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The Teachers College Quarterly



January, February, March
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TABLE OF CONTENTS

	PAGE
Should Our Colleges Introduce the Quarterly System.....	127
ROBERT H. WRIGHT	
Rapid Progress in the South Demands a New Outlook on Foreign Trade..	130
DAVID S. KENNEDY	
World Wide Democracy.....	136
J. C. LANIER	
What Teachers College Meant to Me.....	143
MISS PATTIE SIMMONS DOWELL	
The Teaching of English in the Grades.....	146
MISS GEORGIANA DICKERSON	
Suggestions for Educative Seat Work.....	153
MISS MACYE SOUTHALL	
Editorials	160
A Word of Thanks; An A. B. Degree in Three Years; The South's Foreign Trade; The Value of Tests and Measurements in Education; A Forward Step; The Summer Term.	
Here and There.....	165
Home Economics Department.....	199
MISS LEONE REAVES, EDITOR	
Industrial Art Department.....	207
MISS KATE W. LEWIS, EDITOR	
Suggestions	214
MISS MIRIAM MACFAYDEN, EDITOR	
Smile	219
Reviews	234
J. L. LEGGETT, EDITOR	
Alumnae News	239
MRS. LIDA TAYLOR PACE, '16, EDITOR	
College News and Notes.....	242
MISS BIRDIE MCKINNEY, EDITOR	
Y. W. C. A.....	252
MISS THELMA JACKSON '23, EDITOR	
Advertisements	256

The Teachers College Quarterly

VOL. X

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SHOULD OUR COLLEGES INTRODUCE THE QUARTERLY SYSTEM?

ROBERT H. WRIGHT, *President East Carolina Teachers College*

Educating the youth of the State is the biggest business in a commonwealth. Institutions of higher learning are only branch houses in the big business. If you owned a line of thirty or forty stores varying in value from one thousand dollars to several million dollars you would hardly close any one of them for twenty-five per cent of each year. If you could run your store in a given community for only nine months in the year, the chances are that you would not open a store in that community. If you were a shrewd business man you would so organize your business that it would give to you a maximum of returns on the investment. If you were a good business man you would strive to give the very best service possible to your customers. "Service above self," is a good business slogan, for the business prospers most that serves best. If you were manufacturing cotton goods you would hardly close your factory just as the new cotton is coming on the market from the farms. Yet that is just what we have been doing with our institutions of higher learning. The high schools turn out the raw material in May or early June and we say, "All right, we will take you in September. Lie out in the weather for three months, then you will be bad enough for us to use you." The colleges have certainly suffered from the vacation habit. When looked at from this angle, our example has not been a very good one from the standpoint of thrift or of good citizenship.

There is another side, however, to this business. No one can go too strongly against traditions and against the customs of the people and be prosperous or of the best service. Until the last few years, it has been the idea pretty firmly established in the minds of our people that the college year is nine months, beginning some time in September and continuing through the last of May or to the first of June. So strong was this idea that it was almost an unwritten law. There

is a belief rather firmly fixed in the minds of our people that teaching is such strenuous work that a person cannot stand up under it on an average of more than nine months out of the twelve. They will stand up under it all right, if you will pay them for the work. The lack of funds to continue the work is in reality the foundation for this tradition and the root of it is not found in the colleges but in the lower schools and it is carried over to the colleges from the lower schools. The scales are beginning to drop from the eyes of the public and the people are beginning to question this tradition. The public is slowly, but surely, demanding that they be given a more continuous return from these public investments. (There is no such thing as a private school. Every college is a public institution.) As I see it, the people are about ready for the colleges to open and stay open for real service practically twelve months in the year.

This means four quarters of work. Since our present scheme makes three quarters one unit, it seems to me that it will be better to speak of the divisions as terms. Let us analyze the situation for a minute. Now we do just about thirty-three weeks of work and call it a year. Let us divide these weeks into three terms, add another term of eleven weeks, giving us altogether forty-four weeks of work for the four terms to be done during each calendar year. That leaves eight weeks for the registration of students, commencement, repair work to the plant and vacation. It seems to me that eight weeks per year is as much time as any big plant can very well afford to lose. With the calendar year divided into four terms we should make each term a complete unit of work in each subject offered, and this can be done, but of course there will have to be in certain subjects a sequence of terms. So far as administration of the courses of study is concerned, this scheme is perfectly feasible. The faculty could be employed on the three term basis, but of course the institution would have to employ a larger number of teachers if they were employed on the three term basis. We could educate more boys and girls each year if students would be admitted at the beginning of any term. The high schools are now graduating students once a year and in a short time there should be a number of students going out of the high schools during the winter. The college students and prospective college students who for a number of reasons cannot enter college before Christmas, under the four term scheme, would not be forced to lose a calendar year. It means more than that; the strong healthy youth within a period of three years could secure his degree, thus adding a year to that part of his life given to business. In other words, it would add a year of usefulness to the life of said student.

For a student who is not physically strong, or who, on account of his mental development, should take four years in college, the change to four terms would in no sense of the word react unfavorably. In fact, there would be a greater latitude and better opportunity to make adjustments and possible saving of time. I do not see any good reason why the four term year should not be adopted, provided the institution can be financed for the four terms. Of course, it means more money, and that may prevent the colleges from doing what they should do for the best interest of our people. I am persuaded, however, that the people will supply the money if the colleges will whole-heartedly adopt the scheme. If they are not too thoroughly under the influence of the vacation habit, I believe we can get the funds necessary to put the institutions of higher learning on a business basis and provide these funds for four terms a year.

There is just one other thing that should follow, namely, the college should never, not even in the summer, offer work that said college will not give credit for toward a degree. If your institution is not organized for a certain line of work you are neither true to the institution nor to the people to offer this line of work, it makes no difference what that line of work may be.

RAPID PROGRESS IN THE SOUTH DEMANDS A NEW OUTLOOK ON FOREIGN TRADE

DAVID S. KENNEDY, *Shipping and Foreign Trade Editor, New York Tribune*

The rapid development of the South in agriculture and manufacturing is an outstanding feature of the nation's growth in the last ten years. Progress has been greater in many respects than in any other section of the country. Diversification of crops, forced by the disastrous experiences of the first years of the war and also by the inroads of the boll weevil, is making the farmer largely independent of seasonal fluctuations in cotton, formerly his chief if not only source of credit. The influx of Northern capital and the harnessing of water power have resulted in a great expansion in manufacturing. The South is swiftly becoming one of the most important industrial factors in the trade of the nation.

A decade ago the South was largely self-centered. The men it sent to Congress took only a casual interest in matters that were not local to their States. They did not hold a strategic position in political affairs for the simple reason that the South, always in the Democratic column, was not a pivotal section that could be swayed from side to side. Its Congressmen did not take a great part in moulding the foreign policies of the country, aside from the tariff, for the reason that foreign policies were not vital issues in the South.

Since that time the transformation has been significant, and permanent. Several causes contribute to this. Democratic control of the House, Senate and White House for eight years revived the interest of the South in foreign affairs and gave it the responsibility for many of the policies which were made effective during that period. The war drew many thousands of young men from their homes and distributed them over this country as well as Europe.

The purpose of this foreword is to indicate that the South today is changed. It has a new political outlook. Its internal structure, composed of agriculture and manufacture, is different. The transformation is not yet complete, however, for in the crisis of the last two years, accompanied by falling prices, foreclosure of mortgages and general depression, a new economic policy has been taking shape.

It seems to me, a transplanted but loyal son of the South, that a new viewpoint on foreign trade is needed and that even now it is being formed. This can be stated briefly.

The South needs to take a greater interest in foreign trade and give its support to measures fostering export commerce.

The present situation in the South demands this new attitude but it is not generally realized. Depression is not due to the evil machinations of the Federal Reserve Board, the middlemen, the railroads, the trusts or the Wall Street bankers. The real source of the existing trouble lies in the disruption of international trade. Much energy is being wasted in seeking a solution in the wrong place. It undoubtedly is true that domestic issues deserve considerable attention, but this should not be given to the exclusion of more vital, though more distant matters.

It is estimated that the United States, including its farming and manufacturing industries, produces annually about twenty per cent more than it consumes. When this surplus is exported to good advantage prosperity follows. When foreign trade falls off from any reason depression is the consequence. The difference between prosperity and depression lies in the disposal of that twenty per cent.

During the war Europe demanded more than we could well spare and was willing to pay excessive prices for it. The result was a period of good times for the South as well as the remainder of the country.

Since the war the European nations have been forced to adopt a policy of drastic retrenchment. Purchases have been curtailed. Efforts have been made to balance income and outgo. Foreign money has been cheaper than the American dollar and would buy less. For this reason our surplus of cotton, grain, meat, machinery, clothing, shoes and other materials has remained unsold. Prices here have declined. All sections of the country have been injured seriously, and the South, perhaps, has been hurt worst of all. The decline in farm values has been greater than in other directions because a larger proportion of agricultural products has been dammed up within our shores.

Foreign trade must be restored before prosperity comes to the South again. In accomplishing this result the United States must follow a careful but helpful policy in putting European nations back on their feet financially. Furthermore we must take measures to promote the exportation of our products. For one thing, we must assist American ships, the delivery wagons of our exports, to remain on the seas. The farmer does not use his neighbors' teams or trucks in sending his goods to market.

In demonstrating the truth of these statements it is necessary to introduce a few figures. They usually make dry reading, but they are unavoidable in giving an accurate outline of the situation.

Take the foreign trade situation for July to October of this year as compared with the same period of last year. Exports of farm products, in both the raw and manufactured state, suffered severe declines. Grain shipments showed a drop of 14.6 per cent to 182,000,000 bushels, or a decrease in value of \$161,000,000 equal to 47.2 per cent. The average export price of wheat was \$1.18 a bushel against \$1.30 a bushel last year.

Exports of cotton from August to October reached 1,439,000 bales, or twenty per cent below last year. The price of cotton, however, is helped by the fact that there is a comparative shortage in the crop so that the normal exportable surplus does not exist. If the foreign demand were as pressing as in previous years the value of cotton would be much higher. Shipments of cotton cloth fell from 183,000,000 yards to 154,000,000 yards. All of these figures would be more striking if comparison were made with the prosperous years of 1919 and 1920 instead of the relatively poor year of 1921.

These illustrations might be multiplied, but they would show the same trend. Prosperity in the United States is dependent upon prosperity abroad. When our exports fall off our prices suffer.

This article is not intended to disparage the efforts of Congress to relieve obvious defects in our internal economic structure, but to emphasize the fact that too little attention is given to economics in its international aspects.

Nothing constructive will be accomplished by attempting to force a reduction in railroad rates when the railways, compelled to pay high wages to their employes, cannot make both ends meet. The situation will not be helped if the Federal Reserve Banks are forced to expand their credit facilities in an unsound manner. Many of the troubles of Europe today are due to the belief that wealth can be created by turning the printing presses.

Turning for the moment to domestic issues, a study of conditions shows that while some movements are trending in the right direction there are many economic fallacies that need to be dispelled.

The farmer undoubtedly needs better credit facilities, particularly for periods ranging from three months to two years. Short term credits are provided by the Federal Reserve banks and longer terms by the Farm Loan banks, but intermediate periods furnish a gap that is not covered. The cost of distribution of farm products is too

great, and for this reason some improvements, probably in the nature of co-operative marketing, are needed to cut down the tolls paid to middlemen. These are too numerous and absorb too much of the difference between the price the producer gets and the consumer pays.

In other directions, however, members of Congress from the agrarian sections are pursuing policies that would be disastrous. The clamor for panaceas is based upon misapprehension. The most important of these is the belief that the farmer has been the victim of discrimination as compared with more favored bankers, speculators, railroads and other industries.

In the fall of 1919, speculation and high prices were at their peak. All industries were operating under inflated values. The farmer himself was obtaining the highest prices in recent history. Farm lands were being sold at great increases.

In November of that year the Federal Reserve Banks raised the discount rate slightly and indicated that further advances might be expected. This was done to put the brakes upon an industrial machine that was running away. Continuance of conditions prevailing at that time would have brought on a panic unequalled in the annals of the country.

The first industry to feel the effect of deflation was the silk trade, following a collapse in Japan. Speculation in Wall Street received the first blow in this country. For ten months before the farmer was pinched by tight credits, stocks were tumbling in New York. In the spring of 1920 various manufacturing enterprises began to suffer. The South did not receive the full blow of deflation until the summer of that year.

The economic disaster was not the direct consequence of the action of the Federal Reserve Board. It would have happened very soon in a much more violent manner if the Board had not acted when it did. Conditions throughout the world made it inevitable, and the Board prevented the sudden financial crash that many thought was certain to come. The reason was the buyers' strike and the inability of Europe to purchase supplies in the same prodigal fashion that had prevailed during the war.

The function of the Federal Reserve System in that crisis has never been fully appreciated. Local bankers, who had over-extended their resources in speculation for their customers, refused to admit their error and passed the responsibility along to the Board, which

acted after conditions throughout the country had reached a dangerous stage.

Speculation was rampant in the South as in other parts of the country. Profits earned during and immediately after the war were not used to discharge debts and accumulate a surplus. On the contrary, more land was purchased on mortgages and prices were inflated. The farm mortgage indebtedness of some of the most prosperous states during that period increased more than 100 per cent between 1910 and 1920.

It is an unfortunate fact that politicians in the South refused to recognize the unpalatable truth and consistently placed the blame elsewhere. The charge of discrimination against the farmers was made the subject of a special investigation by the Joint Commission of Agricultural Inquiry, created by Congress in 1921, and headed by Representative Sydney Anderson of Minnesota. The conclusions reached after prolonged examination of witnesses were as follows:

1. That the expansion of bank loans in rural districts during the period of inflation ending June, 1920, was relatively greater than in the industrial sections, taken as a whole.

2. That the action of the Federal Reserve Board and the Federal Reserve banks during the fifteen months preceeding April 28, 1921, did not produce a greater curtailment of bank loans in the rural districts than in the financial and industrial sections.

3. Credit was not absorbed by the financial centers at the expense of rural communities for the purpose of speculative activities.

4. That the pressure of the forces of liquidation and depression in the agricultural sections was reflected in a reduction of deposits. This reduction of deposits, particularly demand deposits, was relatively larger in the agricultural and semi-agricultural counties in the United States than in the industrial counties.

These generalities can be substantiated by a wealth of statistics, which, however, might be confusing. Further confirmation can be obtained in the voluminous hearings before the Joint Commission and in the official records of the United States Government.

The purpose of this divergence into the domestic economics of the post-war period is to show that the South, which is predominantly agricultural, did not suffer at the hands of the railroads, the banks, the exchanges, and the industrial communities generally. All were and are today in the same condition. All were victims of a period of undue speculation in which all participated.

Failure to recover more rapidly from the two years of depression is the result of the disruption of foreign trade. The South is no less concerned with the promotion of export commerce than the North, East or West.

It is true, however, that the farmer gets less for his product today and has to pay more for what he buys, than he did before the war. The reasons for this, as I have indicated previously, are surplus production, lack of foreign demand, and the fact that union labor has successfully resisted a deflation in wages as severe as the deflation in the prices of farm products.

The outlook is now much better. Congress will undoubtedly pass legislation that will relieve the credit stringency for the periods intermediate between three months and three years. Sterling exchange is rapidly approaching par, which means that Great Britain will resume her former position as a heavy purchaser of American products. Efforts will soon be undertaken by the Administration in Washington to straighten out the tangle in which Germany is bound. A settlement of the difficulties in Europe will restore prosperity to the South.

Before this is accomplished there will be prolonged negotiations, in which Congress will participate directly and indirectly. There will be an opportunity for Southern representatives in Washington to recognize the fact that restoration of foreign commerce is a vital issue in which their constituencies are especially interested.

A movement which promises great effectiveness in promoting export commerce is that of co-operative marketing. This has become a factor of considerable importance in the middle-west, but has not yet made substantial headway in the South. Co-operation has been applied for many years in industrial enterprises. When agricultural sections have made similar progress they will have eliminated many of the handicaps to prosperity which are now being felt.

WORLD WIDE DEMOCRACY

An Address on Armistice Day by J. C. LANIER, *Attorney-at-Law*,
Greenville, N. C.

MR. PRESIDENT, MEMBERS OF THE FACULTY, YOUNG LADIES OF THE
EAST CAROLINA TEACHERS COLLEGE:

This is the first time that I have ever attempted to make an eleventh of November speech, but I have heard three of them, and think I have a fairly good idea of their general trend. But I can't use that kind of a speech today, for as I remember, it consisted in the main of telling us soldiers out in the audience what heroes we are, how brave we were, and how, together with possibly a little help from the French and British, we broke the Hindenburg line, and won the war. But it just wouldn't sound well for me to stand here and tell you for twenty or thirty minutes what a hero I am, and how I won the war, even though I should think so. But it seems like that is what I've got to do.

When I asked Mr. Wright what he wanted me to talk about, he said "Just go ahead and tell them something about the war," and that sounded like a real opportunity to me, for I have been waiting four years for the chance of telling an audience that can't walk out on me just how we did win the war. However, now that I have that chance, I am afraid of it, for I know that if I should begin to tell you some of the recollections and incidents of the war that are indelibly stamped in my memory, you wouldn't begin to believe all of them, and some of them I might not believe myself. And so, most of them must remain untold, and the others I trust that you will regard, not in a personal way, but as concerning the experiences of many other American doughboys who shared in the Great Adventure, and lived to tell the tale.

Today is set apart in commemoration of that same day four years ago when hostilities ceased and the numberless guns on the far-flung battle lines sullenly withdrew from action. The world pauses today to turn back the pages of time to that morning four years ago when suddenly the clamor of conflict ceased, and a strange silence fell as a benediction upon the bloody battle-fields where war-weary men were grappling in the gigantic struggle of death. The peoples of the many nations that day lifted up their voices in thanksgiving and millions of hearts thrilled with new hope for the safe return of those near

and dear to them who were fighting in France. It would be needless indeed for me to rehearse to you the war in all its phases leading up to the final battles and to ultimate victory for the Allies. Instead, I'm going to tell you just how the soldiers in my outfit acted when the order to cease firing reached them.

On the morning of the Eleventh we were in the trenches in the support line, about a half mile from the front line. Our artillery was lined up just back of us, almost hub to hub in preparation for a monster barrage that was to herald the attack on Metz. All that morning they were ranging on a German strong point in plain sight about four miles away, and the Germans were exchanging shot for shot. From 10:30 until eleven the bombardment increased in intensity until it seemed the very heavens would be split with the noises and tumult. Then came eleven o'clock, and on the minute every gun became silent and the world seemed to stand still. A sense of unreality swept over us all as the battle line changed in a twinkling of an eye from an inferno into a peaceful country side. We were overwhelmed with unbelief of the ending of the war, for seven continuous weeks of shell fire had convinced us that it would last unto eternity. Not a cheer was raised, nor a bit of joy expressed, and in fifteen minutes we had shouldered our packs and were wearily plodding our way to take up another position.

One poor fellow, Shofner by name, as he passed me on the way out of the trenches, remarked "Lieutenant, I sure am glad it's over, and we'll all get back home now." But he never got there, for three days later he was killed by accident by the explosion of an unexploded fuse cap that another soldier had picked up for a souvenir.

But when we did come to realize that the fighting was over, it meant a great deal to us. Life is sweet to all of us, and seems all the sweeter when we seem almost ready to lose it. We had seen many of our comrades fall and take their places in their "clay tents" on the hillside, and death was always lurking just around the corner for all of us. For it was a real war over there, and one that tried men's souls and nerves as never before. In a normal six weeks on the front, my battalion lost 276 men killed or wounded, or over 25 per cent. And one afternoon while I had about sixteen men of the engineer branch out in a wood running some barbed wire in front of the position that we had captured that morning, the Germans opened up a terrific barrage with their artillery that swept almost every yard of that wood. Nearly every one of those boys met death within thirty minutes, except myself and possibly two or three others. And

you know, after that, I just knew that they couldn't hit me anyhow, and they never did, although they came so close to it several times that you wouldn't believe me if I told you about it.

Right here I want to say that there never was a braver, finer, nobler set of men than those who were members of the A. E. F. Hurriedly assembled, half trained, ill-equipped in many cases, yet they were the bravest of the brave, in life and death, and richly deserved the fulsome praise of that greatest of all American soldiers, General John J. Pershing, who said that to their valor and unflinching courage in the face of the greatest danger, he paid supreme tribute. This war was won, ladies and gentlemen, not by the generals around the table, but by the irresistible will to win of the common ordinary American doughboy, such as your brother or your cousin, or your boy friends. He won the war, and when you go out to teach, you too must pay him supreme tribute in the lessons of patriotism that you must teach.

Listen and I will tell you the story of corporal major of Greenwood, South Carolina, who has been a hospital patient since November 1, 1918, and seems doomed to remain there the term of his natural life.

He was a corporal in my platoon, and rather fiery and excitable. Well, after going over the top at daybreak, just as we made the first capture of the day, three Germans in a machine gun nest, Corporal Major came charging up with his bayonet, all ready to run them through and through. I managed to stop him from doing this, and told him to take the prisoners back to our lines. Then I saw by the look in his eyes that all would not be well with those prisoners if I left them to the tender mercies of Major, so I called him back and told him that as he wanted to fight so bad, I would send some one else back instead of him.

That evening about six o'clock a shell burst just over the pit he was in, and the shrapnel tore his steel helmet into a sieve, wounded him in the head and shoulders, practically shot off his right hand, mutilated his left hand, and struck him in both knees. This happened about six o'clock, mind you, and it was fourteen hours before he received even first aid treatment of his wounds, and he was totally blind from loss of blood. When finally about noon the next day we got him on a stretcher he called for me. Not a word of complaint, not a groan had I heard from him up until that time. But when I reached his side he began to cry, and then sticking out his bloody nub of a hand for me to touch, he sobbed, "Goodbye Lieutenant, I'm so sorry I won't be able to come back to the company."

And then there was Stonesifer, a frail, weak boy, but with a spirit aflame with patriotism, and eyes as smiling and blue as ever came from the Emerald Isle. There was never a place of danger that was not coveted by him, and he was always where the fighting was thickest. One night the company next to us was sending out a night patrol, which I tell you will try men's souls and wreck strong nerves. The next morning we missed Stonesifer, and could not account for him until that afternoon, when they brought him back mortally wounded. He had slipped off and joined the patrol of another company, and in so doing had paid the supreme price of patriotism.

And too, there was Corporal Batcher, a German lad who had come to this country when a child and who was as true a soldier as ever fought beneath the Stars and Stripes. A fragment of shell had struck him on the spinal column, but rather than be separated from his outfit he hid his wound and made two hikes with his pack on his back, with his spine seriously injured. When we found out about this he was sent to the hospital at once, where he remained for months hovering between life and death. And then there was Hughey, a drafted man who was half dead of heart trouble, but who wouldn't go near a doctor until after the armistice, and when he did go, we never saw him again.

It was more than love of battle that made these men do these things. It was patriotism and love of home and country and the ideals of our government that made them do those things, and it is to that patriotism and those ideals that I shall attempt to tie the loose threads of the remainder of this rambling and disjointed speech.

You who aspire to be teachers hold in your hands the patriotism of the manhood and womanhood of tomorrow, and if today I can convey to you some of the ideals for which American boys offered and many gave their lives, to the end that when you go from these halls into the rural districts to instruct the youth of your country and your State, you will not fail to keep bright the fires of patriotism, and will keep faith with those who died in France, then I will have succeeded over and beyond my heart's desire.

I would impress upon you this fact over and over again, that this country entered the World War for an unselfish purpose to save civilization from the blighting effect of Prussian Kultur. You know how near, in the early days of the war, the Kaiser's hosts were to victory, only to be turned back at the Marne; how the tide of

victory ebbed and flowed for four years; and how finally with the French beaten, the Russians destroyed, and the sturdy British with their backs to the wall, victory seemed in the grasp of the Prussians, only to be snatched away by our army sent across by this nation whose sense of fairness had been outraged and who saw free government about to be wiped from the face of the earth.

And we were just in time. Even the German prisoners were defiant and arrogant. When we landed at Brest the first Germans I saw were some prisoners working on the docks, supervised by a German officer. As we formed our ranks and marched by him, he turned and with a sneer on his face, said in perfect English, "There goes some more cannon fodder." The American soldiers might have been cannon fodder but they surely did give the Germans one bad case of indigestion.

We won the war but we have not won the peace, and you are the shock troops in the battles that must now be fought. You are the captains of the characters of the coming generations, and it is upon that character that the fate of this nation hangs. Bolshevism, anarchy, disregard for law, disrespect for authority are all enemies, no less than the armed hosts of the Prussian War Lord. And your plan of battle must be to instill in the hearts and minds of your pupils a love of country and a pride of patriotism that will make them ready and willing to fight and die in its defense.

And the millenium has not yet arrived, and war is just about as probable now as it was that sunny day in August, 1914, when it flamed into the sky and swept across all Europe and scorched the uttermost parts of the world. Teach your pupils to hate war, but teach them to hate one thing more than war, and that is an unwillingness to fight for one's country to protect its ideals and institutions from the blight of an invader. "I didn't raise my boy to be a soldier," is the most dangerous doctrine ever hatched in the depraved brain of man. God forbid that there should come another war, but if one should come, may I never live to see the day when the youth of this country is unwilling to shoulder arms and fight for the protection of his country, his home and his fireside.

Yes, teach them patriotism. Teach them to believe devoutly that ours is the greatest country in the world, and that our institutions are the bulwark of free government, and the hope of the world. Teach them the struggles and hardships of our forefathers who builded that we might have our priceless heritage of freedom. Pay little attention to the threadbare story of George Washington and the cherry tree, but

make them know that but for Washington and his staunch courage in the face of every hardship, these United States of America would not exist. And tell them of Jefferson, and Andy Jackson, and Paul Revere, and Robert E. Lee, and Stonewall Jackson, and Hobson and Roosevelt, and Pershing and our own beloved chieftain Woodrow Wilson. Heroes all, they are, whose patriotism are the mile posts in our progress as a nation.

