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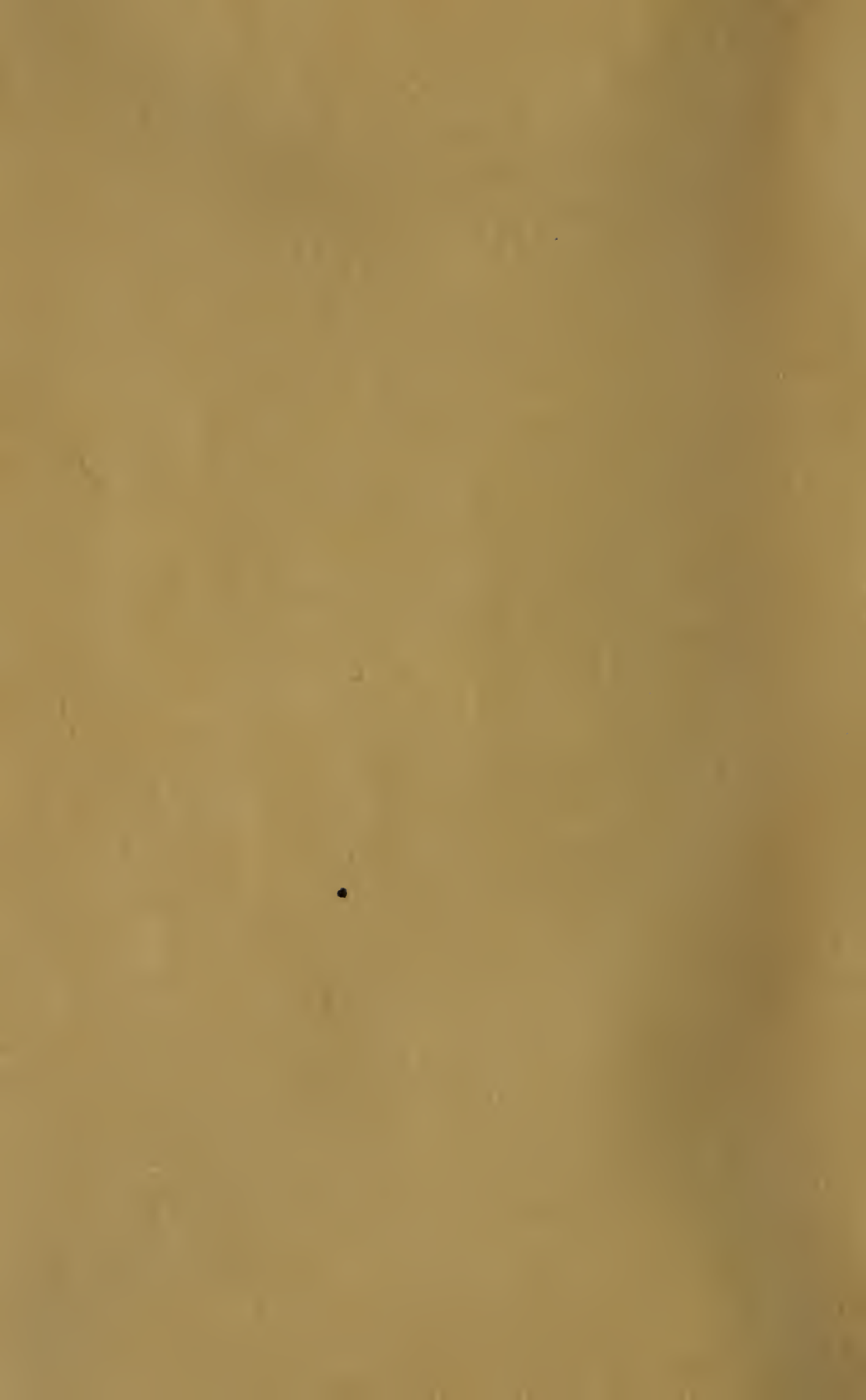


# The Training School

## Quarterly



April, May, June  
1914



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PRESIDENT ROBERT H. WRIGHT.



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## *Foreword*

**I**N this world of ours the true teacher is at times a seer, looking into the clear of the to-come and seeing young life with its unlimited latent powers and bespeaking for this young life a future filled full of good, great and glorious achievements. The home, the church and the school, each, places its imprint upon the child, but his adjustment to organized human society ultimately determines his destiny. If the life is so organized that it can grow best while touching the vital points of its social surroundings the result is a well rounded and successful life. So it will be with THE TRAINING SCHOOL QUARTERLY. You are dedicated to the childhood of North Carolina and we pray that you may grow best while feeding the needs of the teachers of our State. May you ever touch the vital points in our public school system in such a way that you may grow as you help to lift up the standards of organized society, never crystalizing yourself and ever preventing our teachers from becoming crystals. May you precipitate thought and may the precipitation be of service to humanity.

# The Training School Quarterly

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## *Some Modern Tendencies in Education*

ROBERT H. WRIGHT

**E**VERY system of government, every organization of human society has some philosophy upon which it rests. The educational system of America from its beginnings has rested upon the theory known as Formal Discipline. This doctrine held to the idea that if we learn to memorize poetry the whole memory is strengthened and we can thereby the better remember names or dates. Or if by practice we acquire power through the eye to observe the flowers in the woods that we will be able the better to observe birds or animals, and that the power to attend through the eye sense helps us to attend through the ear sense. If we become a good seer we will thereby become a better hearer. Under this theory the school was a mental gymnasium, and it made but little difference what the student studied just so the subjects exercised his various mental faculties. This theory held that these faculties were general and, if developed, the individual could and would make his specific applications in his various life demands.

Educational psychology has shown this theory to be false. All learning is definite and specific for each learner and not general. Power is carried over only in so far as the things learned have a common element. Memorizing poetry may not help one to remember dates. The development of the power to attend through the eye may not help one to attend through the ear. The power to see flowers in the woods may not help one to see birds; it may even hinder him in his efforts to see birds.

This of necessity means a shift of interest from subject matter to individuals. Not that subject matter is not necessary, but that it is to be a working tool in the hand of the teacher for the development of individuals. Teachers must study children more, and subject matter must become nothing more than a means to an end; for education is the proper development of human life and not the acquisition of book facts. A person may acquire a vast store of book facts

and not be an educated individual. Development of life, instead of teaching texts, must become the object of the teacher.

There are certain subjects that every individual should master; for they are the working tools in his development—in his education. As I see it there are five of these subjects as follows:

First, Reading. By this I do not mean simply the power to call words but more than that. It is the power to get the thought from the printed page.

Second, Writing. This means more than forming letters, words or sentences. It is the power to express one's thoughts through written language.

Third, Number Work. It makes but little difference what one does in this life there are constant demands made upon him to make some of the simpler calculations found in Arithmetic.

Fourth, History. No human being can adjust himself properly in a Government like ours if he does not know something of our national history and something of our State history.

Fifth and last, Geography. By this is not meant so much place geography as historical and industrial geography; who lives on the different continents, what they do and what they produce.

With these five subjects thoroughly mastered the individual will have the working tools necessary to help him "find himself." If he finds his place in human society then he can take his chosen occupation and master all the working tools necessary to make his life the fullest, richest, and most useful possible. It is the function of the school working hand in hand with the home and the church, to help each to find his place in organized human society and so to adjust himself that he may in deed and truth live the full life.

## Our Native Trees and Flowers

JAQUES BUSBEE

An address delivered before the East Carolina Teachers Training School.

AS the science you are being taught exploded your belief in magic? Do you not still feel a little thrill, a small flutter of the heart when you are in the presence of a Witch Doctor or a Cunjer Nigger or a Medicine Man? Of course you do, and I will tell you what that thrill means, however small. It is a tacit admission on your part that you are in the presence of superior, or rather, special knowledge: a knowledge archaic, a knowledge infinitely old, that knowledge of botany which underlies the whole wonderful achievements of modern medicine. The sole claim to magic of the Witch Doctor is Botany. He knows the woods and fields, the flowers and herbs; and he knows their uses.

How many of you could wander through the woods and fields and pick the simplest medicinal herbs? Nightshade, fox glove, monk's hood, liver wort, lion's tongue; or any of the simple poisons like yellow jessamine, aconite, nux vomica; yet knowing these plants is what constitutes your Witch Doctor.

And yet I take it that few of you would go to a Witch Doctor or a Medicine Man if you were ill. You go to a drug store forgetting that the modern drug store is simply the Witch Doctor made respectable, with his knowledge of botany enlarged, his herbs reduced to tinctures in glass bottles and labeled with botanical names. Nightshade has become *Belladonna*, foxglove is *Digitalis*, liver wort is *Hepatica*, snow ball is *Viburnum*, and monk's hood is *Aconitum*. The names of all vegetable drugs are botanical names of the plants from which those drugs are made. Therein lies the importance of botanical names. The nicknames of plants mean nothing, less than nothing, for should a plant enjoy popularity its names are endless—for instance, *Centaurea Cyanus*, which is variously called bluets, ragged robin, ragged sailor, corn flower, Kaiser-blume bachelor's button, old maid's pink; but when you know that botanically it is known as *Centaurea*, then, whether you be in Greenville, Germany, France or China, *Centaurea Cyanus* can mean but one plant. What, for instance, is milk weed? What is sour grass? Or what is butterfly weed? Dozens of plants have milky juice and a sour taste,



and butterflies do not confine themselves to any one flower. If you call sour grass *Oxalis*, or butterfly weed *Ascepias*, you are at once on solid ground and the plant you referred to beyond question.

The knowledge of botany is the beginning of medicine. The study of botany is the beginning of an appreciation of the visible world in which we live. Can a person be truly called well educated who is ignorant of the marvels of life around him? Above all others, can a farmer who makes his living largely from plant growing afford to be ignorant of plant life and plant breeding? Can he afford to be ignorant of botany, of the laws that govern plant life, and the interrelation of insect and flower? Every one of us knows the laws of animal reproduction, but how many of us can give an intelligent account of—say, the pollinization of corn, or of oak trees, or of water melons? Our ignorance of plant reproduction is still evidenced by our calling Luther Burbank a Wizard, because he is a botanist and plant breeder. And yet the relation of insect and flower is nothing short of miraculous. We know in a vague sort of way that pollen from the stamens must be placed under stigma for a flower to set fruit, but how is this accomplished? By insects, you say. Yes, but how? What are the stamens, what the stigma, and will any insects answer the purpose? Well, hardly. Some plants produce flowers with both stamens and stigma, some plants with stamens only, and some with stigmas only, while others produce flowers with stamens only on one individual plant and flowers with stigmas on other individual plants. And again, could a bumble bee fertilize an oak tree, or could the wind dust the pollen of orchids on their stigmas? Let me give a few illustrations. When the English first began to settle in Australia the red clover they planted grew finely, but set no seed, so that each season seed had to be sent from England. Finally it was discovered that the trouble was with the Australian bee. It was too small and light to bend down the lip of the flower sufficiently to reach the pollen and carry it from flower to flower, so the bumble bee was introduced and the trouble ceased. It required the bumble bee's burly strength to open the flower sufficiently to reach the pollen and produce fertilization.

Do you know that every date you eat has been artificially produced? The date palm is one of those plants I mentioned which produced male flowers (staminate flowers) on one tree and female (pistillate flowers) on another. Some one has said that the date tree to flourish must have its feet in water and its head in a furnace, and for this reason the desert oasis is the favorite spot for the

date palm. Now the oasis in the desert is very limited in extent and to plant sufficient male, or stamen bearing, trees necessary to fertilize the fruiting trees would be a great waste of space and materially curtail the crop; so only a few male trees are planted and the Arabs climb the trees and tie a bunch of male flowers in each bunch of female or pistil bearing flowers and the result is double the crop of dates that would be gathered than if the process were left to nature.

When the Government began experimenting with fig culture in California magnificent crops were produced, but the peculiar flavor of Smyrna figs was lacking. Yet the fig trees had been imported from Smyrna. Then it was discovered that the flavor so desirable was produced by cross fertilizing the cultivated fig with the wild fig which produced bitter fruit. So the wild fig was imported and planted at intervals in the fig orchards, but still no change in the flavor was discernible. Now, the fig bloom, as you know, is invisible, thousands of tiny flowers blooming inside the small green figs, the only opening being the small hole at the end of the fruit which is closed when the fruit is ripe. Again the trouble was the insect. A very tiny fly crawled through the small opening in the green fig carrying the pollen from the wild fig; and, when this little insect was introduced finally to California, then real Smyrna figs were produced.

The experience was the same as the vanilla growing in India. Vanilla (when it is not made from coal tar) is the South American orchid. The vine grew and bloomed magnificently in India, but never set a bean. The particular insect which fertilizes this orchid was lacking. In the case of vanilla fertilization was done by hand with a small camel's hair brush, for naturalizing the insect proved unsuccessful.

In the case of orchids we have the most fascinating plants in the whole vegetable world. They are the most highly developed and specialized flowers on earth, for in most cases they are dependent on some one species of insect for pollenization. Some varieties of orchid would vanish forever if some one insect would die out. Orchids, unlike other flowers, are incapable of self fertilization. Their pollen is not a powdery mass, but waxy granules, so situated that it absolutely requires a certain sized insect to place the pollen on the stigma. And further than this, the flower arrangement is such that the insects under natural condition would always fertilize one flower with

pollen from another flower. The whole subject is so unique that Charles Darwin dignified it with a whole book devoted to orchid reproduction.

And do you know that we have growing wild in our swamps and woods orchids as truly beautiful and wonderful in structure as any that are brought from the tropics and carefully grown under glass? It is needless to name them over now, but if your interest is aroused you will find them. Two of the *Cypripediums*, or lady slippers, the yellow and the pink varieties, suffer nothing by comparison with the rarest hothouse treasures.

