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EAST CAROLINA TEACHERS COLLEGE
BULLETIN

The Equipment of the Teacher

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THE EQUIPMENT OF THE TEACHER

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The Equipment of the Teacher

FOREWORD

What is the necessary equipment of a superior public school teacher in this modern day of rapid transportation, of easy communication with the remotest parts of the earth, of creature comforts and labor-saving devices, and of sophisticated youth in the most humble walks of life? Broad must be the background of the teacher and thorough his training, both in and out of school and college, if he is to develop those skills, attitudes, and habits that will enable him to render to the children in your community and mine the educational service that we demand.

We are not content with a teacher of the Ichabod Crane type who taught in a crude way the three R's and neglected to teach life. We are getting away from much of the oppressive, unconvincing formalism that characterized the teaching of previous generations and are demanding that the school and the teacher take the child as a live, enthusiastic, youthful citizen and show him clearly, patiently, and fully how to grow into adult citizenship. The teacher must pack the curriculum with an abundance of rich, purposeful activity that appeals to the child's innate interests to such an extent that increase of appetite for learning grows by what it feeds on and right knowledge leads to right doing.

The purpose of this bulletin is to realize in verbal character the many-sided teacher in whose charge you and I should willingly entrust our children and under whose leadership they would most likely accomplish the results already suggested. We do not ask that he be a perfect teacher, but he must be a superior teacher. For if it is our child that is being taught, the best teacher is none too good.

Each of us has his own conception of what constitutes a superior teacher, and in the main we are all agreed on what his qualities and his equipment should be. They are summarized briefly in the following pages, yet it can

hardly be said that the picture is complete. It is not possible in so short a space to mention all his qualities, much less to discuss them.

As an integral part of the machinery for higher education of the State, we trust that East Carolina Teachers College plays some part in the preparation of superior teachers because the preparation of superior teachers is an important public service. Such a service requires that these teachers be in close touch with modern trends of teaching, know the best that has been thought and said, and (since superior teachers are not made in a day) have a long and intense period of training. These three needs have been satisfied by changing the curricula from year to year, by raising the level of instruction constantly, and by increasing the period of preparation for graduation.

Perhaps the greatest need in North Carolina (and the rest of these United States, for that matter) is a better equipped teaching profession.

The following statistics is devastatingly significant. In North Carolina only 20% of those who enter the first grade complete the work of a standard high school, and of the ones who do complete their course fewer than 25% enter college. In the country as a whole only 47% of the adult population have completed the work of the elementary school; only 14% have been graduated from a standard high school; fewer than 3% have finished a four-year college course; and over 5% of the adults are illiterate.

This situation results in part from "the failure of the traditional system of school organization and financial support to provide equal and adequate educational opportunities to all." If the "traditional system of school organization" is at fault even in part for the high mortality rate between the first grade and the fourth year of college, we should effect a change in our educational procedure. If the teachers are more responsible for this situation than the pupils, it is our duty to lay the ax firmly at the root of our difficulties. To that end we hope to replace the incompetent with the competent and make excellence prevail.

The stock argument that there are too many teachers is invalid. There are too many *inferior* teachers, but the *superior* teacher is more in demand today than ever before. It is still true that the teacher who develops his abilities to the maximum, who acquires the skills and attitudes needed in the service of others, is sure to find a pleasant and remunerative employment.

ACADEMIC EQUIPMENT

"You are a teacher; you ought to know." That statement was a sword frequently wielded in the days when the typical school patron believed in his divine right to demand that a teacher be able to answer all questions.

"You are a teacher; you may be able to answer. Even if you cannot, you should be interested, and you should be able to direct me to the information." This revised version does not cause fear or pain or mental paralysis; it acts as a fair and stimulating challenge. The public has a right to expect a teacher to be well informed on one subject, to be acquainted with several others, and to have the intellectual curiosity and the skill that will enable him to find the information needed on any subject.

"Now tell us just exactly what information you can give our prospective teachers." This request the citizens of any state have a right to make of the institutions which attempt to help young men and women equip themselves with the knowledge, the varied interests beyond the classroom, the professional skill, and the personal qualities needed by teachers. Even though they never say, "Tell us," some may be glad to get the information given below without having to pursue course numbers through the college catalogue.

At East Carolina Teachers College, the students are divided into these three groups: prospective primary teachers, prospective grammar grade teachers, and prospective high school teachers. The content part of the course of study may be analyzed easily according to this grouping.

In general, of the hundred and ninety hours in required and elected subject-matter courses (some pure and others professionalized) a student must take for graduation a little more than four-fifths in content fields and nearly one-fifth in education and psychology. Every curriculum specifies, in addition to the major subject or subjects, a number of courses in other departments and grants re-

stricted and free electives. The average allowance for free electives is twenty-two quarter hours.

It is, of course, understood that students must meet the requirements of the State Department of Certification and of the College in spelling, penmanship, and written composition.