Instruct them in the glories of our history, and make them love their country above all others. Patriotism is not hate for another country, for hate has no place in the heart of a true patriot. Patriotism is love, while hate is a backwash of patriotism, uncleansed by the smell of gunpowder. And right here I want to say that most of the hating in the last war was done by people who never got near enough to the front to know what the sound of a gun is like. When you were out there face to face with the enemy, you were too busy with your own personal affairs to take much time or thought hating anybody.

No, we didn't hate the German soldiers. It may be rank heresy to say so, but it's true nevertheless, and I'm going to take the risk to tell you that. Of course, when we had time we might take a few minutes to hate the German Kaiser and his Prussian War Lords, and their ruthlessness and cruelty, but the ordinary German soldier was there to take orders and obey, just like the soldier in any well disciplined army. You couldn't hate them, especially when you had captured some of them, and found them scared to death that we were going to cut their throats, middle aged men the most of them tired of war, eager to tell you about their home and family, and wistfully anxious to please for the kind treatment that they received.

After the armistice I was so fortunate as to be sent into Germany and stationed in a large German town for about four months. There I met an old German and wife who had lived for a long time in New York City, and their son who had been a soldier in the German army. They owned the best hotel in the town, and nothing that they could do was too good for the American boys stationed there. I just couldn't hate those people, to save my life.

Instead of hate, teach them love of country. Show them how this country alone of the nations of the world has never drawn the sword for selfish ends, but always in defense of the right and the relief of the oppressed. Let them remember that this country has never profited financially from any war, and that we have always scorned to enrich ourselves at the expense of a vanquished foe. Tell them this

country alone of the nations concerned refused to share in the huge indemnity collected from the Chinese after the Boxer uprising, and thereby won the undying friendship of the Chinese nation. And how we fought the Spanish-American War to rescue the Cubans from the cruelty of their Spanish masters, and how after we had humbled their army and had destroyed their navy, we set Cuba free, and paid Spain millions of dollars for the privilege of looking out after the Philippines until we could teach them to look out after themselves. Point out to them the benevolent policy that we have pursued towards our turbulent neighbor to the South, and how we are allowing Mexico to work out its own salvation, instead of grabbing it and thereby gaining one of the richest countries of the world. And impress upon them why we spent forty billion dollars and 60,000 lives to make sure that the forces of right should be victorious in the late World War.

Teach them to do these things, young women, and you will have kept the faith with us, the living, and with the legions of the dead who have died that we may live in a better world.

A picture comes to me this morning of a clay-smeared cemetery on a sloping hill somewhere in France where are sleeping my comrades who fought by my side and for whom the cares of life are now past. This war meant to them the end of the golden trail of life, snuffed out when life was sweetest. And we must not break faith with them. And then there is a lone grave on the top of the hill that my company captured, where lie together two of the men of my platoon. A shell made a direct hit in the hole that they were in, and we buried them where they fell. There they rest alone, keeping vigil over the spot they paid so dearly to win, guarded only by the solitary trees, whose whispering branches forever sing their song of sorrow and mourn the death of those whose ashes rest beneath their sheltering shades. Their fight is over, and to you from failing hands they hurl the torch. Let us, the living, hold it high, and keep the faith and preserve the ideals for which they gave their lives, and then I know that they and the others who rest row on row beneath the crosses of the fields of France will rest in peace.

WHAT TEACHERS COLLEGE MEANT TO ME

MISS PATTIE SIMMONS DOWELL, 1911, *Teacher in Murphy School, Raleigh, N. C.*

Before we begin to jot down paragraphs which shall attempt to define those intangible attributes inherent in our Alma Mater and which are transferable to her students, ample precaution should be taken to evaluate correctly those qualities. It is quite difficult for anyone to say just to what extent his school life has influenced his subsequent career. The nearest we can come to such a conclusion is only an approximate estimate.

In taking stock of our personal resources we find that our efficiency equipment has been strengthened by personal and professional means. By personal equipment we intend to imply those essentials that we have acquired in the necessary manipulation of adaptability, resourcefulness, accuracy, promptness, self-control and various other weapons of defense. Our professional attitude, which also has a social significance, was reinforced by an opportunity to gain some understanding of children; an abiding interest in school and community life, coöperation, loyalty, and professional and intellectual growth. It is a tragedy for us to become so deeply involved in our individual interests as to be unable to reflect upon the attainments made possible by our Alma Mater. The measurements we have taken are not based upon the opinions of others, but have been culled from actual experience.

During the first years of college we were led by our instructors to realize that in order for us to get the most out of our school life it was necessary for us to find joy in our work, and through constant endeavor win the loyalty of the people with whom we wrought. We were urged to attend every available educational or professional gathering within our reach. Steadfastness of purpose, perseverance and other essential qualifications were drilled into us, and if we did not acquire them, we were responsible for the deficit. Teachers College could not make generals or majors of all her students. Nor can she give full assurance that those whom she does send out will always use the top notch of their ability.

We discovered that as citizen students our desire for knowledge should be continually enlarged. We were given constant inspiration to elevate ourselves and the standard of our college. The knowledge

we acquired was gained at the price of diligent study, for high averages or "good grades," as we sometimes call them, were reserved as awards to the persevering.

One of the most valuable of all the lessons we learned was obedience to law. It is especially needful in the case of that student who would burn midnight oil. In every student organization there are those who will overstep the bounds of reason unless there are methods of restraining them, and in this respect our College is not different from all others of her kind.

It was fitting that we were required to observe "Quiet Hours," in our rooms every Sunday afternoon, during the school year. It seemed a hardship then, especially if the day was fair and the song of birds was in the air, but as we reflect upon the great need for just such an hour in our present day hustle and confusion, we feel glad that the habit was fixed in our college training. Meditation promoted our physical and spiritual health, and was in other ways a real benefit to us. Those little furloughs into solitude and thoughtfulness were of value in that they were a preparation for right living and the establishment of legitimate and wholesome ideals. Other virtues that reveal themselves in the little daily acts of life were encouraged in every possible manner.

We would not overlook nor underestimate the friendships formed at college among fellow students and faculty. Robert Hall has said: "He who has made the acquisition of a judicious and sympathizing friend may be said to have doubled his mental resources." The frequent social hours that we were privileged to enjoy afforded ample opportunity for discretion in the selection of desirable and lasting friendships. These college chums have contributed a large quota to the sum total of life.

Oftentimes we saw a fellow student who had apparently been asleep waked up and aroused to alert mental and social vigor. Latent faculties of leadership were frequently developed in a seemingly non-promising student. How well do we recall "B's" first attempt at leading a Y. W. C. A., service. She had thought out and written in full prior to the meeting everything she should say, all of which had been revised and approved by one of our faculty advisors, yet it was between nervous gulps and trembling lips that she read haltingly the various items on her program.

We were taught that no person can be a success at teaching who does not have an abiding spirit of professionalism. We believed no personal considerations had deterred our leaders from this goal and we were eager to follow their standards. Some of the qualifications of a teacher that we were encouraged to acquire are so evident it is needless to speak of them, but we never forget that every teacher must love her work and if necessary be consumed in the burning of her desire to achieve her ideals. After having actively participated in professional life and gained a fairly accurate idea of what is expected of a teacher, we see the dangers in complacency and contentment with one's self. Yet, how much of the best of our lives is of Teachers College origin we really do not know; perhaps we can never know. How much of our every day lives is a part of that subtle influence we know not. One thing we do know; that influence is permanent, and whatever we possess of fineness, appreciation for the beautiful, literature, character and idealism can not be divorced from our college career.

THE TEACHING OF ENGLISH IN THE GRADES

GEORGINA DICKSON, *Roosevelt School, Spokane, Wash.*

The teaching of English in the grades—its aims, problems, methods, results and lack of results is a matter of vital interest to teachers. The scope of the subject and its great importance combine to make it the most interesting and most fundamental, if at times the most indefinite of all subjects on the grade school curriculum. Its indefiniteness, however, is passing, for we are beginning to see light and to know whither we are going. May I state the aims of grade school English as given by Sheridan and used in the grade school of Spokane? (1) "To turn out pupils able to stand before the class and talk for a minute or two upon a subject within the range of their knowledge or experience, speaking plainly in clear-cut sentences and without common grammatical mistakes. (2) To turn out pupils able to write with fair facility an original paragraph upon a subject within the range of their experience or their interests."

It sounds easy, but have you tried it? It requires years of real work, of persistent drill, and continued practice to accomplish this even in part, for we never quite reach the goal. That is also true of other branches of study; why is it any worse to fail in English than in Arithmetic or History? That it is worse we all agree. Men and women are judged by their ability to speak and write correctly. Charles S. Thomas in one of his books tells the following story. As a group of men sat around the fireplace of a city club the conversation drifted idly to a discussion of accomplishments. The question, "Granted the supernatural privilege of receiving tonight whatever accomplishment you wished, what would be your choice?" was asked. There were various answers, musical ability, scientific knowledge, inventive genius, but at last one man spoke quietly. He said that the gift he would choose would be that one that would give him complete and subtle mastery over the English language. Continuing he said, "What greater pleasure than to hear one express in clear tones and appropriate diction the thought that we in our crude way have long been struggling to express?" The occasion is always present—dictating a letter to your stenographer, phrasing your ideas at a meeting of the board of directors, writing a committee report—not one of us but needs the command of the English language every day. The minister in his pulpit—the lawyer at the bar—the poet in his study—

the teacher in his class room—the guests around a dinner table—we ourselves seated in this chance group—to what greater power can anyone aspire than the power to marshal at will the most appropriate thought and to express that thought in the most appropriate phrases?

His choice was clearly the most important of all. To listen to pure English in conversation or even from the lecture platform is not often granted us—but what a thrill of real pleasure it affords when we do enjoy the privilege. It is our duty as educators to impart to our pupils that fundamental training in correct speech which will equip them for success in life.

Until quite recently we confined our efforts in the school room to the field of written composition, but now we give precedence to spoken English in our teaching as we do in our lives. Notice that Sheridan presents as his first aim the oral composition.

The one-paragraph composition in use at the present time is an excellent method for the development of clear sentence and paragraph concept. Early in the grades the child learns to recognize a sentence and no laxity should ever be permitted in sentence use. It is the basis of our composition and it must be mastered. Never allow an incomplete or incorrect sentence to pass without careful reconstruction. It is well frequently to read a paragraph sentence to see if each one by itself is a complete thought, and if not to make it so. It is only by hearing one sentence at a time that the child can judge it impartially and as a unit. Heard in a paragraph the context supplies the needed thought and he fails to grasp its incompleteness. The sentence by sentence method is also useful in establishing the paragraph idea. Choose a paragraph and read it through so that the central thought may be recognized. Then re-read sentence by sentence, questioning the share of each in the development of that central thought. Has the paragraph been introduced by one sentence which presents the thought skillfully? Does each succeeding sentence do its part in the development? If not, such an one should be omitted or reconstructed in such a way that it is made to function. Is the closing sentence clever, original and suitable? Get these things clear in the pupil's mind and he has the paragraph sense.

The one-paragraph written composition is a boon to the teacher of English. Instead of the long drawn out theme which takes an endless time to correct, and when all is said and done shows very unsatisfactory results, we grade quickly and accurately because we know exactly for what we are working and because of the brevity of the composition are enabled readily to classify mistakes and to

drill for correction. It teaches the paragraph idea as no other way can do it. The friends of the old-fashioned composition need have no apprehensions. If a pupil can write one paragraph correctly he can write two and it will be found that the paragraph is true to form. A teacher of reading who was new in our system last September and rather lukewarm in regard to the one-paragraph idea recently confessed to me that she finds the paragraph sense developed among Spokane pupils to greater degree than she has ever seen it in any other system. She finds that pupils do not hesitate to criticize even a printed paragraph from a text book if it does not quite reach the standard. Clearly this method gives results, and results are the justification of any method.

In working out the oral composition three things are stressed: (1) the assignment, (2) the performance, (3) the criticism.

Usually the topic should be chosen by the teacher and carefully assigned in such a way that the pupil understands exactly what phase is to be treated. No other recitation would be satisfactory without a clear and definite assignment and it cannot be expected of the oral composition. Do plenty of development work—read good paragraphs to the class—write class paragraphs. The pupil must be shown how to do the work correctly before expecting satisfactory results. When this preparatory work has been completed, assign the topic and watch developments.

In his performance six things should be noted: (1) his position, (2) his enunciation, (3) his pronunciation, (4) his material, (5) the construction and grammatical correctness of his sentences and the purity of his diction, (6) his mastery of the paragraph idea.

To turn out a pupil able to stand before a class without embarrassment or self-consciousness and to address himself to the entire class is a problem in itself. Too often he addresses himself to the teacher or to a single classmate, possibly to the floor, the ceiling or the great out-of-doors. Even for sentence recitation it is worth while to have the pupil rise and stand in such a position that he may speak directly to as many as possible of his classmates. In this way he learns to think on his feet and to speak when he is the cynosure of all eyes. The habit of moving from one foot to another, the swaying, the weak-kneed effects can be overcome only by practice, patience, persistence and a large measure of understanding.

To speak plainly is a habit acquired by imitation and by conscious effort. No teacher who herself lacks the ability to enunciate dis-

tinctly can expect to get from those under her care plain speaking in clear-cut sentences. Insist that the pupil speak in such a manner that the listeners know exactly what is being said. Final *ts*, *ings*, *ed* endings that are not separate syllables should be distinct—consonants should be clear—vowel sounds should be pure. Endeavor to overcome all hesitation and repetition habits. To me that is one of the most difficult tasks. Listen to a child answer a simple question in the course of a recitation and nine times out of ten he will repeat himself, whether from lack of a definite knowledge of what he desires to say or because he thinks that thereby he bluffs his audience into believing that he knows more than he really does, is a question, the fact remains however and must be dealt with.

While pronunciation is not so important as enunciation it is important enough to require close attention. Mispronunciations arise from two sources, habit and ignorance. Words mispronounced through habit, such as “*git*” for “*get*” and “*jist*” for “*just*” can be eliminated only by persistent drill. For mispronunciations arising from ignorance we have a sure remedy. Every school room is equipped with a reliable dictionary and every child should be taught to use it, not *how* to use it—he learns that in the course of his reading work—but to use it. Applied knowledge is the only kind worth while. No single volume in existence contains as much information as a Webster’s Unabridged. Teach the pupil to respect that fact and to get as much as possible out of dictionary study. If he is doubtful about a pronunciation, have him consult the dictionary. It is easier, of course, to consult the teacher, but there is a remote possibility that she may be mistaken and, besides, he needs the habit. If the dictionary gives two pronunciations do not insist on his using the first. It is only common courtesy that he use the one current in the vicinity where he lives, provided it be correct.

For a pupil to stand before a class and speak even for so brief a period as a minute or two presupposes his having something to say. As children are more interested in themselves than in anything else it is natural that some topic within the range of their experience would suggest the necessary material. They delight in telling about themselves and their interests and the composition period is their great opportunity when everyone must listen with attention and respect. Many stories to be active must be colored slightly and a little imagination stands us in good stead in this world of drab facts.

An extended vocabulary is very necessary. Encourage the use of words and phrases not generally heard in the class. A boy or girl

should acquire a command of words and well rounded phrases. There are always some pupils who will readily take up this phase and the others will follow more slowly. An oral composition should never be memorized nor even written out in advance. The attempted memorizing will probably bring disaster, for memories are treacherous things and likely to fail at the crucial moment. The aim of our teaching is to enable the pupil to speak without the aid of paper and in spontaneous sentences.

The criticism which follows the rendering of the paragraph is the most constructive part of the recitation. It is well that most of this should be done by the pupils themselves. All criticisms, whether favorable or adverse, should be definite. Before commenting on the mechanics of position and speech the following points should be noted: Has the speaker conveyed clearly to his hearers the picture of that which he is describing? If not, he must be helped so to reconstruct his sentences that the idea becomes clear. It was Ruskin who said "The greatest thing any living soul can do is to see something clearly and to tell it plainly." Has the paragraph been interesting? It is a distinct asset in the business and in the social world to be able to gain and hold interest. Has the paragraph been correct in that it has developed a single phase and has each sentence done its share in the development? Has the closing sentence been clear and has it expressed personal feeling? Has the diction been pure, free from sloppy speech and from slang? A carelessness of speech exists at the present time that is to be deplored. We find it not only on the street but in the home; we find it on the stage, in the popular magazines, in the advertising world and even on the lecture platform. If we teachers are to take a stand for pure English there is a great task confronting us. Sometimes the question arises in my mind—is it worth while? Does it pay to fight persistently for pure English for five hours a day, five days in the week, while the remaining time children speak as they please and in the style of language which confronts them everywhere? Is it worth while? Honestly, I believe it is. Someone must take a stand to save the language, why not we? If a pupil cannot for the space of a two-minute recitation express himself without the use of slang, then he needs to be taught English.

Finally what grammatical errors need correction? The question of grammatical errors brings us to the discussion of how these errors are to be corrected and in what degree. No doubt the drill chart prepared by the teacher from mistakes actually made by the class in question will be an effective method of overcoming class mistakes

if persistently used. Personally, I am old-fashioned enough to believe that certain rules of formal grammar carefully presented, thoroughly learned and effectively applied to the regular composition work is a great help in overcoming mistakes. The child's mind is a giant interrogation mark. Why is it incorrect to say "He don't?" Teach him that the verb must agree with its subject in number. Then notice how he loves to quote that rule to an erring classmate, even though he himself slips occasionally. Why is it correct to say "It is he?" Teach him that the predicate nominative is interchangeable with the subject substantive. Then it must be "It is he." Why is it correct to say, "He asked for you and me," instead of "He asked for you and I?" Many grown-ups err in this particular. Stress constantly the double pronoun as object of the preposition. Teach carefully comparisons of adjectives and adverbs and then it is easy to convince a pupil that he should say "It can be done more easily in this way" rather than "It can be done easier this way." So far as it functions in actual speaking and writing, only so far is there any excuse for the teaching of formal grammar.

The classification of sentences as simple, compound, and complex should be thoroughly taught. A child first learns to speak in detached words. Gradually he learns to put words together to form sentences. By the time he enters school he has a working knowledge of the simple sentence. By the fifth year he has acquired the compound sentence concept so easily accomplished by the use of an occasional "and." In the 7B class before taking up classification of sentences I have found it effective to say simply, "Wouldn't it be better if we were to express one sentence this way, 'The boy who lives at a distance from school must leave home at 8:30' rather than 'The boy lives at a distance from school. He leaves home at 8:30,'" or worse still, "'The boy must leave home at 8:30 and he lives at a distance from school!'" After having taught sentence classification say to the child, "The complex sentence is the sentence of the grown-up; wouldn't you like to use it?" See how eager he will be to try it out, and with careful supervision he can be taught to use it very successfully in the seventh and eighth grades. A knowledge of verbals helps in sentence correctness. When first studying verbs in the 7B class say to the class—that these words ending in *ing* are never verbs unless combined with "is" or one of its parts. A phrase such as "to read" is not a verb and is never used as such. Forget the old injunction that "telling is not teaching" and simply tell them these things. No development work is necessary nor would it be practical. This may be faulty in theory but it is good pedagogy. In

many cases we waste time in elaborate development work when a simple statement of fact with an appeal to memory would be sufficient.

Once having developed a topic carefully through oral work written composition is simply a matter of capitalization, punctuation, writing, spelling, and general form. Unless writing and spelling are corrected with composition, the result can never be satisfactory. Of what avail is it to be able to spell correctly a column of selected words if one cannot write a one-paragraph composition without errors in spelling? Here again, may I protest against present-day advertising methods that attract the public eye with catchy and incorrect spelling. Possibly it is clever advertising, but it has pernicious effect on the child's mind and is therefore to be deplored.

A correct standard form for composition should be insisted upon, and one that agrees with the high school form in general use. Grade separately on form with an exact per cent subtracted for each error. There is no excuse for a pupil's failing to get one hundred per cent in form.

Punctuation must be taught apart from the regular composition work. Teach carefully the important rules and then by frequent dictation, choosing in preference conversational selections as being best suited for the purpose, fix the work in mind. Do not allow a punctuation mark to be used unless a rule that has been studied can be quoted in its defense. By the time the pupil leaves the eighth grade he should be able to use correctly the period, the question mark, the comma, the quotation marks, the apostrophe and the hyphen. To teach these is a greater task than one without experience would realize. It can be done only by careful teaching followed by drill, drill, drill.

When we have with varying degrees of success completed the grade school course in English our pupils pass on to the high school there to continue the work or as is sometimes the case to do it all over again. What is the explanation of the fact that our high schools in so many cases repeat the work scheduled for the grades? Are we failing to do our part thoroughly? Do we attempt too much in the limited time at our disposal? On the other hand is the high school course too elementary? There should be an answer to that question for it is certain that until we have a regular sequence of work and can make the high school English a development and continuation of the grade school course much valuable time is being lost.

SUGGESTIONS FOR EDUCATIVE SEAT WORK

MISS MACYE SOUTHALL, *Pitt County Supervisor of Education*

Purpose of Seat Work:—How to keep the children, not on recitation, profitably occupied is the most perplexing problem of the primary teacher, particularly of the teacher in the rural school with several grades. Many children are being made to “just sit” for hours doing nothing. While this is helping them to gain self control, it is also forming habits of indolence and idleness. On the other hand, children are often given work whose sole purpose is to keep them busy. They are conscious of this fact and put forth but little effort. It is impossible to engage a child’s full powers of accomplishment unless he is made to feel the *worth-whileness* of the task set before him. Purposeful seat work not only solves many disciplinary problems but it is a very valuable supplement to the recitations. Well planned seat work is called the earmark of a good primary teacher, because it is the means through which the children gradually acquire the art of studying. In a recent city survey the teachers were rated according to the type of work being accomplished by the children off recitation.

Educative seat work does not call for elaborate material. Nearly all of it can be made from material at reach and within the homes of the children. However, it requires precious planning and cannot be successfully done without it. *There is not an excuse for any teacher in this county omitting this work except—indifference.*

Seat work, or the child’s “independent study period” to be of value should be one of the following types:

- 1—An outgrowth of the recitation.
- 2—A continuation of the recitation.
- 3—Preparation for the next recitation.
- 4—Or bearing upon child activity.

In assigning seat work the following points should be kept in mind:

- 1—The work assigned must be based upon the interests of the child, and have a purpose that is evident to the child.
- 2—It should have a definite bearing upon the school work.
- 3—It should be carefully planned by the teacher.
- 4—The directions given should be simple and definite.
- 5—Too long a period should not be given for its accomplishment.

6—It should be briefly inspected by the teacher, suggestions made for improvement, and, whenever possible, some use made of the results.

Material for Seat Work:—1—Paper of all kinds—regular school paper, wrapping paper or soft finish, yellow manilla paper, tissue paper, heavy wrapping paper for constructive work, and plenty of clean newspapers for free-hand tearing and cutting.

2—Seeds of all kinds for designing and number work, grains of corn of different colors, watermelon, sunflower, different colored berries, etc.

3—Splints and pegs of different colors—splints, tooth picks, ends of used matches, shoe pegs, pine needles, broom sedge straw, etc. (Splints are 15c for a thousand.)

4—Catalogues and magazines of all kinds—seed catalogues, fruit catalogues, furniture catalogues, colored advertisements from current magazines, and sample books of all kinds.

5—Scissors—property of the school or individual.

6—Rulers—secure advertisement yard sticks, or make from card board, if not otherwise supplied.

7—Weaving materials—rags, yarn, raffia, carpet warp, etc.

8—Cardboard boxes for containing material, and cardboard sheets for making drill cards.

9—Modeling clay or some substitute.

10—Numbers and number signs in boxes. (Calendars may be used to make the number cards.)

11—Alphabet, word, and sentence cards in boxes.

12—Paste which can be made inexpensively by teacher.

13—Other materials as—spools, twine, tin foil, needles and thread, paper sacks, clothes pins, cotton, etc.

Paste Recipe:

1 pint flour	1 tablespoon powdered alum
3 pints water	1 teaspoon oil of cloves

Put on to boil two pints of water and the alum. Mix the flour with the remaining pint of water, avoiding lumps. When the water (with alum) is boiling, slowly add the "thickening," stirring constantly, and letting the whole cook until clear like starch. Add oil of cloves and seal. It will keep for weeks if sealed in an ordinary fruit jar.

A Hectograph Recipe:

2 ozs. of best French gelatine	1-2 pt. water
1 oz. sugar	1 lb. glycerine

Put all in a double boiler and cook until thoroughly mixed, stirring as gently as possible. Strain through old dampened cheese cloth into a shallow pan. (A pan about 10 by 14 1-2 inches and made with fitted lid is most serviceable. It costs about fifty cents at a plumber's shop). Set in a cool place, covered from dust, for at least 24 hours before using.

Care and Distribution of Material:

1—Keep all materials in labeled boxes or envelopes so children can readily find them.

2—Have material distributed and collected quietly and with economy of time.

3—Make the post of monitor or "business agent" a coveted one, earned by neatness, quietness, and dependability.

Kinds of Seat Work:

(Study Assignments for Reading and Language:)

1—Read so as to be able to suggest another name for the story.

2—Read and tell the most interesting thing in the story.

3—Read to find out which character you like best.

4—Read and make a picture of some part of the story. Put everything in to make the picture clear.

5—Read at seats silently to entertain the class, to entertain another grade, or for chapel exercises.

6—Teacher reads part of a story, children finish it to find out a definite thing about the story, and to report it. (The Child's World Manual has a motivating question for each story in the first three grades.)

7—Read to answer certain questions (written on board by the teacher) about the story. (For second and third grades.)

8—Vivid description written on the board by the teacher from outside sources, to be read silently by the class and illustrated.

9—Illustrate certain poems in or out of the book.

10—Make pictures for a picture show using some familiar story. (In the first grade the teacher will have to print or write the sentences.)

11—Read from a supplementary book and report upon it at the language period.

12—Read in order to dramatize a story. (Second and third grades.)

13—Cut out story to make poster. (Good assignment for free-hand cutting, drawing and tearing.) Teacher writes directions on the board, as:

Cut three bears' house.

Draw three bears' chair, etc.

14—Have stories from old readers cut into large parts. Put this story together in the right order.