It is for Botany that I wish to arouse your interest and indirectly to increase your appreciation of the commonplace, but commonplace no longer when you see it with intelligent eyes. I do not mean simply the Botany of the dissecting room, but sufficient Botany to have you walk abroad with an interest in what is spread out before you and some appreciation of your surroundings. All knowledge is related and any one subject, if pursued sufficiently, carries you far afield, but it seems to me that Botany will teach you more geography and history than you could learn from those studies themselves. Why is it that the scientific names of plants cause so much amusement? The other day a lady asked me the name of a certain small flower in my garden that grows wild in China and I thoughtlessly gave her the botanical name. She was convulsed. I suppose she wanted me to call it "First Breath of Spring," or some such slush, and was perfectly unconscious that the name I gave her not only carried with it the description of the plant, but also a history. For remember, young ladies, that botanical names have meanings, either descriptive, historical, biographical, or they indicate the medicinal qualities of the plants. Poison oak or poison ivy belongs to the sumach family and is therefore called *Rhus Toxicodendron*, tox, as you know, meaning poison.

The first time I visited Roanoke Island I found growing at Fort Raleigh and along the beach of the north end a charming little flower that I took to be one of the Wandering Jew family, which is named for King Charles I's Scotch gardener, John Tradescant. The little plant had large sky blue flowers with two round petals as blue as the eyes of that English baby, the first of our race in America, Virginia Dare.

However, when I looked up and identified the flower I ran across a seventeenth century joke. The plant proved not to be a Wandering



Jew (*Tradescantia*) but a related group named *Commelina* for three Dutch brothers of the seventeenth century, who were great botanists. At least two of them became famous, the third never amounting to much. On close inspection you will find this flower to have one small and inconspicuous petal and two large showy ones, a rather back-handed compliment to the three Commelin brothers.

The name of the sun flower family is descriptive. The *Helianthus* is named from its resemblance to the sun, in Greek *Helios*, the sun, and *Anthus*, a flower. An illustration of a geographical name is our long leaf pine, *Pinus Australis*, as you know, *Austral* means Southern. We speak of the Austral zone and Australia is the southern continent. Botanical names are pregnant with meaning and once you form a habit of remembering the botanical name of a plant the nickname seems foolish. By knowing the botanical name, might I not say, you then have a family tree?

Two years ago I went through some magnificent green houses in Summit, New Jersey. Growing on a trellis I came upon a vine with exquisite bell-shaped flowers of a soft pink. The plant was totally unknown to me, so I inquired the name. The gardener told me that the plant came from Martinique and was named for Josephine de la Pagerie. And with the magic of that name the girlhood of the French Empress rose before me—her beautiful tropical home at Treis Islet, her marriage to the French officer, Beauharnais, her widowhood, the old black fortune teller who foretold that she would become Empress of the French. And in the public square of Fort de France, the island capital, I saw in vision that white marble statue of the unfortunate woman, forever gazing across the wide Atlantic with a wistful half smile, while the *Royal Palmas* threw over her their harsh shadow as their great leaves moved in the trade winds with a papery rustle.

Just here let me put a question. Why do we grow exotic flowers with such care and turn our backs on our own magnificent wild flowers? All flowers are wild somewhere, at least in their original form. To see American plants given garden room and thoroughly appreciated one must go to Europe. The pride of the Continental gardens is American wild flowers. When the *Kalmia*, or, as we variously call it, laurel, ivy, or calico bush, blooms at Chatsworth, the Duke of Devonshire's estate, the grounds are thrown open to the public who flock to admire our native flowers. You will find our wild asters used for flower beds in the Luxembourg gardens, and also the wild orange,

butterfly weed, (*Asclepias*) given prominent place. And the case is the same with a host of American wild flowers.

Did you ever pass a house with the yard swept as bare as the floor but the porch encumbered with sickly sword ferns, geraniums, fuschias, and begonias in tin cans and boxes? And perhaps across the road and in surrounding fields are countless thousands of beautiful and brilliant wild flowers; plants adapted to our climate and blooming in spite of the heat and drought, plants that would respond to a little care and bloom ten times as well as the poor struggling exotics trying to live in spite of adverse conditions. Only the fence keeps the wild flowers from our yards. Of course I know that a strong human characteristic is the love of the exotic and an utter indifference to what lies at our door.

The study of Botany, I believe, will go far to teach us an appreciation of our surroundings. Among the many things to be learned from the Japanese is the admiration of our native plants. In Japanese gardens one never sees an exotic plant. Their own native flowers have been cultivated for centuries, until the finest flowers in the gardens of the world come from Japan. They even go so far in their ideas of fitness that they hate flowers out of season. Cherry blossoms for early spring, and following in season, come peonies, iris, chrysanthemums; in autumn the maple foliage, and pine and bamboo for winter. In Japanese art, which follows the same artistic intuition, only native plants and flowers are used for decoration. And this Japanese art which has been concerned solely with an interpretation of things Japanese has developed such an enormous individuality, such a unique scheme of decoration, that it has made a world's progress in triumph. Is there not a great lesson in this for us. The greatness in most things is in being different.

Suppose we take an inventory of a few of the wild flowers that grow in our State, and see how they compare with fancy exotics. Let us imagine a garden planted solely in native plants and trees, and let us watch it through a season. We will say that on the outskirts are a few pine trees and growing amongst them are dogwood and red bud. What beauty of arrangement, both as to color contrast and form of growth! In a shady corner are blood root and hepatica, and as an edging to flower beds, *Phlox subulata*, or moss pink, and crow-foot violets. The arbor is a mass of yellow jessamine and coral honeysuckle, or woodbine. In the first half of the summer the pageant is magnificent with *Azalea nudiflora* (pink honeysuckle), *Kalmia*, and

if your garden is in the mountain or Piedmont section, rhodendron and also *Azalea calendulaceum* or the flame azalea of our mountains. *Halesia*, or the snow drop tree, is more beautiful than orange blossoms, and our wild crab apple with fragrant pink blooms can put the famous Japanese cherry trees in the shade. The beautiful wild iris is *Iris verna* which flowers early and smells like violets, and the tall blue flag which blooms in May, though it grows naturally in water, will do fairly well in the garden. *Coreopsis auriculata*, with large, orange, daisy flowers is very grateful for any attention and blooms so lavishly in a garden that you hardly recognize it as a wild flower. Several of the wild roses are worth giving a place to, for their single pink clusters are fragrant and charming and the red seed apples persist all winter. One of the most beautiful of our native vines is the *Tecoma radicans*—the scarlet trumpet vine. Let no one persuade you that this plant is poison. We judge it unfortunately by the company it keeps, for as a rule it will be found growing with that double dyed villain—poison ivy. But the trumpet vine is as harmless as a cabbage plant. It blooms through a long season in the heat of the summer, is brilliant and graceful and attracts humming birds as nothing else does. I will never forget an automobile trip I took last summer, on account of the wild flowers along the road. So often you hear it said we have no showy wild flowers as they have in Europe or at the North. Most people go to the woods once a year, on Easter Monday, and that explains the saying. Go to the woods every week of the year and you will agree with me that they are wrong. On this trip we traversed Wake and Franklin counties, the roadside was aflame with *asclepias*, wild carrot, and pink roses, trumpet vines choked the trees, climbed the telegraph poles and crowded the fence corners; and along the streams and low grounds, the flat white heads of elder blossoms and the drooping sprays of sourwood gave the needed masses of white necessary to emphasize the brilliant color flung so prodigally abroad. No wild flowers you say! If you doubt it after your trips afield, why then look in a European catalogue. You will find a list that will stagger you.

The great composite family makes its best efforts the last half of the summer. The hearty sunflowers, the goldenrods, the asters are all worthy of garden room, especially if planted in mass. The large purple aster which blooms until stopped by frost, is one of our wild flowers particularly prized abroad. I bought a plant last year from a northern catalogue and never guessed from the extravagant de-



scription that it was the wayside aster that was growing in a nearby field by the thousands. I felt that a quarter was a cheap price to make me appreciate truly what I had looked at casually before.

But I hear you say that wild flowers are so wild, they are so hard to transplant. Suppose you had a rosebush in your garden and you wished to move it. To move it successfully this is what you would do. When it was in full bloom you would pull it up by the roots if you had the strength, cut off none of the top and stick it in a hard, dry place and then wonder why you did not have the "growing hand." Or, would you wait for the autumn when the bush was dormant, cut off two-thirds of the top, carefully dig around it with a spade and then plant it in soft ground, thoroughly enriched and spaded and give it a good watering? Almost invariably, the wild flowers we try to transplant are pulled up by the roots while in full bloom, for we seldom think of them unless we see them in flower and then it is like the gun and the rabbit. When you see the rabbit you haven't a gun and when you have a gun there is never a rabbit. If the spade and the wild flower ever got together the difficulty of moving would vanish. Again remember where your wild flower was growing naturally. Don't expect a marsh plant to flourish in a dry bed, or a plant from the deep shade to luxuriate in the hot sun. Many plants will adapt themselves, but they show very clearly strong preferences in location. And above all learn enough about them to take them up in the dormant season. Many flowers are successfully transplanted while in bloom, or just after, but it must be skillfully done. One of the secrets of transplanting is to cut back the tops, for the roots which are broken and cut off by moving cannot supply sap to the same top in sufficient quantities, and, as you curtail the roots, the same must be done to the branches.

The general rules of landscape gardening are simple in the extreme, and here they are: Plant in mass, leave open space or lawn and avoid straight lines. Plant with a view to contrast, that is to say, contrast in form and contrast of color, and above all, plant in mass. Many plants are inconspicuous when planted in a scattering way, but at once dominant and beautiful when planted in mass. Keep in mind the season of bloom, I mean, what you may expect to have in bloom at the same season. Remember that intervening masses of white will frequently harmonize and quiet very jarring colors that would be impossible otherwise. The matter of contrast is largely personal taste, but let me illustrate. Sycamore trees, with their white

bark and yellow green leaves planted in connection with holly trees emphasize the individual beauty of each, increasing the compact dark green of the holly, the holly by contrast making the pale green of the sycamore more airy and graceful. The blue green of our red cedar is a wonderful contrast to the sourwood tree and in the fall when the sourwood is the most brilliant red of all the trees the effect is hard to beat. I merely offer these as a suggestion, although neither tree is a native, they are both naturalized. I would suggest planting magnolia trees with mimosa for contrast and beauty of form. These trees are characteristics of the South and with their fragrant blossom lend a charm to southern gardens that is distinctive.

But it is merely your interest I wish to arouse, and not to worry you with botanical names and gardening direction. It is the visible world around you that I beg you to look at with new interest and intelligent understanding. Those of you who live in the country are surrounded by a wonderland which pales into insignificance the marvels of "the great white way." The fertilization of flowers is more wonderful than the miracles of electricity, for nature in her simplest forms is always more miraculous than man's greatest mechanical achievements. The joy of life is knowing the rules of life and the peace that passes all understanding is knowledge. The society in which we live requires us to worship God, but with every added knowledge of nature, with every glimpse into the vast complexity of nature the world assumes new beauty and God grows greater. And as we slowly add to our little store of knowledge, we do not cease to worship God, we do something vastly better, we come at last to an appreciation of Him!

## *Our Practice School*

MAY BARRETT

**I**F we could but see the thoughts of our seniors and ex-seniors when they read the above title, I hardly believe one written word would seem necessary. Why? Because in those records of wise lessons learned, we should find portrayed in most vivid form, the greatest purposes and values of our department of practice teaching. We can read those same values wisely expressed in books but it needs the addition of one's own individual experiences to give them life.

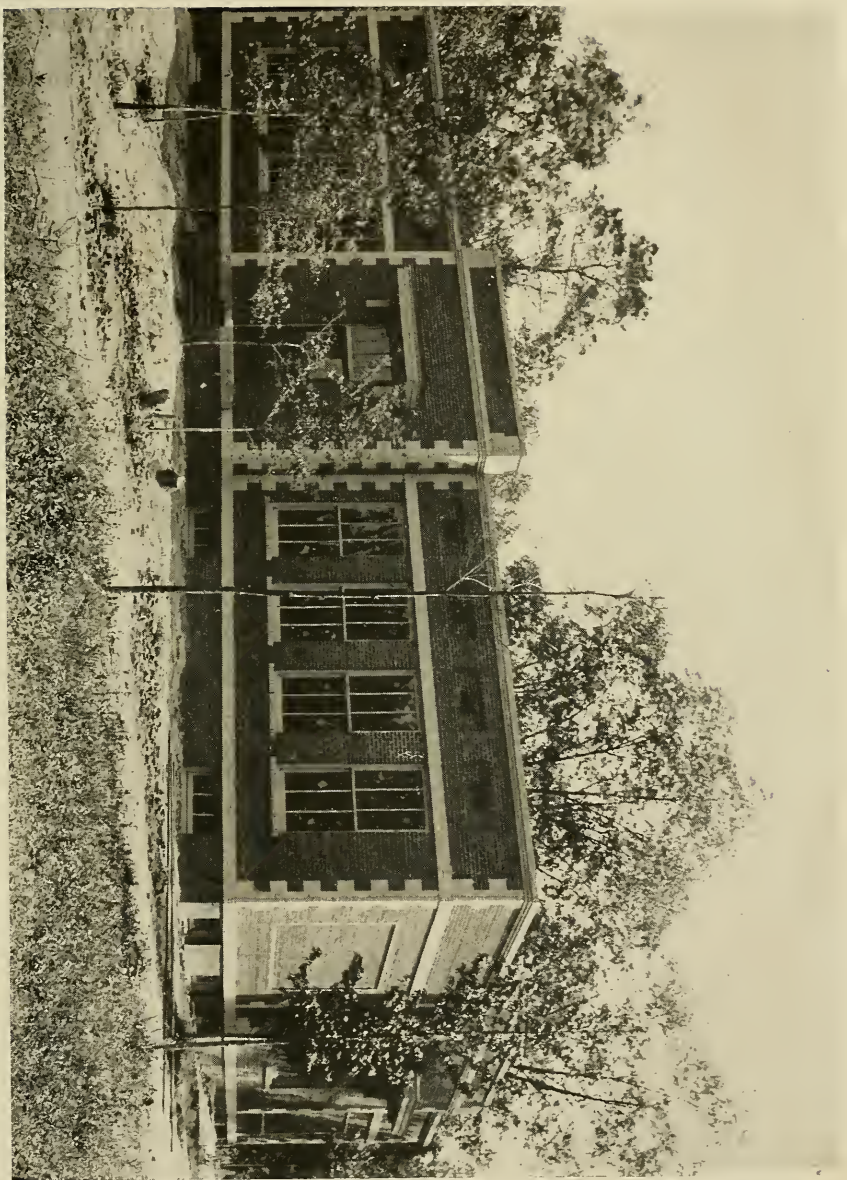
We read "Practice teaching is provided in order that experience may be gained in applying principles learned." What are those principles, girls? I read them over and over in those thoughts of yours,—“The law of interest and attention” and your labor with C— and H—, “individual differences,” and I see poor dull E—, unconquerable R—, quick little V—, and your lessons in adaptation. Thus it might continue on through a complete review, showing for every principle a good, clear individual experience that has fixed its meaning forever with you.