OF PRIMARY TEACHERS

If grade teachers could have all knowledge, they would probably find occasion for using most of it in their efforts to satisfy the insatiable intellectual curiosity of their pupils. The world is realizing more fully now than ever before just how essential a rich background of general information is for those who direct the work and play of children.

The students preparing to teach in the primary grades are required to take one hundred and twenty hours of specified academic work, and they are free to choose their courses for the additional twenty-five hours.

In English, geography, history, mathematics, science, and social science, these students take content courses. Freshman composition, children's literature, American literature, and oral composition are the subjects all must have in English. The three geography courses required are the principles, industrial geography, and the peoples of the earth. Ancient, medieval, modern European, American, and North Carolina history are required. In addition to the professional courses in the field, arithmetic, general mathematics, and the history of arithmetic are taken. In the science department, the primary majors get biology, personal hygiene, and school and community hygiene. In social science, the one course definitely specified is an introduction to American government; however, one three-hour course in economics and two three-hour courses in sociology must be elected.

Although the requirements in art, music, and physical education are included under "Academic Credits" in the college catalogue, it seems better to give a mere mention of them here. Most of the work in these courses belongs to the sections of this bulletin dealing with the extra-

curricular and the professional equipment rather than to the section on the academic equipment. One course—musical literature and its historical development—is much more academic than the others.

Of course, for these students, the professional courses constitute a major.

OF GRAMMAR GRADE TEACHERS

The general plan of the curriculum for grammar grade majors is similar to that for the primary, and many of the detailed academic requirements are the same. Here only the differences will be noted.

In commerce, the grammar grade majors take an introductory course in general business principles, not required of the others. They add English grammar and substitute for a study of the peoples of the earth the geography of representative regions. In history they have the same subjects but get in an extra quarter on modern Europe. The content courses in mathematics are the same. The grammar grade majors may choose either personal or school and community hygiene, and instead of the one left off they take general science. In economics they are required to take the investment of savings. In art, the grammar grade majors have two professionalized courses, whereas the primary have three; in music and in physical education they have the same requirements as the primary majors. The allowance in free electives is twenty-two hours.

Those who are preparing to teach in the primary and in the grammar grades are required to take work in almost all departments; they frequently elect courses in the others. The academic subjects in which their curricula make the heaviest requirements are English, history, science, and mathematics. Gone is the day when little knowledge was needed by teachers of the primary and grammar grades.

OF HIGH SCHOOL TEACHERS

Here in every department of high school work, there is an earnest effort to make available to students the most

essential information in all the main divisions of the subject; to develop in the students skill in collecting, organizing, and applying facts, and to leave the students with a strong desire to go on and on with the study and the application. Students may take courses in American history, public finance, general physics, and Shakespeare; but they cannot get courses in the Monroe doctrine, inflation, acoustics, and imagery in Shakespeare's tragedies. In other words, the College gives basic informational and cultural courses, but it does not offer for undergraduates the kind of work that savors of "more and more about less and less."

The high school subjects in which students may major are commerce, English, French, history, home economics, mathematics, music education, physical education, science, and social science. Students take two majors. A few use all free electives in a third subject, sometimes referred to as a third major. The average requirement for a major subject is forty-six and a half hours; the range is from forty-two to sixty.

The average requirement in psychology and education is approximately thirty-seven hours; in other specified courses, thirty-eight, and in free electives, twenty-two.

IN MAJOR SUBJECTS

Commerce majors must make fifty-four hours credit in typing, shorthand, business principles, business law, accounting, secretarial science, office practice, and electives. Students who complete this work successfully should be prepared to dispatch all their own business affairs and to be efficient employees in offices or skilful teachers of commerce in high schools.

Graduates who have majored in English are expected to use the language with accuracy and with at least a fair degree of effectiveness. They should have a clear panoramic conception of the English and American literary field and an appreciation of literature founded on a thorough understanding of many of the masterpieces and on a thoughtful observation of the relation of life and literature during any period. If they have these, they may be

able to develop a sane standard by which they can weigh and consider contemporary writings and events. The courses required are freshman composition, advanced composition, grammar, American literature, English literature, an intensive study of some of the classics taught in high school, Shakespeare, and two electives.

In the French department, majors take courses in grammar, phonetics, composition, literature, and in five electives. These courses prepare them to teach the language and the literature and to go on with independent study of the French contributions to modern thought.

A knowledge of the development of civilization and some understanding of economic, political, and social life in the state, the nation, and the world today are fostered by the courses required of the majors in history. Those courses are ancient and medieval history and modern European, economic, American, North Carolina, and contemporary history. In addition, at least two other courses are elected.

The requirement in credit hours for home economics as a major is particularly high. The courses demanded prepare the major students for teaching and for demonstration, as well as for efficient solution of their own problems concerning food, clothing, budget, and family and community relationships.

