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**EAST CAROLINA TEACHERS COLLEGE  
BULLETIN**

**THE TRAINING SCHOOL**

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**GREENVILLE, NORTH CAROLINA**

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This bulletin was prepared by members of the training school staff under the authorization of the Publications Committee.

Charts were drawn by Dr. Dorothy M. Schnyder.

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The training school at East Carolina Teachers College is an on-campus elementary school including two groups each of grades one through six and one seventh grade. In one sixth grade group student teaching is not done.

# **The Training School**

## **FOREWORD**

This bulletin, written by the staff of our elementary Training School, depicts the nature of the work that is required of all students who plan to teach in the elementary grades: it shows clearly the laboratory trend in the field of teacher training, and proves rather conclusively that the Training School is and should be the very heart of a teachers college. No special "methods" are suggested, and the tendency toward isms, fads, "discoveries," and "new means" in education is distinctly discouraged. The child and not dogma or propaganda is of first concern. There is presented a full discussion of the work of the Training School and its various relationships to the pupil, the practice teacher, the College, and the community, and an effort is made to show just how each child is better prepared for life because of these relationships. The bulletin comes most appropriately upon the centennial of the founding of teacher training institutions in America.

LEON R. MEADOWS

October 17, 1939

## PREFACE

We would offer here an interpretation—our conception of the meaning of a training school in relation to its children, to its college students, to the college as an institution, and to the profession of education.

Because we aim to serve and to make our school increasingly effective, we offer, in the name of clearer understanding, a consideration of our functions and relationships with suggestions for most effective use of the school.

We have tried to avoid current (or future!) popular educational jargon, believing that latest popular isms tend to obscure clear thinking in the profession, encourage fads, and advertise quackery.

We recognize our limitations. These we have frankly stated. We do not pretend to be ideal, realizing too well we are not. We do claim to *have* ideals. Toward them we aspire. This is an interpretation of what we are and of what we aspire to be.

—THE TRAINING SCHOOL STAFF.

**The Training School—A Definition.**—The fundamental purpose of East Carolina Teachers College is to teach those who teach the children of North Carolina.

This is its function and aim by reason of its grant of charter, the nature of its name and status, the ideals and stated principles of those who first worked to establish it, and by reason of the beliefs and professionalism of those now engaged in furthering its service.

We are here to teach teachers how, as best we know, to guide and develop the childhood of the state.

The center of a teacher's college should be that place where students who are teachers and who are to become teachers see children at work and where they may work with the children under guidance, in order that (1) they may come to a recognition of the nature of that service which is teaching; (2) they may develop a body of controls—techniques, habits, attitudes, and knowledges; (3) they may learn ways of independent self-direction in applying theory to practice, in self-analysis, and in self-improvement; (4) they may gain opportunity for strengthening their own desirable personal and social qualities.

That center, where students work with children, is the training school of the teacher's college. That is what we would have our Training School be. (Some institutions call it the laboratory school. Might it not, if we were coining terms, as well be called the studio school? For we are coming back to a realization that teaching is art, as well as science, and that the good teacher is an artist.)

The training school occupies a position which affords perspective upon the state school system as a whole, from first grade through college, and which gives a view of its operation in many schools through the state.

It is a place of two-way contacts. It serves to stimulate the thinking and growth of teachers now teaching while it prepares those who will teach. It also, in turn, serves to acquaint those preparing teachers and exerting leadership in education with the problems, needs, and conditions of the state as they actually exist and must be met.

The training school should have characteristics of schools to which the teachers of the state will go; other-

wise teachers will be at a loss when they come to their own schoolrooms. At the same time, it should, as nearly as possible approximate the ideal school, as best we understand the ideal at this time. Moreover, the training school should exert professional leadership throughout the state. That leadership should be of such real quality as is expressed, not only in holding offices in the professional organizations, attending conventions, or making talks—valuable as these sometimes may be—but in quiet, effective daily thinking and acting for the welfare of the child and of the teaching profession as it ministers to the state's children.

Thus our Training School differs from other schools only in its additional relationships and functions. It is an integral part of the Greenville city schools. It does not select its pupils. It does not have materials and supplies especially provided for it in any way. Each teacher tries earnestly to see that her room has in it those things, so planned and so arranged, which will be most conducive to wholesome child growth as she sees it. This involves much use of raw materials, left-overs, and scraps which are secured in any honest way possible.

In common with too many other schools of the state we have over-crowded classrooms and insufficient materials. Some schools have larger libraries, some smaller. We need many more books. In such ways the Training School is not different from other schools.

The Training School is not a model. It does not develop patterns. It does not believe in patterns. It does not believe in the manufacture of new devices and "new ideas."

It does try to meet the problems and the needs of its particular group of children and of its particular locality adequately and sanely as they arise. These needs change, and means must change. The history of the Training School shows that it has developed in relation to changed needs, wider possibilities of service, and changing ideas of the possibilities of a training school.

It does try to be aware of modern developments in the field of educational thought, particularly in the field of child study, without losing balance, following any par-



Portraying



Music



ticular latest fad, or creating and advertising any cult.

It does seek to help those who are concerned with childhood learn how to study the child objectively.

It tries to stand for certain principles which its teachers believe, in the light of study, experience, and observation, to be fundamental to child welfare.