Among those experiences, we recall many humorous incidents. Do you remember the consternation abroad the day B— failed to plan because she “didn’t think it necessary” and Mr. A— walked in? Don’t forget the girl who named the chairs those “troublesome ones” and strenuously taught them after the lights were out, but don’t forget also, that the strong points far outnumbered the weak ones in the lesson when given to those same “troublesome ones” next day. We enjoyed A——’s sudden “I’m through! You all know more about it than I do,” but we were careful to know more about it before we again faced those children.

As we sum up those experiences gained during our period of application, we may truly say that the practice school is the laboratory of our larger Training School, for it is here that we test out the best learned in both special and general method, and make many valuable adaptations and discoveries in the process. All those principles which bear the test, we shall freely use, because they have become our own.

The practice school is a testing place for our seniors also, for it is here they prove their ability *to do* when the demand comes. Are they skillful in using the tools they have obtained, and do they un-





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derstand their task well enough to select those tools wisely? Can they make the necessary changes just when needed?

As we thus review our practice school of the past, with its difficult questions, and recall the effort put forth to meet every crisis in the truest possible way, we are conscious of growth in strength and power. There are many things we planned to do that could not then be done, but perhaps these may come to us in our school that is to be.

What shall we hope from our practice school of the future? Given a new, modern, well equipped building in a delightful natural setting, a band of earnest critic teachers, brimful of the spirit of service, a crowd of North Carolina girls eager to get the best of everything for the sake of the work they are to do, may we not rightly expect great things? Come back to us, girls, let us go together to this school of our future and see if those plans of ours have been realized. Down a woodsy path under big trees we shall go, and you will recognize the same old campus with its flowers, turkey-berries, ferns and mosses. Overhead can be heard again the thrush, mocking bird, and cardinal, and you may wonder how such can be true in a place so overrun with girls and children. It is because all have learned to love nature and to appreciate it most truly when found in its natural setting.

The windows of our building open wide into this delightful woods and the children work more happily because of pure fragrant air and bird songs. Close about our school we find further expression of this love of nature in the transplanted wild flowers; woodbine and jessamine on tree and trellis, wild violets and bluets in thick clustered masses, and close up near the brick wall, a clump of our favorite sweet myrtle. Why, every country school can have such a yards as this, you say. Of course, if the children are only led to appreciate the beauties all around them. East Carolina is rich in the best of wild things, if we only have eyes to see. While studying our out-of-doors, don't forget the children's gardens and fruit trees, for it is here also, that they are learning the "good and bad and what to do with them."

I believe you have caught, even before entering the door, some of the spirit found here. You say it is the naturalness, the vitalizing something that seems to permeate the air. Wait and see.

Now, as we go from room to room, please try to find the keynote of all you see being done. We feel that unless we can recognize in actual use, the principles we have studied, they are valueless to us in our future work. This is our first grade room. You would have known it because of self-activity, the "busy-noise," the freedom

found here. These are children of six and seven, with big live interests, and we wish them to continue to be children of six and seven with even bigger live interests. So often the teacher who does not understand child-nature, unconsciously closes the door that leads into broad fields of growth, is content with the narrow, artificial path left, and wonders why the children are dull and lifeless, instead of eager and joyous. Keep the doors wide open and you will never grow weary because of monotony, nor slide into the oft-quoted "rut."

See how interested the little beginners are in reading. It is always thus, because the material used grows directly out of their own activities and interests. In this way we find meaning in reading exists from the very first, and the much dreaded "mechanics" become a by-product. These drawings which seem crude to you, tell real stories to the children, because they represent the free compositions about something the children wanted to tell.

In this second grade you can see a real study lesson, for the student teacher here has caught the secret of successfully developing independent work. She has so aroused interest in something to be found in that book, that the children will make every effort to find out what that "something" is. From the manner in which thinking is going on, there will evidently be good class discussions and questions, when the silent work is finished. Do they study alone? Very little in this grade, because correct habits of study are so important, it seems best for teacher and pupils to work together in the lower grades.

Now let us see a language lesson in the third grade. Only telling about yesterday's ball game, you say? Yes, but is it not true that the best composition work, either oral or written, comes when there is something to tell and a desire to tell it? Notice these little booklets of original writings. Rather short and crude, but so natural and free in expression because they are records of thoughts and happenings of these very third grade children. Correct form will be a gradual product of this fluent expression.

In our fourth grade you will find one of our strongest Seniors at present. It is she who is able to appreciate readily the immediate situation, read from the faces of her children the individual needs, and has the ability to adapt her carefully studied and well worked plan to bring forth the results you recognize here. She is in love with children and her work, therefore, the wholesome spirit caught by every pupil with her. The central question of the history story they are discussing, was developed yesterday, and judging by the questions now being asked, they have evidently given it much thought.

If you doubt their power of reasoning you should see them tackle the arithmetic problems of measurement which have been given out of the garden and play ground work.

Because of the atmosphere found, the similarity in principles and methods, this grade seems to be a continuation of third, second and first, you say? Good. Remember always that successful work demands closely connected development, conscious unity from first to last. There is so much loss of time, loss of energy and development of bad habits of work, because of frequent readjustment made necessary in many schools. For that reason some of our best work can be done in our one or two teacher schools where connections are more clearly felt.

In this next room you will find a class formed of those students, who, for various reasons, were unable to make their regular grade. As we have representatives from the first five grades we have a condition very similar to that of the rural school. Does she teach five grades and thirty classes per day? No. Because of close individual work each child's strong and weak points are known so well that a wise grouping according to ability in each subject has eliminated several classes. Correlation where it seems practicable has also caused the merging of several others.

How is the large boy in the low class progressing? He is so far behind because of lack of opportunity and is, therefore, capable of real discouragement if embarrassed. He is in the lowest grade but he isn't reading Mother Goose rhymes, and weaving little mats. Better material for him can be found in magazines, familiar advertisements, and various sources more fitting to his stage of development if we will but select.

Now, please recall your best of all definitions of the process of educating: "Developing big interests in life, supplying knowledge needed because of these interests, and giving power to use this knowledge again in following worthy life interests." Perhaps these aren't your words, but the meaning is the same. What are the key words suggested by such definitions? "Vitalized subject-matter," "natural method," "effort because of interest, "ability to do?" Were these the key words of the work you have seen?

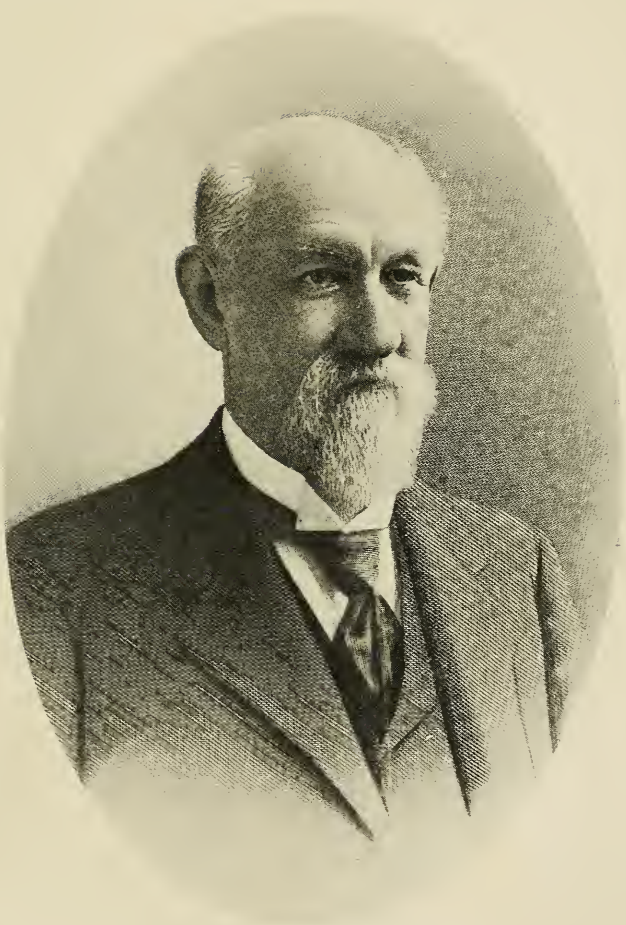
In closing, let us repeat the big purpose of our practice school, and ask each and every teacher of ours to make its purpose her own. With a clear knowledge of child-nature study, select, and adapt material in order that it may best aid in developing that power to do those things in life most worth doing."

## *Governor Thomas J. Jarvis*

**T**HE name of Governor Jarvis, as he is universally called, is so closely associated with the East Carolina Teachers Training School, that whenever the history of the institution is written, much concerning its first years will be found in the history of Governor Jarvis's later years.' Since this is true, it seems quite fitting that the initial number of the school magazine should contain a sketch of him who continues to give freely and lovingly such service as can only come at the close of a full rich life.

The earliest settlements in North Carolina were made in that part of the State known in the Colonial Period as the Albemarle Country. Among the pioneers who came and bought lands of the Indians was one Thomas Jarvis who seems to have been a man of small means but of no inconsiderable influence, as he was appointed Deputy-Governor in 1691. Throughout the eighteenth century the descendants of this rugged, honest, law-abiding settler became men of prominence in the colony. In 1734 a Thomas Jarvis was a leading member of the Assembly. During the Revolutionary War Samuel Jarvis was a general in command of the Albemarle militia which saw service in both North and South Carolina. The Federal census of 1790 records three Thomas Jarvises as heads of families in the county of Currituck. The great-grandson of one of these was Thomas Jordan Jarvis, who was born at Jarvisburg in the same county, January 18, 1836. Young Jarvis spent his boyhood on his father's farm. Of the many sane and wholesome influences that surrounded him, none was greater than that of his mother who instilled in him lessons of virtue, piety and patriotism—essentials in the making of a useful life. At the age of nineteen he entered Randolph-Macon College, Virginia, and with money partly earned by teaching he was able with many interruptions to complete his course there, graduating in 1860. A few months later he opened a school in Pasquotank County where he was when the Civil War broke out. He enlisted as a private, but in a comparatively short time he was promoted to the rank of Captain. He remained in active service until he was disabled in the early part of 1864. From the wound he received in his right arm at this time he has never fully recovered. Many who served under him have testified to the faithfulness, prudence, persistence and courage of the young captain.





GOVERNOR THOMAS J. JARVIS.



The qualities that made him successful as a soldier were just the qualities needed in the leadership of the State through the trying years that followed the war. It is not surprising to find Captain Jarvis representing Currituck County in the State Convention of 1865. Then he began his public career which with the rounding out of another year will have extended through fifty years. To few has been granted the privilege of half a century of usefulness. In 1867 a new State government was authorized by the Great Reconstruction Act of Congress. Captain Jarvis was elected in the following year to represent the people of Tyrrell County in the new Legislature. He belonged to the pitifully small number of legislators who really had the best interest of the State at heart. Small though it was, this little band of patriots formed a nucleus of a movement that became strong enough to inject into the legislative body of 1870, a conservative element that impeached the governor of the State, restored peace and order and opened the way for the white people once more to get control of their government. So great was their confidence in his ability, moderation and wisdom, that Captain Jarvis's colleagues elected him Speaker of the House for this eventful session. In 1875 he became a member of the Convention that secured an amendment to the Constitution that relieved the eastern counties from the dominance of negro rule. In 1876 he was elected Lieutenant Governor and in 1879 when Governor Vance became Senator, Captain Jarvis succeeded to the duties of Governor. He was elected in 1880 to serve a full term. No governor ever rendered more efficient service to his state. It is too well known to be reviewed here. The two most important pieces of work he accomplished were perhaps his management of the sale and construction of the Western North Carolina Railroad, and his advancement in the cause of education in the increase of the common schools throughout the State. In 1884 he was appointed Minister to Brazil. After a change in the administration of the United States Government he returned to North Carolina and resumed his law practice in Greenville which had been his home since 1872. Upon the death of Senator Vance he was appointed to fill out the unexpired term after which he again resumed his practice. Since that time, although he has held no high official state position, his influence has been none the less great. As a private citizen he has continued, on all State questions, in all public crises to be the people's counsellor. In the great suffrage campaign of 1900 no man's advice was more eagerly sought for and listened to.

Nor has his influence been felt in State and political affairs alone. Whatever relation he bears to life—in his home town, in his church, among his friends, he touches it closely and always helpfully. It is this power, to touch life closely, to visualize the future clearly that enabled him to see and grasp the needs of an educational institution in Eastern North Carolina, and once seeing it, he went straight for it. The bill establishing a Teachers Training School, was written by him and his friend, William H. Ragsdale, was introduced in the Legislature by Senator James L. Fleming, and was passed in the winter of 1907. Later, Governor Jarvis appeared before the Board of Aldermen of Greenville to interest them in the location of the school. At that time the town was considering street improvements and a bond issue of \$25,000. Governor Jarvis urged the Board to make the debt \$75,000, appropriating \$50,000 for the establishment of the school. The county was urged to do likewise and as the result bonds were issued to the amount of \$100,000 for the location of the East Carolina Teachers Training School in Greenville. When the school was finally secured Governor Jarvis was made chairman of the Building Committee and largely through his personal supervision the buildings were ready when the school opened in the fall of 1909. Since that time, as chairman of the Executive Committee, he has kept in close touch with the school, and has loyally supported the President in adhering to the purpose of keeping the school a strictly professional one.