The courses required of the majors in mathematics give them practice in everyday calculations, an understanding of basic laws, and some knowledge of the history of the subject. These courses are college algebra; geometry (plane, solid, and analytical); trigonometry; differential and integral calculus; arithmetic for high school majors; and history of elementary mathematics. In addition, each major elects at least two courses.

Music will, of course, be considered under extracurricular activities, but it should be mentioned here too, for it is a department in which students may major. These students have courses in theory; harmony; literature of music; history; orchestration and composition; instrumental, piano, or voice group work, as well as courses in applied music.

Physical education, like music, is for most students here a recreation and a preparation for extracurricular activities; for others it is a major subject in which are offered courses in outdoor games; track, intramural, and individual activities; coaching and officiating; safety and first-aid practice and theory; and remedial physical education. A major takes at least forty-five quarter hours.

In science, the majors study for an entire year each of the basic subjects—biology, chemistry, and physics. These courses form a solid foundation for the many electives available. Experiences in the field, the laboratory, the library, and the lecture room develop in students the ability to acquire, test, and use in many ways data from many sources.

In addition to the introductory courses in economics, government, and sociology, the social science majors study the state, county, and municipal government of North Carolina; the history of North Carolina, America, Latin America, modern Europe, and the Middle Ages; and rural sociology. Such courses give much to those who simply hope to make themselves better citizens, those who wish to do welfare work, and those who plan to teach civics, government, and history in high school.

IN OTHER SPECIFIED SUBJECTS

Every curriculum requires work in most of the departments. Of course the idea is to keep the students from becoming so narrow that they are unable to recognize the importance of subjects other than their majors, unable to see what their subjects owe to these others, unable to enjoy the mental and spiritual expansion that new experiences may give.

Some of these required courses are closely related to the major subjects; some are remote. Here are interesting examples: students having music education study the appreciation of art and a physics course in the scientific principles of musical sounds; those who major in home economics study in the social science department community resources, agencies, and organizations; grammar

grade majors must have the introductory course in general business principles.

In English, the average requirement for non-majors is nearly sixteen quarter hours. A year of freshman composition is required of every student. American literature, oral English, and grammar follow in frequency of requirement.

The average requirement in geography is six hours, and the courses most in demand are principles of geography, economic geography of the United States and Canada, general geology, and historical geography of the United States.

History is next to English in the number of hours credit required of non-majors. The average requirement is nearly fourteen hours. Almost every student takes ancient, medieval, and modern European history or three quarters of American history.

The requirement in mathematics for those not majoring in the subject is more nearly uniform than the requirement in any other department. Practically all high school majors take arithmetic and general mathematics.

In physical education, the average requirement is two and a half hours.

Biology and physics are the courses specified most frequently in the science department. The average requirement is six hours; the highest requirement is thirty-five hours for home economics majors.

An introductory course in government is required of all students except home economics majors who may substitute government in North Carolina or a course in sociology. Commerce majors must take twenty-one hours in economics, government, and sociology—the highest requirement for any group of those not majoring in social science.

IN FREE ELECTIVES

Electives make up a part of the courses for all students except those who combine primary or grammar grade education with music education and those who take third majors. The average allowance is twenty-two hours. A few travel courses are among the electives.

Every department offers a number of courses from which its own majors and others may choose restricted and free electives.

In the fine and applied arts, students have an opportunity to elect such courses as freehand drawing, mechanical drawing, stagecraft, and appreciation of art.

In commerce, office machines, income tax and social security accounting, and salesmanship are subjects which may be elected.

The English department offers these elective courses: laboratory composition; the literary study of the Bible; literary types (short story, novel, essay, and drama); period courses; high school dramatics; and a field trip in American literary background.

Mythology, beginners' French, French commercial practice, the history of French literature, and French poetry may be elected by those not majoring in the subject.

Electives in geography are field trips, conservation, human geography, and courses in the geography of each of the continents except Australia.

English history, the war for Southern independence, historical independence, the American revolution and counter-revolution, and field trips are available courses in the history department.

Most of the courses in home economics which the majors may elect have prerequisites which exclude most of the other students; however a non-technical course in the selection of meals and a course in social usage are open.

Every course in undergraduate mathematics except the one in field work is required of some group or groups.

Elective courses in music education are corrective speech, advanced theory (the prerequisite would exclude many), music in the home, creative music, music experiences in the public schools, and courses in applied music.

Non-majors in physical education often elect the more elementary courses required of the majors; and in addition they may take such one-hour courses as orientation in physical education and elementary baseball and such three-hour courses as scouting activities and scout leadership and coaching girls' basketball.

In natural sciences the electives available are zoology, nature study, botany, animal ecology, heredity, and history of biology; in chemistry they are general inorganic, household, and physical, semi-microqualitative analysis and gravimetric analysis, introduction to biochemistry, and the history of chemistry; in physics they are mineralogy, descriptive astronomy, and history.