15—Write riddles on cards; put the answers on small cards. Children find the answers to their riddle.

16—Small envelope containing questions and answers about a story. Read story and match questions and answers.

17—Description of an animal on a card. Pictures of several animals on separate cards. Put the right picture with the description.

18—Put on a card such heading as "Things that fly," "Things that swim," etc. In the same envelope on separate cards such phrases as "a pretty butterfly," "A white swan," etc. Put correct phrases under correct headings.

19—Draw a picture on the board (a large magazine picture may be used instead) and write the necessary words to tell a story about it on the blackboard.

20—Use clay modeling, free-hand drawing, cutting, tearing and construction work for illustrating stories on the sand table.

21—Booklets showing "home life" and "activities that relate to the home."

a—Pictures or cut outs from the magazines showing home pets; mother's garden; activities on a rainy day; my home, etc.

22—Seatwork growing out of reading stories, such as Red Riding Hood, may often be assigned by directions being written on the board.

Take some red paper.

Get your white paper.

Get your scissors.

Cut little Red Riding Hood.

Cut the basket.

Put some eggs into the basket.

Study Assignments for Number Work:

1—Number booklet—paste a picture which will show numbers upon each page as one apple, two rabbits, etc. Print under these the words “one,” “two,” etc., and make booklet.

2—Give child an envelope with cards containing the Roman numerals, Arabic numbers, and the words. Match these cards. (Second grade.)

3—Make numbers 1 to 10 on a strip of squared paper. Color squares corresponding to numbers, then match.

4—Stringing berries. In teaching numbers string 10 berries, 25, 30, etc.

5—Use the domino cards and group all of like combinations.

6—Write combinations on the board 3 and 4, 5 and 6, etc. Children group splints or seed to correspond.

7—Make toy money—dimes, nickles, cents (after they have been learned). Children arrange money to pay for articles listed on the board.

8—Make things for store and value them, as: dolls and animals from nuts, potatoes, clothes pins, corncobs, etc.

9—Make cards for number games, as domino cards for the additive facts.

10—Reviewing combinations—List the combinations on the board. Children group them putting all that make a certain number as 9, etc., together. (Second and third grades.)

11—Play that these splints are soldiers. Make them march by 2's, by 4's etc. Make enough tents for them, letting 3 (or any desired number) live in each tent.

12—Children place on desk with calendar numbers all combinations that make 12 or any number indicated on the board. Do the same for subtraction, multiplication and division.

13—Work out the tables of 2's, 3's, etc., by laying splints in the right order.

14—Children illustrate each new number studied in as many ways as possible. Then ask them to show with splints all the combinations of the numbers, as (7) 3 and 4, 6 and 1, 5 and 3, 1 and 6, 2 and 5.

15—Make a calendar by fixing the days of the week and the numbers in the right order. Use the best copy for the school room.

16—Give out a card containing one big number, as 9, to each child. Children put all the combinations of 9 on the desk from their number box (calendar numbers).

17—Self verifying cards, make cards with duplicate set. Cut answers from one set. Let children put answers to combinations, then match. Use subtraction, multiplication and division cards in like manner.

18—Make cards for number games as dominoes, easter eggs, etc. (Second grade make material for first.)

19—Make number booklets of all additive facts illustrating each.

Study Assignment for Word and Sentence Drill:

1—Listing words of like ending as gay, day, say, etc. (First grade use word cards.)

2—Listing words with initial sounds as doll, dog, do, etc.

3—Matching script with print.

4—Have Mother Goose rhymes cut up and placed in envelope. Put rhyme together.

5—Sentence puzzles—Write list of words out of which sentences may be built. Children make sentences. (Third grade.)

6—Build sentence with word cards like sentence on board.

7—Build original sentences with word cards.

8—Use pages of old book or newspaper columns for marking all the known words.

9—Make word booklet. List different things on each page, as: things we eat, things we wear, things we use in the home, etc.

10—On a card print such questions as, "What does a dog say?" with answers on other cards. Match questions and answers.

11—Copy all the words from the reading story that tell about winter (or whatever the story is about); copy all the words that can draw a picture of; copy all the words which tell what people do, etc.

12—Copy all the words in the story that belong to a certain family as the "ing" family; or copy all the words that begin with certain sounds, etc.

13—Make a pack of cards with pictures on one side and words on the other. Encourage children to run through these packs until they can name all the words without looking at the pictures on the back of the cards.

Space does not permit a discussion of the principles in paper folding and different forms of construction work bearing upon child activity. All the industrial materials may be secured from any of the supply houses listed below at moderate prices.

J. S. Latta, Cedar Falls, Iowa.

Milton Bradley Co., Atlanta, Ga.

A. Flanagan, Chicago, Ill.

Edward E. Babb & Co., No. 93 Federal St., Boston, Mass.

J. L. Hammett & Co., 250 Devonshire St., Boston, Mass.

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LANIER LITERARY SOCIETY

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No. 2

EDITORIALS

A WORD OF THANKS

The editor wishes to take this opportunity of thanking those who have so kindly helped in furnishing material for the QUARTERLY. Members of the faculty, students, our graduates, friends of the College, and even those who have never visited North Carolina, but have learned something of the work of our institution, have all responded most liberally when asked for articles, or for help of any kind. This hearty coöperation and spirit of encouragement have made the task of preparing copy for the magazine both easy and pleasant.

We also wish to thank those, particularly our graduates, who have been good enough to offer such favorable criticism on the last issue of the QUARTERLY. We are glad if you found it helpful. One subscriber writes: "The department entitled 'Here and There' is worth far more than the price of the magazine; I wish you would enlarge,

rather than decrease that department." Another writes: "I was so glad to get the article on "Coöperative Marketing," by Dr. Joyner; our community has been divided on the question and I did not know which side to take; I know now; we will follow Dr. Joyner anywhere." Still another writes: "The article on "Rural Athletics," by Mr. Deal, will be most helpful to us this year; it was the very thing we needed for our school." Numbers of letters could be quoted to show that our readers appreciate the efforts being made to help solve the problems of our State. Again, we thank you.

AN A. B. DEGREE IN THREE YEARS

At a meeting of our Board of Trustees in December, 1922, it was decided that, beginning with the Summer Term, 1924, the calendar year will be divided into four equal terms. This action of the board means that a student may come to college for three summers in addition to three regular school years and secure a degree. The college requires that a student shall make 196 term hours for graduation from the four-year course. To do this it will take a student twelve terms, and that means three calendar years, as the college now offers four terms per year. It will cost, if the student signs the agreement to teach, \$720.00 plus what the student may spend as incidental expenses. One year can be saved in the life of any strong healthy student. By teaching school the fourth year on the State schedule the person can make \$900.00, thus making during the fourth year enough to pay all expenses incurred while attending college.

President Wright for a number of years has been in favor of placing our colleges on the quarterly basis. We are printing in this issue of the QUARTERLY an article read by him before the Department of Higher Education of the North Carolina Education Association at its meeting the last of November, 1922. The three months that high school students spend between the time school closes in the spring and college opens in the fall is usually almost wasted. It is to be hoped that many of the boys and girls of North Carolina will see the wisdom of saving a year by spending their summers in attendance upon those colleges in the State offering courses for twelve weeks. It means adding a year to the usefulness of one's life. Every year that can be saved advantageously in the preparation period is in reality a year added to the productive period of life. Boys and girls would be much better off in college during the summer than on the streets, or riding around the country in automobiles.

The motto of our college is "To serve." We are here for service to this generation of high school graduates.

THE SOUTH'S FOREIGN TRADE

Because of her abundance of natural resources and because of her ability to produce so many of the raw products that are necessary to the well-being of the world, the South, more and more, is attracting the attention of capitalists and investors. Political economists, almost without exception, point to the South as the most promising section of the United States.

In his article "Rapid Progress in the South Demands a New Outlook on Foreign Trade," written especially for this issue of the QUARTERLY, Mr. David S. Kennedy, of the *New York Tribune*, shows clearly that the South should be aroused to her possibilities in foreign trade. Mr. Kennedy, who calls himself "a transplanted but loyal son of the South" is a native of North Carolina. After graduating from the Columbia University School of Journalism, he became one of the editors of the *Journal of Commerce*. He gave up this work to enter the World War, and, upon his return from France was chosen as Foreign Trade Editor of the *Tribune*. He has given ten years to the careful study of domestic and foreign trade. His article will be read with interest, and, we trust with profit, to the extent that the South may realize his anticipation.

THE VALUE OF TESTS AND MEASUREMENTS IN EDUCATION

Standardized tests eliminates guess work in our teaching and have come to stay in our educational scheme. They are objective means of measuring definitely what is expected of children in a given grade. They are examinations which have been standardized and have stood the test of many criticisms and they eliminate the subjective methods of inexperienced teachers and the opinions of others who think that they have the last word on what a grade should do. Tests should be used as guides for all who are interested in education and not followed slavishly because they are not cures for all of the ills in our teaching.

Tests and measurements aid the administrator in standardizing a school system; aid the supervisor in checking the work of teachers and pupils; aid the teacher in checking the work of pupils; and aid the pupils, when properly used, to know what is expected of them in a given grade. In fact, measurements in education give all concerned with the schools a definite objective and there need not be

differences of opinion about the things measured when the tests are properly administered.

It should be understood that tests measure the products of instruction and do not tell what to do. Having a definite knowledge of the weak and strong points in her work, the strong teacher will adjust her teaching to fit the needs of her children. If the children of a grade score above the norms in arithmetic and low in reading or English the instructor can give less time to arithmetic and more to reading or English which will bring the children more nearly to the norms in both subjects. Of course it is necessary to take other facts into consideration when we want to know the causes of acceleration or retardation of the children in a subject or a grade. It is advisable to use mental tests in exceptional cases, in fact, mental tests should always be used as a check on the educational measurements.

Tests and measurements are valuable for diagnostic and classification purposes. Tests are the surest way of classifying pupils and save the teacher and the children a great deal of time. The teacher can learn as much about a new class in one period with tests as she might otherwise learn in several days and in some cases weeks.

J. L. L.

A FORWARD STEP

The Follow-Up Work that was begun by the college last year has attracted considerable attention not only in the State but elsewhere.

Conducted as it is, this work is, so far as we know, an entirely new type of extension work.

The new feature is that not only does the college through a personal representative keep in touch with the students for one year after graduation, but also that this representative helps these graduates through the first year of their teaching experience and is known by them as their Helping Teacher.

The work has been most favorably received in the State, and inquiries have come from elsewhere as to how it is conducted, how financed and so on.

We feel that this step, taken by the college, was a decidedly forward one.

M. M.

THE SUMMER TERM

The Summer Term of East Carolina Teachers College will begin this year on June 12, and close August 4. Already, applications

are coming in for rooms and for work to help defray expenses. Indications are that we shall be crowded in spite of the new dormitory that has been completed since the last Summer Term. Many of our graduates have expressed their purpose to return and continue work toward the A. B. degree. The work, for the degree, can be completed by these students in one year and three Summer Terms, or in six Summer Terms; in the latter case it can be done without the loss of compensation received from teaching.

This summer the regular college courses will be offered. These include a two-year normal course, leading to a diploma, which entitles the holder to a primary or grammar grade certificate class B, and the four-year college course leading to the A. B. degree which entitles the holder to the primary, grammar grade, or high school teacher's certificate class A. All work, given in the college, will count toward graduation from one of the above courses.

In addition to the above courses work in the last year of the high school will be offered, for the benefit of those who wish to work off high school conditions, or who desire to make one high school unit. This is the last term that high school work of any kind will be offered at the College.

HERE AND THERE

The Debt Eternal

When Haig was saying to his men beyond the Channel in the blackest days, after the battle of Kemmel Hill in 1917, that they were standing with their backs against the wall, the Minister of Education in England, rising in the House of Commons to make an appeal for what has been called the "Children's Charter," was even then looking toward the future. In that dark hour he cried above the sound of the guns: "Education is the eternal debt of maturity to youth." In the midst of discussions of the debts growing out of that heroic defense, this eternal debt needs to be remembered. Indeed, it should be put above all others; for if each new year's instalment on that debt to youth be not paid when due, the others can never be paid. If while we haggle over the adjustment of our debts to one another the children and youth are not given the tuition of the race's wisdoms and aspirations, are not so taught that they will rise above the stupidity and jealousy and distrust which, as Sir James Barrie said in his address on "Courage," may even now be "leading their elders down the brimstone path," it will be all in vain that we refund the war debts to transfer their burdens to the shoulders of those who have had themselves no responsibility for the catastrophe which has broken the earth inherited by them.

Even if the old year dying were by its death to pay all debts, it would yet not be a happy new year for the world unless its children and youth were equipped to make progress toward the ideals which the earth at its Christmas festival, centering in the child, has, even in its distraught state, had in its vision and desire. Men are crossing the ocean at this moment to discuss debts to the past. It is a happy omen for the new year that a conference is to be held in America before the year ends to consider our common debt to the future—to the children of all the nations—the debt eternal.

Longer Span of Life

When will you die? The average length of life in our country now is 56. This is three and a half years more than in 1910 and 15 years more than in 1870.

The figures are supplied by Dr. Livingston Farrand, president of Cornell University. He says the average life could be prolonged

20 years if all people could learn and profit by what health experts know. Health education has a lot to do with it. In ignorant India the average man is destined to die at 24. Longest lived people in the world are the progressive New Zealanders. They live 60 years on the average.

In 20 years the death rate among infants has been cut over a third, tuberculosis death rate has been reduced a half, typhoid deaths lowered four-fifths, smallpox practically eliminated and diphtheria, measles and scarlet fever deaths cut materially.

Another 20 years may see most of our modern dread diseases under control. Then nature will send new ones. She keeps us busy fighting to survive. That generates greater endurance. Danger of sickness is a gymnasium for general health.

Real College Students

The historian of social manners will probably record a decline within the last generation in the dominant tone of the student body of the American college. The bareness and austerity of academic existence as pictured by Donald G. Mitchell are now remote. Even Faculties have not been wholly immune to the infection of prosperity. The modest and almost self-depreciatory air which Bryce noted in his chapter on American universities has disappeared. Plethoric endowments and prodigious enrolments are vaunted. Even the less fortunate colleges in the race for money and men have their own pathetic sources of pride. A foreign scholar was recently congratulating the head of a small rural college upon the quiet charm of its detached location, only to be told that in proportion of campus area to the number of its students it stood first of all institutions in the United States.

The point of view of the student body has also changed. Even in the Western State universities a college course has come to be regarded largely as affording primarily an opportunity for an enjoyable and leisurely residence and for social advantages. College authorities are compelled to resort to strange sumptuary regulations. The old codes which forbade the keeping of dog or gun in the student's room are replaced by prohibitions upon the student's bringing his own automobile within the classic shades. The lone commencement "prom" has been enlarged into a series of house parties and hops which the collegiate rulers have had to restrict and even police. The ocean of frivolity has gained advantage on the shore of the curriculum.

Perhaps a reaction long overdue may shortly manifest itself. To be most efficacious it ought to originate among the students themselves, and no one who knows the pervasive but latent idealism of our college boys can doubt that, once the movement started, it would spread rapidly. Why should not something like an Oxford movement sweep the present academic generation? It would certainly not run along theological lines, like its British precursor, but might be a return to standards of intellectual seriousness. It would make the pursuit of knowledge actually come first in the life of the student, and a man's rating in the esteem of his fellows would rest upon the persistency with which he fought toward that goal. It would automatically solve the problem of too many students going to college. It is possible that the academic Samurai might soon be able to dominate the college world, if they would but attempt it.—*New York Times*.

John Wanamaker

John Wanamaker, merchant prince and philanthropist, is dead. His loss will be deeply felt not only in the two great eastern centers, Philadelphia and New York, where he built up large mercantile establishments, but throughout the United States as well.

Mr. Wanamaker was a man of rare abilities and qualities. For more than a decade after the allotted "three score and ten" years he was active in the affairs of his own vast business enterprises and also in many civic and church endeavors.

The man who was hailed as one of the greatest merchants of the world had a humble beginning. He began life as an errand boy. By thrift and industry he gradually accumulated sufficient money to launch into the business world for himself.

His motto was: Service. He looked upon merchandising not merely as a matter of profit and personal business, but as an agency of service to the public. He was the first merchant of magnitude to reduce prices after the World War. Throughout his career he found his greatest profit in the satisfaction of his patrons.

He never forgot that he had once been one of the great army of the employed and therefore he always gave his employes a square deal.

Mr. Wanamaker's business acumen was recognized by President Harrison, who appointed him postmaster general. In this public capacity Mr. Wanamaker made good, as he had in his private ven-

tures. He raised the postal service to a high plane of public service and efficiency.

The passing of Mr. Wanamaker is a great loss to the business life of the United States. But his memory lives as an inspiration to poor young Americans who are looking to the heights of success.

Surplus Put to Work

The China Famine Fund has a surplus of \$900,000. It will be used, wisely, to educate the Chinese in agriculture, helping ward off future famines.

Pennsylvania railroad chemically treats 6,000,000 cross-ties a year, making them last two to five times as long.

We're gradually getting at the roots of trouble—preventing instead of waiting until a cure is needed.

Nervous Leaks

Psychiatrists continue investigations summed up in this question: "What kind of pencil marks do you make when phoning?" Some draw circles, others make stars, honeycombs and so on.

This is more than absent-mindedness—it is a "nervous leak," according to experts on mental diseases. It is a twin-brother of nervous drumming with fingers or toes, and a distant cousin of the moron-omania of writing one's name in public places. Be watchful and curb these tendencies, to keep nerves under control, the experts caution.

Louis Pasteur

A hundred years ago there was born in France one whose contributions to medical science marked an epoch in the world's progress. The work of Louis Pasteur made the world a safer, pleasanter, easier place in which to live; the example of his life made the world more ideal even for those denied his faith and humility. The more deeply he penetrated the mystery of disease, the more comprehensively he understood organic evil, the profounder became his belief in God.

He laid the foundation for some of the most important edifices which the science of medicine has erected and which are today the glory of the profession and the admiration of all mankind. His first great contribution was in crystallography, and trifling though it seemed at the time, it proved to be the spring from which flowed the stream that fertilized his country. While still a youth he solved

the problem of the different rotatory effects on life by tartrate crystals of the same chemical composition. This revealed to him the fact that tartrates develop in organic matter when it ferments, and this led to his studies of fermentation, which, first, revolutionized the wine industry of his country and, second, opened the way to the science of bacteriology, which is fast making the whole world diseaseless.

Pasteur showed his countrymen how to develop wholesome ferments and how to prevent destructive ferments in their wine. He demonstrated that it might be heated without injury and that such heating destroyed bacteria which, permitted to grow in the wine, spoiled it. The procedure now universally known as pasteurization was afterward applied to countless other articles of consumption, thus preventing disease and increasing man's years.

His contribution to knowledge of the causation of putrid and contagious diseases received corroboration and support from the work of Joseph Lister, who at that time was working out the principles of the antiseptic method in surgery. No more touching tribute was ever made to one genius by another than Lister made to Pasteur in 1874 when he wrote: "I take this opportunity to tender my most cordial thanks for having by your brilliant researches demonstrated to me the truth of the germ theory of putrefaction." Pasteur turned from the labors of establishing the validity of his theory of putrefaction to investigate a disease that was threatening another of his country's great industries. After five years of work a method was devised of breeding silkworms from selected healthy eggs, and of separating the well from the infected. Thus he saved the silk industry. Again, this experience led him to attempt solution of the problems presented by epidemic diseases in general. When he was 60, and fifteen years after he had had an apoplectic stroke which crippled him ever after, he began the series of experiments with anthrax and chicken cholera which showed that specific immunity may be brought about by introducing living pathogenic organisms in attenuated form.

Thus he formulated the principles of immunization against disease and showed that infections may be prevented by introducing into the system a serum of attenuated virus. Popularization of his name and dissemination of his fame came with the discovery of a method of preventing rabies, a disease whose mortality rate has been reduced almost to nil. The narrative of his experiments and experiences in making this discovery should form an integral part of the training of every bacteriologist.

Pasteur's contribution was this: He showed how to prevent and to control infections in all living things—man, animal and plant. He planned a diseaseless world and he advanced structural work on it. His successors and disciples tarry now to recall his simplicity and his greatness and to affirm their belief in his immortality.—*New York Times*.

Canned Sunlight

Today's most prophetic news comes from the electrical wizard, Steinmetz. He predicts that our descendants will have "canned sunlight."

Food and power will be the greatest problem of the future, says Steinmetz. He fears the day is coming when the earth will be so thickly peopled that there will not be enough food for all.

This is the old doctrine of Malthus. His opponents claim that plagues and wars keep weeding us out, to prevent over-population. A greater force, in preventing mouths-to-be-fed from overtaking and passing available-food-supply, is man's inventiveness. For instance, a scientist about three years ago perfected a hardier wheat that moved the bread belt 100 miles farther north.

And, predicts Steinmetz, future men will discover a way to bottle up sunshine, just as plants do. Then this imprisoned power will be transferred to grow food in barren districts, also to serve as fuel when the earth's coal supply becomes exhausted.

Future people may call up the store and order: "Send me two barrels of sunshine. The last batch had too much cloud in it."

Flu, Unsolved Mystery

The cause of "flu" remains an unsolved mystery, says the Journal of the American Medical Association. That's alpha and omega, the beginning and the end, trail ends where it starts.

"Flu," which became highly pandemic in our country in 1918, was a disease such as follows every great war. It got its start where people were the most miserable, under-nourished and unsanitary. Developing strength, it spread and easily struck down victims among the strong. Now that humanity has less starvation and suffering, it has greater resisting powers against flu.

Applying the principle to individuals. A well-nourished body and a cheerful mind can ward off most diseases. And it's doubtful if our generation will have another severe "flu" pandemic on a big scale.

A Stitch in Time

Are you in good health? No human body is absolutely perfect. An old joke, but it's true, a doctor can always find something wrong with a patient.

Nearly every ailment, including cancer, is curable in the early stages. Neglect is what kills rather than disease.

Important for everyone to have periodical physical examination—teeth, eyes and a general overhauling. How often? Once in six months is a good rule. Fires are easily checked at the start.

Too Much Prosperity

Too much prosperity is bad for us. Luxury makes races decay. This novel theory is advanced by Lundborg, Swedish professor.

Most of us would be willing to take a chance.

However, the stomach thrives better on plain roast beef, whole wheat bread and boiled potatoes than on lobster, caviar and rich pies. So with nations. Nature didn't intend any of us to have more than we actually need to keep us alive and vigorous.

You never heard of a squirrel trying to corner all the nuts in the woods, to set himself up as a nut millionaire.

Easier, Cheaper, Cleaner

Man is merely groping around among the wonders of creation, stumbling upon a few now and then and moulding them to his purposes. But, doubtless, it is only a few. Doubtless there are wonders yet to be unfolded of which only the few with vision and imagination have been able to glimpse and they only in part.

Take heating, a very urgent problem just now when coal is beyond the reach of the average man. Heating will be put within the reach of all—if the hand of man's greed can be kept off the wonders which nature eventually will reveal.

Prof. Reginald A. Fessenden offers to demonstrate to the city of Boston that he can heat the houses of that city by electricity for the price it would cost to produce the same temperature if coal were selling at from \$2 to \$3 per ton. This statement seems impossible at first blush, particularly when coal is selling for \$12 to \$15 per ton. But experience has shown that nothing in a physical way that man wants and needs is impossible.

How is it to be done? The layman needn't care. He wouldn't understand if he were told. It is enough that capable and reliable heating engineers say it is possible.

The heating of the future will be easier, cheaper and cleaner.—*News and Observer.*

New York in 2022

New York City will have 25 million inhabitants in another hundred years, and 45 millions by the year 2222. So predicts its traffic expert, John A. Harriss. Other cities also will grow.

Feeding such a crowd is a delightful prospect for future farmers. The men who till the soil already have about all they can handle, in the way of keeping city people alive.

Will they stand for their burden being doubled, trebled, quadrupled and so on indefinitely? Not unless an army of Henry Fords gets into the farming business.

Experts in Demand

Frank Laudenberger decided to save money by pulling his own teeth. They bury him at Columbia, Pa., dead from blood poisoning.

Did you ever ruin an article or botch a job trying to do it yourself instead of summoning an expert? This is an age of specialists.

An old locksmith, asked to itemize a bill, did it this way: "To opening safe, \$5. To knowing how to open it, \$95.

Success has a hard time dodging the man who becomes an expert—in almost any line, from business doctore to machine operator.

College Debates

A writer in the *New York Times* of recent date vigorously opposes college debates, and gives good reasons for his position. He says that in the debate the speakers are interested, not so much in arriving at the truth, as in overcoming the opposition, and do so sometimes at the expense of the truth rather than in its interest. This is demoralizing to the young men themselves as well as to those who hear them. The greater the victory by those who win the debate by obscuring the truth the greater the damage done. Like a lawyer pleading for a guilty client whom he knows to be guilty, the speakers dull their own sense of honor and lead their auditors astray. There is no doubt but that much harm has been done by debators who are interested only in winning the debate. Every public speaker, no

matter what his subject, ought to earnestly strive to lead those who hear him into the light, and never into darkness. This writer goes on to suggest that a discussion of some great question by college students, instead of a struggle to win a victory in debate, will serve all the good purposes and avoid the evils of the debate. Let the decision go to those who produce the strongest, sanest and most convincing arguments rather than the tricks of the special pleader. In this way the speakers themselves will derive the greatest benefit, and their hearers will be led into the light rather than into doubt and confusion. Public discussion by college boys is one of the best means of mental development that has been devised, and it is always a calamity when the college neglects this means of training; but that the evils of the debate suggested by the writer in the *New York Times* exist, there is no doubt, and the remedy for them appears to be sound and sensible.—*Charity and Children.*

Knocking

Knocking is one of the easiest things in the world to do. It only takes a thimbleful of brains. And it is the cheapest and easiest way to attract attention. But it is mighty expensive amusement. Everybody hates a knocker. And by and by everybody will be afraid of him. No man ever got very high by pulling other people down. The intelligent merchant does not knock his competitors. The sensible worker does not knock those who work with him. Don't knock your friends. Don't knock your enemies. Don't knock yourself. However you may feel, don't allow yourself to say cutting things. Speak pleasantly to everybody whether you are pleasantly disposed or not. Shakespeare said, "Assume a virtue if you have it not." Boost and you will be boosted. Knock, and you will be knocked.—
DR. FRANK CRANE.