There has lived in North Carolina no man whose life is a greater force for good than is that of Governor Jarvis. As a legislator, governor, senator, diplomat, lawyer, private citizen, he has impressed the State as few have done. In advancing the cause of education in the founding and establishment of this school, he has rendered a service that will grow with years and expand with the coming of each succeeding generation.



# *The East Carolina Teachers Training School*

## *Its Beginning and Its Growth*

A paper read by Governor Thomas J. Jarvis, June 30, 1911, at the celebration of the third anniversary of the breaking of ground for the buildings.

AS we are assembled to celebrate the third anniversary of the breaking of ground for the buildings of the East Carolina Teachers Training School, I deem it appropriate to give you a brief account of the beginning, growth and work of this school.

The Act establishing the East Carolina Teachers' Training School was passed by the Legislature at its Session 1907, and was ratified March 8, 1907.

On the 7th day of May, 1907, the people of Greenville, by practically a unanimous vote authorized the Board of Aldermen to issue and sell \$75,000 of bonds, with the distinct understanding that the larger part of it was to be appropriated to this school, if it should be located in Greenville.

And on the 14th day of May, 1907, the people of Pitt County, by a very large majority voted to issue and sell \$50,000 of Bonds for a like purpose.

The Act creating the school appropriated \$15,000 toward the erection and equipment of the buildings and authorized the State Board of Education to locate the school at some point in Eastern North Carolina. A number of the progressive towns in the eastern section of the State, made attractive bids for the location of this school in their midst. Greenville and Pitt County jointly offered the State Board of Education \$98,000 in cash to be expended in the purchase of a site and the erection of buildings, if the school should be located at Greenville.

The State Board of Education visited the several towns bidding for the school, inspected the sites offered, and in July, 1907, the board, after careful consideration, located the school at Greenville, and selected the present site.

The trustees of this school were appointed by the State Board of Education, in accordance with the Act creating the school, and these trustees met in the town of Greenville on the 9th day of March, 1908, and organized. At this meeting Tho<sup>s</sup>. J. Jarvis, J. Y. Joyner and Y. T. Ormond were appointed an Executive Committee, and Hook

& Rogers of Charlotte, N. C., and H. W. Simpson of New Bern, were chosen Architects.

The second meeting of the Board of Trustees was held in Greenville on April 16, 1908, at which time the architects submitted to the board the plans, which had been approved by the Executive Committee, for four buildings, to wit: An Administration Building, a Girls' Dormitory, a Boys' Dormitory and a Refectory. The plans were approved by the board, and the committee was instructed to call for bids and proceed with the erection of the four buildings. How well the committee obeyed their instructions and performed their duty, you can judge for yourselves by an inspection of these four buildings.

The committee advertised for bids, and on the 9th day of June, 1908, these bids were opened. There were eighteen bidders present. They came from Georgia, South Carolina, North Carolina, Virginia, and New Jersey. There was \$36,270.13, difference between the highest and lowest bids, the highest being \$117,800, by W. G. Wharton of Bellville, N. J., and the lowest by the Building & Lumber Company of Greenville, N. C., for \$81,529.87.

The Building & Lumber Company gave the bonds and executed the contracts required by the committee, and on the second day of July, 1908, three years ago, the ground was broken for the erection of these buildings; and it is this event we celebrate today. I make bold to assert that nowhere else in North Carolina, at any period in her history, has so much been done in the cause of education in the same length of time, as has been done here in the last three years.

#### HEAR THIS MARVELOUS STORY.

The contractors began the work of construction as soon after July 2d, as they could complete their preparation, and they pushed the work with all speed consistent with good workmanship; both Messrs. Cobb and York, the managers of the contracting company, giving it their constant attention, and the architects and Executive Committee making frequent inspection. In excavating the ground for the Administration Building the contractors encountered at its west end, on the highest point of the ground, an extensive pocket of black quicksand, into which one might insert a rod several feet with one hand. This unexpected difficulty necessitated a suspension of work on this building till we could go into the woods and cut and haul piles, and get a pile driver on the grounds to drive them. As soon as this could be done 100 piles from 12 to 18 inches in diameter, and from



GOVERNOR JARVIS BREAKING GROUND FOR E. C. T. T. SCHOOL.





25 to 30 feet long were driven into this loblolly of quicksand, and on top of these were put three feet of concrete. It cost \$1,700 extra to make this foundation safe and secure, and this being done the work on this building proceeded.

The Legislature of 1909, appropriated the sum of \$50,000 for two additional buildings, a Central Power House and an Infirmary, and for furnishing and equipping all six of the buildings, including the Laundry and Refrigerating plant. The Executive Committee directed the architects to prepare the plans for these two new buildings. Bids were asked for these and for the furniture and equipment for all the buildings. These bids were opened on the 4th day of May, 1909, by the Executive Committee, and the contract for the two additional buildings was awarded to the same contractors at the price of \$13,550. The committee remained in session three days and let the contracts for the furniture and equipment for all the buildings.

The Board of Trustees met on June 11, 1909, and after having received full reports of the progress of the work of construction, determined to open the school for the reception of students on the 5th day of October, 1909. At this meeting Prof. Robert H. Wright was elected President of the Institution, and C. W. Wilson, H. E. Austin, Sallie Joyner Davis, Maria D. Graham and Mamie E. Jenkins were elected professors. The other positions were filled out later on; and by earnest and untiring effort the buildings were ready and the officers and teachers on hand prepared to open the school on October 5, 1909. The enrollment of students on the first day exceeded our fondest expectations, and in a few days the school was fully organized with a large attendance and doing earnest work.

On the 12th day of November, 1909, the President-elect was formally inaugurated President of the Institution in the presence of the Board of Trustees, many notable educators from other institutions, the student body and a large concourse of visitors.

The first regular session of the School opened on October 5, 1909, and closed on May 20, 1910. There were enrolled at this session 172 students.

The first Summer Session opened on the 24th of May, 1910, and closed on the 30th day of July, 1910. There were enrolled at this session 330 teachers.

The second regular Session opened on the 13th day of September, 1910, and closed on the 23rd day of May, 1911. There were enrolled at this session 228 students.

The present session of Summer School opened on the 6th day of June, 1911, to close July 29th, 1911, and up to the present time there have been enrolled 280 teachers; the total enrollment for the two years being 1,010.

From these recorded facts, we are able to make this

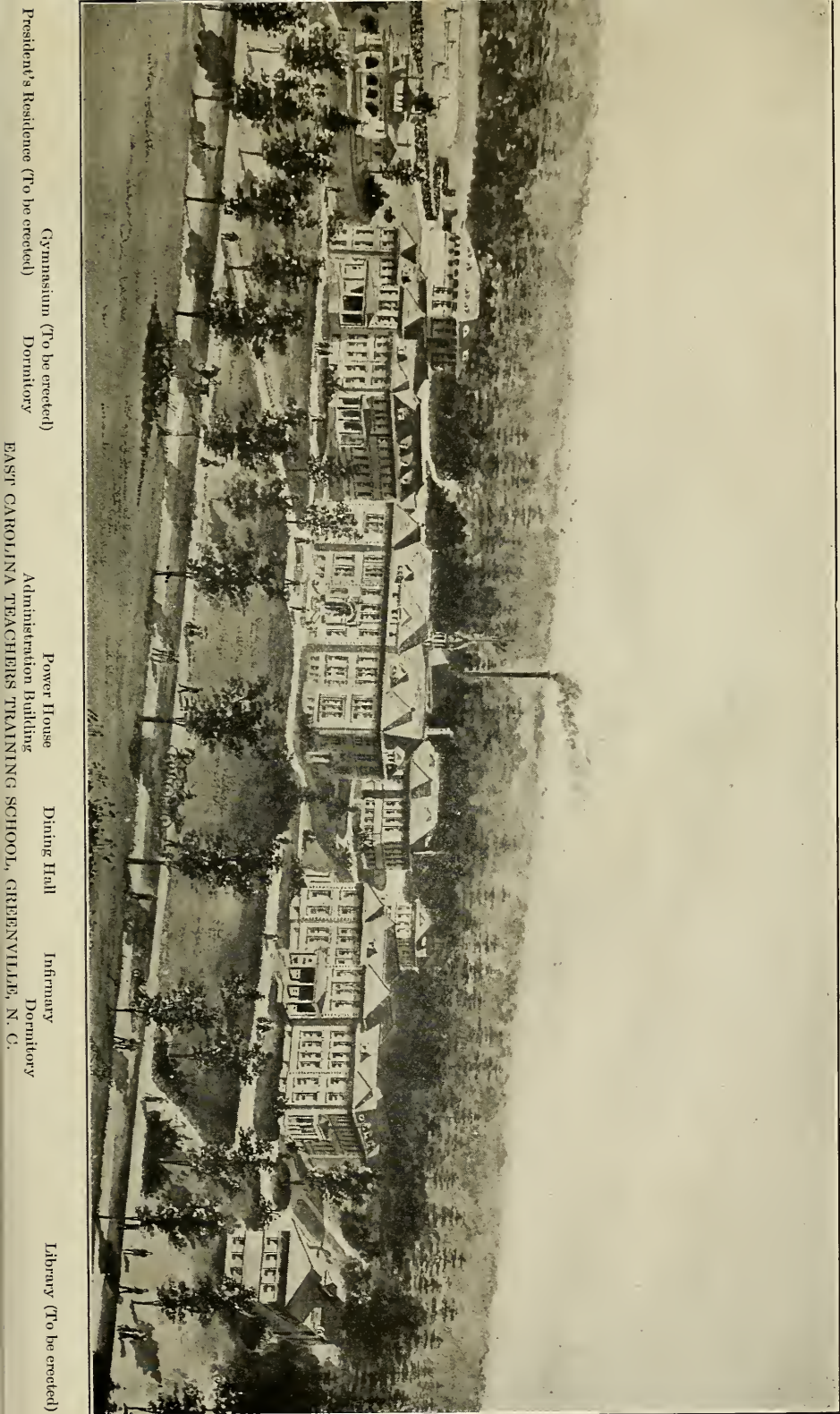
#### MARVELOUS SUMMARY.

In three years' time we built, furnished and equipped with the most approved up-to-date conveniences and appliances, six beautiful buildings, well fitted and adapted to school work, and that 1,010 students have entered these buildings and have received instruction from an able corps of high class teachers. In addition to the number that have been enrolled, not less than 200 others have applied for admission into the Dormitories for the two Summer Terms. The President was compelled to write them that every room was taken. Some of these found rooms in the town. And just here, I wish to thank the town people for the generous manner in which they have opened their doors to these teachers. But even this was not sufficient, and great numbers have been kept away who desired to come and who needed the instruction. Such a record cannot be found anywhere else or at any other period in the State's history, and well may I call it marvelous.

There is another fact in this record that should not be forgotten. The title to this property, buildings, furniture, equipment and everything pertaining thereto, is in the State, but the State has put but \$65,000.00 into this valuable plant, while the County of Pitt and the Town of Greenville have put into it \$98,000. So that the State is still behind by \$33,000. This remarkable record teaches these important lessons that should appeal to the friends of education everywhere. There was a place for this school, and it is filling that place. There was a need for this school, and it is meeting that need. The people appreciate and approve the stand it is taking, and the work it is doing because they see in its mission the coming of better schools for their children, and they are rallying to it.

So far, ladies and gentlemen, I have simply been rehearsing facts which are of record, and which anyone may verify. I now propose to submit a few reflections of my own.

This school is what its name indicates—a Teachers' Training School, nothing more and nothing less. It does not aspire to be a college or to do college degree work. It is not in opposition or competition with any college in the State, but it seeks to serve them all by



Gymnasium (To be erected)  
President's Residence (To be erected)  
Dormitory

Power House  
Administration Building

Dining Hall

Infirmary  
Dormitory

Library (To be erected)

EAST CAROLINA TEACHERS TRAINING SCHOOL, GREENVILLE, N. C.





stimulating and improving the public schools, from which they must draw their patronage. It has its own chosen field, and it is content to occupy it. It does not hope to completely fill this field, because its borders are ever widening, and its opportunities and demands ever increasing. The service it is rendering in its chosen field is fundamental and invaluable, and it takes great pride in rendering this service.

It stands for trained teachers for our public schools, and it is bending all its energies to furnish such teachers. It is so near the public schools and comes in such close touch with them, that it may well be called a part and parcel of the public school system of the State.

Ninety per cent. of our people are dependent alone upon the public schools for what education they get. The only training they and their children can receive to fit them for the duties of life, and for the discharge of the duties of citizenship, is what they get in the public schools. If these public schools are poor, then the training they get will be poor. If the training in these public schools is what it should be, then we may look for an educated citizenship, prepared and equipped for the duties that lie out before them. It therefore follows, that a school that is pouring its life into these public schools to make them better, is rendering great service to the State and Society.

The Governments of our country are coming nearer and nearer to the people, and the people are being invited and urged to take more effective control and management of their Governments, National, State and Municipal. For the people to do this wisely and well, it is absolutely necessary that they should be educated and fitted for these duties. It must be clear to every thoughtful man, that the great masses of our people are dependent upon the efficiency of the public schools for their education; the efficiency of the public schools is dependent upon the efficiency of the teacher; and the efficiency of the teacher is dependent upon the efficiency of his training. The trained teacher for the public schools is therefore, a public necessity. The private schools and the denominational colleges may supply some of the teachers, but it is none the less the duty of the State to make ample provisions for this vitally essential work, and to see to it that all the public schools are well supplied with trained, competent teachers.

The State has taken charge of the public schools. It levies and collects the taxes for their support. It appoints and licenses the

teachers to teach them, and it supplies the money to pay them. It is therefore the imperative duty of the State to furnish competent teachers for the children who are forced to attend these schools, or none. Anything short of this is a criminal neglect of a public duty.