It seeks to develop teachers who are intelligent, who grow, who are professional in the highest sense, who believe in democracy, and who, with courage, stand for the welfare and rights of children.

Because the Training School does have varied responsibilities and functions in addition to those of other public schools, some of its mechanics of management must be different from other schools. For example, the teachers of the Training School believe firmly that every public schoolroom of the state should be open at any time to any of the state's citizens for observation without previous arrangement. We observe this principle at all times when the regular teacher of the Training School is teaching. All rooms are open to any citizen who cares to come. We welcome observers, particularly questioning observers who discuss with us what they have seen.

Because (1) the Training School has small classrooms with large groups of children and frequently large groups of college students in a room and because (2) it also serves as a place where young, immature students may experience their first teaching under mature guidance, the Training School asks that all observations be arranged ahead of time. This assures room and protects children and unformed teachers from errors. In this way, those desiring to use the Training School can be sure that there is room and that the regular classroom teacher is in charge. Student teachers are not observed, both because observation is frequently an injustice to a novice and because most experienced teachers find it scarcely worthwhile to observe a beginner.

Parents of children in the Training School are welcomed at all times, regardless of who is teaching. We want them to know how the school carefully plans and supervises all the child's school time. We want them to know, also, how teaching by inexperienced teachers is sup-

plemented and how, in spite of large numbers, much individual attention is given as the child needs it.

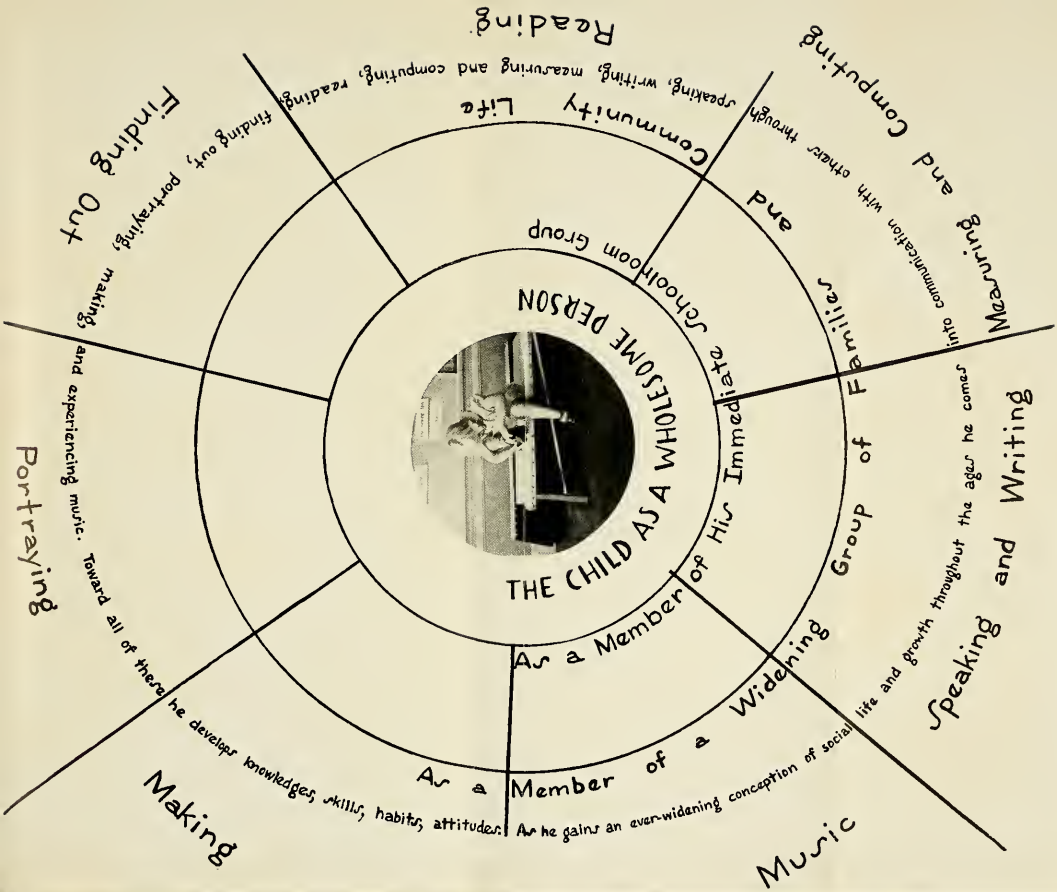
The regular classroom teacher is always teaching the entire day during the first two weeks of each quarter. This is the most advantageous time for teachers from other schools to observe. She also teaches at least two-fifths of all other time.

**The Children at Work—Curriculum.**—"For each child understanding—."

The Training School recognizes as its first responsibility, primary to all its other functions, that of coming to know each child well and providing for him that he may grow wholesomely as a person and that he may mature in relation to an ever-widening society.

The normal child is an active, changing person, desiring action in many directions. He likes to explore, to question, to manipulate, to adorn. He likes to work and play with others; yet he is, himself, a distinct personality. He differs from others in his attitudes, interests, capacities, needs, ability to learn, and rate of learning. At various times he differs from himself in these respects. He needs to share in the concerns of a group of his contemporaries. Thereby he may gain the good will of his associates through making his contributions, great or small, according to his ability. He may learn to live and work with others for mutual advantages rather than for competitive purposes. Thus as a contributing member of his group he may grow in self-confidence, self-respect, and ability.