In each branch of social science, a number of electives are offered. Personality and social adjustment, the administration of public welfare, marriage, family, crime and delinquency, and field trips are among the courses chosen in sociology. In economics, courses in such subjects as public finance, labor problems, and railway transportation are available. In government, students may work on civics, the history and principles of political parties, and comparative government. Field trips are also offered.

What is one student's daily bread may be another's red wine. Help in appreciation of music may be just what the major in science and mathematics needs in order to keep his character in balance. Astronomy may hold a history and English major from the false assumption that the universe is composed of books, people, and governments—these three and no more. The elective system needs no defense; it takes care of the individual.

This paper summarizes briefly the aims and requirements of East Carolina Teachers College in content courses for undergraduates. The academic equipment outlined above should enable the young teacher to make a satisfactory start; it should not be accepted as final. Many desire, during the early years of teaching, to take a few other courses they know will help—subject matter courses which will enrich their classroom instruction or professional courses which will prepare them for positions as principals in the grade schools. More and more, the graduates are coming back or going to other colleges or to the schools of education in universities for work lead-

ing to the M. A. degree. This desire to advance may be taken as evidence that the undergraduate courses required cannot be altogether wrong. They give enough information to make students recognize and respect the importance and extent of their subjects; and they cause many young teachers, no matter how much information they have, to feel the need of more.

PROFESSIONAL EQUIPMENT

ANTECEDENT CONSIDERATIONS

According to Cubberley, "The first teacher-training school in America was established privately by the Reverend Samuel Hall in 1823 at Concord, Vt." Referring to the training offered, he states that "It was the typical academy training of the time, with the Art of Teaching added." More specifically, "The training offered was almost entirely academic, as it was also in the first state normal schools as well, there being as yet no professional body of knowledge to teach. There was as yet no organized psychology; child study had not been thought of; and there was no organized history of education, applied psychology, philosophy of education, or methodology of instruction."

Elsbree says that "The studies included in the one-year program at Lexington were (1) a review of the 'Common Branches'—spelling, reading, writing, grammar, and arithmetic; (2) advanced studies (except ancient languages) as time permitted (e.g. geometry; algebra; natural, intellectual, and moral philosophy; political economy; and natural history); (3) the physical, mental, and moral development of children; (4) the science or art of teaching each of the common branches; (5) the art of school government; and (6) practice in teaching and governing a 'model' school." In regard to the principal teacher of this school, the same writer observes that "If the reader can imagine himself teaching ten subjects in a single term and seventeen different subjects in the course of a year, and at the same time supervising a model school of thirty pupils, acting as demonstration teacher, developing the professional materials to be taught in the normal school, and as janitor of the building, he will begin to appreciate the difficulties confronting the principals of our early state normal schools." Quite an undertaking,

but it initiated a movement that was destined to become one of the most powerful in American education!

SOME FACTORS OF EARLY PROFESSIONAL EQUIPMENT

The descriptive statements above concerning our early teacher-training schools reveals something of the confusion in the organization. This confusion, largely traceable to the absence of definite aims and methods in the programs followed, was eventually to give way to orderliness—an orderliness built around the idea that the chief factor in a teacher's professional preparation is his understanding of what he is to teach. This idea was timely indeed, for it was a seed planted in fertile soil. It grew and flourished for several decades. It became one of the determining factors in the formulation of teacher-training philosophies. That it is still with us attests its practicality.

The meaning which the masses read into the facts of life or deduce from them is colored by contemporary ideas. Such was certainly the case with early ideas of teacher training. For example, not long after the establishment of private teacher-training schools, there came men who contended that the state should give support and encouragement. To see the need of public support, however, was one thing—to insure that support was something else. Moreover, to convince the masses that these new schools were authentic required of those sponsoring the movement an intelligent understanding that could come only after the new ideas had been studied, revised, and given such trial as conditions allowed. Conviction finally came, and with it new aims in education, new devices of instruction, new philosophies of teaching, and countless minor changes of a systemic nature. Teachers began to look beyond the courses of study and pages of textbooks. They began to show interest in whether the things taught in school had any applicable value in the later life of the children. Their train of thought eventually reached a stage of extreme pragmatism, whereby curricular materials were adjudged according to "bread and butter" values. This was not a bad idea for "bread

and butter" folks, but its influence warped the aims of education into spurious vocational considerations. Long before this stage, however, emphasis in education had begun to shift from materials to methods. The devotees of methodology, as might have been expected, carried their ideas to extremes, which eventually crystallized into the belief that a teacher's professional preparation was measured by his understanding of the methods of instruction. Such diminution of emphasis on subject matter in the teacher's preparation became patent even to the man in the street. Much argument followed, and till this good day the proponents of content and those of method engage in warm and vigorous arguments over the virtues of their respective tenets. That a knowledge of both content and method is necessary to the equipment of a teacher should be granted at the outset. Yet through the heat and vagaries of controversy about the teacher's qualifications, the debaters forgot one very important item: the child. Finally somebody discovered the child as a part of the teaching situation, and, while that discovery was still embedded in the warmth of a humanitarian idealism, we wrought ourselves into a high state of zeal over it. The spirit that prompted such fervor was doubtless rather maudlin, but logic is taking possession again and now the child is considered in terms of personality.