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### ADDENDA.

[Governor Jarvis, for the purpose of bringing his address on the beginning and growth of this school up to date, writes the following:]

The Legislature of 1911, I regret to say, appropriated nothing for enlargement and growth of the school, although applicants for admission were being turned away in great numbers because every room in the dormitory and every available space in the buildings were filled to overflowing. Additional buildings and equipment were imperatively demanded and those urgent needs were brought to the attention of the Legislature and vigorously pressed. The members of the Legislature admitted all that was said in favor of this young institution and the value of the great work it was doing, but said they were unable to make the needed appropriation for enlargement owing to the straitened condition of the State Treasury. It made an appropriation for maintenance and with this those in charge of the school have done everything possible in the way of progress and efficiency. In their anxiety to admit every applicant possible they converted the rooms in the dormitories which had been set apart for the social gatherings for the young ladies into sleeping rooms and put students in them. But after crowding everything to its utmost capacity the buildings were wholly insufficient to admit all who applied and hundreds had to be turned away. This condition of things was again brought to the attention of the Legislature at its session of 1913, and the urgent needs of this school were again pressed upon the attention of the General Assembly.

While the Legislature did not do all the friends of this institution hoped to see it do, yet it did better than its predecessor. It made the same appropriation for maintenance and in addition to this appropriation \$40,000 for new buildings and equipments. With this appropriation the Executive Committee of the Board of Trustees have made very considerable additions to the buildings which has increased the capacity of the school for efficient work. A new wing has been added to the East Dormitory which gives dormitory space for about sixty girls. These rooms are completed, comfortably furnished and are occupied.

A new wing has been added to the Administration Building which gives six elegant new class rooms. The electrical plant has been overhauled, greatly enlarged and well-equipped at considerable cost so that the power and electrical plant of the institution may now be said to be in a high state of efficiency.

A new commodious and comfortable home for the President has been erected at a point in view of the grounds and buildings. This takes him and his family out of the dormitory and puts him where he can have needed rest and quiet and where he can better prepare to discharge the numerous duties which come to him as the President and leader of this institution in organizing and directing it in its new fields of work. And besides in taking him and his family out of the dormitory additional space is given to young ladies who are applying for admission.

In addition to these improvements a beautiful school building has been erected upon the training school grounds to be used by the training school and graded school of the town as a model school. This four-room building was erected by the joint action of the Executive Committee of the training school and the graded school.

These additions and equipments put the school in a position to do high-grade work, as all who are admitted will realize. I am proud of what has been done. The school was opened October 5th, 1909. Two thousand four hundred and fifty students have been admitted. One thousand one hundred and thirty-two have been refused admission because there was no room for them. My heart goes out after those who were refused admission. Room must be made for them. The Legislature must be aroused. These young ladies want to fit themselves to go out to teach the country children. They must have the opportunity. The people must be aroused.

## *James Lawson Fleming*

**W**HENEVER beginnings are sought and the early days of the Training School recorded the name of James Lawson Fleming, will appear.

Descended from sturdy, honest, industrious and noble ancestry, he inherited their sterling qualities, while his early life spent on a farm served to develop his body and to give him that independence of spirit that comes from contact with the freedom of country life. As a boy he attended the country schools and knew the advantages and disadvantages to which the rural school is subject. Later he became a pupil of W. H. Ragsdale, then teaching in the Greenville Academy, by whom he was prepared for Wake Forest College. After graduation from college he taught for a year, then read law with Latham and Skinner, of Greenville. Later he attended the Law School of the University of North Carolina. He was admitted to the bar in 1892, and located in Greenville, where he soon built up a lucrative practice and at the time of his death he possessed a large practice in the Superior, Supreme, and Federal Courts. Soon after locating in Greenville he was elected mayor of the town, and served his term of office to the satisfaction of his fellow citizens. In 1904 he was elected by a large majority to represent the county of Pitt in the Senate, and again in 1906. As Senator from Pitt in 1905 and 1907 his services were marked by vigor and distinction.

Among the important measures which engaged his attention, education in Eastern Carolina was not least. Upon his election in 1906 he agreed to introduce a bill to establish such a school in the eastern part of the State as had become the dream and the hope of the educational leaders of the eastern section of the State. When the General Assembly met, Senator Fleming introduced the bill but its career was not an easy one.

A similar bill from Elizabeth City had been killed by the previous General Assembly. There was stubborn opposition on the part of those who did not realize the needs of the eastern section, and who did not favor the State's increasing the number of schools already established. Under Senator Fleming's wise guidance, however, and by his tireless efforts, in season and out of season, the bill was so successfully presented that those who had fought it be-





J. L. FLEMING.





came its friends, and those disinterested became interested. The bill passed, and the East Carolina Teachers' Training School became a reality. It remained to secure the school for Greenville and here again Senator Fleming used his tireless energy to secure the location in Greenville.

Two years later, just one month after the buildings were completed and the school was opened, on November 5, 1909, he was killed in an automobile accident, and it was left for others to see and realize what the establishment of the East Carolina Teacher Training School, for which he had labored so earnestly and so successfully, was to mean to its section of the State. He was truly one of its founders and his work as a founder had been so well done that it was easier for others to continue to work for the maintenance and support of the school.



## *W. H. Ragsdale—A Brief Sketch and Appreciation*

**W.** H. RAGSDALE was born in 1855 and received his training at a time when the general impression prevailed that anybody who could read and write and cipher could teach school. But in that day there were some men and women teaching school whose chief qualifications were not their attainments in scholarship but a warm heart, a big soul, and a strong personality. Ragsdale, the boy, came under the spell of some one of this type who inspired him to prepare himself as well as possible for life's work, and he was graduated from Wake Forest College with distinction.

He began his work as teacher in a private boy's school in Scotland Neck. He soon came from that school to Greenville and engaged in the school work in a private school familiarly known a dozen years ago as the Male Academy.

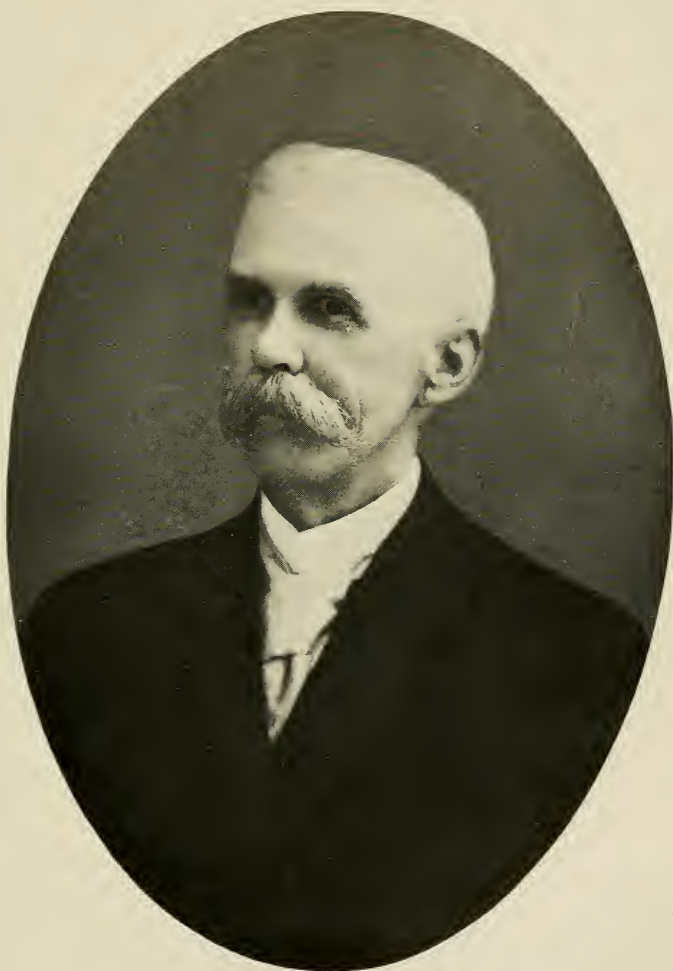
The history of his work here is indelibly written on the hearts and interpreted in the lives of the men who were the boys of those days and his scholars. His success as a teacher is best told in the loving terms in which "his boys" invariably delight to speak of their teacher and their friend.

While he was still engaged in the private school work he was elected Superintendent of Public Instruction of Pitt County. At that time a County Superintendent was not expected to do much work, and the salary was much smaller than the work.

Mr. Ragsdale kept up the duties of his school and of his new office to which he had been elected until the Greenville Graded Schools were established in 1903. From that time on he devoted his entire time and energies to the county schools. A correct estimate of his work in this County cannot be made, but a comparison of conditions expressed in figures will give some insight into his work.

In 1899 the white school census was 5,157 and the number enrolled in the schools was 2,975. The average school term was 73 days. The value of the school property for the white race was \$7,540. As late as 1903 the best public school building in the County, including the towns, was the one-room frame building which was the home of the Greenville Male Academy, to which reference has been made.

In 1912 the white school census was 6,965 and the enrollment was 5,665. The average school term was 101 days for the schools generally and 160 days for the local tax districts. The value of the school property for the white race was \$85,000.



W. H. RAGSDALE.





These figures tell the story of tireless labor, undaunted energy, prophetic vision, hope, love and diplomacy. His optimism and faith in humanity inspired men and women, both teachers and citizens, to do their best and to be their best. His persistent and cheerful efforts in behalf of the children of all the people met with a glad response. To him a little child was greater than anything of a material nature, greater than his own salary and his own comfort, and to-day the children of this County rise up to bless his memory.

The loss sustained in the death of Mr. Ragsdale is keenly felt in his town, in his County, and in the educational circles of the State, but it is not felt more keenly anywhere than in the faculty of the Training School. Just what he meant to us in our work cannot be told in words. He was with this school in its beginning—even long before it had a beginning he was sowing the seed which ripened into an irresistible demand for its establishment.

One of his biggest problems in the County school work had been the question of efficient teachers. He undertook his work in this school with peculiar interest because its problem was the same that he had had for many years: the problem of trained teachers for the country schools. He brought to his work with us here, not only his enthusiasm and good common sense, but his intimate and first-hand knowledge of the conditions and the needs of the country schools.

His wise counsel was a potent factor in shaping the policy of the Training School and saved us from many mistakes. His advice based upon his personal knowledge of rural conditions helped us the more easily to pull away from the traditional educational standards and policies and to keep our own problem clearly before us. Through his ideals of helpfulness we revised our standards of service and got a fresh glimpse of the privilege of helping rather than eliminating from school those generally called plodders. He helped us to keep the children of the country districts constantly in mind in all our work.

In Mr. Ragsdale and his relation to the faculty of this school was a concrete illustration of the full significance and meaning of genuine friendship. He was always true, sympathetic, and helpful. His presence inspired us to greater achievements and to a more hopeful service. The outlook upon life is brighter because of his example of faith in childhood.

It is in a sense true that the life of every successful man when it is ended is a public possession. The life of W. H. Ragsdale is held by this faculty as a priceless heritage and his influence lingers with us to sweeten life's labors, to lighten life's burdens, to elevate life's standards and ennoble life's purposes—a cherished boon.

### *Memorial Service*

A MEMORIAL service in honor of Prof. W. H. Ragsdale, Superintendent of Schools of Pitt County, member of the Faculty of East Carolina Teacher Training School, citizen of Greenville, North Carolina, was held in the auditorium of East Carolina Teachers' Training School, on the evening of May 4th.

Dr. J. Y. Joyner, State Superintendent of Public Instruction, and President Robert H. Wright, the two men who were most closely associated with him in his work and who best understood the extent and significance of his educational work, made addresses. Tributes were paid by Mr. A. G. Cox, Chairman Pitt County Board of Education; Rev. C. M. Rock, pastor of Memorial Baptist Church; Mr. Roy C. Flanagan, citizen of Greenville and a former student of Mr. Ragsdale, and Rev. B. W. Spilman, former pastor and friend.

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First Issue  
Senior Number

The Class of 1914 takes peculiar pleasure in presenting the first issue of THE TRAINING SCHOOL QUARTERLY. The Class, from its organization as a professional class, cherished the idea of taking the lead in the establishment of a school publication that would be a medium of expression of the best the school has to offer. In a school of this kind the class thought it would be gross selfishness to edit a magazine, the value and usefulness of which would reach no further than the limited bounds of its membership or those interested in the internal life of the institution. The Class met the same feeling in the Faculty, who generously gave it the privilege of issuing the first number of a faculty-student magazine. The Faculty will support the magazine, not merely by their silent approval, but by active work.

The first message that goes out from the Training School should be from President Robt. H. Wright, the man who has been at the head of the institution since its establishment and who has made real the dream of its founders.

The editors, wishing to share with the public one of the addresses of the year which is of peculiar interest, not only to the people of the eastern part of the State, but anywhere, feel fortunate in being able to offer the address by Mr. Busbee.

It seems quite fitting that this, the initial number of THE TRAINING SCHOOL QUARTERLY, be a Training School issue—not merely a chronicle of the events in its brief history, but a record of the beginnings and early struggles of the school, of the chief happenings of the year and of the various activities of the school; all these help to breathe forth the real spirit of the school.

While the school fully realizes that many men in Pitt County and in Greenville were instrumental in the founding of the Training School, all agree that three men were the leaders and the leaders represent the spirit of those whom they lead. These three men could not be omitted from any account of the founding of the school.

It also seemed appropriate to give a place to the Model School—the realization of a five years' dream of an ideal place in which to work. With the opening of this Model School, a new era begins in which the ideals and theories of the school will be put into practice. Having in mind Emerson's famous saying, "What you are speaks so loud I cannot hear what you say," the editors thought it well to give an idea of the work, the play, and the spirit of the entire school through the school organizations and the activities of the Senior Class.

Thus in this issue, the Training School in all its phases is seen as a unit. Succeeding numbers will have more space allotted to articles, professional and otherwise, and less space devoted to the school.