It is impossible to see very far ahead in the life of any individual. What is good for him now can be seen. Experiences can be provided which enable the child to live wholesomely each day and which open to him further interests, wider fields of knowledge, more difficult and more mature undertakings, contacts with more and new people. Such experiences can give more meaning to all the child's living. Such experiences lead to more maturity in living, —to richer, fuller living. At the same time, the school must provide security for the child and protect him from too much stimulation toward "rich" living. Over-richness may result in pathology.





All this calls for understanding of each individual child in terms of his own personal development, his relation to others of his group, his relation to family and community, and his relation to mankind past and present. It involves all knowledge which can affect him in these relationships.

Thus comprehensive is the curriculum!

Sometime ago all the elementary teachers of the Greenville City Schools began a study of our curriculum. With the kind permission of the teachers of the other schools we are reproducing here those parts of our study which have been completed and parts of the summarizing report of our secretary at the end of the year. The entire plan also included a section for the teacher and a bibliography of professional books.

Secretary's Report: "In starting to work on a curriculum we tried to think of it in relation to the child for whom it is to be made. We feel that we should build the curriculum around the child rather than apply the child to the curriculum. Knowing that the child is a unit, we think that the curriculum should be a unit rather than be divided into sections of reading, writing, and arithmetic. We know that the curriculum is really integrated within the child as he lives and uses the knowledges and skills gained, however possible, in the curriculum.

"Since the growth of a child is continuous we have thought of what we wanted that child to be when he finishes the elementary school rather than at the end of the first grade, second grade, etc. There is so much overlapping in habits, attitudes, knowledges, and skills which we are trying to build up in the child that we planned as a whole. . . . We think this is desirable since there is no line of demarcation in the child as he leaves each grade or as he proceeds from primary to grammar grades. . . .

"Thus far we have done little work on knowledges and skills paralleling habits and attitudes except in Sections II and III on *Social Living and Development*. Under Section III we have thought of the groupings *Speaking, Writing, Finding Out, Portraying*, etc., as active growths taking place in the child rather than as bodies of subject matter, so we have chosen to use verb forms rather than nouns."

# **AS A WHOLESOME PERSON**

*Habits and Attitudes*

# **GROWTH OF**

*Knowledges and Skills*

# THE CHILD

## IN SOCIAL LIVING AND DEVELOPMENT

- I. As a member of his immediate schoolroom group of his contemporaries and the teacher.

*Habits and Attitudes*

*Knowledges and Skills*

- II. As a member of a widening group of family and community life.

*Habits and Attitudes*

*Knowledges and Skills*

- III. As he gains an ever widening conception of social life and growth throughout the ages he comes into communication with others through:

Speaking  
Writing  
Measuring and Computing  
Reading

Finding Out  
Portraying  
Making  
Music

## GROWTH OF THE CHILD AS A WHOLESOME PERSON

### *Habits and Attitudes*

Promptly regulates his own clothing according to temperature—removes sweater if room is warm; puts on wrap if room is cool.

Removes wet clothing promptly.

Avoids getting wet if possible.

Keeps fingers and foreign articles away from mouth, ears, nose.

Does not play with his feet.

Puts hands in pockets only when necessary.

Uses handkerchief properly.

In so far as he, himself, is able keeps himself clean.

Washes hands at proper time—when dirty, before eating, after toileting.

Takes proper care of clothing.

Knows what foods are wholesome.

Takes sufficient time to eat.

Eats with mouth closed.

Makes proper use of drinking fountains.

Does not handle unnecessarily food or articles pertaining to food.

As far as he is able, avoids contagious diseases.

Stands or sits erectly.

Recognizes the value of rest after eating, after work, and after play.

Promptly finds something worthwhile to do.

According to ability, plans his work before starting it.

Refrains from taking an unfair share.

Does not waste nor destroy materials.

Cares for and returns borrowed property.

Takes care to hold books or work materials in proper light.

Practices orderliness in the care of school materials, the room, and personal belongings.

Is willing to take responsibility for cleaning the part of the room in which he works and for helping keep the whole room in order throughout the day.

Has the habit of going happily about his work.

Shows discrimination in offering, in choosing, and in accepting help.

Uses his time wisely and keeps a balance between active and quiet work.

Enjoys working on a difficult task.

Concentrates upon the task at hand.

Has many interests and chooses varied activities.

Values and takes care of things made.

Carries a piece of work through to some conclusion which satisfies his own best judgment.

Is not easily discouraged.

Is prompt in being at the right place at the right time.

- a. Responding to signals.
- b. Putting away materials.
- c. Going home.

Is willing to try out the new and unknown.

Shows alert, questioning attitude.

Shows honesty by:

- a. Telling the truth.
- b. Reporting found articles at once.

- c. Reporting broken articles at once.
- d. Taking nothing belonging to others, without permission.
- e. Being willing to check himself on mistakes or on defects.
- f. Taking no more than a fair share.
- g. Caring for and returning borrowed property.
- h. Assuming responsibility for his own action.

Performs errands satisfactorily.