Romance

The definition given in the dictionary is as follows:

"*Romance.* Fictitious and wonderful tale; language formed from Latin and the languages of the barbarians, and now developed into Italian, Spanish, French, etc., symbolism, mysticism, supernatural elements."

That definition as a whole is not commonly accepted. The general concept of romance makes it a very intense love affair and if this love affair ends badly, so much the better. There is scarcely a person who cannot tell of dozens of cases, either from experience

or observation. Such people never think that romance is all around us all the time.

Love affairs do fill conditions of the definition. Mystery is certainly an important element of love. Tales of affection are often extravagant stories, and sometimes they are fictitious. The language of love may have evolved from the Latin but it is now the "ete" of the definition.

We have been told that "Variety is the spice of life" until the saying is timeworn, but "romance" may be easily substituted for "variety." We shudder and become afraid to go to bed when we hear ghost stories, yet the supernatural is something none of us would willingly give up. Stories of invention, tales of daring deeds, accounts of travel, none would hold thrills for readers and hearers were the romantic elements left out. History may be dull and uninteresting but let the author mention some personal or private affairs of his character and history is at once vivified.

The gifts of romance are many. Without it we would have no poetry, no great paintings, no music, no appreciation of the beautiful. Who can enjoy the singing of birds, if he thinks of birds in terms of the cherries they eat? Yet, without romance we will become dull and prosaic to the point of desperation. Our literature will be trade journals, our music the jingle of silver. Our life will be even more rigid than that of the Spartans if we let all but the "really true" leave us.

Compare the effects of a play like "Monsieur Beaucaire" with "Strife," which is a story of labor against capital. The one full of adventure, affection, and symbolism, gives a person a feeling of sympathy. The other, a struggle of stubborn wills, the passionate hatred of class, leaves a person suspicious and full of doubt. Had there been no romance in the world Shakespeare could never have produced plays that inspire men and mold character. He would have written of spite, struggles, and hatred in their bare ugliness.

Realism is necessary but it must not predominate. If it should dominate the minds of our people there would be an alarming change. Simeon Strunsky could no longer write of the "horrible good-natured American." Pavlowa could never again hold an audience spell-bound while she drooped like a great white bird to the last notes of the "Swan Song."

A world of romance alone would hardly supply material needs. The inspiration of the artist would no more keep him from being

hungry, than the gold of the miser saves him from mental and spiritual starvation. Yet, it keeps young hearts and minds in old bodies and fires the youth with desire and ambition for worth while things. Whether we are carried there by love, art, nature, or music, the land of make-believe is what makes us really happy.

MABEL THOMAS, '23.

A Tree in the Forest

From a train window recently we saw a misshapen tree in a clump of woods along the right-of-way. This tree, handicapped in some way, spoiled a group of stately pines.

That tree is but a symbol of what we see about us every day. There are many persons who have grown out of shape, through some handicap. Many, through environments, have not only incurred physical drawbacks, but even more have not been permitted to develop a mind which is able to think along straight and lofty lines.

The mental dwarf is more to be pitied than the misshapen human being.

The tree of the forest should remind us of our duties to ourselves and others.

In this day there is no need of confining ourselves in our minds to a single, narrow-gauge line of thought. This can only result in making us mentally twisted.

The tree in the forest also reminds us of the obligations which we owe the oncoming generation. Trees for lack of nourishment and sunlight are stunted and twisted.

Children, undernourished, undisciplined, and denied the privileges of a thorough schooling, cannot be expected to develop into useful citizens.

Remember the tree in the forest!—*The Times*.

Indians as Farmers

Truth may be stranger than fiction, but not when it comes to modern Indians. Nearly 840,000 bushels of grain were grown and harvested, last season, by the red men of the Canadian provinces, Manitoba, Alberta and Saskatchewan. On the side they raised such items as 80,000 bushels of potatoes and 55,000 tons of hay.

Important progress, possibly, but somehow we prefer to think of the Indian in his wild native state. Romance of the outdoors is

disappearing rapidly in our continent. The goal of white civilization seems to be to standardize people and make life as mechanical and dull as possible.

Downfall of Ancient Powers

Malaria caused the downfall of the civilizations of Rome and Greece, say anthropologists at a convention of scientists in Boston. Both nations were free of malaria until it was brought in by slaves captured in battle, then spread by mosquitoes.

Smallpox germs, carried by soldiers of Cortez who were almost immunized against it, ravaged the Aztecs, weakened their military power until they were easily conquered.

The frontier guards of civilization are the laboratory scientists, fighting bacteria.

Crabs

Crabs in the North Sea lived in poor feeding grounds and lacked intelligence to move. So marine scientists transplanted them to places where they would thrive.

It worked out so well that European herrings, lobsters, turbot and crabs are being taken 12,000 miles to New Zealand waters. This intricate civilization of ours is certainly getting earth and its creatures under perfect control, except for earthquakes, tidal waves, weather—and man himself.

A Word Picture of The Cape of Terrors

BY FRED A. OLDS

One of the most notable and important lighthouses in all the world is that at Cape Hatteras, on the North Carolina coast. No cape is more dreaded by seafaring men, for more than 1,000 vessels have perished there and hidden in those miles on miles of always shifting quicksand lies enough treasure to pay the national debt of the United States. Hulls, great and small, of vessels lost there in the centuries since 1584 lie thickly, like bodies over one another in some old graveyard. And, this cape is really a graveyard of the sea. The Gulf stream's inner edge is not over eight miles from the point of the cape, where the lofty lighthouse stands. Ships very seldom go ashore; those horrible quicksands, the largest in the world, simply swallow, absorb them, while in gentle weather in the summer the sea is so quiet there one can go out in a small boat. The tiny wavelets which splash into the boat carry the little particles of sand, but

in time of great storms the sea breaks on these shoals with a roar louder than thunder and masses of brine are tossed up high as the top of the lighthouse, 200 feet above the sea-level. Of such vast importance is this lighthouse that it has three keepers, so that two are on duty at night. By day the lofty lighthouse is a "landmark," in clear weather to be seen many a mile and by night it is aflame with its powerful light. Keep away! so cries the lighthouse by day and by night and its warning beam tells the mariner of danger. Out at sea is the strong lightship, a gigantic anchor shaped like a mushroom holding it to the bottom. The lighthouse and the lightship are so far the only solution of the almost constant problem which the "Terrible Cape" presents. At the foot of this vast tower of brick and steel are the strongly built homes of the keepers. They know the dangers and so do the other people who live amid the terrors of the place. They are earnest, sad folk, but brave as any lion. The coast guard stations are closer together than anywhere else in the world and the crews of these are heroes of the finest type. The dreaded shoals extend twenty-one miles from the point of the cape, and are shaped like two diamonds, with what is called the "lead" between them, this being a waterway a mile in width and thirty feet in depth. So powerful is the force of the great breakers in time of storm that they sweep away the lightship, which keeps up steam all the while to save itself in such an emergency. At the lighthouse and in the lightship there is ceaseless discipline and the most extraordinary care is taken. As the sun sets the powerful light of the lighthouse sends its flashing message into the darkness, the power generated by electricity, and the light increased in intensity by great prisms of cut glass. On clear nights its beam of warning can be seen forty miles. These watchers leave nothing to chance or uncertainty. They know that instant danger and death lurk in every breath of air and every drop of water, and that gentlest day may end with a storm so terrible that life even on the land seems unsafe, with waves leaping fifty feet into the air. One night a big steamer struck the "outer diamond," the waves rising above the funnels and even the masts. In two days the steel hull had settled far, and in three days the tall funnels were out of sight, then the masts disappeared and in a week the entire structure, weighing thousands of tons had disappeared in the abyss of the quicksand forever.

Trees Help to Pay the Taxes

For roadside planting many of the best authorities urge the use of nut trees as combining the elements of shade tree beauty with

those of crop-producing utility, writes Charles Lathrop Pack in "Trees as Good Citizens," which goes into every phase of tree planting. They argue that for size, attractiveness, and purely ornamental effect some members of the nut group are among the most desirable of American trees, and that they excel most other trees of hardwood timber value in rapid growth, length of life, and resistance to insects and diseases.

With this blend of the artistic and the practical, the advocates of this type of planting are constantly gaining new followers, and the growing of nut trees along the highways is steadily becoming more frequent.

Perhaps the first objection offered when this type is suggested is the likelihood of raids on the nut crop by people passing along the highway. The simplest reply is, even in the event of complete loss of the crop, the property owner is as well off as he would have been with non-producing species.

His highway has had the benefit of the shade, the landscape has had the added beauty and picturesqueness provided by magnificent trees, and his farm has the increased value that comes from these advantages. To carry the reply still farther, it may be pointed out that complete loss is neither necessary nor probable.

Planting of nut trees is of itself comparatively new in this country, but the American Tree Association of Washington, D. C., which puts out the book, finds planters turning to these varieties in making plans for the coming season. This is particularly true, the association says, of memorial tree planters and organizations planning Roads of Remembrance. Free suggestions for planting will be sent to anyone. Until within the last ten years, except in the regions where commercial nut raising had become established, the individual's proposal to plant trees for the raising of nuts was usually met by scornful comment.

One nut tree planter, in planning an orchard of nut trees on his farm near Washington some years ago, found himself the object of critical remarks and good-natured jests from friends and acquaintances. The most frequent criticism had to do with the length of time involved in waiting for the young trees to reach the age of production.

To one critic who had thus questioned the wisdom of the undertaking the planter replied: "I don't know just how long it will be before these trees bear, but I do know that they will be bearing nuts a long time before the trees you are not planting."

That this planter had the right idea is borne out by the experience of more than one man who has found that his roadside nut trees have proved themselves equal to the important task of caring for taxes and insurance on an entire farm—an experience not yet reported by those who confined their activities to criticism.

As illustrating the not isolated experience of those who have planted nut trees along roadways, instead of the usual shade trees, an illuminating incident in the chapter of the book on nut trees planting is cited. In this case a tenant farmer in Georgia was having difficulty in raising the funds for the annual payment of \$600 in rent money and supporting a family of considerable size at the same time.

Prices for cotton, corn, and other staples were low, and the demand light. During this period of depression, the tenant-farmer found financial salvation in the harvest from 73 pecan trees clustered about the residential buildings of the farm and extending in lines on both sides of his private entrance and along the public highway in front of the plantation.

These trees had just come into bearing, and from this crop the tenant netted nearly eight hundred dollars, practically a third more than the amount of his rent.

Speech

(Three ten-minute papers from members of the class in theme writing.)

The word "speech," brings different ideas to different minds. To the student of English, it usually means the correct, or incorrect, expression of ideas. To the politician, it becomes either friend or foe. All depends upon the party responsible for the remarks. In student organizations, from a newly elected officer, it usually means, "I'll serve to the best of my ability."

Sometimes we wonder what it is all about. English teachers are exasperated because of what they hear in their classes. Thick-headed students are reminded that "their speech bewrayeth them" until they long for dumbness. New officers fail to live up to their promises and are reminded of their speeches. People who read the Bible find numerous warnings and admonitions about speech. Regardless of the failures, and shortcomings, speech is one of the greatest gifts of mankind.

Speech, the greatest method of communication that we have, should be highly prized and used in its best form always. It is true that "what you say tells what you are;" if every one realized this we would gain a greater incentive to improve our speech. "Better English Week" would be every week in the year and we would feel it an insult just to set aside one week for "Better English."

In our conversations with friends we should not use the same "humdrum" speech day after day. How tired you soon grow of a friend who constantly complains or of one who tries to be amusing by telling jokes on other people. A variety in speech makes your conversation more interesting and will gain a greater number of friends for you.

LOIS HOSKINS.

Speech is the medium through which we express our needs, wants and thoughts. Speech makes it possible for us to live among people and help them or rather do our bit, whatever it may be, in the part of the world in which we are placed. By speech, one is enabled to take instructions, give directions, and carry out plans of education, construction, and all the other arts and sciences.

Through this medium, high ideals and love of the aesthetic are held up, and embedded in the lives and thoughts of the younger people. Speech may also be used to inculcate low ideals and cause lives to be wrecked.

Ofttimes, speech at the wrong time and in the wrong place may injure people when there is neither need nor cause for it.

It is important, therefore, that speech at all times, be truthful.

LOLLA PRITCHARD.

State is Fifth in Crop Values

From the position of eleventh, maintained during the five year period 1916-1920, North Carolina now ranks as fourth among all the States of the Union in the value of the twenty-two principal crops and from the five year average of twelfth has climbed to fifth position in the value of all crops, according to figures furnished Frank Parker, agricultural statistician by the United States Department of Agriculture.

According to the new statistics, North Carolina is first in the value of tobacco crop, leading Kentucky by six million dollars. The State also edges Alabama out of first place in the total production of pea-

nuts. In 1921 Alabama raised 181,000,000 pounds of peanuts while North Carolina tagged behind with 129,000,000. In 1922 North Carolina came forward with 113,000,000 to 112,000,000 for Alabama. Alabama, however, maintains a lead in the value of the sweet potato crop, leaving North Carolina in second place. First place goes to this State in the production of soy beans, and also, among the cotton growing States, in the per acre yield of cotton. Missouri, which raised not enough cotton to entitle it to rank among the cotton growing States, alone has a better per acre average than North Carolina.

The twenty-two principal crops in which North Carolina maintains fourth position reached in 1920 include corn, wheat, oats, barley, rye, buckwheat, flaxseed, rice, potatoes, sweet potatoes, hay, tobacco, lint cotton, beans, broom corn, sorghum, hop, oranges, clover seed, peanuts, cranberries, and apples.

Ahead of North Carolina in these principal crops are Texas, Iowa and Illinois while California is added to these, in order, in the priority list for all the crops.

The value of crops in these States as reported for 1922 are:

Texas: Principal crops, \$594,619,000; all crops, \$716,408,000.

Iowa: Principal crops, \$418,404,000; all crops, \$454,787,000.

Illinois: Principal crops, \$386,017,000; all crops, \$418,584,000.

California: Principal crops, \$226,170,000; all crops, \$418,833,000.

North Carolina: Principal crops, \$298,094,000; all crops, \$342,637,000.

In North Carolina total, cotton led with a valuation of \$104,370,000 with tobacco second valued at \$93,003,000. Corn came third with a value of \$44,963,000. The other crop values in order as reported were:

Hay, \$21,221,000; sweet potatoes, \$9,944,000; wheat, \$7,686,720; apples, \$5,013,000; Irish potatoes, \$4,557,000; oats, \$2,504,000; sorghum syrup, \$2,352,000; peaches, \$2,352,000; rye, \$384,000; clover seed, \$356,000; pears, \$143,000; buckwheat, \$97,000; beans, \$32,000; flaxseed, \$2,750; barley, \$2,550.—*News and Observer*.

Know North Carolina

The road system in North Carolina is only one evidence of North Carolina's general prosperity that appeals to the people of other States, and particularly to the people of Georgia, whose natural conditions of living are practically the same.

North Carolina's public school system is maintained more progressively than is that of Georgia, through no fault of Georgia's most excellent department of education.

The higher educational institutions of North Carolina are adequately maintained, while those in Georgia are admittedly starved. The State contributes more to the University system in that State in one year than Georgia does in four.

The same can be said of the other institutions—the eleemosynary, the corrective, the penal.

Why is all this?

North Carolina has relatively a quarter of a million less population than Georgia.

All of the five largest cities combined will scarcely exceed in population the one city of Atlanta.

Wilmington, the seaboard metropolis is a much smaller city than Savannah.

Charlotte, the largest trading center, is not as large as Macon.

Neither Winston-Salem nor Durham nor Greensboro, her tobacco manufacturing cities, is as large as Augusta.

And yet it is a State of small cities and towns, each fielded with the stacks of industry, and each the center of prosperous rural communities.

The reason for it all is not that North Carolina has any better people than Georgia, for there are no better; not that North Carolina has any more natural advantages than Georgia, for in these both States are practically blessed alike—but that North Carolina has revised her old and antiquated tax system so that the State is provided with funds sufficient to carry on the functions of government in keeping with the demands of a progressive age.

And the people of the cities and the towns and the country have prospered as the State has prospered.

North Carolina is thus an object lesson that the Georgia legislature should heed.—*Atlanta Constitution*.

White Eagle

During the early history of the English Colonies in America, while the Indians resented the invasion of their hunting-grounds by the whites, there was a small colony which had wandered away

from a larger colony, and had settled in a fertile spot a good distance away. There must have been about thirty-five persons in this crowd counting men, women and children.

There had been no unfriendly Indians about for a long while, and the women felt no fear in walking around outside the tiny village or the group of cabins with the children, who were always teasing to be carried out to roam among the trees and play hide-and-seek.

One pretty, clear day, a woman with her three children was walking around with them and allowing them to play the game they greatly liked. As they played, one of the children, a little boy of about five years of age, while hiding behind a tree from his older brother, was snatched away by a stealthily walking Indian. It was so quickly done that when the mother looked up from counting, she heard only the crackling of the twigs and saw nothing as the underbrush was so great. She had counted a little longer than usual in order that the little one could have time better to hide himself from view.

She began a thorough search, called him and still found no trace of him. Then, she went on up to the cabins where she gave the alarm. All the men began a search which lasted for days and even months, but still the child could not be found. The mother was inconsolable because of the loss of this much-loved child, but after a long time, she gave up all hope of ever finding him.

After a hurried and dangerous trip, the Indian took this bright little boy to a tribe of Indians with whom he belonged. There the child was adopted by the chief as his son, and taught all the arts and crafts of the race and tribe. He was given an Indian name, White Eagle, and learned their ways rapidly. At times, however, when he cried for his mother and his home, they had a hard time quieting him. Childlike, he soon left off crying and learned to play games with the Indian boys, and was very skillful and brave on the war-path. He was forced to dress in their costumes, and to keep disguised as an Indian, but he really came, to a great extent, to enjoy the life.

Many years afterwards, when this tribe planned to surprise a white settlement, the adopted Indian, White Eagle, was with them. They went one night when they knew that about half of the men had been called away. Just after the little boy had been stolen about thirteen years ago, strict watch had been kept, and the village guarded, but as they had not been molested, no precautions had been

taken in a long time, and none of the colonists felt any uneasiness from the fact that a good number of the men were away.

The Indians crept up to the outside of the village. White Eagle prevailed upon the chief to allow him to look at the white man's habitations before they were disturbed, and the chief, with whom he was a great favorite, allowed him to do so. The white blood of White Eagle had been forgotten and, even to himself, he seemed a real Indian, and had given up all idea of ever seeing his mother again. He had been allowed many privileges by the chief, who had really never wished to keep the boy a prisoner or captive, but the Indian, who had stolen him, for revenge, had died soon after, and there was no clue to the colony from which he had been stolen.

Rushing on ahead, he saw through a window of a cabin a beautiful, sad-looking woman sitting in front of an open fire. As he glanced around this room, something arrested his attention—a queerly fashioned cradle in the corner near the fire; the woman's hand rested on it as she sat there thinking. As if by some magic power or the subconscious working of his mind, he remembered that cradle; now he could see other things about the room which looked familiar. Where had he seen them—did he dream of them? The woman turned her face about at this time and he saw it. He had seen that face before—but where? He racked his brain, and, at last, he remembered that he, too, was white and that the Indian had stolen him from his mother; the light dawned upon him, he rushed back to where the Indians were waiting, told them that he had found his mother, and that he must see her and make himself known to her. He begged that the village be spared and by the chief's order, it was left undisturbed.

Then to go to the cabin in which the woman sat by the fire thinking or dreaming, and make himself known was his first thought, but he realized that he would probably frighten her as he could speak very little English. He thought of a little suit which his mother had made for him, and which he had when he was stolen. This was the connecting link to use, he decided. To the camp he hurried, and found the little suit, which had always had a strange fascination for him, and which he had kept during all his wanderings; now he felt that soon he would know the truth.

Two days later, he came to the white man's village with a precious package under his arm which was to bring either joy or sorrow to him. Dressed in his Indian costume, except that the paint had been washed off, he walked up to the cabin and knocked on the door. The

woman with the sad face opened the door. He stood there irresolute, then he asked for a drink of water. She, seeing that it was a young white man, invited him into the cabin. No sooner had he entered the door than he spied the cradle; rushing over to it, he knelt beside it, and pointed at himself and then at the woman. Next, he opened the package and held up the little suit. The woman screamed and called to the young girl, who sat by the fire, to come and hold her and tell her whether or not she was dreaming. She looked into the young man's eyes and then at the little suit. In broken English, he told the story of how he had been stolen that day many years ago, of how he had been reared as an Indian, and of how he had seen her that night when the massacre was planned. The mother wept on the stalwart son's shoulder. The sister welcomed her brother and the settlement rejoiced because of their deliverance from a horrible massacre, and with the mother because her child, who was lost, had been found.

LOIS HOSKINS, '23.

Door of Opportunity Still Ajar for Ambitious Youth, Check of Nation's Leaders Shows

Is there still an opportunity in this country, as once there was, for "the poor boy" to become great? Has the youth who works perhaps with his hands still a chance to rise, without influence, by virtue of his own qualities and through his own individual effort, to the highest among political positions? In his new book, "American Individualism," Secretary of Commerce Herbert C. Hoover answers these questions thus:

"That our system has avoided the establishment and dominion of class has a significant proof in the present administration in Washington. Of the 12 men, comprising the president, the vice-president and cabinet, nine have earned their own way in life without economic inheritance, and eight of them started with manual

Here's how they started:

President Warren G. Harding was a printer. Before he began setting type he toiled on a farm, taught, painted barns. Then he got a job as "devil" in the office of the *Marion Star*, which later he was to own and edit. From that point he "worked up."

Vice-President Calvin Coolidge also began on a farm. Next he was "roust-about" in a general store, clerking afterward in the same establishment. He paid his own way through Amherst and for his course as a law student.

Secretary of the Treasury Andrew W. Mellon was born the heir to millions, but he is noted for the unflinching regularity with which he is always at his desk on every working day, from the start of the first hour of business to the final minutes of the last one. Few clerks have such a record for faithfulness.

Secretary of the Navy Edwin Denby's early manhood was spent in the customs service in China. As a third-class gunner's mate on a battleship, Denby saw both work and peril during the war with Spain. Later, as lawyer, manufacturer, banker and legislator, it was by energy and ability, not by influence, that he made a name for versatility of accomplishment such as few men in public life can lay claim to.

Secretary of Commerce Hoover was an orphan at 6. At 14 he was laboring on an Oregon farm. A little later he was doing whatever work came to hand to pay his way through Stanford University as a student mining engineer. Next he mined, with pan, pick and shovel. Today he is among the world's authorities in his profession. He won his way to a reputation by years of grinding hard physical labor.

Secretary of Agriculture Henry C. Wallace grew up on a farm. He paid by his own effort for his study at the Iowa College of Agriculture, of the science of his calling. He was professor of dairying for several years at the same institution. Later he founded Wallace's *Farmer* at Des Moines, combining teaching with editorship.

Postmaster-General Hubert Work is a physician. As a worker in behalf of the suffering he has been unremitting. He began with a small practice and built up, by sheer skill as a healer, a national reputation.

Milking cows was Secretary of War John W. Weeks's first employment. It was from a New Hampshire farm that he went to Annapolis, after which he saw the world for two years from the deck of a man-o'-war. It was from a life of his individual making that he turned, his cruising over, to a desk in the Boston banking and brokerage house of Hornblower and Weeks.

Secretary of State Charles Evans Hughes was not called on to toil with his hands, but few men have slaved as he worked at the law. A place on the Federal Supreme Bench is regarded in the profession as the highest honor a lawyer can attain. The fact that Hughes won such a justiceship speaks for itself as to his accomplishments.

Secretary of Labor James J. Davis started life as a working man in the sense that people of the cities know the "working man"—industrial work. Welsh by birth, he was of a family skilled in handling iron and steel. He was a puddler's assistant at 11, a puddler at 16. To the age of 25 he was employed in steel and tin plate mills. To this day he is known as "Puddler Jim" and he still carries his union card with him.

Attorney General Harry M. Daugherty's father died when the son was but 4. He became a wage earner early. First an errand boy, he rose to a clerkship in a grocery store. His own work supported him while he studied law. The time before he was the support of a family is hardly within his memory.

Secretary of the Interior Albert B. Fall was a toiler in a Nashville cotton mill when he was 11. Later he worked on a farm. He taught while studying law. Those who know him say he was a first-class pleader before he was 21. He had made himself one.

Your Importance

How important are you, in this gigantic system by which humanity is earning its living? Conceit is proverbial. But only a very small fraction of us exaggerate our importance.

Most of us actually underestimate our importance. Probably this is because we return from vacation or an illness, to find things going ahead just as if we hadn't been away.

The fact that you can be replaced does not lessen your importance when you are "on the job."

Thousands of men can run an airplane. However, this doesn't detract from the importance of the pilot on any given trip. Ask the passengers taking their first flight.

A discouraged young man, in an agony of self-pity, writes a letter bemoaning his "trivial function in life." He sees and hears of other men doing "big things." He compares with his own work, as a tool maker in a machine shop, and decides that he doesn't amount to much.

Young man, you are wrong.

Men toiled for thousands of years to harness the electricity that drives the motor operating your lathes. Others toiled for thousands of years to find the process of making steel and iron with which you turn out your finished products.

Your work is the culmination of the efforts of these vast armies of men of the past. All that went before was preliminary, leading up to you.

In far-off parts of the world, living men toil to bring to the surface of the earth the iron ore which other men make into the steel which you transform into tools. Still others toil to bring this steel to you. Another great group awaits your finished products. Without it, they could not do their own tasks. Ahead in the future are the ultimate consumers whose needs you supply by your daily toil, also the salesmen who depend on you for something to sell.

Many people take street car motormen and conductors as a matter of course—do not attribute to them any great importance. But when the transportation system is tied up, the public suddenly realizes the tremendous and indispensable importance of the car crews.