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**Attention  
Alumnae and  
Former Students** THE TRAINING SCHOOL QUARTERLY belongs as much to you who have gone out from the Training School as it does to those still here. While in the school, you learned the values of preparation, presentation, comparison, generalization and application. Now that you have passed from the "prospective teacher" to the real teacher you are busy applying the principles you learned. This application is perhaps the most important of all the five formal steps. In the rush of your work, you should not fail to apply the great principle of service which was instilled into you. You were told how best to serve your community, and now another field of service is open to you—serve your alma mater and thereby the public by contributing to the faculty-student magazine some of your best practical experience and original ideas. If you do not have time to write an article, send in your ideas and they may be combined with others. Whether you have the gift of expression or not, you can still co-operate with the editors by giving to THE TRAINING SCHOOL QUARTERLY your hearty support.



This professional magazine then should aid you in solving your school problems. Be sure you bear your share of the responsibility of making THE TRAINING SCHOOL QUARTERLY of real service, not only to the teachers and people in Eastern Carolina, but to all interested in the development of human beings.

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**The Student  
Council**

The Student Council is the legislative body of the Training School and represents the co-operative spirit of the school. Through having opportunities and responsibilities thrust upon them, the students develop resourcefulness and initiative and they catch a glimpse of a broader field of greater opportunities.

The members of the Council are elected from the various classes and meet with the President of the school to study into the deeper, vital problems of the school, as well as to discuss the needs, comforts and conveniences of student life. The Student Council is a live force in the school.

During the year, the Council drew up and passed on a plan making attitude toward her work and toward the school a consideration in the awarding of the school's diploma or certificate to a student. The attitude that a student manifests in school is indicative of the attitude she will have after leaving, and the Council is convinced that this will largely determine her work as a teacher. This plan was submitted to the Faculty and to the students and received a unanimous vote for adoption. This action is worthy of much praise, as it came from the students themselves and shows their spirit of progressiveness and broadmindedness. While many institutions have long felt a need for such action, very few have incorporated this idea into their requirements for a diploma.

The Student Council, realizing that some popular students are overworked and others, who have equal ability, have no opportunity to show what they can do, worked out a point system of counts, whereby the work as well as the honors can be divided more equally. This plan goes into effect for the election of officers for 1914-15.

Such an organization as the Student Council was made possible by the excellent school spirit. The Council is characterized by the same spirit of earnestness, seriousness and buoyancy which is felt throughout the school, and which is a constant inspiration to all connected with the school. Even strangers comment on the "indefinable something" that the air here seems charged with. The secret of the spirit is found in the motto—"To serve." The spirit of ser-



vice and usefulness has been so instilled in the students that it reaches beyond their immediate school life, and they are not only "eager to teach but anticipate real joy in the doing of it." The Council is one of the means to fit them for the larger service.

The students seem to catch the vision Dr. Payne revealed to them: "The vision of eight million children of our Southland who are crying, with hands outstretched, for the light—the light of knowledge that will break down the barrier of ignorance and lead them into intelligent living—their rightful heritage." The accomplishment of this tremendous but noble task falls to the school teacher of the South, and in Eastern Carolina much of the task falls to the students of East Carolina Teachers' Training School.





## *The Class of 1914*

**T**HE Class of 1914 in its Junior year numbered fifty, sixty per cent of whom were new students; of this number thirty-seven returned for Senior work.

During the two years of professional work the class has made for itself a reputation for doing things. Its members have developed initiative, independence and leadership, and have ever been ready to contribute to all wholesome school activities. The class has given active support to the Y. W. C. A. and to the literary societies. It has also taken an active part in athletics, showing a worthy spirit both in defeat and in victory.

The class has always emphasized the fact that "All work and no play makes Jack a dull boy," therefore, it has not neglected the social life. The Colonial Party given February 22, 1913, to which the faculty and the presidents of the respective classes were invited, was an affair which afforded much merriment. The informal tea given after the '14-'15 tennis game was a jolly occasion which attested the generous spirit of the class in defeat. The annual Junior-Senior reception complimentary to the class of 1913 was the most important social event given by the class. It was marked by simplicity and dignity, but not by formality. The musical program and the opening of the mysterious basket of favors, the central feature of the evening, kept the occasion from being too formal.

The class with few exceptions has fought the spirit of extravagance. With an eye to economy on commencement occasions, for three years it has planted and carefully tended its flower—the sweet pea. An abundant harvest has been the reward and the flowers have afforded much joy not only to the members of the class, but to every one on the hill. The class badge, a purple tie with the white '14, while very ornamental has proved most useful.

During the two years the class has often been commended for its beautiful spirit. This spirit has grown out of an earnest desire to build up the best interests of the school rather than to strive for class aggrandizement. Many honors, however, have been given the class, the greatest of which is the privilege of launching the school magazine.

*Class Officers*

PRESIDENT .....	BESSIE DOUB
VICE-PRESIDENT .....	BLANCHE EVERETT
SECRETARY .....	MARION ALSTON
TREASURER .....	ANNIE SMAW
CLASS ADVISER .....	MARIA D. GRAHAM

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*“Who’s Who” In the Class of 1914*

ALSTON, BESSIE LEE, Vance County.

Sidney Lanier Society.

President of Athletic League.

Clean, sportsmanlike, enthusiastic in the game. No laggard, she. Life is a game. Where will you not find her pushing toward the goal, whether it be a society program, math. problem, or on the basketball field? She is in half a dozen places in as many minutes.

ALSTON, MARION, Texarkana, Tex.-Ark.

Sidney Lanier Society.

Clever, versatile, quick of mind and ready of tongue; the smallest in inches but not in deeds. As the star story-teller of the class, she tells Uncle Remus stories “jes’ lak a bo’n nigger.” Her chief ambition is to shine in journalism, as her favorite pastime is reporting. (See this year’s file of the *Greenville Reflector*.) The class is proud of the book she has kept as Secretary.

BRIGHT, CORINNE, Beaufort County.

Edgar Allan Poe Society.

The low, plump twin. The star who took the title role in “Pandora.” Lovable and light hearted. In opening the “mysterious chest” she may have turned all the troubles loose but she kept none for herself. She took upon her very feminine, care-free self the cause of the suffragists and helped win the day in the 1913 inter-society debate.

BRIGHT, MATTIE, Beaufort County.

Sidney Lanier Society.

The slim and slender twin. A person of marked ability. Did you see her name as Editor-in-Chief of this magazine? She sees things in the right light, keeps a cool head and has a realization of her responsibilities. Throws goal on the basketball field with an easy gracefulness.



1st row left to right:—Mae Balle Cobb, Anna Stanfield, Annie Snow, Arnes Perzun, Addie Pearson, Mary Weston, Sallie Nichols,  
 2nd row:—Lella Lanester, Geneva Quinn, Mavis Evans, Helle Dyer, Jessie Lee Aston, Bessie Gray, Lela Deans, Mary Smith,  
 3rd row:—Rose May Wootton, Nina Guthrie, Bessie Dunn, Mattie Pfeiffer, Ila Daniel, Emma Cobb, Mary Channery, Gertrude Critcher,  
 4th row:—Kate Watkins, Blanche Everett, Mattie Cox, Loida Fountain, Gladys Fleming, Corinne Bright, Blanche Lanester, Marion  
 Aston,  
 5th row:—Carrie Manning, Emily Gayle, Essie Woolard, Grace Smith, Annie Hardy, Ethel Everett, Minnie Myers.





CHAUNCEY, MARY, Beaufort County.

Sidney Lanier Society.

Y. W. C. A. President.

An airy, fairy lady of a very affectionate disposition, "Barkis is always willin." Her cheery disposition and her faith in others have made her one of the most popular members of the class.

COREY, BESSIE, Pitt County.

Edgar Allan Poe Society.

Generous to a fault, always ready to do someone a good turn, therefore she is not wanting in friends. Her wealth of auburn hair is an object of envy to many. Her clear cut figures, and neatness and exactness in figuring make her one of the leaders in the math. class.

COBB, EMMA, Edgecombe County.

Edgar Allan Poe Society.

President of Poe Society; Captain 1914 basketball team.

As president of society, captain of basketball team and leader in other activities Emma has caught the "Frazier's Mule" spirit, for she goes right on. When she gives orders they are obeyed—the result, things are done. In leisure hours, the jolliest of the jolly.

COBB, MAE BELLE, Wayne County.

Sidney Lanier Society.

Never affected by emotional appeals, Mae Belle holds to the tangible. In 1913 as president of her class she showed her ability as a leader and a hard worker. As chairman of the inter-society committee she presided at the 1914 debate. Her thoughts must be her fit companions, for she often shuns the chatting mob.

COX, MATTIE, Jones County.

Edgar Allan Poe Society.

A most loyal member of the class, faithful at all times. Successful chairman of many Sweet Pea Committees. Fond of dramatics, always a member of the glee club. Stick-to-it-iveness is a marked trait.

CRITCHER, GERTRUDE, Pitt County.

A Puck-like spirit with Puck's good heart. Blest with musical talent. She has the power of charming with her clear sweet soprano voice and the power of stirring the feelings by her mastery of the keyboard.

DANIEL, HELEN, Vance County.

Edgar Allan Poe Society.

Critic Poe Society.

Her critic's reports are constructive, not destructive, and always to the point. Approach her under the flag of diplomacy and she'll be on your side—approach her under a different flag and you'll find she has a spirit of her own.

DANIEL, ILA, Granville County.

Sidney Lanier Society.

A quiet person who won her fame at practice teaching. A good cook and enjoys cooking. One of her virtues is neatness. One of the creators of artistic posters.

DEANS, LELA, Nash County.

Sidney Lanier Society.

Knows what she wants, when she wants it and how to fight for it. The militant manner in which she debated as an "anti" in the suffrage debate argued more forcibly for the other side than her words did for the "anti's."

DOUB, BESSIE, Wake County.

Sidney Lanier Society.

President of Class.

She bears well the burdens of the class with a laughing face. Her influence reaches out and commands as in "Pandora" thundering Zeus commanded "and the creatures obeyed." She is interested in athletics. Her militancy and leadership will serve her well when she joins the suffrage campaign for North Carolina. Her argumentative powers were shown in her debate on the subject in 1913.

EVERETT, ETHEL, Martin County

Sidney Lanier Society.

One of the few who has been here four years. Always a leader. Has the knack of making others work and the gift of a calm and even temper. These qualities with her good looks made her a splendid chief marshal in 1913.

EVERETT, BLANCHE, Martin County.

Edgar Allan Poe Society.

Vice-President of Class.

Always willing to do her part with no consideration of self. Possibly it is urgent and numerous duties that have given her the hurrying habit. Her life's vexation—clothes, and their care.

EVANS, MAVIS, Pitt County.

Sidney Lanier Society.

The prima donna of the class. The strong and powerful character in every cast. Katisha, in "Mikado," Prometheus in "Pandora." Her full, rich, beautiful voice and her playing make her one of the most valuable members of the class. Her two ambitions—to attend Peabody and be the "sweet and lovely heroine" in dramatics.

FLEMING, GLADYS, Pitt County.

Edgar Allan Poe Society.

Either standing on the fence and crowing loudly or the "Doubting Thomas" of the class; but when once converted a good faithful worker with plenty of class spirit. The last basketball games of the season were the first she ever saw and she never intends to miss another.

FOUNTAIN, LOULA, Edgecombe County.

Sidney Lanier Society.

"A good hearted girl," is the universal verdict. Her ambition takes the form of a mansion, a coach and six, and a chest of gold. Her sky blue eye and coal black hair may help her realize them.

GATLIN, NINA, Granville County.

Edgar Allan Poe Society.

One of the most successful practice teachers. Has a liking for good times and pretty clothes, but that does not over balance her sterling qualities. Her most treasured possession is her kodak book.

GAYLE, EMILY, Columbus County.

Edgar Allan Poe Society.

The most traveled of the class, at home on every part of the globe. No subject in the course of study arises to which she cannot lend her personal experience as an illustration. The class is justly proud of her poster work. She exercises a solicitous care and protection over her friend, Miss Myers.

HARDY, ANNIE, Greene County.

Edgar Allan Poe Society.

Possesses persistence, interest in all things, a generous supply of the instinct of curiosity. Ambition—to make a good grade in the classroom and to be the society editor of some daily newspaper. Her aggressive qualities insure success in whatever she throws herself into, but she loves to be in the lead.

LANCASTER, BLANCHE, Edgecombe County.

Edgar Allan Poe Society.

The first dramatic star of the class as she began her career in her "B" year. She was Pish Tush in the "Mikado," and Epimetheus in "Pandora." Her singing brings her before the public. She ranks as an A No. 1 student in the classroom. In 1913 a member of the Student Council, and as chairman of inter-society committee presided at 1913 debate.

LANCASTER, LUELLA, Edgecombe County.

Sidney Lanier Society.

President of Society; Secretary of Y. W. C. A.

The scholar of the class. Her cool and deliberate bearing are qualities which have aided her in the position as president of the Lanier Society. She will lead her fellow mortals in life as she has led them in school. The girls' respect and admiration for her are shown in the honors they have given her. In 1913 she was Council member, commencement marshal, inter-society debater, Secretary of Society. A fine vein of humor with a wholesome spirit of fun. She can doff presidential dignity and don the motley as befits the occasion.

MANNING, CARRIE, Martin County.

Sidney Lanier Society.

Marlowe in the 1912 Senior play. On account of taking Latin and Music in addition to regular work in 1912, she has come back to finish in 1914. During the interval, a teacher. She used to be on the Dixie team; now she is a 1914 goal thrower. She re-entered as a loyal member of the class of '14, interested in all school activities.

MYERS, MINNIE, Sampson County.

Edgar Allan Poe Society.

A respected member of the class. Her teaching ability has been tried and proved. She bears the distinction of being a summer student of Columbia University. One of the few who never participate in the occasional frivolous pursuits of the class.

NICHOLS, SADIE, Durham County.

Sidney Lanier Society.

