabody College for Teachers.

Miss Whiteside taught at the college during the summer term, and spent the remainder of the summer at her home in Shelbyville, Tennessee.

Miss Hallie Scoville began her vacation by taking a trip to the Blue Ridge Conference, with our delegates from the Young Women's Christian Association. Climbing Mount Mitchell was an interesting feature of this trip. After her summer work as critic teacher in the Model School was finished, Miss Scoville went to her home near London, Kentucky.

In the early part of the summer, Miss Harding had her vacation which she spent visiting relatives.

Miss Sharpe's entire summer was spent at George Peabody College for Teachers.

Mr. R. G. Fitzgerald went to Oriental and Morehead City for a short fishing trip.

Miss Jenkins taught at the College during the summer term, and spent her vacation with relatives before going to New York for the year.

Miss Wyman taught the third and fourth grades in the Model School during the summer term. Her vacation was spent at Lowes, her home town in Western Kentucky.

After finishing her dormitory duties at the end of the summer term, Miss Moore, Dormitory Matron, left to enjoy the peace and quiet of her country home.

Miss Maupin returned to the University of Iowa again this summer, continuing her work in education and psychology in the graduate school. The education courses included work in supervision, educational statistics, and tests and measurements.

Miss Ross left at the close of the summer term for her home at Edward.

Miss Goggin spent twelve weeks at George Peabody College for Teachers, Nashville, Tenn.

Miss Beaman's vacation was spent at Wrightsville Beach, Clinton and Fayetteville.

Miss Bertolet spent a very quiet but very enjoyable summer at her home in Reading, Pennsylvania, with the exception of some time spent in New York and Boston during the month of August.

After teaching here in the Summer School, Miss Wilson spent her vacation in Boone, North Carolina.

Living out in the open, played an important part in Mrs. Jeter's vacation. She ate her breakfast on her breakfast porch each morning, and slept out in the open under a blanket at night at her home in Lynchburg, Virginia. She took several interesting trips, one of them to Natural Bridge, Virginia, one to Virginia Beach and another to Petersburg, Virginia.

Principals and Superintendents in Conference

The Principals' Conference for the twenty-three northwestern counties of North Carolina opened this morning at East Carolina Teachers College, and will continue in session until one o'clock tomorrow. Mr. J. Henry Highsmith of the State Department of Edu-

cation, State Inspector of High Schools, is in charge of the conference. This morning, Mr. T. E. Brown, of the State Department of Education at Raleigh, addressed the conference.

The conference adjourned at 1 o'clock for lunch and met again at two o'clock at the Greenville High School building. At that time a complete inspection of the local High School plant was made, as well as observation of work in the classrooms.

The men of the conference spoke very highly of the condition that they found things in the local High School.

Tonight in the auditorium at the college, Dr. E. C. Brooks, State Superintendent of Public Instruction will address the conference, and all others who desire to come to hear him on the subject of the Financing of Public High Schools.

There are about seventy-five principals and superintendents present at this meeting. The names of some of them are as follows:

R. E. Sentelle, Tarboro; C. W. Williams, Poplar Branch; L. R. Williford, Manteo; Miss Elizabeth Tolbert, Rocky Mount; F. H. Hunter, Currituck; E. B. Page, Fountain; W. P. Van Valkenburg, Raleigh; A. Y. Dowell, Bell Arthur; C. W. Pittman, Beaufort; R. A. Thompson, Aurora; Miss Susan Fulghum, Raleigh; Miss Maycie Southall, Greenville; L. D. Black, Walstonburg; J. H. Workman, Snow Hill; Chester M. Sutton, Tarboro; Jas. L. Dennis, Atlantic; J. H. Rose, Greenville; John R. Carroll, Winterville; Miss Margaret Johnson, Meegee; M. P. Jennings, Elizabeth City; Raymond Peel, Farmville; A. B. Footner, Mackeys; C. C. Perry, Colerane; O. K. Goodwin, Falkland; Miss Margaret Hayes, Conetoe; R. L. Fritz, Jr., Hertford; C. C. Crittenden, Roxobel; H. H. Huff, Macclesfield; G. O. Mudge, Columbia; N. J. Sigmund, Newport; B. C. Sisk, Belhaven; B. F. Cozart, Alliance; Miss Hattie Parrott, Raleigh; T. E. Brown, Raleigh; Robert W. Isley, Snow Hill; Guy B. Rhodes, Wingate; Jas. T. Waddell, Jackson; B. B. Holder, Pink Hill; W. C. Stroud, Bethel; Miss Pauline Hassell, Edenton; A. B. Coombs, Elizabeth City; F. A. Ficquett, Shiloh; J. R. Wheeler, Farmville; H. L. Edens, Jamesville; W. A. Bivens, Fairfield; H. F. Bowen, Oak City; E. E. Sams, Kinston; G. C. Mann, Grimesland; A. L. Bramblett, Stonewall; H. L. Thomas, Dover; P. E. Seagle, Raleigh; W. F. Wood, Scranton; A. Knight, Belvidere; T. B. Atmore, Stonewall; W. G. Coletrane, Grifton; E. R. Perry, Oriental; R. G. Fitzgerald, Greenville; B. L. Jones, Raleigh.

Miss Muffly accepted the invitation of the Parent-Teacher Association of Scotland Neck, and spoke to the Association, giving practical suggestions for furthering interest in public school music. At the close of the talk, Miss Muffly demonstrated the seashore tests for the discovery of musical talent. Community song books were distributed to the association and all took part in the chorus work. Community singing is a phase of music in which the association feels a special interest.

Miss Miriam MacFadyen attended the October Teachers Meeting in Wayne County. She made a talk on "Why Teachers Fail." This was a joint meeting of teachers and committeemen, and was well attended. Miss MacFadyen said on her return that one hears much of the "socialized recitation," but this was in fact a socialized teachers meeting.

The East Carolina Teachers College Unit of Teachers Assembly was organized soon after the opening of school, and the following officers were elected:

MR. H. E. AUSTIN.....*President*

MISS KATE LEWIS.....*Sec. and Treas.*

The delegates elected were:

President Wright, Misses Graham and Bertolet.

Alternates: Misses MacFadyen, Whiteside and Reaves.

Churches Entertain

On Monday evening, October 9, the churches in Greenville gave receptions in honor of the students of the college. All the churches had interesting forms of amusement. Delightful refreshments were served and the girls declared the evening was most happily spent.

Reception

The Woman's Club of Greenville, gave a beautiful reception to the teachers of the city schools and the college at the Vines House.

Y. W. C. A.

THELMA JACKSON, '23, *Editor*

As in former years, the work for the Y. W. C. A. this fall was begun last spring. During the vacation each cabinet girl gathered information and collected materials to aid in the work of her committee.

Some time before the fall term opened the members were busy. They were furnished with the names of every new girl and a letter of welcome was written to each. Also upon their arrival at Greenville, most of the new girls were met by some of the "Y. W." girls who came with them to the college.

On the first Saturday evening of the fall term, the Y. W. C. A. and the Student Self-Government Association entertained the new girls. They assembled out on the front campus, each girl wearing the first letter in her last name. They were divided into groups of several letters. Each group played games and held contests until it was invited to the entrance of main building where punch was served.

Sunday Vesper Services

The first Sunday evening Vesper service was conducted by President Wright. He read for the scripture lesson a part of the seventh chapter of the Gospel according to St. Matthew, which read thus: "Thou hypocrite, first cast the beam out of thine own eye: then thou shalt see clearly to cast out the mote out of thy brother's eye."

He put a great deal of stress on the spiritual growth of the individual in the right direction.

In closing, many helpful suggestions were offered. These were especially appropriate for the new girls who were away from home for the first time. Some of these were, read your Bible, pray, be honest with yourself, and look for the good in others instead of defects.

Rev. Mr. Smith, in conducting the Y. W. C. A. Vesper service on Sunday evening, October 8, 1922, gave a brief account of Isaiah's preparation for Christian work.