Comprehends when he is first addressed in that:

- a. Directions do not have to be repeated.
- b. Does not find it necessary to repeat directions in the form of a question.
- c. Does not respond with an unintelligible sound.

Follows simple directions carefully.

Has an attitude of reverence during prayer, grace, Bible readings, songs of worship, and music of sacred nature.

Is not morbidly afraid of anything, but fears only that which it is reasonable to fear.

Speaks with a well modulated voice.

## **GROWTH OF THE CHILD**

### **IN SOCIAL LIVING AND DEVELOPMENT**

- I. As a member of his immediate schoolroom group of his contemporaries and the teacher.

#### *Habits and Attitudes*

Conducts himself in buildings in an orderly, quiet manner.

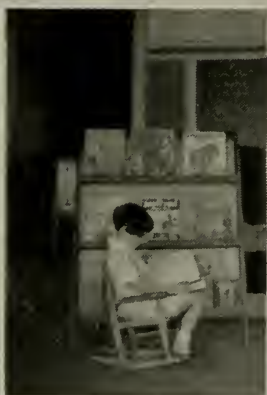
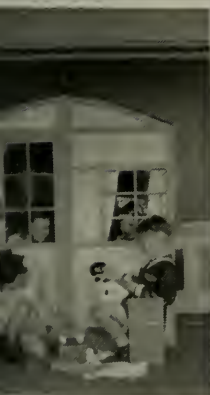
- a. Passes through halls quietly.
- b. Closes doors and moves furniture quietly.
- c. Speaks with a soft voice.

Does not walk in front of others unnecessarily.

Does not walk between people who are talking.



Measuring, Computing and Making



Speaking and Reading



Does not needlessly interrupt.

Greets others pleasantly.

Takes turns willingly.

Practices orderliness in:

- a. Care of school materials.
- b. Care of schoolroom.
- c. Care of personal belongings.

Keeps to the right when meeting others.

Refrains from bringing dangerous things to school.

Refrains from play that will be dangerous to others.

Carries and uses books, tools, pencils, and other materials carefully so as to avoid accidents.

Carries chairs carefully so as to avoid accidents.

Uses playground apparatus carefully in order to avoid accidents.

Moves in same direction as others while having rhythms in order to avoid accidents.

Refrains from leaning or sitting on unstable objects.

Refrains from handling unnecessarily:

- a. Things that are perishable.
- b. Things that are dangerous.
- c. Things that have to do with food.
- d. Things that are forbidden.

Keeps feet off chairs and out of aisles.

Assumes responsibility for care of schoolgrounds.

Feels himself to be a responsible member of a social group.

Contributes to happiness of others by:

- a. Being friendly to guests and strangers as well as to his associates.
- b. Giving help when needed according to good judgment.
- c. Picking up articles which are dropped.

- d. Remembering those who are sick.
- e. Allowing others to go ahead without pushing or handling others.
- f. Opening and closing doors.
- g. Helping others first before he looks out for his own interests.

Responds to and contributes to an atmosphere of joyousness in the daily living of the group.

Is able to give, take, and use suggestions and criticisms.

Does not bear tales maliciously, but reports problems which need the help of an adult in their solution.

Does not habitually blame nor mistrust others.

Has the habit of sharing interesting things and experiences with group and with school.

Finds pleasure in communicating with others.

Finds pleasure in success of others.

Works wholeheartedly with others.

Has a sense of humor, which finds expression by laughing with others, never at others.

Is good natured under trying circumstances, as:

- a. When questioned by others.
- b. When he cannot do what he wishes.
- c. When he is being questioned or opposed by others.

Enjoys talking about interesting things and strives to direct the trend of conversation toward desirable topics.

Is willing to take part in all group activities.

Is able to make wise choices independently and has the stamina to withstand social disapproval when he has made a choice based on his own best thinking.

Shows tolerance for any differences in others:

- a. Actions
- b. Customs



Finding Out



- c. Race
- d. Dress
- e. Opinions

Does not show undue curiosity about matters concerning others.

Does not disturb others while they are working or playing.

Takes care of self when teacher is helping group or when teacher is out of room.

Appreciates and helps to set an attractive table.

After each member of the group has expressed his opinion on the topic and it has been put to vote, he is willing to abide by the majority rule.

Handles property of others with care and returns borrowed property.

Returns lost articles.

Says "Thank you," "Please," "Pardon me," "Good-by," "Good morning," at proper times.

## GROWTH OF IN SOCIAL LIVING

- II. As a member of a widening group of family and community life.

### *Habits and Attitudes*

Shows responsibility toward maintaining clean and safe street and sidewalks.

- a. Does not throw trash along the way.
- b. Does not write upon the streets and walks.
- c. Avoids bringing into the streets and removes from the streets such trash and dangerous things as: paper, banana peels, pieces of glass, fireworks, and boards with nails.

Does not play along the streets to and from school.

Avoids arguments and fights on the way to and from school:

- a. Reports to proper authorities difficulties on the way to and from school.
- b. Protests against anyone taking advantage of the weak, stammerers, cripples, etc.
- c. Defends absent persons who are unjustly attacked.
- d. Gives praise where praise is merited.
- e. Supports the right and opposes the wrong, wherever situations arise.

Goes promptly to and from school unless

- a. He must wait to be called for.
- b. He must wait for older persons for protection.
- c. He is going to a strange place and needs guidance.