FACTORS OF LATER PROFESSIONAL EQUIPMENT

A retrospective glance reveals that the central idea or core around which professional preparation for teachers was built was "an understanding of the subject matter that was to be taught." The aptness of this idea is at once observed when one reflects that its adoption required no new critical evaluation of teaching materials, and, hence, allowed the continued use of those of the past. The informing idea of that central core in the teacher-training program eventually became the word *method*. Again, there was no particular partiality toward any type of teaching materials. The emphasis was simply on the how of instruction. For instance, the presence of reading,

writing, and arithmetic in the curriculum was taken for granted, and, hence, not questioned. It was just a matter of the best way of getting these subjects across to the child. Out of the efforts to attain the best teaching methods grew an interest in the child as a participant in the teacher-learning act. This was destined to a position of major consideration in the form of child study and vocational education. Following this came emphasis on the social function of the school. It was not enough that the child learn to read in order to be able to meet the demands made by out-of-school situations. His experiences while learning to read, as well as the uses made of these experiences later, must show contributory value of a social nature. This "social value" view enjoyed a considerable run, so to speak, but was eventually succeeded by the theory of personality development. Hence the child is no longer thought of as a participant in a teacher-learning situation but as a personality demanding constantly expanding realization.

The teacher-learning situation is, above everything else, social, and its completest realization comes through the wholesome interactivity of the personalities of the teacher and the child. That there has sometimes been maladjustment in this respect is evidenced by problems of strain, slow progress, and even failure for both teacher and pupil alike. Though attention to this difficulty is practically coincidental with the development of teacher training itself, there has nevertheless been a great deal of waste in the attempts of well-meaning but misinformed zealots to effect a solution through the simple procedure of juggling the materials of the curriculum. The result has been a misplaced emphasis on certain aims and functions of education to the neglect of others equally important. Unfortunately these errors still persist, despite the fact that curricula have been enriched in every way.

After all, academic learning is largely a social situation dominated by the teacher. The course of study is merely a means of bringing together and promoting contacts between the two participating personalities, that of the teacher and that of the child. Of these two, that of the

teacher is the leading, directing, and dominant one. In addition he is the more variable factor and all others are accessory. Nevertheless it is the nature of the teacher's dominance that calls for profoundest consideration. Our hope of genuine improvement of instruction in our public schools is measured by our chances of controlling this dominance through the selection and training of those who are to possess it. That is to say, we need to give an increasingly intelligent study to the professional equipment of our teaching staff.

But, reduced to its essentials, what is the professional equipment of a teacher? Is it his understanding and knowledge of the things he is called upon to teach? Is it his ability to manipulate the teaching materials in accordance with the best and most approved methods of instruction? Is it parts of these or both combined? Or, finally, does it include still other factors?

A few days ago I approached a minister with this question, "How do you rank the influence of the teacher as a force in American life along with that of the preacher, of the editor, of the radio announcer, and of the movie actor?" This minister, who is noted for his perspicacity, hardly hesitated in his reply: "Greater than all the rest." To another present, who is a business man, I applied the question with the same result. To a third, who was also a business man and member of the local school board, I posited the question, but he had no opinion. Granting that the view of the first business man is reasonable, what is the explanation of this great influence of the teacher? In other words, why is it given such high ranking by a business man? I think the answer is not hard to find. The teacher's work renders articulate a professional confidence built upon an understood purpose.

This can be clarified somewhat by an illustration. A man afflicted with some common ailment, such as a bad cold, a boil, or a chill, starts down the street to consult a doctor. Almost anyone could and probably would offer effective prescriptions for the ailment. Then why should the ailing man go to the doctor? Again the answer is simple. The doctor, because of a training and experience

which the layman does not possess, imparts to the patient a confidence in what he says and does. And because he can give this confidence, which is based on intelligence and understanding not shared by the man in the street, he is a professional man.

Similarly, according to our needs, we go to lawyers, ministers, and teachers who can with confidence, intelligence, and understanding provide benefits not found in the general fund of human experience. Almost anyone can do some teaching, as almost anyone can do some doctoring or preaching. Only the professionals, however, can perform these services with a knowledge and intelligence that transcend the layman's comprehension. Such transcendent knowledge and intelligence constitute the professional equipment of the superior teacher. Since, as has already been said, the prime aim of education is the development of children into desirable adult personalities, we may conclude that a teacher's professional equipment should consist in a capacity to develop wholesomely and with transcendent confidence, intelligence, and understanding the child's personality, which in turn demands that the teacher himself have a wholesome personality.