You see a scrubwoman washing the floors of an office building. In preventing the spread of disease, she may be as important as a physician, for she is an agent of the great force of sanitation, the preventive of disease.

If you are doing useful work in this world, no matter how humble, stand up proudly. For your importance is beyond estimation.

The Ravages of Cancer

Undoubtedly more deaths were due to cancer in the United States in 1922 than the total of 93,000 stated in a recent report of the Department of Commerce, the American Society for the control of Cancer says in a statement recently issued. The report was based on statistics of the Census Bureau, which the Society declared are inadequate. "It is certain," the statement continues, "that the Census Bureau's figures are considerably below the actual number of deaths from cancer, for it has been shown that where post-mortem examinations are done on all persons a large number of unsuspected cases of cancer are discovered."

Cancer is on the increase and unfortunately medical science has not yet found any means of combating it except in its early stages. It is of the utmost importance that those who fear they have it seek expert advice promptly.

Happiness

From time immemorial, man has, without doubt, sought happiness. Our forefathers considered the pursuit of happiness an inalienable

right of man. If it is such a compelling motive in life should we not ask ourselves this question: Is happiness a worth-while pursuit? Unquestionably it is. Not only will it mean great joy, but also, tranquil peace to the possessor. Happiness is very contagious. It spreads from one to another. It inevitably results in the conservation of time and energy. We know from experience that we can accomplish more when happy. Our tasks are tackled with vim, and presently they are accomplished.

All men desire happiness, but all do not achieve it.

There are some who attempt to secure it through satisfying certain innate desires. Happiness to a drunkard means having strong drink when desired. But his happiness is not genuine. Some are of the opinion that wealth inevitably brings happiness, but quite frequently when wealth comes in one door, happiness goes out the other.

King Midas desired gold above everything else, but he was soon made to realize that there were other things of more intrinsic value. It did not bring him happiness as he had anticipated but only misery and remorse. Wealth often causes idleness, and we believe the old adage is true that says, "Idleness is the Devil's workshop." Wealth, when rightly used, is a blessing, but when wrongly used is a curse.

Many young people fervently believe that happiness can only come to them through popularity in the social realm. They, however, are never happy, because of the almost constant worry over others excelling them. Popularity often leads to misery and unhappiness. In the attempt to achieve happiness, the ego is often of more consideration to the individual than others. Their interests and rights are disregarded and self holds sway. Happiness never comes to such people.

To whom then does real happiness come? What are the factors that contribute to the achievement of happiness? Genuine and lasting happiness comes only to the person who puts service, or others, above self. This kind of a person never thinks of how he may get the most for self, but, how he may give the most to others. He is attentive to the cry of the poor and is ready to lend a helping hand to the unfortunate. We notice that the countenance of the unselfish person is quite different from that of the selfish. On the countenance of the former is branded a look of radiant joy and peace that comes only through service.

Marvels of Surgery

Did you read the remarkable story about Mrs. Adele Robertson, the New York woman who had the kidney of a sheep transplanted into her body.

The patient is dead. But the surgeons who performed the delicate operation claim that it was a success, death due to other complications. Had it not been for these complications, she might be alive now and the most interesting medical specimen in existence.

The sheep's kidney started to function much the same as a motor transferred from one auto to another. Mrs. Robertson's blood circulated through it and it began its normal work. Death intervened.

This kidney operation probably is the forerunner of a lot of experimental surgery. It suggests that eventually, when our vital organs give out, they may be replaced by transplanting similar organs from animals.

That already is being done with monkey and sheep glands.

A famous theatrical magnate, now deceased, was reputed to have a pig's stomach transferred to his interior, his own stomach having been removed when it wore out. Thousands have heard this story and believe it. Doctors laugh and say, "Nothing to it."

What is the weakest link in your physical make-up—the internal organ that gives you the worst service and the most trouble?

How would you like to be able to climb on an operating table, inhale ether, and wake up with a new organ transplanted from an animal? An enticing dream. It might, conceivably, come true within your lifetime. Our bodies are inferior machines, despite their marvels, when compared with a watch or motor. Will surgical mechanics come to the rescue?

Another Expert Heard

Alcohol, tobacco, tea and coffee are described as "the four social poisons" by Sir James Cantile, famous surgeon. Of these four, he considers tobacco the least harmful.

"If you have been poisoned by tobacco, if you wait for three days the effect has gone off. But the effect won't go off if you have been drinking tea for 40 years. The same with coffee—only a little worse."

Many will disagree with this eminent expert. But it's a good idea to keep in mind that alcohol, tobacco, tea and coffee are poisons—as surely as arsenic, though in much less degree—and use them moderately.

Forty-fifth Birthday is Peak

At 41 the average man has more money than he ever had before—or will ever have again. The top of the money hill, in most lives, is the 45th birthday. From then on, it's usually a downhill trip. And fewer men have \$100 or more at 75 than at 25, though they've had 50 more years for accumulating.

These figures are announced by Joseph J. Devney, insurance man, after an investigation helped by 1,000 bankers.

The lesson behind it all is that the average person is a money failure, and that to succeed you have to do better than the average in work, thrift, judgment and cunning.

What World War Cost

The total cost of the World war was more than 335 billion dollars. This is the latest estimate by Carnegie Endowment of International Peace. So the conflict cost about 80 billions a year. Not long since we thought it a stupendous achievement when the hero of "Brewster's Millions" spent a million in a year.

Every 50 years there's a big war to wipe out most of what the people have saved since the last one. If we can stop these wars, the prosperity of the average person in a few centuries will be fabulous. International thrift and war bills just about cancel each other in the long run.

Your Two Minds

Did you ever "get stuck" for a name, date or something else that's "on the tip of the tongue" but hard to bring out of your memory?

Your conscious or objective mind strives to bring the missing information to the surface. All the time, according to students of thought processes, the missing information is stored away in your subconscious or subjective mind.

Your conscious mind forgets a lot. But your subconscious mind is supposed to remember—to store away—everything you ever encounter from cradle to grave. You've heard how, when a man is drowning, his whole life passes in review before him in a few seconds. This means, the subconscious mind simply throws its doors wide open and displays its hidden contents to the conscious mind.

Thirty-one years ago, Dr. Thomson Jay Hudson wrote a long book, "The Law of Psychic Phenomena." It towers head and shoulders above everything of a similar nature ever written.

Hudson set forth a theory that the subjective (subconscious) mind exercises complete control over the functions and sensations of the body. Also, that the subconscious mind (and, in turn, the functions and sensations of the body) can be controlled by suggestions made to it by the objective or conscious mind.

Here's how Hudson advised readers to cure a nervous headache:

"The suggestion must first be made that the headache is about to cease; then, that it is already ceasing; and finally, that it has ceased. These suggestions should be made in the form of spoken words, and they should be steadily persisted in until the desired effect is produced.

"A constant reiteration of the declaration that the head is better will inevitably produce the desired result. And when the effect is distinctly felt, the declaration should be boldly made that the pain has entirely ceased.

"If any remnants of pain are felt, the fact should be ignored, and the suggestion persisted in, that it has ceased. This should be followed by the declaration that there will be no return of the symptoms; and this should be made with an air, tone and feeling of perfect confidence."

All this, obviously, is a process of self-hypnotism. Hudson made quite a sensation in his day. Today only scholars are familiar with his book. But, after 31 years, the tide rolls in again and the followers of Coué are suggesting to their subjective (subconscious) minds: "Every day, and in every way, I feel better and better."

Who Talks Most?

Women talk more than men, says Dr. A. A. Brill, the psychoanalyst. John W. Raper, humorist, suggests that Brill should attend a session of the United States Senate, which might change his view.

If women really do talk more than men, it's because custom and courtesy make it easier for them to get an audience. The only reason the average person ever listens to anyone else's talk is because he knows it'll soon be his turn.

The chief thing that keeps Europe from returning to normal is that most of its politicians are primarily interested in talking to the galleries.—*The Times*.

Country Life Today

When we think of country life today we think of three classes or rather three kinds of country life. First, we think of the very small

farmer, who owns or rents a few acres of land set away off from the railroad, living in a small, ill-built and cold house which has no conveniences. We think of the hard, long winters, and hot, busy summers when all members of this family must work so very hard and long. There are signs of abject poverty everywhere. The school house is a long way off, and as so much of the weather is bad, the advantages for education are very limited.

Next, we think of the man who has a comfortable house, a Ford, plenty of good teams for raising his crop, and who, with his family, lives comfortably, near a good school, and within a few miles of a village. We can see how this man can do more for his family, and how much more pleasure they can derive from life.

Then we think of the man who owns a beautiful country home with all the modern conveniences—water, lights and heat; who has an automobile or two, horses for work or for pleasure, whose home is right on the edge of some large town, and whose children can have all the advantages which will help them to be good citizens. The sons and daughters from this home may enjoy all the pleasures of the city as the cars are always in readiness, and there is plenty of time for all these things as the servants will do the work.

There are many pleasures to be had out there on the farm; parties to which all the nearby neighbors come, also friends from a distance; there one may rest and read just as much as he cares to, there quiet may be had, and there also all of the out-of-door games may be engaged in—tennis, golf, croquet, baseball and many others.

The food is very wholesome, with the great number of vegetables, the milk and the fruit during the summer time, and the meats, canned and preserved fruits and vegetables and other suitable food during the winter.

Because of the many improvements in the farm implements, the great inventions for labor-saving and the numerous other helps about the farm and the house, county life today is vastly different from what it once was, and is a wonderfully restful life.

LOLLA PRITCHARD, '24.

War to Death on Boll Weevil

This year should witness the most determined effort in the history of the cotton industry to rid the belt of the most destructive pest—the boll weevil. Every agency which might hasten the end of this cotton pest will be mobilized. Recent dispatches, which tell of the

introduction of airplanes in the warfare, show how intense this battle for the world's most important industry will be.

How necessary it is for the common good, not only of the South, but the entire world to exterminate the boll weevil is shown in the following, taken from the *Manufacturers' Record* of recent date :

"Cotton is in many respects the most important single industry in the world, when we consider it from its production as a raw material to its manufacture and its wide ramifications in world trade. It represents an aggregate investment in lands, in mills and cognate industries of \$25,000,000,000 or over. The South alone has about \$1,000,000,000 invested in cotton mills, knitting mills and kindred interests, and many billions in its production.

"The development of the cotton industry during the first half of the last century was the greatest business achievement during that period in the world. Beginning with a production of a few bales in the early years of that century, cotton-growing developed in the south to a point where it largely dominated the finances and politics of this country and of Europe.

"During the Civil War the famine in cotton endangered the welfare of millions of people in England. The poverty in the Lancashire district during that four-year period stands out as one of the awful records in the life of an industrial center. A few months ago one of the foremost cotton manufacturers of England wrote to an American friend that the inability of England to secure its usual supply of American cotton, in any one year, would cause greater distress in the Lancashire district than did the war. Millions of people in Lancashire are wholly dependent on the manufacture of cotton. Millions of people throughout the world—hundreds of millions, indeed—are dependent for clothes upon the production, from the South's staple, of the finished cloth. Millions of people in this country are directly dependent upon the growing and handling of cotton, while the financial interests of the nation would be shaken to their foundation by the loss of the cotton trade. The South could weather the storm better than any other section, because the South could turn its farm lands into the production of diversified agriculture, once more regaining the prosperity which never would have been lost if this section had not by force of circumstances unwisely centered its agriculture upon the production of cotton.

"This great industry, without which the world could scarcely maintain its civilization—for without cotton clothes we would sink back

into barbarism—is menaced by the boll-weevil. This is not merely a menace to the South, for the South could stand the shock of its cotton crop being destroyed, better than the world could stand the loss of cotton goods. It is a menace to the nation—a menace to civilization itself.

“It is, therefore, incumbent upon every agency of this government and of all other civilized governments; upon chemical manufacturers, cotton manufacturers and financiers, to spend money with the utmost freedom in encouraging chemists and others to find a remedy for the boll-weevil. Various remedies are being developed; some of them are more or less successful; but the task is very great. The danger of the destruction of the cotton industry is so vast that until the whole nation realizes the extent and importance of that industry and the seriousness of the menace the task will not be tackled on a scale commensurate with the magnitude of the problem to be solved.

“The world faces a cotton famine; civilization may be at stake by the loss of cotton. But we believe a remedy will be found. We believe that this crop—in many respects the most important single crop ever given by a beneficent Providence to humanity—will be saved from the destructive power of the boll-weevil, but we believe that the utmost energy of the nation must be concentrated upon the solving of this great problem.”

Ovation to Negro Mammies

(A speech in Congress by Major Charles M. Stedman, of North Carolina, in which he supported his measure to erect a monument to negro mammies).

ERECTION OF MONUMENTS

“The erection of monuments is a custom which dates back to remote ages. It is not transmitted from one generation to another, but is the offspring of exalted sentiment and high ideals. They mark the resting place of those who have brought renown to their country upon the field of battle or have contributed to its prosperity and happiness in times of peace. But you will search the history of all ages in vain for the record of any people who have erected a monument to an inferior race or to any class of that race dwelling amongst them to perpetuate the memory of qualities which entitle them to remembrance and gratitude.

“The bill introduced in the House should find a responsive echo in the hearts of citizens of this great republic. They are all Americans, whether they dwell in New England, in the far South or on our Western plains.

“The measure provides that the Chief of Engineers, United States Army, be and he is hereby authorized and directed to select a suitable site and to grant permission to the Jefferson Davis Chapter No. 1650, United Daughters of the Confederacy, for the erection, as a gift to the people of the United States, on public grounds of the United States, in the city of Washington, District of Columbia, other than those of the Capitol, the Library of Congress, Potomac Park, and the White House, of a monument in memory of the faithful colored mammies of the South: Provided, that the site chosen and the design of the memorial shall be approved by the Joint Library Committee of Congress, with the advice of the Commission of Fine Arts; that the monument shall be erected under the supervision of the chief of engineers; and that the United States shall be put to no expense in or by the erection of the said monument.

“Aside from its merits, approval and endorsement by the United Daughters of the Confederacy demands its careful and favorable consideration. It was introduced by the request of the Jefferson Davis Chapter, No. 1650, United Daughters of the Confederacy.

WORK OF U. D. C.

The history of the United Daughters of the Confederacy is one resplendent with great deeds, many of them gilded with romantic lustre which has cast its radiance throughout the world. This organization owes its origin and life to an association of Southern women, beginning in the days of the War Between the States, for the purpose of caring for the wounded, and after the war was over, in providing cemeteries for the Confederate dead, many of whom slept upon the battlefields where they fell. When it was not possible to bring them home they buried many of them at the same spot and erected a monument that the stranger might know he was treading on hallowed ground.

“After the formation of the Confederate Veterans’ Association, many of these associations became known as Daughters of the Confederacy, and later were organized as the United Daughters of the Confederacy. I have thought it not amiss to refer briefly to an organization a Chapter of which requests the passage of the bill.

“During the days preceding the unfortunate War Between the States was the Era of Southern Civilization, so often misrepresented and misunderstood. Whilst a period of many trials, it was an Era of Glory. It gave to the world such names as Washington, Jefferson,

Madison and Monroe, as models for the emulation and example of the young men of the land. Later on the names of Robert E. Lee (by common consent one of the foremost commanders of the English-speaking race)—Stonewall Jackson (whose achievements have lighted up with historic interest the beauties of the Shenandoah Valley) and others; it sent an army to the battlefield which suffered the greatest percentage of loss known in modern warfare with a fortitude which challenged the admiration of brave men in every land from the rising to the setting sun; it furnished statesmen, scholars and orators whose names have illumined the brightest pages of history.

MUTUAL DEVOTION

“The colored mammies of the South lived in and were a part of this Civilization. No one, except the youth of that generation, can realize the mutual devotion of the colored mammies of the South and those whom they served. They were educated by their young mistresses and their characters moulded by them. The fidelity of these colored mammies has scarcely a parallel in history. The safety and comfort of their children, as they called the boys and girls whom they nursed, gave them contentment and happiness. They watched them with tenderness and care and sang them to sleep with their plantation songs. They could not be seduced from their love and loyalty by either promise of reward or threats of violence. Numerous instances of their fidelity are recorded in the traditions of the South.

“Many a boy who followed the banners of Robert E. Lee and Stonewall Jackson dreamed happily, as he rested at night upon the fields of Northern Virginia, his face turned toward the stars, as the voice of his colored mammy came to him again with its lullaby bringing happy visions of his home. When these boys enlisted in the War Between the States, their colored mammies accompanied them to the trains on which they departed and there gave them their blessing, and upon their return, many of them wounded and mangled, these faithful colored mammies remained with them until the end and assisted in the last rites of their burial. Their devotion was returned with genuine affection and love. No one in the homes where they dwelt treated them with disrespect, nor was anyone allowed to do so. The children when aggrieved by any wrong or fancied wrong, ran to them for redress. They had the confidence of all and it was rarely betrayed. They desired no change in their condition of life. No class of any race of people in bondage could be found anywhere who lived more free from care and distress. The very few who are left look back to those days as the happy and golden hours of their lives.

“The request contained in the bill should be granted and the monument be erected. Upon it let there be no inscription save these words: ‘In commemoration of the faithful colored mammies of the South, by the Jefferson Davis Chapter, No. 1650 United Daughters of the Confederacy.’

“The traveler, as he passes by, will recall that epoch of Southern civilization, when men were brave and women gentle and true, whose history has ever been and ever will be an inspiration to the people of every land and who honor fidelity and loyalty whether an attribute of the great and mighty or the low and humble.”

HOME ECONOMICS DEPARTMENT

MISS LEONE REAVES, *Editor*

THE SCHOOL LUNCH

In considering the diet for the school child many things must be considered. First, the habits should be well formed. He should eat meals at regular times and not be allowed to eat between meals. Plenty of water should be given between meals. Water should not be used to wash food down. Children often have to be taught to like things which are good for them. This should be done patiently but firmly. Children should not be forced to eat when they are not hungry. Forced eating is worse than light eating for a few days. Children should be happy while eating. Plenty of time should be allowed for meals. Dirt is dangerous. The child's face and hands should be clean as well as the table.

The second thing to consider in the diet of the school child is the food he receives. Milk should be given a child every day in some form. Eggs, fish, fowl, meat, or their equivalents should be included in the child's diet every day. Where plenty of milk and an egg are included, little meat is necessary. Breads, cereals, and other grain products should also be included. These should furnish at least one-third of the food required by the child. Vegetables form a very essential part of the diet, especially if milk is lacking. Often hunger is due to the lack of vegetables in the diet. There should be some fruit in the diet every day. When fresh fruit is unobtainable use dried fruit.

The third essential thing to consider in the diet of the growing child is the planning of the meals. The meals should be planned to give variety and provide all the growing materials needed.

I. Breakfast should contain milk, bread and butter, and when possible, in addition, cereal, fruit, or egg.

II. Dinner, the heaviest meal, should preferably be in the middle of the day. This is impossible on account of the rush to get back to school. An ideal dinner should consist of soup, meat or eggs, vegetables, bread and butter, and dessert.

III. Supper—If the heavy meal is in the middle of the day supper should be light. Following are some suggestions for supper:

- (1) Bread and milk, baked potato and stewed fruit.
- (2) Cereal and milk, bread and butter, baked beans.
- (3) Poached egg on toast, baked potato, bread and butter, apple sauce and gingerbread.

IV. Basket or school luncheon—sandwiches, dessert, fruit, and a bottle of milk.

PEARL WRIGHT, '25.

SCHOOL LUNCH

We find that the school lunch will benefit the children very much, even if only one dish is served.

For directing the preparation of the lunch, it is best to have a teacher who has been trained in this work, or else a woman's Home Demonstration agent. Girls in the school may help, provided it does not interfere with their school work.

In serving the lunch it is necessary to have plenty of fresh air, tickets collected, food carried to the desks and back to the central, dishes washed and put away, and sweeping and cleaning the room. Committees may be appointed for this work in order to save time and labor. They may be divided into four groups; the Business Committee, the Committee on Preparation, the Committee on Serving, and the Committee on Cleaning.

In order to make the school lunch a success, accounts should be kept very accurately. They should include: Cost of material and other running expenses, number of servings prepared, number served, price per serving, and total receipts. Very small profit should be made, as the children needing the lunch most would be unable to afford it.

In planning the lunch one should keep in mind the limitations of the conditions under which the food is prepared, the cost of the food, and most important of all, the selection of the food. The school lunch should be a well rounded meal, containing proteins carbohydrates, fats, mineral salts and vitamins. If only one dish is served it is impossible to have such a meal, unless the teacher suggests to the pupil suitable foods to bring, that will go with the dish served at school. In schools where the equipment is very limited it is best to make only soups, especially those made with milk and cocoa. When the full lunch is served, one should not attempt to make several dishes which require a great deal of work. Left-overs should be worked into the meal, in order that nothing may be wasted, even if it takes a long time to make the menu.

MARY SHELTON MCARTHUR, '25.

Importance of One Hot Dish Each Day to Supplement the Cold Lunch

A hot dish makes the cold lunch more easily digested and more enjoyable. It gives the child a more normal diet. It also encourages the children to eat their lunches more leisurely. The preparation of the hot lunch encourages the children to work effectively and successfully with others.

The teacher can plan to furnish one hot dish every day by appointing two or three pupils each to prepare the dish on the school heater, if there is no other stove. The children can bring the materials needed from home along with utensils to cook in and some to eat from.

Equipment Needed for School Lunch (for serving 25)

Simplest Equipment

A stove on which water will boil	4 tea towels
1 large kettle	1 paring knife
1 smaller kettle	1 tablespoon
1 cooking spoon	1 teaspoon
2 dish cloths, (may be made from flour sacks.)	1 measuring cup
	1 can opener
	1 quart measure

Simple cupboard with shelves in which to keep supplies.

Tightly covered tin cans or boxes for supplies.

Each child may have: cup, plate, spoon, fork.

Desirable Equipment

1 fork	1 kerosene can
1 case knife	1 butcher knife
1 paring knife	1 kettle (8-10 quarts) and cover
1 wooden spoon	1 kettle (6 quarts) and cover
2 tablespoons	1 wire strainer
2 teaspoons	1 vegetable brush
2 measuring cups	1 asbestos mat
1 egg beater	1 dish pan
1 can opener	1 rinse pan
1 oil stove, two burners	6 dish towels, 2 dish cloths
1 portable oven	1000 paper napkins

Suggested Menus for School Lunches (serving 150)

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| <p>I. Scalloped eggs with peas
Vegetable salad
Rye bread
Butter
Apple sauce and cream
Cocoa
Milk</p> <p>II. Split pea soup
Fresh spinach timbales
Brown muffine
Rolls
Butter</p> | <p>Fruit cup
Cocoa
Milk</p> <p>III. Creole spaghetti
Buttered beans
Corn muffins
White and brown bread
Butter
Pineapple delicious
Cocoa
Milk</p> |
|--|--|

Menus Serving 250 to 300 Pupils

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| <p>I. Vegetable soup
Minced ham with scrambled
eggs
Scalloped corn and tomatoes
Salmon loaf
Rolls
Brown bread
Butter
Cottage pudding, chocolate
sauce
Vanilla ice cream
Milk
Cocoa</p> | <p>II. Mongol soup
Shepherd's pie
Winter spinach
Beet and celery salad
Bran muffins
Bread
Butter
Baked custard
Fruit jelly, whipped cream
Milk
Cocoa</p> |
|--|--|

Menus Serving 1,000 Pupils

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|---|--|
| <p>I. Corn chowder
Hot roast beef sandwich
Scalloped eggs and peas
Buttered carrots
Peanut butter and raisin
sandwich
Waldorf salad</p> | <p>Rice pudding
Homemade cake
Banana and apricot ice
cream
Milk
Cocoa
2 Rolls and butter</p> |
|---|--|

II. Cream of celery soup	Mixed fruit salad
Baked ham and spinach	Baked apples
Macaroni and tomato sauce	Graham muffins and butter
Succotash	Milk
Cottage cheese and nut sandwich	Cocoa

Recipes

Carrots and Peas

1 (No. 10) can of peas	$\frac{1}{2}$ lb. butter
4 lbs diced carrots	1 teaspoonful salt
Pepper	

Arrange vegetables in alternate layers and boil or steam until tender. Drain and add butter and seasonings.

Vegetable Hash

14 lbs. potatoes	2 lbs. ground onions
$4\frac{1}{2}$ lbs carrots	$4\frac{1}{2}$ lbs. beets
$4\frac{1}{2}$ lbs. turnips	1 lb. bacon fat
$4\frac{1}{2}$ lbs. cabbage	Seasoning.

Cook all vegetables except onions. Drain and mix with onions and seasonings, add fat and some water in which the vegetables were cooked, if moisture is needed. Put in buttered baking dish and bake until brown in hot oven.

Spanish Soup

$6\frac{1}{2}$ qts baked beans	7 qts. tomatoes
$1\frac{1}{2}$ lbs. onions	4 oz. salt
1 lb. celery tops	$1\frac{1}{4}$ lbs. flour.
$1\frac{1}{4}$ lb. butter substitute	

Cook all vegetables in water to cover, one hour. Thicken and season, and strain through a sieve.

Succotash

1 (No. 10) can corn	$\frac{1}{4}$ lb. butter
1 qt. dried Lima beans	Salt and pepper.

Soak beans over night, drain, add boiling water and cook until tender. Drain and add corn. Heat slowly and add seasoning and butter.

Kidney Bean Stew

2 qts. red kidney beans	1 gal. water
1 gal. tomatoes	$\frac{1}{2}$ lb. butterine
1 qt. chopped celery	4 qts. dried potatoes
2 cups sliced onion	Salt and pepper.

Soak beans over night. Drain and add tomatoes, celery and onions and water. Simmer slowly until beans are *very* tender, add potatoes and butterine and cook until potatoes are soft.

*A Few Selected Recipes**Cocoa (25 servings)*

$\frac{3}{4}$ cup cocoa	$3\frac{1}{2}$ quarts milk
$\frac{3}{4}$ to one cup sugar	$\frac{1}{4}$ teaspoon salt.
1 pint of water	

Mix the cocoa, sugar and water together and boil five minutes. Add the milk and cook in a double boiler for ten minutes or place the kettle on an asbestos mat over gentle heat. Beat with a Dover egg beater until frothy.