A plodder, true and earnest—"All things come to him who works." The success of her persistent efforts as a "Fate" in "Pandora" is an example of this keep-trying policy. She rises early to practice basketball and sometimes gets back lost sleep on class.

PEARSON, ADDIE, Nash County.

Edgar Allan Poe Society.

She cannot hear or appreciate music in the world of nature, but rather takes its beauty in through the eye. Her ambition, to be a Domestic Science teacher; her chief occupation, embroidering, and it is rumored she often commits the crime of writing po'try.

PEGRAM, AGNES, Vance County.

Sidney Lanier Society.

She always takes her own sweet time, is never ruffled and exercises the quieting influence of a modern Mona Lisa. Her decided talent in art has been used in making attractive posters for class, society, Y. W. C. A., or anything that needs a poster.

QUINN, GENEVA, Duplin County.

Edgar Allan Poe Society.

A favorite on the practice school play ground. She has the art of being jolly on every occasion. Too popular to tarry long as a "school ma'm."

SMAW, ANNIE, Vance County.

Edgar Allan Poe Society.

Treasurer of class.

A business head that rivals that of an expert, therefore, a splendid manager of class funds. Not talkative but suddenly surprises you where dry wit makes a hit. "An ideal, calm and dignified manner in teaching," is the verdict of the English teacher.

SMITH, GRACE, Pitt County.

Sidney Lanier Society.

Critic of the class.

And of mankind is general. Viewing the landscape o'er with patronizing humor; amusing and entertaining her friends with witty, epigrammatic comments on the follies and foibles of the bits of humanity that pass her way.

SMITH, MARY, Cabarrus County.

Sidney Lanier Society.

Council member.

Possesses the gift of the hand which finds expression in her posters which have given her local fame. Her mild, gentle manner would never betray the fact that she is guilty of the witty, satirical comments which are a constant surprise to her friends.



STANFIELD, ANNA, Caswell County.

Secretary of Student Council.

Anna, conscientious, reliable, true, dignified, ladylike. Wins the admiration of friends, which means everyone, for she has no enemy. Under her leadership remarkable work was done by the membership committee of Y. W. C. A. in helping with the organization of the school and settling of the new girls.

WATKINS, KATE, Caswell County.

Edgar Allan Poe Society.

Treasurer of Y. W. C. A.

Thoroughly efficient, as the Y. W. C. A. books, audited by Mr. Spilman and balanced to the cent, testify. Her perserverance is the chief quality that brings her success in her efforts. She well represented the Y. W. C. A. at the Blue Ridge Conference of 1913. Stands up and fights for convictions.

WESTON, MARY, Hyde County.

Edgar Allan Poe Society.

Treasurer Athletic League.

She rises early, for tennis is her delight, a game in which she is a match for the best of players. She was once defeated in an inter-class game but proved her sportsmanlike spirit in taking defeat well. Slow to express opinions but lives them.

WOOLARD, ESSIE, Martin County.

Edgar Allan Poe Society.

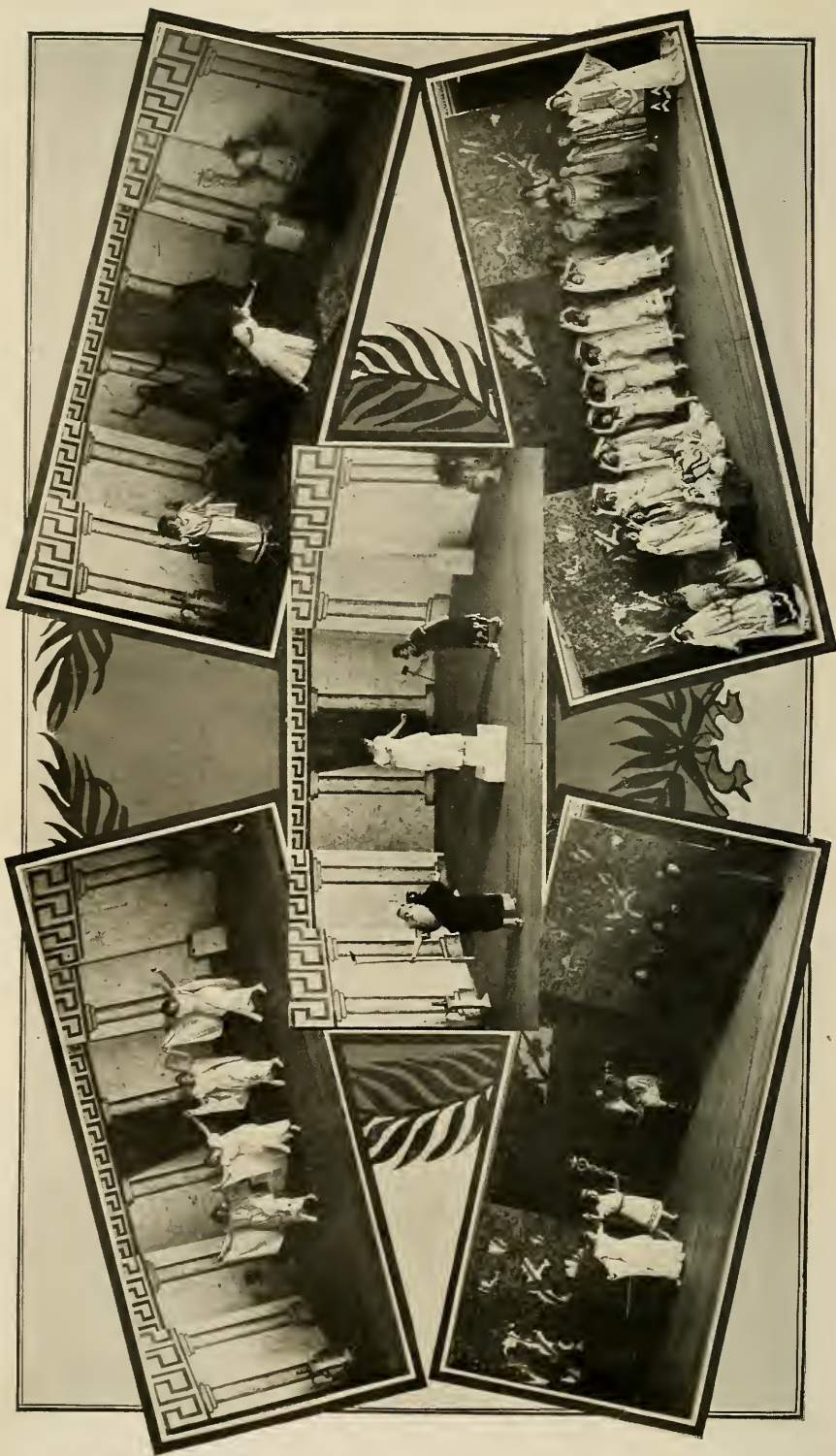
The great, big, beautiful doll of the Seniors. Smiles! Though low of statue, she has thrown many a goal on the basketball field over her tall opponents' heads. A rather placid person with no strong likes or dislikes.

WOOTTON, ROSA MAE, Pitt County.

Sidney Lanier Society.

Never loses her head even in the most exciting moments; the coolest one on the basketball field and always comes to the front in a crisis. The class beauty, not only because of her features, but because of a distinctive charm of expression.





SCENES FROM "PANDORA."

## *“Pandora”*

**L**ONGFELLOW'S masque of Pandora, adapted and developed, interspersed with nature and symbolic dances, presented by the Senior Class on March 9th, was a beautiful, spectacular performance. Each character and group was announced by a fitting musical motif. The lines of Longfellow's musical poetry and the Greek spirit, with its symbolism and mystery, were preserved. These were enhanced by the rhythmic dancing and suggestive color schemes in the Greek costumes.

All the forces of nature and the abstract conceptions of the Greek mind, symbolized, furnished a fitting background for the dramatic action of the story of creation of woman, the first human love story, and the entrance of evil into the world. The soothing spirits of the winds, waters, reeds, dryads, and the guarding forests, and the majestic snow-capped mountains stood out in contrast against the pursuing fates and furies. Zephyrus, with soothing song and dance, lulling Pandora to sleep and guarding her, and the subtle dreams gliding in and leaving the suggestion of curiosity, thus leading her to her fatal deed, made a scene of marvelous, elusive beauty. The Graces, in their light and airy dancing were full of beauty and charm as they adopted Pandora as one of themselves and taught her their arts.

Against this background, the principal characters made the story live again with all of its charm and dramatic action.

Pandora, beautiful not only in form, but also in every movement, acted with abandon and ease. Hermes, the messenger of the Gods, was the personification of lightness, a spirit not of earth but of air, as he moved swiftly from pose to pose, or danced as if flying through space. Epimetheus, the young dreamer, who loved the things of life and surrounded himself with the things of beauty, and Prometheus, lost in thought and self-contemplation, acted with ease and self-possession. Hephaestus's action was the expression of the joy of an artist in his creation of his masterpiece. Zeus acted with force and dignity.

In one of the most beautiful of all the scenes, the Greek girls danced and played ball with the fruits of the garden. The poses were taken from Greek vases and statues.

A final scene was added to Longfellow's version. In this was an assemblage of all the gods and goddesses, and forces of nature to



beg pardon of Zeus for Epimetheus and Pandora. Zeus with majestic clemency pardons them, as Hope remains in the chest. All, with uplifted hearts, sang a triumphant hymn of praise.

Miss Mabel V. Rivers, a professional coach of New York City, adapted and directed the play.

#### CAST OF CHARACTERS.

Pandora .....	Corinne Bright
Epimetheus .....	Blanche Lancaster
Prometheus .....	Mavis Evans
Zeus .....	Bessie Doub
Hephaestus .....	Luella Lancaster
Hermes .....	Marion Alston
Zephyrus .....	Gertrude Critcher
Graces.....	Bessie Lee Alston, Mattie Bright, Rosa May Wootton.
Fates and Furies.....	Gladys Fleming, Anna Stanfield, Sadie Nichols
Winds.....	Emma Cobb, Mary Chauncy, Ila Daniel, Mattie Cox
Reeds.....	Annie Hardy, Emily Gayle, Mary Smith
Dreams..	Emma Cobb, Helen Daniel, Geneva Quinn, Annie Smaw, Grace Smith
Forests.....	Ethel Everett, Lela Deans, Mae Belle Cobb
Mountains .....	Annie Hardy, Mary Weston
Dryads.....	Bessie Corey, Blanche Everett, Essie Woolard
Waters.....	Mabel Davis, Margaret Ross, Addie Pearson
Hera, wife of Zeus.....	Nina Gatlin
Athena, Goddess of Wisdom.....	Mae Belle Cobb
Aphrodite, Goddess of Beauty.....	Agnes Pegram
Poseidon, God of the Sea.....	Minnie Myers
Ceres, Goddess of the Harvest.....	Kate Watkins







FINAL SCENE IN "PANDORA."



## *Tree Planting*

**T**HE Class of 1914, following the precedent of the class of 1913, planted a tree on the campus, on the night of February 12th. They selected the magnolia as a representative of the Southern tree.

This was one of the coldest nights of the entire winter but nothing daunted the ardor of the class. All dressed in white (under long coats), and wearing the purple class tie, the class marched out gayly singing the class song. The thirty-eight hilarious girls, shivering and with chattering teeth, were followed by the brave faculty acting as sponsors. The wind and snow gave zest to the whole, adding to the ghostly effect. The girls skipped around the little tree, continuing the class song, while each member shoveled dirt on the tree with the historic spade of the Training School.

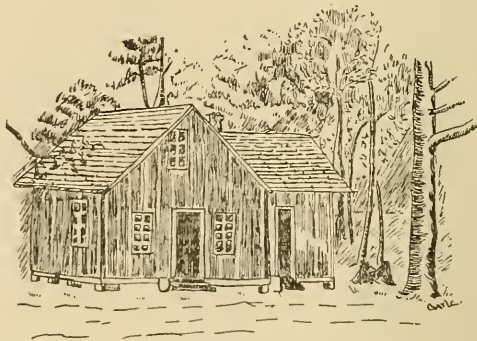
Miss Mary Weston returned to President Wright this spade which had been used for the breaking of the ground and the other class tree planting. Miss Luella Lancaster recited a little jingle full of the spirit of the occasion. President Wright accepted the tree in his most happy manner. He assured the class that they would always be linked to the school, the evergreen being a fit symbol of that linking. When the next morning dawned, the sturdy tree seemed to look with surprise for the first time over the school campus covered with ice and snow.



## *The Little Red Cabin*

**N**ESTLING in the woods below the Training School is a two room building, "the little red cabin," consisting of a model dining room and kitchen where the Seniors take Home Economics. The neat little Cabin with its equipment stands for the Training School's determination and ability to take that which it finds, make the best of it and obtain the best results. In the third year of the school, President Wright had a small cabin already on the place renovated; equipment was bought and with the aid of the girls a cabin was thus converted into the Domestic Science Department of East Carolina Teachers Training School.

As a climax of the year's work in cooking a series of luncheons is given by the senior class. Each couple of girls serves a luncheon to six people, preparing a menu that must not exceed a total cost of \$1.25. It is with reluctance that the Seniors of 1914 give up the cabin and it is hard to believe that the kitchen in the new Science Department, however attractive, will ever become as dear to the Seniors of the future as the "Cabin" has been to their predecessors.



## *Literary Societies*

THE two literary societies were organized in the spring of 1911. The names of the student applicants were divided into two lists. The two names, Edgar Allan Poe and Sidney Lanier, were then chosen by an inter-society committee. The method of making two lists of the new members to be drawn by an inter-society committee under faculty supervision has been followed each year.

It is the general purpose of the societies "to further the mental, moral, and social development of its members, and to create a greater love for the best in literature, music and art."

The first thing the societies set out to accomplish in coöperation was to have the portraits of Governor Jarvis and Mr. Ragsdale painted. Mr. Jacques Busbee, of Raleigh, was chosen as the artist. In order to do this they gave two public performances, "Mr. Bob," in 1912, and the light opera, 'The Mikado,' <sup>Dec. 12</sup> in 1913. Through these performances the necessary funds were realized. The portraits were unveiled and presented to the school on June 10th, at the Commencement of 1913.