EXTRACURRICULAR EQUIPMENT

The success of the teacher depends to a great extent upon his ability to fulfill extracurricular demands of the teaching position. Recognizing this fact, the administration of East Carolina Teachers College has, from the very beginning, made provision for training in extracurricular activities. We have learned much from the constantly increasing demands of school administrators for teachers who can, in addition to their special training, direct student government, coach athletics, conduct a student band, take over some branch of social welfare, act as school librarian, edit a school paper, do secretarial work, coach plays, or show skill in manual training. The College has not only endeavored to meet these growing demands but has patterned its extracurricular training program in anticipation of the future progress of public education in the State.

Perhaps the greatest asset of teachers is ability for social adjustment or social adaptability. Throughout the student's college life wholesome opportunities continually foster a normal social adaptation. The student-teacher relationship is remarkable for its democratic spirit. Students feel free to approach faculty members at any time, discussing with them personal and professional problems and looking upon them as friends rather than as superiors. Students are continually meeting in groups, where they consider problems peculiar to themselves and exercise the utmost freedom in solving them. Activities peculiar to a teacher-training program are constantly in progress. In the dining halls, at the lyceum numbers, in mass meetings, at club meetings, in the student government association, at the social hour, students are continually making social adjustments. The ever-present opportunity for such adjustments affords a superior extracurricular training for the future teacher.

Student government in some form is generally practised in the present-day high school. In both the estab-

lishment and the functioning of student government, advice and guidance should come from the faculty members of the high school. Faculty members who direct student government should be thoroughly trained for their task. The highest type of training comes through participation. Each prospective teacher on the campus participates in student government and is conversant with its functions. He is thus qualified for directing this type of work when he assumes the rôle of teacher.

The growing demand for trained individuals to direct physical education and athletics in the public schools of the state makes it obligatory upon the teacher-training institution to afford a well-rounded physical education program as an integral part of the professional functions of the institution. Not only is training given for prospective directors of athletics in the public schools, but a comprehensive plan of physical education has been instituted whereby it becomes a part of the professional strength of all the students of the college. Group activities, playground activities, scout leadership, corrective and remedial activities, first aid, and many other aspects of physical education, become, through this training, part and parcel of the professional equipment of the prospective teacher.

Progressive education demands that the modern child have every possible opportunity for self-expression. Musical education is one of the most fruitful agencies for self-expression. The department of music, through a well-organized curriculum and the co-operation of other departments, is making musical education a vital part of the training of the students of all departments. This department not only offers training for teachers of public school music but also gives musical training to each type of teacher trained. Instrumental music, musical organizations, group musical instruction, and musical appreciation afford a splendid training that can be readily utilized in the direction of extracurricular activities of a musical nature in the public schools.

To be a good citizen of a community the teacher must be actively interested in all worthy community enter-

prises. Perhaps the institution of most vital significance to all communities is the church. It is imperative that the teacher-training institution afford ample provision for spiritual and social welfare work. Both the Young Men's and the Young Women's Christian Associations, supplemented by local church work, provide practical training for the development of Christian leadership. These organizations assume complete responsibility for both spiritual and social welfare work on the campus. The experience offered by these organizations is of inestimable value in the training of the students and fosters an enthusiasm for Christian work that will carry on to communities where the graduates find employment.

School libraries have had a phenomenal growth in the past few decades. These libraries, especially in the smaller schools, are usually under the direction of some actively employed teacher or group of teachers. It is necessary, therefore, that all public school teachers have training in library science in order that they may properly organize and direct work of this nature. Incorporated in the college curricula are courses in library science, so designed that graduates may better serve the public schools as librarians, particularly in an extracurricular capacity.

There is a growing demand on the part of public school administrators of the state for teachers who have had experience with school publications. Here again, as in music, modern education is utilizing an invaluable medium of student self-expression. The college student body assumes entire responsibility for the following publications: the school paper, the "Teco Echo;" the annual, the "Tecoan;" and the student handbook, a publication setting forth the regulations controlling the student government association. These publications afford an abundant practical experience in work of this nature, which will find a ready use in work on an extracurricular level in teaching positions.

A large number of students, regardless of what curriculum they are pursuing, are taking advantage of residence training in certain commercial subjects, such as typewriting, bookkeeping, and shorthand. These students

may have no intention of teaching commercial subjects in the public schools, but they nevertheless take the training in order to qualify themselves for such school routine as may fall to their lot as teachers. The reports from schools where teachers with such training are in service are extremely gratifying. Such reports attest that the College is paying dividends in a larger and more efficient service to the children of the State.

More and more, calls come for teachers who, although they have specialized in some other type of instruction, are able to direct dramatics. This is another fertile field of student self-expression that is rapidly being developed in the public schools. College students avail themselves of this training through the production of a great variety of plays. In fact this feature of student activity has become so popular that an enthusiastic dramatics club has been organized under the management of the students for the purpose of further promoting this work.