Corn Chowder (25 servings)

3 quarts diced potatoes	3 (No. 3) cans of corn
3 slices pork	1 ounce flour
2 onions (medium)	3 tablespoons salt
2 quarts boiling water	$\frac{1}{4}$ pound butter
$3\frac{1}{2}$ quarts milk	Pepper

Cut the pork into small cubes. Cook slowly until light brown. Add onions and cook slowly five minutes longer. Make a white sauce using the fat dried-out from pork. Add corn and potatoes and serve chowder over buttered crackers in soup bowl.

Cream of Pea Soup (25 servings)

1 (No. 19) can peas	1 gallon milk
1 tablespoon sugar	$\frac{3}{4}$ cup butterine
2 quarts water	$\frac{3}{4}$ cup flour
1 teaspoon salt	

Add peas, and milk and cook until it thickens. Season to taste and cook gently ten minutes.

Mongol Soup (100 servings)

4 lbs. split peas	$1\frac{1}{2}$ qts. shredded cabbage
26 qts water	$1\frac{1}{2}$ qts. sliced carrots
1 lbs. onions	6 oz. salt
$\frac{3}{4}$ lb celery tops	$1\frac{1}{4}$ lbs. butter
5 qts. tomatoes	$1\frac{1}{4}$ lbs. flour

Soak peas over night, drain, add 15 quarts water, onions, salt and celery. Cook two hours, add tomatoes, and cook one-half hour longer. Press through sieve. Cook cabbage and carrots until tender in remaining water, combine two mixtures. Thicken and season, add milk and reheat.

Corn Pudding (50 servings)

4 (No. 3) cans corn	4 ounces butter
2 tablespoons sugar	$\frac{1}{2}$ pound flour
1 tablespoon salt	2 quarts milk.
8 eggs	

Add beaten yolks, sugar, and salt to corn. Make a sauce of butter, flour and milk, and add corn mixture. Fold in stiffly beaten egg whites. Pour into greased baking dishes and bake in a moderate oven.

Savory Vegetable Loaf (100 portions)

4 lbs. bread crumbs	10 lbs. dried beans
12 eggs	1 lb. bacon fat
2 oz. salt	Pepper
4 qts. starch from beans.	

Soak beans over night, drain and cook until tender. Drain, saving the stock. Beat eggs and mix all ingredients, adding more stock if needed. Put mixture into buttered dish.

Creole Spaghetti (25 servings)

$\frac{1}{2}$ qt. spaghetti	1 teaspoon salt
1 qt. stewed tomatoes	$\frac{1}{2}$ cup butterine
1 cup sliced onions	$\frac{1}{4}$ cup flour
3 lbs. Hamburg steak	1 cup grated cheese.

Cook spaghetti in three quarts boiling salted water. Drain and rinse in cold water. Brown onions in butterine, stir flour, and add tomatoes, press through sieve. Stir until thickened. Stir in cheese and add to spaghetti. Sauté steak until slightly brown, add to spaghetti mixture and bake fifteen to twenty minutes.

Scalloped Eggs with Peas (25 servings)

15 eggs	1 $\frac{1}{2}$ quart milk
2 (No. 10) cans peas	$\frac{3}{4}$ cup butter
2 cups bread crumbs	$\frac{3}{4}$ cup flour
Pepper.	1 $\frac{1}{2}$ teaspoon salt

Cook eggs hard, and boil the peas for ten minutes. Prepare a white sauce with milk, flour butter and seasoning. Add sliced eggs and peas. Cover with lightly buttered crumbs and bake until crumbs brown.

Macedoine Salad (25 servings)

1 qt. diced carrots	1 qt. diced potatoes
1 qt. peas	6 heads lettuce
1 qt. diced celery	French dressing
1 qt. diced beets	Mayonnaise

All vegetables are cooked. Marinate them with French dressing and let stand one hour. Mix lightly with Mayonnaise and serve on lettuce leaves. Any cold cooked vegetable may be used in this way.

ESTELLE ISLES, '25.

Domestic Science Cabin

The Home Economics department has secured the use of a two room hut on the campus. It becomes our task to remodel and furnish the hut so that it may be used for informal teas, luncheons, etc., that may be given by the Domestic Science classes.

It is our plan to refinish all of the walls and floors; make the curtains and draperies; upholster the window seats and chairs; make the pillows and baskets used for decoration; and select the pictures used in the hut. We are also planning a conveniently arranged kitchen.

All of this work will be carefully planned so as to carry out certain color schemes.

Later the hut may be used as a practice house in which the theory of Home Economics, as taught in the classes, may be applied. It will then be possible for the girls to do practical work under supervision under very homelike conditions.

RUTH BARBEE, '25.

INDUSTRIAL ART DEPARTMENT

MISS KATE W. LEWIS, *Editor*

"The highest aim of art is to make some useful thing beautiful."—
Kenyon Cox.

In the Industrial Art Department we are trying to teach practical art rather than fine art, a movement which is spreading over the United States today. We wish to reach the public, by teaching discrimination and appreciation to every child. We are preparing the children for every day living.

We recognize the fact that every child or adult must be a designer whether he realizes it or not; he designs every time he writes a page, buys a costume, chooses a tie, hangs a picture, or arranges the furniture in a room, or the dinner service upon the table. Therefore, it is our aim to develop his power to make fine choices and arrangements.

We realize that the children of today are to be the producers and consumers of tomorrow. We hope to raise the quality of American products by helping "all of the children of all the people" to have the power to choose only the things which are in good taste.

The aesthetic nature of a child grows slowly; it cannot be forced. The courses in the Industrial Art Text Books by Snow and Troehlich have been arranged with this in mind. To illustrate, let us consider the Color Course. The first grade children are taught the primary colors, red, yellow, and blue, with the neutrals, black, white and gray. The second grade children are taught to mix these colors to produce the binary colors, orange, green and violet. The children of the third grade can now understand the light tones of color, so tints are given; the children of the fourth grade are taught that darker tones are often needed, so shades are taught. The fifth grade begins the more difficult study of complementary colors; the sixth analogous colors, and the seventh makes a careful study of all of these, using the monochromatic, complementary and analogous color schemes. The other courses, Commercial Design, Object Drawing, Art in the Home, and Art in Dress, are planned just as carefully. These text books, with the excellent manual for teachers, makes it possible for every teacher to have a well graded course of study. Industrial Art Text Books have recently been adopted in North Carolina, and there is every reason to believe that this forward movement will cause rapid progress to be made in our State.

Bazaar at the Model School

Last fall, as the student-teachers and I began to plan the work, which was to include the making of some little gifts for different members of the home, we felt the need for materials and equipment that we did not like to ask the school to buy. We wished to begin toy-making in the sixth grade, and this called for wood, paints, brushes and coping saws. So we planned to buy the materials and equipment needed, have the children do the work, and sell the articles which they made. All the critic teachers entered heartily into the plan, and helped in every way. They worked with the student-teachers and the splendid spirit of coöperation made the Bazaar : success.

After the articles were arranged for the sale, they were priced by a committee, composed of the critic teachers, the president and the vice-president of the Parent-Teachers Association.

The bazaar idea originated in Europe, the purpose being to enable every child to make things of commercial value, and so foster a national industry; to give practical exercises to the children, with an incentive to put forth every effort to secure accuracy and neatness. They are taught that only the good work can be sold for good prices, that carelessly made objects are not worth the price of the materials used.

Bazaars are usually given by high school students, but we have no high school, consequently, we decided to start an unusual custom and have a bazaar given by the children of the first seven grades.

From the Bazaar funds we were enabled to pay for all materials used, except the paper furnished by the school, and to add to the permanent equipment thirty coping saws, one large saw, sixty water-color brushes, and six knives. In addition, we have enough paint left to continue the work of this year, and a small balance in the bank to be used as needed.

There is art, opportunity and money in it, and there is joy in it.

K. W. L.

First and Second Grade Bazaar Work

The first grade make attractive needle books, and colored chains to be used for decoration.

The children in the second grade got a great deal of real joy out of their work for the bazaar. When they were told about the bazaar they were eager to begin work and see how many beautiful things they could make that could be sold.

The first thing they made was a darning case. After the patterns for the winders were made, they were traced on red, white and blue cardboard. Black darning cotton was wound around the red winder, brown around the white, and white around the blue. Each child made three winders—one of each color. Then the boxes for the winders were made. Red and green covers were used with simple but attractive designs on them.

Jointed Santa Clauses were made. The making of these gave great pleasure to the children. Toy horses were made from construction paper. Booklets for clipping were neatly made. The children also made paper chains for Christmas decoration. Two small Christmas trees were decorated with tiny flowers made of colored crepe paper. Each tree was planted in a small box covered with red paper. These were sold for Christmas table decorations.

This work was not too hard for the children of this age but required a great deal of care.

Third Grade Bazaar Work

The third grade exhibit of Industrial Art work in the bazaar consisted of the following: Pin squares, blotter holders, Santa Claus bags and bon-bon boxes. We used medium sized check gingham for the pin squares and used the six primary and binary colors, calling attention to the lighter color in the gingham as we were studying tints at the time.

The main thing the children got from making the pin squares was learning how to make the cross stitch design, thus learning that designs are not to be made only on paper but to be used to make useful articles more beautiful.

In making the blotter holders the children learned careful folding, and the making of a good simple design for decorating the corners.

The bon-bon boxes were triangular in shape, with a spray of holly or mistletoe in one corner.

After the various things were finished and put on exhibit they made quite an interesting display.

CLARA DOWDY, '23.

Fourth Grade Bazaar Work

The first things the children made for the bazaar in the Fourth Grade were hot dish holders decorated with cross stitch design. These holders were made of checked gingham of different colors.

Before giving out the gingham the children were given pieces of cross-section paper the size of the holders, on which they drew designs suitable for the holders. I had drawn a few designs on separate pieces of cross section paper and it was amusing to see that the majority of the children selected the design that used more cross-stitches. They learned the cross-stitch on small pieces of gingham before using it on holder.

Great interest was shown throughout each class period. The children could be heard to ask, "Have I made mine right?" "Are we going to make any more?" Out of the thirty pupils that made these holders, there were only two or three that made mistakes and these children took them out and started their design over again so they could have it perfect. The button hole stitch was used around the edge and it was wonderful to see the work after they had finished. A loop was sewed in one corner to hang it up by.

Some of the children finished before the others and they were encouraged to make marble bags out of checked gingham using the same cross stitch only in a different design. These were a success and sold rapidly at the bazaar.

Christmas boxes that represented chimneys with icicles on them, were the next things we took up. For the box we used red construction paper, and for the top white construction paper, the sides being cut to represent icicles. By giving this the children were taught that they could make boxes to send Xmas presents in that are much prettier than the bought ones.

In taking up this work for the bazaar the teacher and the children learned to love and appreciate the things that they could make for it.

MARGARET HOLLAND.

Fifth Grade Bazaar Work

The bazaar impressed upon the children of the fifth grade that the things they made in Industrial Art, if made in the right way were of commercial value. The fifth grade contributed the following articles to the bazaar: Fish kites, "T" puzzles, cornucopias and blotters.

The purpose of the fish kite was to vitalize color, and carry out the color schemes taught in this particular grade. Patterns were given to each child and the fish were cut from Dennison's crepe paper, and decorative designs were added using complementary colors and neutrals. A piece of reed for the mouth of the fish and a long cord

by which the kite could be carried were used. When all of the bright papers were on the desk, there was indeed a glow of bright colors, red, orange, green, blue and violet.

The children enjoyed making the "T" puzzles and were careful to do accurate work in measuring and cutting. When the puzzles were finished the children eagerly worked to solve them. Envelopes were made for the puzzles.

The cornucopias were made from colored construction paper with appropriate designs. This proved to be a valuable lesson in designing. These cornucopias when filled with candy could be used effectively on a Christmas tree.

The blotters were made by using Christmas cards on red-blotting paper. The cards were tied on the blotter with narrow red-ribbon.

SENIA FRAZIER, '23.

Sixth Grade Bazaar Work

The work of the sixth grade for the bazaar consisted of Christmas boxes, a child's coverlet made of animal squares, and toys.

The whole class worked together in making the Christmas boxes; stationery boxes, cracker boxes, and other boxes, that would have been thrown into the waste basket, were collected by the teacher and children. These boxes were decorated with designs and, when finished, were very attractive boxes in which to send Christmas gifts. Several designs were put on the blackboard to give the pupils an idea of the nature of designs to be put on the boxes. Complementary colors, with the neutrals, were used. The children were allowed to use either circles or squares in their designs, and were also allowed to select the color they were to use. If the box was a neutral a margin was left on the top, the sides, the ends; if not a neutral the box was covered. The designs were then posted on the box in the position which the child liked best. Only the neat and well made boxes were chosen, thus teaching the children the value of careful work. Practically all the boxes were selected, however, and made quite a pretty display.

Only the girls worked on the child's coverlet. Such animals as the cat, dog, elephant, rhinoceros, rabbit, and other animals that children love to tell stories about, were embroidered in chain stitch with blue thread on eight inch squares of Indian Head.

Before this could be done, the small animals had to be enlarged. The animal was then transferred to the square of cloth.

Small pieces of cloth were given to the girls so they could learn and practice the stitch before working on the animal squares. The coverlet consisted of forty-eight squares, a plain one with each embroidered one. The most careful girls were selected to sew these squares together in strips running across the coverlet as shown in the Industrial Art Text Book. We brought the strips home and sewed them together, doing the necessary stitching with the machine, thus finishing a very attractive coverlet.

This work was well worth the time spent on it and both pupils and teacher profited by this work.

ORA EVANS, '23.

The boys of the grade made the animal toys. They transferred the designs to wood, cut out the animals with coping saws and sandpapered them. They took great delight in this work for they, like all children, like to make things. This work was a means of turning their instincts to play and to construct into useful channels.

Since the toys were to be sold in the bazaar, the boys realized that they must make something of commercial value. This inspired them to do better work.

In decorating the toys the color schemes were worked out in connection with the scientific color chart. The boys who could paint best were assisted by some of the girls; and this group, under the supervision of Miss Lewis, painted the toys. While some toys were being painted, the other group of boys continued making toys. Each one took pleasure in working in the group to which he was assigned, thus learning the value of coöperative effort.

Not one of the group grew tired of the work, and they voluntarily worked after school hours and on Saturday in order to finish the toys. Both boys and girls are eagerly awaiting the arrival of more wood so that they can resume the work in toy making.

Seventh Grade Bazaar Work

An opportunity came for motivating the study of color in the seventh grade when it was decided that this group should make sewing bags for the bazaar. Brown, natural and blue burlap were used for the bags, which were decorated by means of a band of Swedish weaving done with Germantown wool. The linings were made of sateen to suit the color scheme.

By the use of color charts the children studied color schemes, and after deciding upon the color of burlap to be used a scheme would be worked out to harmonize with the background selected. Very

pleasing results were obtained by the use of a monochromatic scheme in orange, light orange, and dark orange (brown). Complementary schemes were used of orange and black wool on gray-blue burlap, and yellow and violet wools of equal value on the natural burlap, which is gray-yellow. Analogous schemes and a few split complements were used.

This work was not required of the boys but some of them did the weaving and their work was of excellent quality. The only original design was made by one of the boys.

Both boys and girls made baskets or trays for gifts at home or at the bazaar. Wood bases varying in diameter from three to fourteen inches were used with reed for work baskets, flower baskets, fruit baskets, and trays with and without handles.

The children entered heartily into the work and gladly remained after school hours and some came on Saturday to make extra pieces. This was permitted because of the delay in getting materials. The Saturday preceding the bazaar was shellacing day and then the basket brigade almost came to blows over who should do the work. The time was limited and so was the number of brushes, so the matter was compromised by dividing the work among different groups. Some of the baskets sold readily for two dollars. The children had enjoyed their work even to assisting in the sales, but it rose in their estimation when they saw how it was valued by the pricing committee, and much satisfaction was experienced at having produced something of commercial value.

L. G.

SUGGESTIONS

MISS MIRIAM MACFAYDEN, *Editor*

A Seventh Grade Geography Project

A project which was very interesting, and which aroused much enthusiasm was the organization and work of a Chamber of Commerce.

Officers were elected and it was decided that the first meeting should be held at Buenos Aires. Each section or State of South America was to send a representative to this meeting with a problem that was confronting that particular region. The class was divided into two groups. One half of the class were the representatives. They presented problems from the different regions and asked for suggestions for solving these problems. The other members of the class helped in the solution of the problems, though suggestions from anyone present were gladly accepted.

To make such a meeting a success it was necessary to assign the problems beforehand. For instance a representative was given this assignment: "Give an account of the difficulties of transportation in Peru." A member of the other group was given this assignment; "Be able to give suggestions for solving the difficulties of transportation in Peru."

When the day of the meeting arrived every one was at Buenos Aires with his speech ready. The Secretary took charge of the meeting and made his welcome address. The address was as follows and was composed by a seventh grade boy:

"We are glad to see so many of our friends from the different parts of South America present. We know that you have come for the purpose of getting help in solving problems which confront you at home. I hope that each one will get the desired help and be able to go back to your section and improve conditions greatly. The people of Buenos Aires are delighted to have you here and hope that you will enjoy your stay in our city." The first day of the meeting was devoted entirely to the presentation and discussion of problems. Sometimes, however, problems were of such a serious nature that they were referred to a committee for further consideration.

Among other things done during this series of meetings was working out a plan for advertising the products of South America in the United States. It was decided that a booklet be gotten out by the Chamber of Commerce and sent to the United States. The purpose of the booklet was to advertise South American products and thus develop trade more fully between the two countries and encourage industrial development in South America. The following is the table of contents for the booklet:

- I. Advertisements.
- II. Fruit Raising in South America.
- III. The Nitrate Beds.
- IV. The Guano Islands.
- V. Ranching.
- VI. Coffee Raising.
- VII. Mineral Wealth of the Andes.
- VIII. The Rubber Industry.

The children worked in groups on these articles. First each child in a group wrote a separate paper on the topic assigned to that group. The group then got together and combined the good points of each paper into one article.

The following is an advertisement written for the booklet. Above the advertisements is the picture of a beautiful wheat field ready for harvest. Beneath the picture is written:

"Gentlemen of the United States, the Argentina Land Sellers are offering at a remarkably low price, the best land of Argentina, near Buenos Aires. The valley of the Plata river is the richest land of South America. Wheat and other grains are the chief products. Now is your chance. Don't miss this wonderful opportunity.

Apply to the Argentina Land Sellers, Buenos Aires. Phone 600.

INEZ WHITE, '23.

A Fifth Grade English Lesson

Grade: Five.

Date: December 15, 1922.

Subject: English.

Topic: Verbs.

Teachers' aim: To see that the children understood nouns and pronouns and to teach verbs.

Child's aim: (1) To give correct nouns and pronouns. (2) To express in one word the action made by the teacher. (3) To give correct definition of verbs.

Materials used: Chalk, door, paper, scissors, board, and teacher.
Brief Outline of the Lesson:

I. Review of nouns and pronouns. Children give sentences using nouns and pronouns and tell which are nouns and pronouns.

II. The teacher walks, skips, talks, writes, cuts, and does numerous other things to express action.

(a) Children give words which express this action.

(b) These words were written on board. Teacher asked what all these words expressed.

III. Teacher says, these are verbs. Write on your paper what you think a verb is.

Definitions read.

IV. Children give sentences, teacher writes on board and puts one line under nouns, two lines under pronouns and a cross under verbs.

V. Relay race.

(a) Five girls against five boys. Sentences are on the board and the children in the race make the nouns, pronouns and verbs as the teacher did.

(b) Checking of errors.

VI. Assignment: Write ten sentences each containing one noun, a pronoun and a verb. Mark as we did in class.

Special Features: The class was held responsible for what they had been over. They were interested. The children made their own definition of a verb.

RUTH B. WADE, '23.

What My Clock Tells Me

The subject of a series of language lessons taught in the Second Grade was the clock. In the first lesson the children talked about how we tell time now, also how people told time long ago. Pictures of the clock, sun dial, hour glass, and candle were shown by the teacher. Then for seat work, the children drew and cut the things that had been shown to them.

The next lesson was introduced by having "The Clock Store" played on the Victrola, for the children to listen to the different kinds of clocks. The children then talked about different ways in which the clock was useful. They mentioned the people who are most dependent on the clock, as engineers and store keepers. They

were interested in the fact that everybody is dependent on the clock to tell when to do a thing. Then they were asked to tell three ways in which the clock helped them each day. They told these in clear cut sentences without using too many "ands." Three of these sentences were written on the board by the teacher. After the children had read these sentences, they were erased. Paper was given to the children and they were told to write three things their clock did for them each day. Before writing, one child told the things that they should remember in writing their story—capital, period, margin. The children were allowed to write what they wished.

Below are two stories that were written :

My clock tells me when to go to school. It tells me when to come home when I go to see somebody. My clock tells me when to go to bed.

The clock tells me when to get up. It tells me when to go to school. It tells me when to go to bed at night.

Fourth Grade Debate

We had a very interesting debate in the fourth grade. This kind of work was entirely new to the children. Their interest was immediately aroused after an explanation of the work was given. The query for this debate was :

Resolved, That the country is a more desirable place to live in than the city.

The children who were speakers for the affirmative side were seated on one side of the room while those who were speakers for the negative were seated on the other. Then the children decided that the following points would determine the winner: English used, position, enunciation, the number of points in the main speech and in the rebuttal. Before the debate started three judges were chosen.

Both sides presented many excellent points and supported them well. Some of the best points that were given for affirmative side were: fresh milk and vegetables, quietness of place, fresh air, large playgrounds, animals, cool water, and beauties of nature. Some of the best points that were given for the negative side were: good schools, good streets, playgrounds, social life, use of lights, water, and street cars, convenience to stores, swimming pools, health officers, and doctors.

Every child took part in the debate giving one point for his side. The speakers of one side tried to refute as many points on the opposite side as possible.

The children seemed very interested throughout the debate and even after the decision had been made in favor of the affirmative side there were still children who wanted to add points for their sides. They took such an interest that we decided to have another soon.

ELIZABETH HUMMELL, '23.

SMILE

Prof. (to Johnny): "Define what is meant by density."

Johnny: "I can't define it, sir, but I can give an example."

Prof.: "The example is good, sit down."

A Philadelphia school teacher was quoting to her pupils the sayings of various wise men touching the value of silence on certain occasions, when she gave them the proverb to the effect that we have one mouth and two ears, in order that we may listen twice as much as we speak.

A day or so after the instruction, the teacher, to see how well the lesson had been learned, asked a girl pupil the question, as above.

Little Lulu had forgotten the philosopher's maxim; but the question did not seem a difficult one to answer.

"Because," she said, "we should not have room in our face for two mouths, and we should look too crooked if we had only one ear."

"No, Lulu," said the teacher, "that is not the reason. Perhaps Marie can tell us."

"Yessum," said Marie, "it's that way so we can let what we hear go in at one ear and out of the other!"—*Philadelphia Ledger*.

His dog was a fierce Airedale, large and powerful. Its one fault was that it was a born fighter and could beat, and had beaten, every dog in the neighborhood.

But naturally its coat grew long and curly and had to be clipped.

"Yes," said the owner, "the clipping was my own idea. I believe it makes him look better; but it's very awkward for the dog."

"How is that?" asked a friend.

"Oh, the other dogs don't know him and he has to fight them all over again!"

Jack and Mary had just been to the grown-up's church for the first time. A day or two afterward they were found in the nursery whispering audibly to each other.

"What are you children doing?" their nurse asked.

"We're playing church," replied Jack.

"But you shouldn't whisper in church," admonished nurse.

"Oh, we're the choir," said Mary.—*The Christian Advocate* (*New York*).

If light and sound were running a race, such as the hare and tortoise once did in the old days of fable, light would go rushing along at the rate of about one hundred and eighty-six thousand, six hundred miles a second, while sound would go crawling after at the rate of one thousand and ninety-one feet a second. In other words, light would have speeded about seventy-two times around the earth while sound was laboriously traversing one one-hundred-and-twenty-thousandth of its circumference.

A meek-looking individual with a surgical bandage around his brow, a black eye, and a long scratch down his cheek walked into a provincial newspaper office.

"You have some professional humorists working on your linotype machines?" he asked a sub-editor.

The sub's reply was a haughty stare.

"Do you read your own paper?" went on the small, inquiring voice.

"Occasionally."

"Did you read my poem, entitled: 'To Cynthia,' in your last issue?"

"Er—I'm afraid—"

"I thought not. In that poem I wrote a line that read: 'I love you better than I love my life.'"

"Yes? A very neat line."

"And one of your linotype operators put it: 'I love you better than I love my wife.' I'm a married man, and my wife read it. And—and—well, look at my face!"

Two health enthusiasts were discussing methods, when suddenly one of them said: "You still take your morning bath, I suppose?"

"Never miss it, my boy!" cried the other enthusiastically. "Sometimes I take it hot; sometimes cold; and when I'm in a rush I take it for granted."

Albert's mother had been watching him squirm as he studied his next church lesson. Finally she asked: "What is the matter, Albert?"

"Oh, mother," he burst out, "this catechism is awfully hard. Isn't there a kittychism I could study?"

Paddy went to a race meeting for the first time in his life, and backed a horse named Shamrock from patriotic motives.

However, the race had not long started before it became obvious that he had picked an "also ran"—it was lumbering along an easy last.

But Paddy was not to be discouraged and he cheered his choice to the echo, shouting:

"Go it, Shamrock! Come on, old girl! Look how she's leaving all the others before her!"

A rich elderly bachelor named Page found the dropped glove of a charming young lady and returned it with this note:

"If from your glove you take the legger *g*, that glove is love, and that I have for thee."

In reply the young woman wrote:

"If from your name you take the letter *p*, then Page is age, and that won't do for me."

Many a man who hasn't time to vote has time to cuss congress.

The pessimist is never surprised when he is disappointed.

Some marry because they hate to go around alone, and some get divorces for the same reason.