Observes the simple traffic rules which he knows as:

- a. Crossing at corners.
- b. Keeping to the right.
- c. Crossing at right angles instead of diagonally.
- d. Looking both ways before crossing.
- e. Observing stop-and-go signals and police signals.
- f. Not running in streets.

# THE CHILD

## AND DEVELOPMENT

### *Knowledges and Skills*

Knows the proper use and care of sidewalks.

Knows the community provides sidewalks.

Knows that sidewalks and highways are provided for the purpose of going promptly and respectably to and from places; that they are not play ways; that they are not suitable places to stop to settle arguments or fights; that they are not proper places to challenge ownerships.

Knows such simple rules of traffic as:

- a. Crossing at corners.
- b. Keeping to the right.
- c. Looking first to right and then to left before crossing street.
- d. Meaning of stop-and-go signals, traffic signs, police signals.
- e. Crossing street, not running in street.

**IN SOCIAL LIVING AND***Habits and Attitudes*

Takes pride in appearance of public property by doing his part in removing certain kinds of refuse from playgrounds and walks, by refraining from throwing refuse on streets or playgrounds, and from marking on sidewalks, fences, or highways.

Shows respect for natural beauty by: refraining from breaking shrubbery, cutting or marking trees, walking on lawns, or pulling flowers.

Shows an attitude of responsibility toward safeguarding property along the way, reporting depredations and using his influence to prevent improper conduct.

Shows an attitude of pride in proper use and care of walks and highways and in well-kept community by observing beautiful spots and well-kept premises along the way and expressing pleasure in these.

Shows respect for traffic officers and willingness to help by obeying serving rules.

Greets persons he knows pleasantly when he meets them on the streets.

Turns off water faucets when he has secured enough water.

Shows curiosity and asks questions about water which he uses—its source, purity, and the way it is brought to us.

Has a habit of wanting to find out about things.

Has a habit of calling for a telephone number courteously, with "please," "thank you"; of closing conversations courteously.

Holds phone in proper position, without jiggling receiver up and down, speaking into transmitter.

Uses a pleasant voice when speaking over phone.

**DEVELOPMENT (CONTINUED)***Knowledges and Skills*

Has some knowledge of street construction:

- a. Of financing streets and highways.
- b. Of the purpose of printed lines and signs on the surface of streets and highways.

Has a knowledge of the property rights of owners along the streets.

Knows that he should stay on walks and not molest property beside the walks such as gardens, milk bottles, playthings, etc.

Knows the purpose of the traffic officers and how he, himself, can help them.

Knows how the community water supply is provided.

Knows how this supply is purified.

Knows that it costs money to supply water to a community.

Knows that he must not waste water.

Knows how the public service of the telephone is provided.

Knows how it operates and how he can best use it.

**IN SOCIAL LIVING AND***Habits and Attitudes*

Speaks briefly and to the point so that he does not keep phone when others may be wanting to talk.

Avoids unnecessary use of phone by asking permissions which might have been asked at home such as:

- a. Lunch.
- b. Paying visits.
- c. Going to shows.

Delivers messages to and from parents promptly.

Turns off lights when they are not needed.

Handles electrical equipment with care; turns off current when not in use.

Handles fire in oil stove, candles, or matches with care; moves slowly, shields fire from air currents; watches fire and does not leave it unguarded.

Does not play with fire.

Shows curiosity about these things.

Observes closely.

Recognizes value of heat, light, power, and their importance to people.

Reports symptoms of illness promptly.

Stays at home when ill.

Obeys quarantine laws.

Goes out of doors promptly at recess period:

- a. Unless written request is sent by the parent.
- b. Unless the weather is so inclement that it is better for the child's welfare to stay indoors.

Has the desire to develop the spirit of good will toward individuals and groups whose race, religion, nationality, beliefs, or ways of living differ from his own.

**DEVELOPMENT (CONTINUED)***Knowledges and Skills*

Knows sources of light and of power.

Knows that we must pay for such utilities and that we must save.

Knows that we secure light, heat, and power by various means.

Knows that the sun is the source of all heat, light, and energy.

Knows use of light, heat, and power in our daily living as: to heat homes and schools, to cook foods, to preserve foods, to run machines, to aid health measures.

Has a knowledge of ways in which a community health is guarded:

a. Mosquito control.

b. Sanitation.

c. Hospital service.

d. Quarantine safeguards.

Knows how the community guards the safety of people through signs, police protection, fire prevention.

Knows that there are many different types of people in a community.

Knows that there are many kinds of work being done in order to provide for the needs of the people.

## GROWTH OF IN SOCIAL LIVING

III. As he comes into communication with others through

### *Habits and Attitudes*

Manner of speaking:

- a. Uses a well modulated voice.
- b. Pronounces words correctly and enunciates clearly.
- c. Speaks without effort.
- d. Speaks at a rate that is easily understood.
- e. In so far as possible has freed himself from such speech defects as lisping, stammering, and baby talk.
- f. Assumes and keeps correct posture when speaking to a group.
- g. Enters wholeheartedly into conversation and conferences whether he talks or listens.
- h. Is impartial in criticisms of work of others.
- i. Enjoys explaining what he has made.
- j. Is willing to abide graciously by rules.
- k. Is willing to take and follow directions.