Club work of various types is rapidly becoming a distinct activity in the public schools. The various subjects of the school curriculum may be revitalized and popularized through appropriate club work. The demand for this particular activity in the public schools has been answered with the development of college club work as a distinct element in teacher-training. Each department of the College, under the direction of students and teachers, has made the departmental club a vital and distinct part of the training program. Familiarity with club work, its organization, technique, and materials, enables the teacher in service to direct a distinct and much-needed extracurricular activity.

Proficiency in industrial arts is an invaluable element in the training of teachers. With the purposeful activity program rapidly growing in popularity throughout the public school system of the State, it is highly essential that teachers be able to direct industrial art activities. The need of such training in the preparation of teachers has given industrial arts a permanent niche in the professional program. Each student of the College, from the primary to the high school major, has the advantage

of practical shop work, together with expert instruction in this particular activity.

The scope of teacher training must, in a final analysis, therefore comprehend all those activities that will best qualify the prospective teacher for social adjustment and extracurricular functions, since classroom technique and knowledge of subject matter are no longer adequate *per se*. The prospective teacher must be given an opportunity for self-expression, initiative, individuality, and independence through an organized program of training that involves activities vital to the school and community life of the state. A teachers' college would hardly be keeping faith with its patrons if it fell short of the extracurricular requirements that, however much we may deplore the fact, sometimes make the less proficient scholar the more acceptable candidate for a certain teaching position.

IV

PERSONALITY EQUIPMENT

One of the most valuable assets of a good teacher—an asset that helps make one a good or a superior teacher—is a fine, attractive, forceful personality. The quality of one's personality has as much influence in promoting his economic and social success as any other personal quality. It is a powerful force in promoting individual advancement.

Personality is a very complex combination of several factors which in themselves are not simple, such as sympathy, fairness, etc., and while an individual may be rated high because of the prominence of some one personality trait he may be weak in several others. This heterogeneity of qualities that vary so widely in their development in different individuals is what gives us different personalities. The term *personality* is used by psychologists to include the sum total of the individual's traits, characteristics, and abilities. It is described in terms of physical, mental, social, and emotional reactions, the sum total of which is needed to characterize the individual's behavior. These traits have been analyzed into various elements, and an individual cannot be gauged fairly by viewing fragmentary phases of his personality.

A recent study that is worthy of consideration covered eleven personality traits and gave the interpretation of those traits essentially as follows.

Trait

Implies These Qualities

Scholarship-----	Accuracy, thoroughness, organizing ability, knowledge of subject, knowledge of child, knowledge of method, knowledge of general objectives, knowledge of specific objectives.
Voice-----	Calmness, modulation, force, clear enunciation, pleasant tone.
Health-----	Physically strong and fit, good health habits, radiance.
Attractiveness-----	Neatness, cleanliness, poise, good posture, quiet manner, unassuming mien, orderliness, good taste, animation.

Culture	Gentleness, refinement, pleasantness, promptness, enthusiasm, optimism, sociability, good manners, agreeableness, dignity, cheerfulness, even temper.
Fairness	Truthfulness, sincerity, honesty, frankness, sense of justice, freedom from prejudice, confidence, faith, trust, impartiality, tolerance, loyalty, liberality, considerateness.
Sympathy	Friendliness, courteousness, good-will, kindness, tactfulness, thoughtfulness, patience, charity, sense of humor.
Adaptability	Firmness, forcefulness, directness, versatility, self-control, critical attitude, self-confidence, earnestness, industry, obedience.
Community Interest	Leadership, helpfulness, progressiveness, efficiency, alertness, inspiration, co-operation, morality.
Resourcefulness	Aggressiveness, ambition, native ability, perseverance, energy, interest in work, many-sidedness.
Wisdom	Judgment, understanding, common sense, broadmindedness.

Good teachers must have these qualities developed to an acceptable degree, and the superior teacher will have them developed to a high degree. Every teacher worthy of remaining in the profession will strive consciously to improve herself in these and other personality qualities.

The terms *desirable personality traits* and *undesirable personality traits* can be used only in a relative sense. What could be a good trait may become without proper direction an undesirable trait. Moreover a certain amount of a trait may be desirable, whereas an additional amount of that trait may be undesirable. For example, aggressiveness is a trait necessary for success in any work, yet if it is developed to the extent that the individual is offensive to others, it is undesirable.

There seems to be no definite relationship between scholastic grades and personality. Let us take two students of equally high intelligence. One may possess what is rated as a superior personality, yet he may make low scholastic grades because he does not give proper attention to his studies or to his mental development. The other may be rated as having a poor personality, yet he

may make excellent scholastic grades because he has good study habits.

There is undoubtedly a close relationship between personality and success in most activities where one must deal with other people, for personality is the possession of qualities that interest others and help one to serve them. A great commercial organization that must depend on its appeal to the public for success said recently in its advertising material that "Personality is the extent to which the individual has developed habits and skills which interest and serve other people."