If the new Jersey singer and minister were only alive they could become movie actors.

Beauty secret: Getting money before spending it is excellent for preventing grey hair.

Fishermen say the cod gobbles up everything. Then it must be named after C. O. D.

Melancholy days have come, the saddest of the year, and all of us are sad because of heavy underwear.

The head of many a house is less than 10 years old.

She—"I wonder what Sir Walter Raleigh said to the Queen when he put his coat down for her?"

He—"Probably, 'Step on it, Kid.'"—*Life*.

A Scotchman and an Australian were discussing the conditions in Scotland and the commonwealth.

The Scot said he understood there were many Scotchmen in Australia.

"Yes," replied the Australian, "but the worst feature is the rabbits."—*The Continent (Chicago)*.

A fond father discovered his young hopeful reading a dime novel. "Unhand me, villain," the detected boy cried, "or there will be bloodshed."

"No," said the father grimly, tightening the hold on the boy's collar, "Not bloodshed, woodshed."—*Western Christian Advocate*.

Cupid is always running against money for governor of the state of matrimony.

It takes years to get a good reputation and only a few minutes to get a bad reputation.

Dad—"Son, there's nothing worse than to be old and broken."

Young Hopeless—"Yes, father—to be young and broke."—*Punch Bowl*.

Hubby—"You're three-quarters of an hour late. What do you mean keeping me standing around like a fool?"

The Wife—"I can't help the way you stand."—*Chaparral*.

An Italian who kept a fruit stand was much annoyed by possible customers who made a practice of handling the fruit and pinching it, thereby leaving it softened and often spoiled. Exasperated beyond endurance, he finally put up a sign which read: "If you must pincha da fruit—pincha da cocoanut!"—*The Crow's Nest*.

Senator Caraway was talking about the tariff war between Spain and France.

"These two nations are hurting each other so ingeniously through their tariffs," he said, "that it reminds me of little Willie.

"Little Willie pointed at his sister's sweetheart, Mr. Jones.

"Mr. Jones kicked me yesterday,' he snarled, 'but I got even with him, you bet your life. I mixt up quinine with my sister's face powder.'"—*Arkansas Utility News*.

Just before a man's wife talks him to death he hopes her next husband is a book agent.

Trainers say lions are the only wild animals capable of affection. How about flappers?

A new device changes people's noses. Sticking them where they don't belong does the same.

A French woman paid \$100,000 for one new hat and you can read this to your husband.

Black cats, gray cats, green cats, meow—
 Chasing the deacon who stole the cow.
 He runs and tumbles, he tumbles and runs.
 He sees big white men with dogs and guns.

He falls down flat. He turns to stare—
 No cats, no dogs and no man there.
 But black shadows, gray shadows, green shadows, come.
 The wind says: "Meow!" and the rain says "Hum!"

He goes straight home. He dreams all night.
 He howls. He puts his wife in a fright.
 Black devils, gray devils, green devils shine—
 Yes, by Sambo, and the fire looks fine!

Cat devils, dog devils, cow devils grin—
 Yes, by Sambo, and the fire rolls in.
 And so, next day, to avoid the worst—
 He takes that cow where he found her first.

—*Vachel Lindsay.*

A newlywed tells us he expected to be master of his house but finds he is only a paymaster.

Way down south in the land of cotton, the crop is good but the price is rotten.

"She has refused my suit!" the hero on the stage exclaimed dramatically.

"Mother," loudly whispered a little boy in the audience, "What does he want her to wear his clothes for?"

Young Willie's mother wished him to be a preacher and, as is sometimes the habit of good women, kept telling him so. But

Willie had other leanings and never hesitated to say so. One Sunday afternoon, however, after an unusually long morning service, he announced, "I b'lieve, after all, I'll be a preacher."

His delighted mother embraced him and then asked, "What made you change your mind so suddenly?"

"Oh," he replied, "I've decided I'd rather stand in the pulpit an' shout than sit in the congregation an' listen."

"There is one thing, Bridget," the new mistress said, "that I insist upon: If you break any dishes, come and tell me at once."

"Sure, ma'am," protested Bridget earnestly, "I can't be runnin' to ye every minute of the day."

"It's got so these days," complained a young man, "that you can hardly get married unless you can show the girl two licenses."

"Two licenses?" exclaimed the friend.

"Yes—marriage and automobile."

Some of this news is two weeks old, but that just makes it stronger.—*Plainfield Correspondence of the Magnolia (Ark.) News.*

Stude—"And poor Harry was killed by a revolving crane."

Englishwoman—"My word! what fierce birds you have in America."—*The Cornell Widow.*

We have it from an eminent explorer that cannibals are very proud of their table manners. It is to be hoped that they always take politicians with a grain of salt.—*Eve (London).*

"You look fed up, old man."

"Yes, I've had a tiring day. That little beast of an office boy of mine came to me with the old gag about getting off for his grandmother's funeral, so just to teach him a lesson I said I would accompany him."

"Ah, not so bad; was it a good game?"

"No, it *was* his grandmother's funeral!"—*The Passing Show (London).*

Eggs are higher and sugar is up. Naturally this comes from those higher up.

Life will have its little jokes. The ex-kaiser says he is the happiest man on earth.

Tennessee man got shot because "it wasn't loaded." It was not a gun. It was dice.

Ten little motorists driving down the line,
One hit a trolley car—then there were nine.

Nine little motorists monkeying with Fate,
One bumped a motor truck, then there were eight.

Eight little motorists trusting much in Heaven,
One tried to hog the road—then there were seven.

Seven little motorists trying clever tricks,
One met a railroad train—then there were six.

Six little motorists thought they could drive,
One skidded off a bridge—then there were five.

Five little motorists speeding more and more,
One struck a Thank-you-ma'am—then there were four.

Four little motorists driving recklesslee,
One sassed a traffic cop—then there were three.

Three little motorists heaving into view,
One passed upon a curve—then there were two.

Two little motorists out to make a run,
One hit a granite wall—then there was one.

One little motorist packing quite a bun,
He's in a prison cell—so there was none!

Here is a history it is well to heed,
It is a moral he who drives may read!

"And whom did you vote for, Miss Sophy?"

"Well, you see, the Conservative candidate was simply stunningly good-looking. But the Liberal had always been splendid to his family, so I marked both ballots, closed my eyes, shuffled them, put one in the box and tore up the other. Nothing could be fairer than that."—*The Passing Show (London)*.

"Don't cry, little boy. You'll get your reward in the end."

"S'pose so. That's where I allus do git it."—*Life*..

"I would like 25 good cigars for my husband."

"Yes, madam; how would you like them —strong or—"

"Oh, strong! Very strong! The last he had all broke in his waistcoat pocket."

Orchestra Drummer—"I'm the fastest man in the world."

Violinist—"How's that?"

O. D.—"Time flies, doesn't it?"

V.—"So they say."

O. D.—"Well, I beat time."—*Chaparral*.

The dean was exceedingly angry. "So you confess that this unfortunate young man was carried to the pond and drenched? Now, what part did you take in this disgraceful affair?"

"The right leg, sir," answered the sophomore meekly.—*Johns Hopkins Black and Blue Jay*.

Our own opinion is that the kangaroo is just one of Nature's abortive efforts to produce a safe pedestrian.—*Baltimore Sun*.

She—"Did you meet any Stage Robbers while you were out West?"

He—"Yes, I took a couple of chorus girls out for dinner."

—*The Columbia Jester*.

A learned professor tells us there is a modern tendency among the aristocracy to drop their h's. Perhaps this accounts for the fact that the Kaiser has been led to the altar instead of to the halter!—*Eve (London)*.

Heavy advertiser, in angry and disgusted tone to editor—"What's the matter with your paper, anyway? That was a fine mess you made of my ad yesterday."

"What seems to be the trouble?" asked the editor anxiously.

"Read it and see," said the advertiser, and thrust a copy of the paper into the editorial hands.

The unhappy editor read, "If you want to have a fit, wear Jink's shoes."

Egyptians worship dogs, 440 B. C. Americans develop equal fondness for hot dogs, 1850-1922.

Tools introduced in Africa, 4100 B. C. Lost in garages, from 1900 on.

Samson inaugurated bobbed hair fad, 1186 B. C.

Solomon dies, 975 B. C., leaving 1,000 wives out of a job and creating first unemployment problem.

Homer's poems praised by Greeks, 900 B. C. Cursed by American school-boys from 1800 on.

Gold coined by Romans, 206 B. C. Coined by bootleggers, 1922.

Emperor Leo forbids image worship, 726 A. D. Wife breaks law by looking at herself in mirror.

Gunpowder invented, 1340. First embezzler blows out brains, 1341.

Invention of printing, 1434. First libel suit, 1435.

English have trouble with Scotch, 1745. Americans experience same difficulty, 1922.

Abolition of slavery, 1863. Wives refuse to believe it, 1863-1922.

Too many women look on their husbands as mere automobile accessories.—*Tarrytown News*.

"Yes, It was love at first sight."

"But why didn't you marry her?"

"I have seen her several times since."—*Karikaturen (Christiania)*.

"Tommy," asked the teacher "what can you tell me of America's foreign relations at the present time?"

"They're all broke," answered the brightest boy in the class.
—*The American Legion Weekly*.

"Yes," said the warden "all our guests are washed, first thing."

"And if they object?" the gentle visitor questioned.

"Why then," the warden smiled, "they are washed and ironed."

A young man in the country had a tender passion and took his girl some flowers.

"How kind of you," said the girl, "to bring me these lovely flowers. They are so beautiful and fresh. I think there is some dew on them yet."

"Yes," said the young man in great embarrassment, "there is, but I'm going to pay it off tomorrow."

Do ships have eyes when they go to sea?
 Are there springs in the ocean's bed?
 Does a Jolly Jack Tar ooze from a tree?
 Can a river raise its head?

Are French fishes crazed when found in Seine?
 Can an old hen sing her lay?
 Can you bring relief to window pane?
 Can you mend the break of day?

What kind of vegetable is a policeman's beat?
 Is a newspaper white when it's read?
 Is a baker poor when he's kneading bread?
 Is an undertaker's business dead?

Would a lumber yard make a good hotel?
 Because of the boards that are there?
 Would you paint a rabbit on a bald man's head
 Just to give him a little hare?

—Selected.

A recently issued circular of a co-educational college contained this statement: "The student body embraces young women."

On the bulletin board of the women's section of the college the instructress in astronomy had posted this notice regarding the evening star: "Anyone wishing to look at Venus, please see me."

"You say he's the man who put this town on the map?"

"That's him, stranger. He just finished serving his sentence about six months ago."

"Cereals," says a doctor, "are brain food." That's food for thought.

Most men tell their wives everything, even if they don't know it.

"So your father is ill. I hope it is nothing contagious."

"So do I. The doctor says he is suffering from overwork."—*The Christian Register (Boston)*.

Uncle John took little Florrie to the doll department in one of the big shops and said: "Now, Florrie, which shall it be—a boy or girl?" "Twins," promptly replied Florrie.—*Brisbane Mail*.

Little Harry—"I wish I were you, uncle."

Uncle (who has been invited to dinner)—"Why do you wish that, sonny?"

Little Harry—"Because they don't punish you when you eat with your knife."—*Brisbane Mail*.

Joe is in the fourth grade, and recently his teacher decided to try to find out the effect of her lessons in ethics; so she called for compositions from her pupils telling what they hoped to do in life when they grew up. Joe's composition read:

"When I grow up I want to be a policeman or a soldier or a cowboy. When I am a policeman I'll arrest everybody. When I'm a soldier I'll fight the whole world, and when I'm a cowboy I'll lasso all the people. When I get through with these jobs, I want to be an engineer so I can run over everybody. They will say I am a very desperate man."

"Where is the car?" demanded Mrs. Diggs.

"Dear me!" ejaculated Professor Diggs. "Did I take the car out?"

"You certainly did. You drove it to town."

"How odd! I remember now that after I got out I turned around to thank the gentleman who gave me the lift and wondered where he had gone."—*The American Legion Weekly*.

Sir Edward, an English peer, will marry Lady Joan, who for awhile was without a peer.

"Don't Worry" makes a better motto when you add "others."

Entirely too many girls get married to keep from being old maids.

The most dangerous word in this language of ours is "yes."

We often get mad and think the ship of state is a hardship.

"Yes, your honor," the aggrieved wife explained, dabbing her eyes, "my husband neglects me shamefully; he's never at home."

"Hum!" the judge pondered. "And how about you—do you spend your evenings all by yourself, with no companionship whatever?"

"W-w-well," she sobbed, "I—I have two goldfish."

Many a man thinks he is overworked just because he takes all day to do a three-hour job.—*Baltimore Sun*.

"I'd like to go to a funeral this afternoon, sir," said the office boy.

"Oh, you would, would you?" the chief heartlessly replied. "Well, you won't!"

"No, sir; I know I won't" the boy murmured resignedly. "But I would like to all the same."

Something tragic and appealing in the youthful voice led the chief to ask: "Whose funeral?"

"Yours, sir," said the boy.

Nervous Musician—"I—er—I just called round, madam, to tell you that your cat—er—kept us awake last night with its sernade. I am a musician myself and a humane man, and I—er—don't wish to have it destroyed, but I thought if you could have it—er—tuned?"

—*London Opinion*.

This world seems worse than it is because you never hear much about the bad things that don't happen.

Stand on your own rights and you can't be told where to get off.

The best nation in the world is explanation.

For hours they had been together on her front porch. The moon cast its tender gleam down on the young and handsome couple who sat strangely far apart. He sighed. She sighed. Finally:

"I wish I had money, dear," he said. "I'd travel."

Impulsively, she slipt her hand into his; then, rising swiftly, she sped in the house.

Aghast, he looked at his hand. In his palm lay a nickel.—*Lampoon*.

Trouble with a man who is a wonder at talking is wonders never cease.

Girls read so many dress hints and then just hint at dressing.

Cuff links are suitable gifts for a man. Give him sets to send to the laundry with every shirt.

It is strange, but when a man sows his wild oats he raises cain.

Dick's parents are well-meaning but a trifle too strict, believing that "to spare the rod is to spoil the child."

When Dick was asked by a friend of the family what he would like to be when he grew up, he replied, readily, "An orphan."

—*The Epworth Herald (Chicago)*.

"Is your new son-in-law a good provider?"

"He can just about keep my daughter in gloves. I pay for everything else."

"Then he deceived you as to his circumstances."

"No. I remember he merely asked for her hand."—*Boston Transcript*.

A ten-year-old boy entered one of the banks of a thriving town and walked up to the cashier.

"Mister," he said, "I want a check book for a lady that folds in the middle."

He—"Will you love me if I give up all my bad habits?"

She—"But, George, how could you expect me to love a perfect stranger?"—*London Opinion*.

"Isn't there some fable about the ass disguising himself with a lion skin?"

"Yes, but now the colleges do the trick with a sheepskin."

—*Washington Dirge*.

Johnny came back from the circus very much excited.

"Oh, mamma," he cried as soon as he got in the house, "Kate spilled some peanuts, and what do you suppose the elephant did? He picked 'em all up with his vacuum cleaner!"

"So your name is Johnny Thompson," the teacher said, to make sure of the facts, "but your mother's name is Jones."

"Yes, ma'am," Johnny said. "You see, she married again, and I didn't."

Premier Hughes of Australia was stabbed with a hatpin, showing Australian women have equal rights.

Don't get mad at a man for carrying a cane. It may be a present.

"Having your ears pierced for ear-rings must have been fearfully painful—what?"

"Not at all. They are quite used to being bored."—*The Passing Show (London)*.

"Waiter, I came in yesterday for a steak."

"Yes, sir. Will you have the same today?"

"Why, I might as well if no one else is using it."—*Jack Canuck*.

The hard thing about saving a dollar is you must save it every day you have it.

Hunt the bright side. If Columbus hadn't discovered America we would all be foreigners.

A man who has much to do with automobiles recently observed to a friend that "a bore is a man who talks about his own car when you wish to talk about yours."

Beauty secret: Talking about the neighbors often makes a woman's hair come out by handfuls.

Seeing her before breakfast is a fine cure for being love-sick.

You can't keep a good man down or a good-for-nothing man up.

A man often is misjudged by the company he keeps.

Many hands make light work and many make light of work.

Chicago names its principal streets after Presidents. Philadelphia names hers after nuts.—*Princeton Tiger*.

Several of our barefaced comedians have been puzzled lately by being greeted with cries of "Beaver!" The epithet, of course, refers to the jokes most of which have whiskers on them.—*The Passing Show (London)*.

Mistress—Bridget, I can't have you entertaining policemen in the kitchen.

Bridget—Sure m'm, an' it's a big heart ye have. I was sayin' to my sweetheart, Barney O'Hogan, only last night, that if I'd spake the word ye'd let us have th' drawin'-room.

The older a man gets the younger he wishes he was.

Most of the free things you enter are pay as you leave.

Teacher—"What became of the swine that had the evil spirit cast into them?"

R. Dieter—"They made them into deviled ham."—*Steele's Lion (Dayton)*.

"Didyer hear that Jimmy Jones has got a new baby up to his house?"

"What is it?"

"A flapper!"—*New York World*.

Leonore—"What is the cause of so many divorces?"

Elizabeth—"Marriages."—*Cornell Window.*

In Bristow, Okla., a hotel was dynamited. Rumor says several hotel steaks were badly bent.

Spring hats and customers are being trimmed.

Mother misses father when he is out hunting because she is afraid the other hunters will not.

A good mixer has lots of friends—especially a good drink mixer.

The money a man saves by not helping others never does him so very much good.

Some people don't care what they do and neither does anyone else.

The man who says nothing doesn't always mean it.

A man is known by the money he keeps.

They don't have sleeping cars on the road to success.

One thing that won't do in a pinch is a shoe.

If ignorance were bliss there would be more happy people.

A hustler has no time for bad luck.

Human nature never changes, but it often short-changes.

Aviation has its ups and downs.

There may be safety in numbers, but not in auto numbers.

The early bird catches cold.

Many a man looks run down because of the bills his wife runs up.

REVIEWS

J. L. LEGGETT, *Editor*

RURAL SCHOOL LEAFLET No. 5, *Bureau of Education, Washington, D. C.*, on "How Laws Providing for Distribution of State School Funds Affect Consolidation."

The author, Edith A. Lathrop, makes the following statement by way of summary: "To sum up our conclusions, we may say that the apportionment of State school funds on the census basis offers no incentive to consolidation; that the enrollment and attendance bases do promote consolidation, because consolidated schools have proportionately larger enrollment and attendance than one-teacher schools, and that the aggregate attendance basis is still better, because it takes into account the longer term which is characteristic of the consolidated school. The inverse-property-valuation basis is liable to encourage the continuance of small districts. The teacher-employed basis may mean a loss of funds if the enumeration of rural schools consolidated is small. The district basis may mean a loss of State funds to the consolidated school unless the latter's interests at this point are safeguarded in the laws, as in New York. States that distribute funds in such a manner as to equalize financial burdens and educational opportunities usually put a premium on the consolidated school by including such items as transportation and tuition in the budget."

STATISTICS OF KINDERGARTENS, 1919-20.

This summarized report is prepared for the use of those who are interested in the statistics of kindergartens for the country as a whole and for the individual States. This report may be obtained from the Superintendent of Documents, Government Printing Office, Washington, D. C., at five cents per copy. (Bulletin, 1922, No. 22).

PRESIDENT HARDING ON EDUCATION. (*The Journal of the National Education Association, January 1923*).

The movement for Federal recognition of education, which includes two major proposals—(1) the creation of a department of education with a secretary in the President's cabinet and (2) Federal aid to encourage the States in the correction of glaring short-comings in certain fields of education—has made remarkable gains in public

support during the five years that it has been before Congress and the country in the form of the education bill.

It has been known for a long time that a considerable majority of the members of both houses of Congress are in favor of such a bill. Much interest has, therefore, centered in the attitude of President Harding.

It is gratifying to see the official and semi-official utterances of the President give definite recognition to the proposals for Federal aid in education.

In his address to Congress on December 8, 1922, the President recommended Federal co-operation in the education of immigrants. "I believe in the co-operation of the National authority to stimulate, encourage and broaden the work of the local authorities. But it is the especial obligation of the Federal Government to devise means and effectively assist in the education of the new comer from foreign lands, so that the level of American education may be made the highest that is humanly possible.

L. H.

PROFESSIONAL STANDARD FOR CLASSROOM TEACHERS. (*The Journal of the National Education Association, January, 1923*).

Teachers are of two classes. The first is the one who attends teachers meetings, reads educational magazines, and knows that she should have a high type of mental equipment; that she should improve by professional study; she should have a fine attitude toward her work; that she should be loyal to superiors; co-operate with all; give efficient service to community and State and be an example to all in word, in deed and in thought. The second type do not care to attend educational meetings, will not read the magazines and never give a serious thought to the above ideal duties of a teacher.

One who enters the teaching profession should enter it with the idea of giving to the work all one has to give and feel that there is an obligation to the profession more vital than her ability to draw the pay check.

Too many teachers are ashamed of and deny their own profession. They will not "talk shop" because they do not like to be known as teachers. Why shouldn't a teacher talk about school? It is the biggest business in the world and the one in which most people should be vitally interested. If this teacher would change her attitude toward her profession, be interested in it, and quit deprecating the fact that she is a teacher, she would do more toward popularizing

education with the public. The teacher who goes to the other extreme, who never puts on the "exhaust" when it comes to school affairs is as bad as the former. And it can be readily understood why others would not care to be in the same class.

With all the routine of classroom work, with the weariness that comes at the end of the day, it is hard to keep up one's general information, one's interest in the problems and affairs of the community. But the teacher should establish as many lines of communication with the world outside of school as possible. And she should know her community and in what ways she can best serve it.

To give efficient service, a teacher must realize the importance of her work and its far-reaching results; she must realize also, that much she does will never be paid for except in satisfaction of service well rendered. But what other occupation offers such opportunity for real service in helping to build the kind of citizenry the nation needs? There is none. How necessary, then, that we give real service. Do teachers ever try to "get by"? Are we ever time-servers instead of service-givers? We should achieve, and not merely serve time.

The nature of the educational system is such that it demands leadership and co-operation. If the teacher does not know the joy of doing real team work, then it is time to get busy.

The teacher should be fair and just to all, and should deal out that justice without fear or favor. In all phases of her work the teacher should be human and have a real human interest in boys and girls as such, not as so many containers to be filled with facts. She should be a real human being in her relations with other people, and not get the idea that intellectuality will make up for everything else. She should avoid the critical attitude that makes other people uncomfortable in her presence; should surround herself with professional books and magazines and command respect for herself and her profession. Let her quit being sorry for herself, like her profession, or quit it, and serve the cause of education by doing so.

L. H.

THIRTEEN YEARS OF PROHIBITION IN NORTH CAROLINA AND WHAT HAS BEEN WROUGHT.—*Anti Saloon League, Raleigh, N. C. 5c.*

Those interested in prohibition should read a pamphlet issued by the Anti-Saloon League, Raleigh, North Carolina. This folder answers many interesting questions about prohibition which are often raised as to its effect on business, education, the church and the

home. It does not seem that our people have been spending their "booze money" as foolishly as the "wets" predicted they would before we had a dry state.

The pamphlet furnishes us with the following information:

Boose and Business

	1908	1921
Total number of banks.....	375	610
Deposits	\$56,537,308.92	\$269,384,655.49

Statistics of School Progress

	1910	1921
Total school expenditures.....	\$3,178,950.50	\$17,658,393.47
Expenditure for new school houses....	667,695.92	3,969.033.78
Average length of school term in days	101.9	137.6
Average monthly salary paid white teachers	37.02	90.00
Average monthly salary paid negro teachers	25.26	55.00

Our industrial growth has been rather noticeable during the years of prohibition. Cotton manufacturing has grown rapidly during this period, the value of products having increased from \$52,868,689 in 1912 to \$229,670,691 in 1922. The value of the knitting products increased 439 per cent during the decade 1912 to 1922, and the capital invested in these knitting mills increased 797 per cent during the same period.

"In addition to its industries, North Carolina ranks fifth in the States of the Union in the value of agricultural products. In 1908, the last license year, the State taxes were \$2,866,439; in 1921, they were \$13,087,957. In revenue for the Government, she ranks as the eighth State in the Union. Only New York, Pennsylvania, Massachusetts, Ohio, Illinois, Michigan and California pay more. In 1921 it paid to the Government \$123,000,000, of which \$33,000,000 was income tax; whereas in 1910 she paid less than \$6,000,000. In the days of license, 1908 or before, the liquor was never over ten per cent of the total tax, so that with the liquor revenue added, less than \$7,000,000 was then paid as against \$123,000,000 now. Prohibition in North Carolina by every test has proven to be a marvelous success. It is endorsed today by at least eighty-five per cent of the total population, and this paper gives the reasons why."

HOME ECONOMICS CIRCULAR, No. 15. *Bureau of Education, Washington, D. C.*

“How can we make our home economics work self supporting and yet neither sacrifice educational values nor exploit the pupils and the teachers?” This is one of the many similar questions which come to the Bureau of Education at Washington. The question is answered in the Bureau’s *Home Economics Circular No. 5*.

This pamphlet, *Home Economics Circular No. 5*, gives valuable data on what varieties of food to use and also gives valuable information and very helpful suggestions about the following things concerning school room lunches:

1. Value of cooking in quantities.
2. Lunch room management.
3. Lunch preparation in small schools.
4. Prices of food.
5. Courses of study in food preparation.

Usually one gallon of cocoa or soup is enough for twenty servings. For fifty lunches two and one-half gallons, or ten quarts, will be required.

In a class of twenty, each girl could make a pint of soup or cocoa which would be ready at the same time. When all is done it could be poured into one large container to keep hot for serving. If the work is done systematically it will not require very much time.

Read this pamphlet and let it help you solve the difficulties in your school lunch room. Copies of the circular may be procured from the Government Printing Office, Washington, D. C., at 5c. a copy.

H. K.

ALUMNAE NEWS

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

1911

Pattie Dowell is teaching in Raleigh.

1912

Hilda Critcher, (Mrs. C. B. Rowlett) is keeping house in Greenville.