Takes pleasure in relating worthwhile experiences accurately.

Enjoys telling:

- a. Stories he has read or heard.
- b. Stories he has originated.
- c. Stories about pictures he has made.
- d. Riddles.
- e. Jokes.

Enjoys composing charts and stories about things done in school such as trips, programs, parties, or about things brought to school.

Values and enjoys good literature.

Recognizes the humorous.

Is anxious to report discoveries and wants to share them with others.

# THE CHILD

## AND DEVELOPMENT

### SPEAKING.

#### *Knowledges and Skills*

- Knows how to discuss intelligently work done and brought to conferences.
- Is able to explain, using suitable language, how he made things.
- Is able to explain what use he will make of objects he has made.
- Is able to give favorable and constructive criticisms.
- Knows how to follow directions.
- Comprehends when addressed.
- Thinks things through independently.
- Knows how to formulate rules.
- Knows how to form and relate experiences in simple, clear words.
- Knows how to proceed when finding out things by:
  - a. Asking intelligent questions of those who might know.
  - b. Knowing how to get information from books or libraries.
  - c. Experimenting and telling what he finds.
- Is able to keep to the point when describing what he has seen.
- Is able to tell a story in a manner that others will enjoy it.
- Knows how to compose:
  - a. A simple story.
  - b. A chart about what he or his group are doing.
  - c. A poem.
  - d. Riddles.
  - e. Jokes.
- Has the ability to announce programs distinctly and in a pleasing manner.
- Is able to read aloud so that an audience will enjoy hearing him.
- Knows how to judge worthwhile things to bring to class and how to report on them.
- Knows how to deliver messages accurately.

**IN SOCIAL LIVING AND***Habits and Attitudes*

Shows interest in dramatization:

- a. Enjoys reproducing a story in the form of a play.
- b. Has a habit of planning and judging, in an impartial manner, the best players for certain characters.
- c. Chooses impersonally best people for all phases of the dramatization including painting the scenery, collecting the properties, etc.
- d. Sees that every child has an opportunity to take part in some way.

Shows a keen interest in words:

- a. Recognizes new words.
- b. Desires to know their meanings.
- c. Uses them properly.

Takes pride in speaking correctly:

- a. Has an attitude of speaking definitely about what he has to say.
- b. Feels that he must not break into the conversation unless he has something instructive and worthwhile to offer.
- c. Likes to ask intelligent questions about anything in the classroom or about anything of interest.
- d. Answers questions definitely and directly.

Feels that reverence and courtesy are his own obligations and are to be observed.

Corrects others in a courteous manner.

Has an increasing interest in other peoples, their languages, and their customs.

**DEVELOPMENT (CONTINUED)***Knowledges and Skills*

Knows how to participate in a dramatization by:

- a. Judging and selecting a story that is good for dramatization.
- b. Planning with others and carrying a dramatization through.
- c. Evaluating it.

Requires an increasing and broadening vocabulary.

Knows the meanings of words used.

Is able to give words correct meanings when using them.

Knows that the dictionary tells the meanings of new words; knows its arrangement.

Knows the correct way of saying anything:

- a. Is able to relate in a definite and concise way.
- b. Is able to speak in sentences and groups of sentences.

Speaks grace reverently, using suitable words.

Speaks earnestly and reverently about all things pertaining to religion.

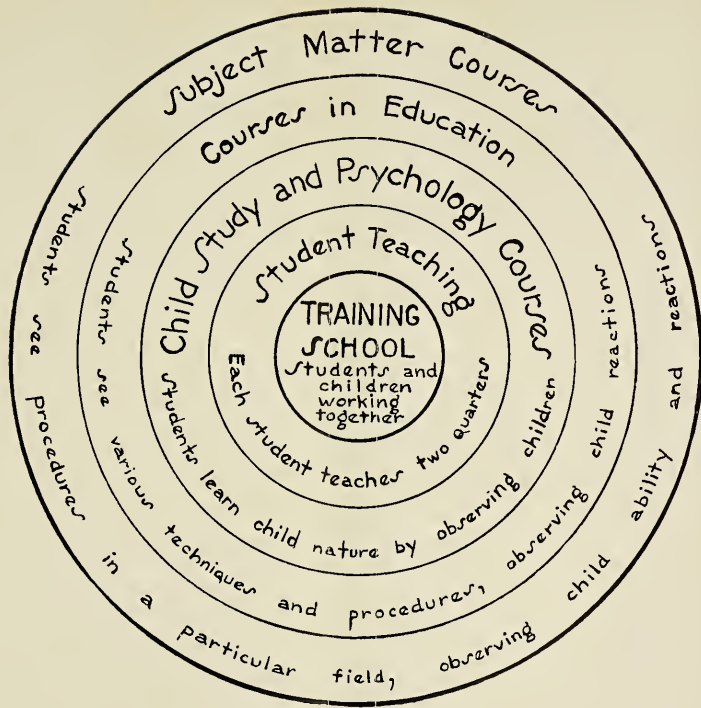
Has a realization of the fact that all people do not use the same language.

It is essential to mental health that a child be happy. He must work in an atmosphere which affords security, free from strain and pressure. The teacher is an important factor. She should have such an outlook on life, such an understanding of the child, such knowledge and such skill in guiding learning processes as contribute to an atmosphere of calm yet joyous security.