In order to create friendly rivalry and stronger society spirit the societies established the custom of having an inter-society debate each year. The first debate, on "Woman Suffrage in North Carolina," was held in the Spring of 1913, in which the debaters of the Poe Society, the affirmative side, were victorious; the second, on "Restriction of Immigration," held April 11, 1914, was won by the debaters of the Lanier Society, the negative side.

On May 1, 1913, the two societies gave a May Day program.

### *Sidney Lanier*

The chief events in the career of the Lanier Society have been the annual literary addresses given by Dr. D. H. Hill, Dr. C. Alphonso Smith and Dr. Benjamin F. Sledd under the auspices of the society. This year the society obtained the Frank Lea Short Company to give "Robin Hood and his Merrie Men" and "Pomander Walk" on the campus of the school. In keeping with its purpose to bring out and develop the ability of its members, monthly programs have been given and the following amateur dramatic productions: "A Rank Deception," "Noah's Ark, Jr., and "Tableaux from Courtship of Miles Standish."



*Edgar Allan Poe*

The special contribution which the Edgar Allan Poe Society has made to the school and community for each of the past two years has been a musical recital by musicians of note from Baltimore: Mrs. Sarah Storm Crommer, soprano; Miss Ethel Lee, cellist; Mrs. Olga Von Hartz Owens, violinist; Israel Dorman, violinist.

The first regular meeting of the society each year is devoted to a study of Poe. Other meetings of note have been the production of "Anne of Green Gables" and "When Patty went to College," both of which were dramatized by members of the society, "Dickens' Christmas Carol" and an evening devoted to Pantomimes of Dickens' characters. There have been many interesting programs devoted to music and literature.

The society in order to help beautify the campus has taken a plot in front of the dining room and planted cannas, violets and other flowers.

## Y. W. C. A.

**T**HE Young Women's Christian Association has a prominent and influential place in school life. The motto, "Give to every girl the things she needs most next," has been held as the standard of the work.

A few of the definite lines of activities attempted this year by the several committees will reveal the nature and the purpose of the work. The Membership Committee helped in the organization of the school at the beginning of the Fall Term by meeting students at the trains, by showing them to rooms, by having a bureau of information, by showing them to classrooms, and by striving, always, to make the new students feel that they were among friends. The Religious Meetings Committee has planned prayer circles and Sunday evening services with a special view to helping in school problems, for instance, having talks on wholesome friendships, and the correct ideas of honesty in student life. The Room Committee has helped to keep the school library in order. The Sunshine Committee has raised flowers in the "Sunshine" garden, and has scattered "Sunshine" flowers to the sick in the school, town and community. The committee has also frequently placed flowers in the dining room and Assembly Hall. The Association News Committee has printed and distributed handbooks containing pointers about Y. W. C. A. work, to the students. The Bible Study Committee has introduced the normal system of Bible study. Each member of the Normal class, which is taught by a member of the Faculty, conducts a class. The Social Committee has had informal socials to bring the girls together.

The cabinet last year established the precedent of having an annual Y. W. C. A. sermon at commencement.

The association has kept in touch with the world-wide work to some extent, not only by means of correspondence, but most effectively by means of delegates sent to conferences and councils, four to the Blue Ridge Conference at Black Mountain in June, three to the Student Council at Raleigh in November, and two to the Student Volunteer Convention at Raleigh in January.

There has been an effort to enlist the coöperation of every girl in the Association and each girl has been made to feel that she has a part in the work of the association.

## *Athletic League*

THE Athletic Association organized on November 10, 1913, now numbers 97. The League, with the help of a faculty advisory committee of three, has made possible and developed various phases of athletics, in spite of the lack of a physical instructor.

The purpose of the League in the Training School is threefold: To encourage and develop athletic spirit; to provide recreation for students; to train girls to carry on independent athletic activities.

Three branches of athletics, basketball, tennis and cross-country walking, each supervised by a faculty member, give a variety of sports.

There are ten tennis courts and two basketball courts on the campus and miles of good roads (?) at hand. The use of all of these manifests the athletic spirit in the students and points to a realization of the importance of out-door exercise.

The climate of Eastern Carolina is so mild throughout the winter that out-door exercise is possible almost the year around. For this reason, the locality presents big possibilities. Greenville is located on a river, and rowing and swimming under proper guidance might become great sports. The greatest need then is not so much a gymnasium as a physical instructor, who can devote her whole time to the work and use the outdoor gymnasium at hand.

During the entire year sustained interest has been shown in basketball and a number of match games have been played. Thanksgiving day was the climax of the fall athletics, for on this day the following games were played: Senior vs. Junior; "F" (one year professional) vs. "B" (second year academic). The score in the former was 10 to 2 in favor of the Seniors, in the latter 11 to 9 in favor of the "F."

The characteristics of the Senior players were the level heads, beautiful team work, zeal and determination, all of which were manifested in a marked degree throughout the year.

Interest in athletics culminated in a basketball tournament held during the first week in May. A loving cup was awarded by the faculty to the victorious basketball team. This was won by the Junior class. Prizes will be awarded to the champion tennis players.

The league has accomplished many things toward the goal for which it is striving. The work accomplished is due to the interest of the faculty and the coöperation and enthusiasm of the girls.

## *Special Happenings of the Year*

COUNTY and town look to the Training School as the center of various activities of interest to the community. Sometimes these activities take the form of lectures, concerts or dramatic performances, sometimes of athletic contests or again of informal talks at assembly exercises. Not only the school and the country at large, but China and Brazil have made their contributions to the Training School this year. Only a few of these events, however, can be mentioned here, but those mentioned are typical in character whether they come from without or from within the school.

In October, Dr. Von Erzdorf, malaria specialist for the National Government, made a talk on "The cause of the disease and ways of preventing it." Dr. Von Erzdorf spent several days at the Training School studying conditions affecting malaria. As the result of his tests for malaria only eleven cases were found in the school.

In November, Mr. Jaques Busbee, of Raleigh, lectured on "Our Native Trees and Flowers." Mr. Busbee is an authority on this subject and he combines with his scientific knowledge an artistic appreciation of the relative value of our native plants for landscape gardening. The Training School hopes to demonstrate on its grounds some of Mr. Busbee's theories in regard to the value and effectiveness of the beauty around us.

Although one who has seen the original plan of the campus might look in vain for the library building represented thereon, yet the school does possess some books, as the beginning of a library, and each year is adding more. Hence a talk by Dr. L. R. Wilson, librarian of the University of North Carolina, on ways in which one can make the best use of a library, was much appreciated by the students.

Dr. J. Y. Joyner, Superintendent of Public Instruction, Chairman of the Board of Trustees, and a member of the Executive Committee, is always a welcome visitor to the Training School. This year the improvements being made on the buildings have necessitated more frequent visits than usual. The opportunity of hearing Dr. Joyner is always gladly received by the students. Whether he talks on educational problems or on the ideal woman, all that he says is of practical value.

The birthday of Robert E. Lee was celebrated this year by songs illustrating four types of patriotism, and a paper by Miss Sallie



Joyner Davis, of the History Department, in which she developed the value and influence of the life of Lee as a man and as a general.

One of the most enjoyable entertainments of the year from the outside was the presentation of Pinero's English Comedy, "The Magistrate," by the University Dramatic Club on February 18th. The alumni of the town coöperated with the Senior Class in bringing the Dramatic Club to Greenville. This comedy, full of amusing complications, crisp, droll dialogue and rich satire furnished abundant opportunities for the clever comedians from the "Hill." The audience was thoroughly appreciative and liberally applauded the good dramatic points.

On George Washington's birthday, the history class, under Miss Davis' Supervision, presented a Colonial Pageant in six episodes. This pageant was enthusiastically received by the public.

Among those visiting the school for educational purposes the Chinese Commission is most prominent. The Chinese Republic, in its search for the best modern educational ideas sent to Europe, Canada, and America, a commission composed of Pingwen Kuo, Ph.D., of the Commercial Press, Shanghai, Yon Chen, of the Kiangsi Provincial Educational Association of Shanghai, and Tsenji Yu, of the Kiansu First Provincial Normal School, Soochow. The Training School was honored as one of the places to which the United States Commissioner of Education directed the Chinese visitors. The Commission came with the intention of spending only one day, but they found so much of interest and value in the school, that they remained three days. They visited the plant and studied in detail the office with its efficient business management. Since they were particularly interested in strictly professional work, they spent much time in the Departments of Pedagogy and Primary Methods.

For Dr. Benjamin F. Sledd's lecture on "Lanier in Baltimore" and for the privilege of hearing his folk stories and real witch tales, the school is indebted to the Sidney Lanier Society.

On March 19th, Dr. Bruce R. Payne, of George Peabody College for Teachers, Nashville, Tenn., made a hurried visit to the school. While here he made an inspiring talk to the students on the privilege of being a teacher. Dr. Payne's enthusiasm on the subject, and his earnestness and optimism on the present conditions make it evident why he was chosen as President of the Teachers' College of the South.



Governor Jarvis, identified with the school as a member of the Board and as Chairman of the Executive Committee, is recognized by the students as the State's "Grand Old Man," and they always welcome an opportunity to hear of his experiences. The History Department was fortunate this year in getting him to make an address before the school on the Reconstruction Period in North Carolina. Governor Jarvis's active part in the stirring events of the period and his unprejudiced way of dealing with the subject gave to those who heard him, a knowledge of the period not to be obtained from books.

The first annual meet of the Eastern Division of Public High Schools was held at the Training School on April 17. This meet proved a great success. The trackmeet in the afternoon, in which only boys took part, showed excellent work. The recitations by the girls and the declamations by the boys in the evening were also creditable. This is the beginning of a movement in East Carolina which promises much for the High Schools.

An account of the recital by musicians from Baltimore under the auspices of the Poe Society and the Frank Lea Short Players in "Pomander Walk" and "Robin Hood," under the auspices of the Lanier Society, has been given elsewhere.

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### *School Notes*

President Wright realizes the importance of keeping in touch with the broad and progressive educational thoughts of the age by attending the important educational meetings. He always passes on to the students and faculty the best ideas expressed in these meetings. He has the gift of winnowing out the chaff from the wheat. He ever has in mind the thought that he must either bring something to the school or carry something away from it to others. This is a constant source of inspiration to students and teachers. During the past year he attended the Southern Commercial Congress at Mobile, Alabama, and the Southern Educational Association at Nashville, Tennessee; he spent one week attending Educational Conferences in New York and a division meeting of the N. E. A. in Richmond. He attended the Souther Educational Association and the Conference for Education in the South, which met jointly in Louisville, Kentucky. He is a director of the latter organization.

Much extension work has been done by members of the faculty during the past year. Miss Muffly supervised the Public School Music in the Kinston and the Greenville Graded Schools during a greater part of the year. She spent two days in each month in Kinston outlining the work for the teachers and observing their work and giving demonstration lessons. She spent one day each week in the Greenville Schools.

Both Beaufort and Edgecombe counties held a series of "Community Uplift" meetings. Professor Austin and Professor Wilson each spent a week in this work in Beaufort County and President Wright and Professor Wilson made talks at several places in Edgecombe County.

Miss Herman, of the Science Department, has given a series of lessons on biology to the Teachers Association of Pitt County.

A number of times during the year the president and members of the faculty have addressed county teachers' meetings.

Several members of the faculty were in the program of the last meeting of the Teachers' Assembly. The subject of President Wright's address was: "Is vocational training practical in the case of the average North Carolina High School Student?" Miss Muffly talked on "The value of Public High School Music"; Miss Barrett presented a paper to the Primary Association on "Habit Formation in Primary Grades"; Miss McFadyen was chairman of the program committee of the Association of Primary Teachers.

The members of the Training School Faculty are in much demand throughout the State as commencement speakers.

During the winter President Wright addressed the Women's Clubs of Goldsboro on the subject: "Modern tendencies of Education." He also made a talk to the combined Women's Clubs of Greenville concerning the scholarship the clubs are planning to give the Training School.

President Wright spoke at a mass meeting which was held at the Greenville court house for the purpose of organizing a parent-teachers' club for school betterment. Miss Daisy Bailey Waitt explained to them the School Betterment Movement. Miss Waitt was made vice-president of the organization.

Prof. C. W. Wilson acted as Superintendent of Pitt County for a short time after the death of Mr. W. H. Ragsdale.

Three of the members of the faculty, Prof. C. W. Wilson, Prof. H. E. Austin and Miss Sallie Joyner Davis, have erected attractive homes near the Training School grounds.

The chief social event of each year is the reception given by President and Mrs. Wright to the Senior Class of the school. The reception to the 1914 class was given on April 27.

The school has adopted a banking system in the bursar's office. The students make their deposits and withdrawals as they would in a regular bank. This is not only a great convenience, but gives excellent business training to the students.

In order to get material for problems in Industrial Arithmetic, the Senior Class, under the direction of Miss Graham, teacher of Mathematics, watched the marketing of tobacco from the time it left the field until it was in hogsheads in the stemmery ready for shipment to England.

The Thursday evening Twilight Story-telling at the Training School has become a feature. Stories of every type—animal stories, historic stories, fairy stories, folk tales and many other kinds—are told by different students and sometimes by members of the faculty, and all interested gather to hear them. In warm, fair weather the listeners assemble out on the campus and in the winter the circle gathers in the Assembly Hall. The story-telling was started by Miss Mamie E. Jenkins, of the English department, and she has been the inspiration of its continual growth.

The Story-tellings are not only a delight to the listeners, but are of real value to the story-teller and many good story-tellers have been developed. During the winter, Training School girls have frequently told stories at the Saturday afternoon Story-telling at the Greenville Public Library.

An article, "Improvements in the Teaching of Arithmetic," by Miss Maria D. Graham, of the Department of Mathematics, appeared in the January issue of *North Carolina Education*.

Mr. Leon R. Meadows, of the Department of English, has had a year's leave of absence and has been studying at Columbia University.



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