Mattie Moye King, (Mrs. L. W. Gayland) is keeping house in Greenville.

1913

Willie Green Day is teaching in Statesville.

Josephine Little (Mrs. Phillips) is doing clerical work in Greenville.

Hattie Taylor (Mrs. R. G. Hite) is living in Raleigh.

Josephine Tillery is teaching in Washington.

Bettie Pearl Fleming is teaching in Raleigh.

1914

Lela Deans (Mrs. Will Rhodes) is enjoying housekeeping this winter at "The Elms" near Wilson.

Blanch Lancaster is teaching in Raleigh.

Annie Smaw is principal of Rosemary, N. C., School.

Grace Smith is working for her brother in Greenville.

Minnie Myers is teaching her seventh year in Charlotte.

Emily Gayle is teaching High School work in Ahoskie.

1915

Lela Carr Newman is keeping house for her father at Boylan Heights, Raleigh.

Emma Robertson is again teaching in Kinston.

Vera Mae Waters (Mrs. Claude Wilson) is living in Pactolus.

1916

Bloomer Vaughan (Mrs. Louis Dunn) was married during the summer and is living in Wilson.

Janet Mathews (Mrs. B. M. Lackey) is living in Raleigh.

Lida Taylor (Mrs. Pace) has moved into her home near the College.

1917

Julia Elliot is teaching in Ayden.

Mary Wooten is teaching in Stantonsburg, but comes to Greenville often, as her brother and mother have recently moved here.

1918

Lizzie Smith is teaching in Wilmington.

Elsie Hines is teaching in Wilson.

Cora Lancaster is teaching in Raleigh.

Willie Jackson was recently married and is living in Elizabeth City.

1919

Edith Bertotti is teaching in Wilmington.

Lois B. Hester is teaching fourth grade in Whiteville.

Laura Newton is teaching in Raleigh.

Mary Hart was married during Christmas holidays and is living in Greenville.

1920

Mildred Thompson is teaching in Wilmington.

Fannie Jackson is teaching in Raleigh.

1921

Grace Strassburger is teaching at Yocombs, a one teacher school. She has 28 on roll, grades ranging from 1 to 8, ages 6 to 15.

Sarah W. Smith is teaching at Mineral Springs School near Durham.

Irma Vause is teaching fifth grade at Belmont.

Marybelle Beacham is teaching second grade at Bethel.

Bruce Exum is teaching third grade at Farmville.

Doris Tripp is teaching second and third grades at Bell Arthur.

Nellie Benson is teaching at Castalia.

Lois Boone is teaching in Nash County.

Bevela Pierce is teaching in Nash County.

Camilla Pittard is teaching in Raleigh.

1922

Pauline Sanders is teaching primary work in Conetoe.
Bertha Goodwin is teaching fourth and fifth grade at Conetor.
Lillian Britt is teaching in Winston Salem.
Myrtle Holt is teaching in Winston Salem.
Penelope Wilson is teaching in Belmont.
Julia Gatling was married on January 13, 1923, to Hampton Pope.

County Alumnae Meetings

The girls at Wilmington have had several interesting and inspiring meetings.

Raleigh has had quite an interested organization. Louise Smaw is president and the following nineteen members are enrolled, fifteen of whom teach in Raleigh: Pattie Dowell, Laura Newton, Mrs. Holland (Blind Institute), Ruby Garris (Blind Institute), Lila Newman, Mrs. Tongue (Annie Hardy), Louise Smaw, Bettie Pearl Fleming, Camilla Pittard, Blanche Lancaster, Cora Lancaster, Mrs. Lackey (Janet Mathews), Fannie Jackson, Meta Godwin, Alice Whitehurst, Louise Stalvey, Bonnie Howard, Alice Best, Mrs. Hite (Hattie Taylor).

What has your county done in the way of organization? Who will have the best report to bring in when *We All* come back for Home Coming Week, June, 1923?

Have you paid your 1923 Alumnae dues yet? Send them in early.

COLLEGE NEWS AND NOTES

MISS BIRDIE MCKINNEY, *Editor*

LANIER LITERARY SOCIETY

OFFICERS FOR 1922-23

ALICE LEE POPE.....	<i>President</i>
LILLIAN JONES.....	<i>Vice-President</i>
PAULINE HUMBLE	<i>Treasurer</i>
MARGARET HOLLAND	}..... <i>Marshals</i>
THELMA JACKSON	
PATT WALKER	
RUTH REED	

The members of the Lanier Society are proud of the record the Laniers have made this year. The spirit of co-operation has been splendid.

At the beginning of the year, the Society work was divided into the five following sections or clubs: Music, Literary, Dramatic, Debating, and Parliamentary Law.

The Literary department after making a study of the life and works of Lanier, presented the results of their study to the Society with an interesting and instructive program at a recent meeting.

The Dramatic department presented a charming one act play entitled "The End of the Rainbow." Miss Elizabeth Morris played the role of the hero, Pierro, Miss Grace Jordan the heroine, Pierette, and Miss Ruth Reed, Will o' the Wisp. The play was well acted and thoroughly enjoyed—not only by Laniers, but also by members of the Poe Society who were invited guests.

The Society has started a little paper entitled, "Green and Gold." The board of editors is composed of a chief and three assistants. This board is changed for every new issue.

The purpose of the paper is to give the members a chance for self-expression through news items, anecdotes, stories, poems, etc., which they contribute to the paper.

POE SOCIETY

PEARLE WRIGHT	<i>President</i>
MILDRED LYON	<i>Vice-President</i>
ORA EVANS.....	<i>Secretary</i>
GRACE MOHONE.....	<i>Treasurer</i>
MANA BRADLEY	<i>Doorkeeper</i>
.....	<i>Critic</i>
CLARA GRISSOM, <i>Chief</i>	}
JULIA WHITLEY	
MARTHA HARRELL	
ORA EVANS	
LILLIAN JORDAN	

One of the interesting things the Poe Society has done this year has been to organize a jazz orchestra. This consists of a piano, ukeleles, mouth harps, and toy instruments such as horns and tambourines. The orchestra has put pep in the programs and is thoroughly enjoyed by all. A minstrel was given by the members of the orchestra and a few other society members the last night the society met before Christmas. After the program the Laniers were invited to the Recreation Hall and the orchestra played several selections for their entertainment.

JUNIOR-SENIOR CLASS

MARY OUTLAND	<i>President</i>
ANNIE FELTON	<i>Secretary</i>
NONIE JOHNSON.....	<i>Class Representative</i>
COLORS	<i>Black and Gold</i>
MOTTO	<i>Excelsior</i>
FLOWER	<i>Tulip</i>
MASCOT	<i>Man-in-the-Moon</i>
SPONSOR	<i>Elizabeth Haskins</i>

This is the first time, since the school became a college offering the A. B. degree, that there has been a sufficient number of the graduates of the two year course back to justify the organization of a class.

We have four Seniors and five Juniors. Because of the small number of both we decided to organize a Junior-Senior class.

The following graduates of the two-year professional course constitute the membership of this class. Lalla Pritchard, 1913, Mary Whitehurst, 1919, Mary Outland, 1919, Mildred Maupin, 1920,

Nonie Johnson, 1920, Lois Haskins, 1921, Mable Thomas, 1921, Annie Howard Felton, 1922, Leah Cooke, 1922.

SOPHOMORE CLASS

MARY SHELTON McARTHUR.....	<i>President</i>
REBECCA COLWELL	<i>Vice-President</i>
ESTELLE ISLES.....	<i>Secretary and Treasurer</i>
CLARA LEWIS.....	<i>Representative to Student Council</i>
CLEORA QUINN	<i>Doorkeeper</i>

The Sophomores are proud of the fact that their class was the first to start the Four-Year College Course. This class is small, consisting of only nine members, four of whom entered the class this fall, but despite this fact it is not lacking in class spirit and enthusiasm. At present they are working on their flower bed, planting bulbs and other flowers that will carry out their class colors.

FRESHMAN CLASS

MIRIAM SHAMHART.....	<i>President</i>
MARGARET SMITH.....	<i>Vice-President</i>
MAUDE JOHNSTON.....	<i>Secretary</i>
JENNETTE WEDMORE.....	<i>Treasurer</i>
SWEET PEA.....	<i>Class Flower</i>
PURPLE AND WHITE.....	<i>Class Colors</i>
B 2	<i>Class Motto</i>

Our class is the second Freshman class the college has had and we feel very proud of our twenty members.

We have not made a bold display of ourselves, but when we get settled we shall show our fellow-students just what the Freshman class can do. We are striving to make a record of which we will be proud. So far our class has done very little except to organize. A committee of three girls, Maude Johnston, Jennette Wedmore, and Christine Vick are now at work on the constitution.

Our tennis captain, Jennette Wedmore, is a real athlete and she is striving to get her class-mates to become tennis champions.

The basketball captain, Annie Lee Stallings, and her team-mates are working for the cup.

SECOND YEAR PROFESSIONAL CLASS

MAGGIE DIXON.....	<i>President</i>
LILLIAN JORDAN.....	<i>Vice-President</i>
JULIA WHITTY.....	<i>Secretary</i>
IRMA HARRISON	<i>Treasurer</i>
GAYLE CHEEK.....	<i>Critic</i>
ANNIE RUTH MORGAN.....	<i>Doorkeeper</i>
MILAH PEELE.....	<i>Flag Custodian</i>
ANNIE LOLA ARNOLD.....	<i>Rep. on Council</i>
CLARA DOWDY.....	<i>Class Reporter</i>

This year for the first time in the history of the college this class numbers more than one hundred and it is hoped that all will graduate either in June or August.

Thus far, this year, the class has not given any public performances because the administration building has not been completed. However, many interesting things will be given after the completion of the stage. Already much interest is being manifested in the class play.

FIRST YEAR PROFESSIONAL CLASS

MARION NEWBY	<i>President</i>
WARNIE JAMES	<i>Vice-President</i>
MARY LOU GRIER.....	<i>Secretary</i>
MAMIE SHELTON.....	<i>Treasurer</i>
LILLIAN LEARY	<i>Sergeant-of-Arms</i>
GLADYS BATEMAN	<i>Critic</i>
ANNIE LITTLE	<i>Class Representative</i>

Our class altho in its infancy
 Has started on to prosperity
 For tho as yet we've done nothing so great
 As the saying goes "Its never too late!"
 The spirit of unity will carry us through
 In every thing we try to do;
 And the spirit of right will take us on
 Until at last success is won.
 For only a short time we've been organized
 But yet by all we are recognized
 As a class whose future looks as bright
 As the stars that shine on a dark summer's night.

When altogether we assemble sometime
 Wise people add "That's a class very fine,"
 And from there will go out in some future day
 Teachers to teach in the just and right way."
 But alas! I think 'tis very foolish of me
 To try to describe such a great class as "C."
 Some future day as time rolls on
 You will see the deeds we shall have done
 Which will live forever in the memory
 Of those who come to our dear "T. C."
 But here, dear readers, I must hesitate
 For fear you think I exaggerate
 But really if I were to write all day
 I never could tell in my simple way
 The merit of our dear class "C,"
 Nor what she is or intends to be.

LILIAN LEARY.

B CLASS

LOUISE REAVES	<i>President</i>
REBECCA HARKNESS	<i>Vice-President</i>
KATE BEATTY	<i>Secretary</i>
DELILAH WHITFIELD	<i>Treasurer</i>
LUCY KORNEGAY	<i>Critic</i>
ANNA LAW	<i>Doorkeeper</i>
GRACE MOHORNE.....	<i>Representative to Council</i>

One afternoon in October the B Class was entertained by the Y. W. C. A. At three thirty o'clock the members were joined on the campus by Miss Elizabeth Hummell, chairman of social committee and Miss Goggin, advisor. From there a hike out to Rock Spring was made where a huge bonfire was built. Each girl was provided with a long stick with which to toast weinies and marshmallows. After having lots of fun the class reluctantly started back to the college.

A delightful Christmas program was given by the B class Dec. 16. Miss Teeny Mohorne, chairman of the program committee, had charge of the exercises which consisted of carols, readings, and piano selections.

At the close of the program, amid much merriment "Santa Claus" distributed gifts to each member of the class from the beautifully decorated Christmas tree.

ATHLETIC ASSOCIATION

OFFICERS

VERA MILLER	<i>President</i>
MABEL MONTAGUE	<i>Secretary</i>
CLARA LEWIS	<i>Business Manager</i>
LOUISE ROBINSON	<i>Doorkeeper</i>

The athletic association of the college is doing much to keep up the spirit and enthusiasm of the girls.

The Tuesday and Friday afternoon cross country walks create interest among the different classes. These walks count in the number of points towards winning the athletic cup which is given in the spring.

The tennis and basket ball courts are always filled with girls. Every year there are tournaments held in both of these sports which every girl looks forward to with great pleasure. The winning team in basket ball gets a beautiful loving cup. In tennis, volley ball, and walking the winning team gets the athletic cup.

There are classes in physical culture taught by some of the students, and these classes have proved to be a great help.

The association is now planning to organize a baseball team, both indoors and outdoors, and to put in the Walter Camp, Daily Dozen Exercises.

Thanksgiving Game

The regular Thanksgiving game of basket ball between the "C" and "D" classes was played on Thanksgiving day, November 30, 1922. Both teams worked faithfully. In the last few minutes the on-lookers in both classes stood breathless, and when time was called the "C" class was in the lead. The score was 11 to 9 in favor of the "C's."

Music Teachers Visit New York

For weeks before Christmas the piano faculty talked of and planned for a trip to New York during the holidays. The 44th annual meeting of the Music Teachers' National Association was one of the attractions and we knew the city would offer many wonderful features that would interest us.

Two of the faculty, Miss Bertolet and I, were fortunate enough to be able to carry out our plans. We were joined by another teacher

from Washington, D. C., reached New York Wednesday afternoon, December 27, and proceeded at once to set a pace almost beyond us.

We found the Music Teachers' Association meeting in the ball-room of the big Pennsylvania Hotel. It was an informal affair.

In the ante-room were a number of music publishers or their representatives and it would have been an education to have lingered at the different tables looking over the numerous music publications set forth. We were surprised to find the men greatly in the majority at the first meeting or so; afterwards the women were more in evidence.

In looking over the crowd we saw several familiar faces: among them, Dr. Wade Brown, of North Carolina College for Women and Mr. Bellerman of Chicora College. We found New York crowded with pleasure seekers. The streets were thronged and as for the theaters, it was almost impossible to secure a seat. We had to take anything we could get *provided* we could pay for it. Once we found ourselves seated in a box! We were not dressed for a box-party, but that did not take away the thrill. Another time, my seat being very poor, I seated myself (with the usher's permission) on a step, another usher in the meantime keeping a vigilant eye on the fire policeman ready to warn me should he object. This lowly seat did not lessen my pleasure in listening to the wonderful Kongold opera with Jeritza as star.

We feasted on beautiful music and interesting and sometimes amusing plays and revelled in the wonderful pianos in the Mason and Hamlin piano rooms. We fought the furious New York winds and rain with the three of us ready to rush to the aid of our umbrellas when they turned inside out; we hung for our lives to the straps in the cars; expostulated with the conductor who pulled us out of a crowded car when we did not wish to get out; translated the New York language as best we could and grew more and more bedraggled and weary, but we saw much, heard much and feel that our trip was a success.

One of our greatest pleasures was in seeing Miss Jenkins who was looking splendidly and seemingly as happy as a lark. She was hospitality itself and we enjoyed her very much. She had a great deal to tell us and upon one occasion when we were on a bus going home, we might be going yet had not Miss Bertolet interrupted the conversation by mildly calling attention to the fact that

we were already past our stopping place. We saw Mr. and Mrs. Proctor for a few moments. They have not forgotten their E. C. T. C. friends.

This little jaunt gave us something to think about for many a long day and we returned to our work refreshed in mind if not in body and eyes, to impart to our students some of the inspiration which we had received during the holidays.

LOIS V. GORRELL.

North Carolina Education Association

The annual meeting of the North Carolina Education Association, formerly known as the North Carolina Teachers' Assembly, was held in Raleigh during the Thanksgiving season, beginning on Wednesday morning and closing Friday night. East Carolina Teachers College was represented by Mr. Wright, a member of the Executive Board; Mr. Austin, of the Science Department; Miss Lewis, of the Industrial Art Department; Miss MacFadyen, of the Primary Department, and newly elected president of the Primary Association; Miss Whiteside, of the Primary Department; Miss Reaves, of the Home Economics Department; and Miss Bertolet, of the Piano Department.

Each day was devoted to the several meetings of the individual departments in their respective places. The meetings of the Association as a whole, were held in the auditorium, which was crowded to the doors on each occasion, at the Thanksgiving service on Thursday morning, conducted by Dr. A. Paul Bagby, of Wake Forest; at the community sing on Thursday night, at which the Raleigh school children under the direction of Mr. W. A. Potter, gave a most commendable program; and at the lecture on Friday night on "Nature and Poetry," by Dr. Henry Van Dyke, of Princeton University.

There were luncheons and dinners for various departments, and not the least enjoyable of these was one given on Thursday night to the Alumnae of East Carolina Teachers College. The Alumnae were very agreeably surprised at the news given by Mr. Wright in a short talk on the proposed building program of the College for the next two years. Miss Louise Smaw was a very pleasing toast-mistress.

On Thursday night the Governor entertained very delightfully in the Governor's mansion in honor of the Association.

Many questions of interest were discussed at each meeting, and it is believed that every teacher returned home feeling that it was well worth her while to have come into contact for a few days with her co-workers in the State.

MARY BERTOLET.

Fashion Show is Staged by Pupils at Local College

On Saturday night, December 16th, the young ladies who take sewing at the college staged an interesting fashion show when they appeared wearing dresses which they have learned to make this fall. Those appearing first were members of the Academic class. They wore pretty, simple washdresses. Next came a group of girls wearing re-modeled frocks. The maximum cost of these dresses was \$6.60 and the minimum cost was \$1.06. They all looked new. The last girls to be seen in the spot light were those wearing new afternoon dresses made of woolen material or silk. There were fifty-four of these dresses whose average cost did not exceed ten dollars. They compare quite favorably with those shown in the shops ranging in price from \$30 to \$50.

An added feature of the evening was the singing of a number of popular songs by Supt. J. H. Rose, accompanied by Mr. Victor Davis.

This is the first attempt of the sewing department to give a show of this kind. It is hoped that another can be given later to which the public may come.

Faculty Move Into the New Dormitory

"When you clean my room tomorrow morning, do not put my rugs back down. We will just let them stay clean until we move Monday."

"Have you made your curtains?" "No, I shall not make new curtains. I have an extra pair, I am going to make a pair of draperies."

"Miss....., have you bought, or do you wish to buy a rug for your room in the New Dormitory? I notice we can get a bargain in rugs in Norfolk. I am ordering one today."

"You know, I wish I had bought two pairs of curtains last summer when I saw that bargain in Nashville. Now that I shall have two windows in my room in the new dormitory, I shall need another pair of curtains, and I am afraid I shall not be able to match the pair I have."

“Come in my room and see my new flower stand I shall have before my window and lavatory when I move into the new dormitory.”

“Do you know what I can do to this rug to freshen it before we move into the new dormitory?”

“Have you seen Miss.....’s new chest, rug and pretty curtains she has bought for her room in the new dormitory?”

“No, I can’t be vaccinated until after this week end, because we have to move Monday, and if I am vaccinated I may not be able to fix up my new room.” (Having smallpox would not be half so bad as failing to be able to fix up the new room in the new dormitory).

Thus runneth the mind of the faculty members the week before we move. A week before Christmas, the light conversation was, “Have you selected your room?” If not, “Do you want a room upstairs? Are you going to have a room with two windows? Do you want a north room?” “No, I selected a south room, so I could have some sunshine.” “Oh, did you take that room? I thought you were going to have a front room.” “It is so nice that you have a corner room.”

Finally, each room is selected and moving day comes. The day reveals many methods of moving: some have packed their belongings very carefully into the trunk, desk, suitcase and traveling bag in the owner’s possession and the belongings are carried over by the yard man at one haul; some are carrying over one dresser drawer full to empty it into a new dresser drawer and return for another until all is carried over; behind her is another with a load under each arm while yet still another is pushing or pulling a rocking chair full; and so they go back and forth through the day.

And now, the day is over and each is peacefully ensconced in the room of her choice and she is enjoying matching her old belongings with her new surroundings.

Y. W. C. A. NEWS

THELMA JACKSON, *Editor*

During the winter there have been many interesting and beneficial meetings for the students at Y. W. C. A. services. The Sunday evening services have been of a very high order.

On November 5, 1922, Judge Wooten delivered a very inspiring talk on our State Motto, "Esse quam videri," or, "To be rather than to seem." He stated that religion was the source from which these words originated, and if one goes through life seeming rather than being he is destined to disappointment. He added that the purpose of this motto is, to lead the minds of people along lines of sincerity rather than pretentiousness. Until we acquire the ability to do things that are real we indulge in things of pretense.

In closing he declared that no organization is stronger than the units that go to make it up, and the co-operation of each individual is necessary.

The next service was conducted by Rev. Mr. Searight, Pastor of the Presbyterian church of Washington, N. C. He presented to us religion in the form of friendship. He gave several interpretations of the word religion. In each case the interpretation was based on our personal friendship with God. Christ gave us the highest example of friendship and trust by laying down his life for us.

Mr. Searight divided the discussion of this topic into three parts headed as the three laws of friendship. The first was the law of sincerity; the second that of sympathy; and the third that of sacrifice.

Mr. Searight impressed upon our minds the importance of thinking of religion in simple terms and as a thing of life in a personal form or as the friendship between Christ and the soul of man.

On the next Sunday evening the annual recognition services of the Y. W. C. A. were held in which all the new members were welcomed into the organization and recognized as members of the association.

The choir sang, "Follow the gleam," while the new girls marched in, passed across the stage and lighted their candles from three which were burning and held by Lillian Jones, vice-president; Clara Dowdy, secretary, and Gladys Bateman, treasurer. After all the

girls were in their places reserved for them they were asked to blow the candles out. Then the vice-president told the girls that their taking part in the services signified their willingness to be members and to serve in the organization. They were asked to repeat together the purpose of the association. A special selection was given by the choir. An address of welcome was made by the leader, and in closing all repeated together the association motto.

Mr. Meadows conducted the Thanksgiving service which was held in the auditorium at 8:15 Thanksgiving morning enumerating the things for which we should be thankful. Mr. Meadows chose some typical things for which we should be thankful. He stated as a world we should be grateful for peace. As a country we should be grateful for the industrial conditions and the rapid development of science. As a State we should be grateful for our material prosperity. We, as a school, should be thankful for the development of our institution, and as individuals we should be grateful for health and the opportunities that are ours.

Here we were reminded of a few of the many things for which we should be thankful.

The following Sunday evening a musical program was rendered which consisted of the following: a vocal solo, by Nancy Withers; two chorus numbers by the choir; a vocal duet by Hazel Kennedy and Lucretia Tuttle; an instrumental solo by Mabel Thomas; a violin solo by Miss Gorrell; and a vocal solo by Mr. Rose.

On December 3, Mrs. Jeter conducted the vesper services. She read in a very interesting manner one of the late Thomas Nelson Page's well known stories, "Marse Chan."

Mr. Fitzgerald had charge of the Vesper Services on Sunday evening, December 10, and spoke along educational lines. The speaker declared that the profession of teaching deals with the most valuable things in the world, the little boys and girls who are later to be leaders. But unless the profession is put on a religious basis it cannot succeed. Mr. Fitzgerald also stated that nothing offers the same opportunities for honest effort as teaching for there is nothing unclean or spotted in the teaching profession.

On the last Sunday evening before the Christmas holidays, a beautiful Christmas program was given. It consisted of the following: a story, "The Other Wise Man," told by Lillian Leary;

one of R. L. Stevenson's poems by Julia Whitty; two chorus selections by the choir and audience, a chorus by Louise Eure and the choir; one of Van Dyke's selections by Nonie Johnson.

On Sunday evening, January 7, the first Y. W. C. A. service of the year 1923, was held. Mrs. Beckwith conducted this service. Her object was to inspire each one present to study the Bible more, in other words, to search the Scriptures. The part of the Bible to which she gave special emphasis was the book of James. Mrs. Beckwith gave a brief outline of the book and aroused in her audience a desire to become better acquainted with it.

The following Sunday night Vesper Services were conducted by Dr. Ellen.

The Scripture lesson was taken from a part of St. John's gospel which tells about John's seeing and recognizing Jesus. The speaker made the statement that the salvation of the world depended upon the common people. In connection with this he gave some requirements of the people whom Jesus selected as his disciples. The first of these was, to become successful fishermen; the second one was to be able to make decisions; the third was to be active, and the fourth was the requirement of a Christian education.

On Sunday evening, January 21, Rev. Mr. Scoville talked to the college girls. He spoke by request on the subject of "Missions or World Evangelization."

Mr. Scoville gave as his interpretation of the term "world evangelization," that it does not mean bringing the world to Christ, but carrying Christ to the world. He declared that the responsibility of the church was to make Christ and his saving grace known to the world, and the mission of the church "To Evangelize the World." The speaker also answered the question, "Why should we send missionaries to foreign lands when there are heathen in our own land?" His explanation of this was that the heathen in our land are heathen by choice and not because they have never heard of Christ, while heathen in foreign lands have no opportunity to hear about Christ nor to know him.

Regular services have been held on each Friday evening. Most of these have been conducted by the college girls and teachers. Some very interesting programs have been given.

There have been three regular monthly business meetings of the organization since the last publication. At these meetings each committee gave a report of the work that had been done. Some very interesting programs have been given after the business meetings. One very interesting number was that of a "Mock Trial," in which Elizabeth Morris effectively played the part of judge.

The morning watch services have been held each morning from 7:15 to 7:30. There are many girls who attend the services regularly and seem very much interested in them.

Mission study classes have been organized under the World Fellowship Department. So far about seventy-five girls have joined these classes. They will meet every Tuesday night for six weeks. The teachers are; Misses Hallie Scoville, Moore, Harding, Sharpe. It is hoped that many others will join these classes and that much good will be derived from them.

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