The good teacher takes the child where he is, not where she wants him to be, and provides such learning opportunities as challenge him to do well the things he is able to do. He will learn and mature through such doing.

This type of teaching demands many things: abundant space, adequate light, movable furniture, a variety of materials, a flexible daily program with time allotments sufficient for constructive action, provision for explorations, conferences, drill procedures, individual help, outdoor activities, play, and rest. In spite of crowded conditions with space often inadequate for the physical needs of many children working together, the Training School constantly strives to guide each child in all experiences and to provide opportunities for him to live as a happy, useful, and successful member of the group. Subject matter is not taught as isolated facts, but is given proper emphasis in its relation to the solution of problems and to the acquiring of a cultural background. The school works for wholesome self-expression of the child in natural situations, but strongly opposes exploitation of children in programs for entertainment purposes.

Records of each child's growth are sent home three or four times a year to convey information concerning his mental, physical, emotional, and social growth. Formal marks are not used because they foster unhealthy competition and are unfair. Instead, the essay type of report gives a verbal picture of the child's growth. Cumulative records are kept at school to insure continuity in the guidance of the child's growth from year to year. Consistent leadership and wise guidance of children depend upon close co-operation between home and school. Through frequent home and school visits and occasional conferences, a better understanding of the child and of the school's program for him is secured.



RELATION OF TRAINING SCHOOL TO COLLEGE



**Relation of the Training School to Other Parts of the College.**—Just as we believe that the child should be the center of the curriculum, so we believe that the training school should be the center of any institution which has as its purpose the professional education of teachers.

The preparation of teachers in a teachers college involves close co-ordination of all college agencies. While this is difficult of achievement, there does exist here a conscious effort to make relationships as close as possible. Specialists in the art and music departments of the college work closely with the art and music of the Training School—teaching, advising with the regular teachers, and aiding student teachers in these fields. The facilities of the science and industrial arts departments are available for the use of the Training School children. It is no uncommon sight to see a group of children bearing a live specimen to the science building for aid in classification or returning from the workshop with finished products. The Training School is used with increasing frequency by college teachers in various fields in order to show to their students relationships between theory and practice or to provide their students with an opportunity to observe and study child nature. In spite of the difficulties presented by large classes in both college and Training School, college classes have the opportunity to see children and teachers actually at work on their problems.

We have found that the observations which are most fruitful in terms of student-understanding and in terms of a student's own teaching after she has left college are those which are thoughtfully arranged somewhat in the following manner:

The college teacher first talks with the training school teacher in whose room the class or the individuals are to observe, telling the training school teacher what these students have been studying; what their background of knowledge is; what their experience with children, in connection with the knowledge involved has been; and indicating to the training school teacher what these students are ready to receive from observation. At the same time the college teacher learns from the training school teacher

what he and the students should know concerning the children to be observed—their present interests, problems, and purposes, their preceding experiences, their peculiar characteristics, and possible significant developments during the period they are to be observed.

This conference should so far precede the observation that the college teacher can convey to the students what he has learned and prepare them for intelligent, specific observations. Usually students who come with specific questions and thoroughly considered principles and who are accompanied by the college teacher see more than those who are sent unprepared or partially prepared.

Following the observation, the college teacher and training school teacher again confer as to what actually happened, making together analyses of reasons things happened as they did, of their significance in terms of child nature, of educational principles, and of the educational process. This conference gives both an opportunity to ask questions. The results of this conference are conveyed as formerly to the class or students who observed and the class analyzes and evaluates the whole during following class periods. Preferably the training school teacher attends at least one of these succeeding class analyses.

Observations so thoughtfully and professionally arranged promote growth of both college teachers and training school teachers as well as of the entire college institution. They cultivate clearer understanding and more constructive working together of all parts of the college. Such relationships between college and training school are certain to make education more meaningful to students.

Since the beginning of the college it has been the policy of the administration, in order to have a natural situation and to protect children, to have all demonstration teaching done by the faculty of the Training School in the regular rooms of the grades being observed. We state this with pride, believing it to be fundamental to the welfare of the children. Furthermore, it would be more wholesome if related college classes were so scheduled that observations might occur at the time at which children's work regu-

larly takes place. To safeguard further the welfare of the children, all activities entailing exploitation, such as operettas and toy bands for public entertainment, are discouraged.

Believing that the greatest good for both children and prospective teachers is derived from work in a democratic situation, the college has always avoided any selection of children. The Training School is simply one of the elementary schools of Greenville and thus represents a cross section of eastern North Carolina.

Possible disadvantages of being in a school where part of the teaching is done by inexperienced teachers are largely outweighed by four definite advantages. Increased attention is given to individual children's needs. Specially trained supervising teachers teach at least two-fifths of the time. (The supervising teachers of grades where student teaching is done are required to hold an M. A. degree. Some have done further study. Usually this year of graduate work has been in the field of the professional education of teachers.) Two additional college supervisors, one in the primary grades and one in the grammar grades, guide the student teachers.

Student teachers are required to meet certain scholastic requirements before they are permitted to work in the Training School. During two quarters these students spend the greater part of the time observing, participating, and gradually assuming fuller teaching responsibilities.