The results of one scientific study showed a high correlation between leadership, attitude, and pleasing personality. Someone has said that the home and school afford the most practical means for the development of desirable personality traits. Perhaps this is because the members of the home and school have a more direct interest in the development and welfare of the individual than the members of any other group or organization with which one may be associated. It is not sufficient that college graduates have merely high scholarship, and it is not necessary that they be social lions among their fellow students or others. Those who merit and receive the highest commendation and the strongest recommendation for prospective employment after graduation are those students who are well-balanced in their personalities—those who are studious but resourceful, aggressive but refined, ambitious but pleasant and agreeable, alert but not offensive.

In a survey covering thirty-six selected college seniors in engineering, it was found five years after graduation that on a basis of personality the upper third had a median annual income of \$3,000; the middle third had a median annual income of \$2,508; while the lowest third had a median annual income of \$2,058.

Opportunity is provided in every college for the development of most good personality traits through one or another of the college activities, and every student is encouraged to take inventory of himself, to evaluate his own strength and weakness, and then take the proper steps to improve those personality qualities in which he is weak.

If he discovers himself to be weak socially that weakness may be improved at the social hour, parties, club meetings, etc. Almost every activity on the campus calls into play one's best efforts in culture, fairness, sympathy, adaptability, community interest, resourcefulness, and wisdom.

Personality is sometimes thought of as a very indefinite inherited something that is radiated by its possessor like warmth from the sun, but one writer has said, "nearly every one of the two-hundred habits and activities which contribute to personality involve the active use of the body and bodily energies." The implication is clear that one's personality is formed and modified with his habits and daily activities of a less fixed sort. Attitudes both general and specific, emotional expressions, and habitual physical activities enter largely into the determination of personality.

It has been demonstrated that as a general rule the individual can judge himself in personality traits somewhat more accurately than he is likely to be judged by others. He knows himself, in part, from the reflected opinions of others, but it seems that he is able to estimate these reflected opinions more correctly than those who are less interested. There is the danger, however, that, individually, he will either overestimate or underestimate himself. The ability to evaluate himself properly is therefore the desideratum—it is the real test of his critical judgment, his common sense, and his wisdom as an individual.

A distinguishing characteristic between good and poor teachers is found in the personal confidence engendered by the teacher in his students. The influential teacher understands and is sympathetic with the limitations and potentialities of his students. He also searches for positive traits in his students and endeavors to develop them rather than make his pupils conscious of their defects and limitations. Evenness of temperament on the part of teachers creates a feeling of security in students, which is necessary for efficient work and for self-confidence in later life. Good personality in the teacher tends to develop good personality in his students.

COLLEGE NEWS

Mr. P. W. Picklesimer, Head of the Geography Department, has spent the spring and summer quarters at George Peabody College for Teachers, where he has almost completed his work for the Ph. D. degree.

Miss Katherine Holtzclaw, Head of the Home Economics Department, was at the New York University during the first summer session, continuing her work for the Ph. D. degree.

Mr. O. A. Hankner, Head of the Physical Education Department, was also at New York University during the first term of summer school, completing his residence study for the Doctor's degree.

Miss Mamie E. Jenkins, of the Department of English, is spending the summer in Europe and will study at Oxford University.

Mr. E. R. Browning, Head of the Commerce Department, and Mr. J. B. Cummings, of the Geography Department, are at State Teachers College, Greeley, Colorado, this summer working toward the Doctor's degree. They were registered there last summer for the same purpose.

Miss Mary H. Greene, of the English Department, attended the University of North Carolina at Chapel Hill during the first summer session.

Miss Lois V. Gorrell, of the Music Department, is studying at Eastman School of Music, Rochester, New York.

Miss Mary Caughey, of the Science Department, is enrolled at Duke University for the summer session.

Dr. Helen V. Spangler, of the Science Department, is studying at Columbia University this summer.

Miss Velma Lowe, of the Commerce Department, is doing graduate work at the University of North Carolina.

Mr. V. M. Mulholland, English critic teacher in Greenville High School, is at the University of North Carolina, in connection with the Work Shop, preparing to carry on in the Greenville High School the experiment authorized by the Southern Association of Colleges and Secondary Schools two years ago.

Dr. R. J. Slay, Head of the Science Department, taught in the first term of the Duke University Summer School again this year. He has been teaching in the Duke Summer School for several years.

Dr. W. A. Browne, of the Geography Department, is teaching in the summer school at George Peabody College for Teachers this summer.

"The Life and Times of Edward Pendleton," a volume of 375 pages, covering the American Revolution period and the part played in those stirring times by Edward Pendleton, will be released soon by the University of North Carolina Press. The author is Dr. Robert LeRoy Hilldrup, of the History Department.

Courses in Library Science will be offered at East Carolina Teachers College with the beginning of the Fall Quarter 1939. A major in this field will not be offered at the present time, but a student may secure enough work to meet the minimum qualifications of the State Department of Certification for high school teachers.

The December issue of the East Carolina Teachers College Bulletin, to be designated The Training School Number, will portray the work of that part of the college.