Mr. Smith divided the discussion of Isaiah's preparation into three parts. First, he got a vision of God. The speaker classed this as being one of the greatest needs of the world today. Namely, to get a vision of God. Second, Isaiah saw God in his purity and holiness. Third, he saw God's power as judge of all the earth.

Our preparation for Christian work was compared with that of Isaiah's. Mr. Smith declared that preparation for Christian service was just as necessary as that for other phases of work. He gave the lack of preparation of heart for Christian service as the reason so many people have doubts and fears, and do not succeed in life.

The next Sunday evening the members of the cabinet gave an outline of their work for the benefit of the new girls. Ruth Barbee, President of the Association, explained the relation of our organization to the National Headquarters.

Gladys Bateman explained the duties of the Treasurer; Clara Dowdy, those of the Secretary; and Lillian Jones those of Vice-President and membership committee.

Annie Blanche Herring, the other officer, was absent on account of sickness.

The following girls explained the work of their several committees: Ora Evans, Social Service; Elizabeth Hummel, Social; Mary Baggette, Religion; Thelma Jackson, Publicity; Mabel Wooten, World Fellowship. Through the explanation of each girl on the cabinet of her part of the work, the new girls were given an idea of the whole work of the Association.

On Sunday evening, October 22nd, Dr. Shamhart talked to the girls. The leading thought or topic for the evening was: Finding unsuspected treasures. He spoke of our minds as being mines of hidden treasures, which will unfold and show their richness in later years. He compared the hidden treasures in our lives with the hidden treasures in the earth.

Dr. Shamhart said that one of the greatest needs of the world today was the need of love, which indirectly determines the success of all. He declared that teachers and leaders especially, needed love and willing minds, as the world is waiting for minds of helpfulness.

Mr. Leggette, on October 29, conducted the Sunday evening service. His subject was: "Some needs of the modern Christian Church." He cited several needs, which, if met, would help the

conditions in the churches. These were; the need of a great deal more smiling; more homelike life in the church; more willingness; a general reorganization; more advertising of the Christian work.

Friday Evening Services

The Friday evening services have been very interesting and helpful. One interesting program was given on missions.

The girls who attended the Blue Ridge Conference last spring were deeply impressed by the morning watch services that they attended there. On returning this fall the idea of having morning watch services was discussed with the advisory members. Under the direction and leadership of Religious Chairman, Mary Baggette, these services were started. They are held each week day from 7:15 to 7:30 A. M. So far the average attendance has been about fifty. Although the number is small, the meetings are enjoyed by those who attend and are very impressive.

Monthly Business Meeting

The regular monthly business meeting was held on Saturday evening, October 21st. Each cabinet member gave a report of the work she had done and of some things her committee was planning to do. After the business meeting a program was given by the Social Chairman, Elizabeth Hummel. One very interesting number on the program was, "An Old Maid's Tea Party," given by four girls.

Bible Study Classes

There has been organized in school a group of Bible study classes. Over a hundred girls are enrolled in these classes. Two of these classes have taken up the study of the Old Testament, one is taught by Mr. Meadows; the other by Miss Vaughn. The other teachers are: Misses Graham, Sharpe, Coates, Wyman, Gorrell, Magnolia Scoville and Mr. Leggette. The seven names last mentioned teach some part of the New Testament.

These classes will last six weeks, meeting every Tuesday evening for forty-five minutes. Some of the girls are very much interested in these classes and it is hoped that much good will be derived from them.

Y. W. C. A. Store

A very important step that has been taken by the Y. W. C. A. is that of getting a Y. W. C. A. store in school. This was discussed by the entire student body and was agreed upon by one hundred per cent of the girls. Mr. Wright has given his permission and some of the supplies have been purchased. With the support of the Student Government Association the Y. W. C. A. will have charge. The purpose of this store is not the money that it may receive, but the service it will render in furnishing the girls clean, wholesome groceries, fruits, etc.

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