Student teaching should give the future teacher some experience in all the responsibilities of a teacher. Because of the limited time allotted to student teaching, it is not possible for the students to participate in all teaching activities. However, with the ideal in view, the Training School provides as wide and varied a program of activities as possible. Student teachers aid in setting up a carefully planned, stimulating environment involving a survey of community resources. They aid children in such various experiences as taking trips, gardening, reading, cooking, sewing, collecting, and painting. They observe, record, and evaluate children's activities. They collect

and classify illustrative materials and source materials for use in teaching. Opportunity is given for students to study the effect of other environments and personalities by home visits and by consultation of records. Aiding in the planning and guidance of recreational activities acquaints students with the types of recreation needed by children and with recreational possibilities. Students are given opportunity to begin making community and professional contacts by attending P.T.A. meetings and district teachers' meetings.

In all these activities the students have ready access to all the varied facilities of the college, and willing, skilled help in using them. Thus students may gain a clearer insight into the many aspects of a teacher's work through the co-ordination and use of many college facilities.

**Relation to Other Schools of the State and to the Profession.**—In addition to preparing teachers for the schools of the state the Training School may also serve the state and the profession in other ways.

The Training School and its teachers are vitally concerned with the more public aspects of educational conditions and with sharing responsibilities concerning them. We believe that the solution of school problems—school management and administration—should in their final decisions come back to the basis of the experience, knowledge, and judgment of those who work directly with the children.

Because the same needs are still crucial, we are reproducing here a letter by means of which the Training School staff attempted to render service when the governor's commission was studying educational needs of the state in 1938.

*To the Governor's Commission:*

All the teachers of the Training School of East Carolina Teachers College were present at the meeting of your commission in Greenville, September 30, 1938. Because we occupy a position which affords perspective upon the state school system whereby we view it in operation from first grade through college and where we see it in operation in

many schools in addition to our own, we feel very keenly that certain needs should be re-emphasized for your attention.

*First.* No matter what changes may be made in the school system—whether ninth month, twelfth year, increased salaries or better equipment—the fullest benefits to the children concerned will never be realized while so many children are crowded into one group that teaching must be spread thinly. Our greatest need, therefore, is (1) the allocation of teachers on the basis of enrollment and (2) the provision for sufficient teachers because

(a) Economically we are losing money because of too many repeaters.

(b) No matter how well prepared a teacher may be she cannot do satisfactory work with more pupils than she can reach as individuals.

Most teachers are in charge of groups far in excess of those recommended by the state department for standard schools, which standards in themselves place too many in a group.

*Second.* We are in favor of increasing the length of the child's school life, but we feel that before the twelfth grade is added to high school, two things are more seriously needed.

1. A pre-primary year should be provided for immature six-year-olds who are not yet ready for first grade and whose whole school life is often crippled by a poor start. These individuals also cripple the entire system, educationally and economically.

2. A ninth month for each year should be provided because (a) children will proceed from grade to grade with sounder foundation; (b) the vacation period of forgetting will be shortened; (c) difficulties arising from poor vacation environment will be to some extent obviated; and (d) the school plant will be idle for a shorter time each year.

*Third.* Of outstanding importance is the repeal of the present textbook law. Many states regard a state-wide adoption of texts which teachers and pupils are forced to

use regardless of local and individual needs detrimental to educational progress. Free textbooks counteract efforts to inculcate pride in ownership and respect for property. They are also unsanitary. They are expensive because (a) they are chosen largely on the ground of expediency; (b) they have to be used long after they are out-of-date; and (c) money allotted to schools for books and materials suited to children's needs would produce better results.

*Fourth.* Present lighting and space conditions of school rooms are crucial. (One indication is the increasing number of elementary pupils whose eyes need medical attention.) It is strongly urged that the school architect consult with those who live in and guide the living in school buildings. In order to carry out a progressive program every school needs space, storage room, suitable auditorium, cafeteria, toilet facilities, and plenty of playground.

*Fifth.* Many of the present consolidated elementary schools should be reorganized and consolidation largely limited to high schools. In any case the number riding on school busses should be limited to comfortable seating capacity.

*Sixth.* Teachers' salaries should be proportionate to training and experience in order to attract and keep in the profession the best that can be secured.

*Seventh.* There is a need for more professional training of those who hold administrative positions. The county superintendency and membership in boards of education should be professional rather than political positions. Unit superintendents and principals should be trained in all phases of public school work which they supervise.

*Eighth.* We suggest that adequate and thoroughly planned retirement provisions be made for teachers.

*Ninth.* From the teaching profession should be eliminated those who are habitually absent through illness. However, no teacher can do her best work while laboring under the fear of an emergency which she could not meet financially. Some provision should be made whereby teachers are not burdened by fear of emergency illnesses.



Children with student teachers  
learning about an engine



*Tenth.* Recognizing that many injustices are wrought, and many teachers are removed from positions without opportunity for just expression of their views, we ask that special study be given to the problem of employment and tenure.

Most sincerely yours,  
FACULTY OF TRAINING SCHOOL  
EAST CAROLINA TEACHERS COLLEGE.

More personal and individual aspects of our relationship to other schools and to the profession are of the following nature:

The Training School provides opportunities for teachers active in other schools to observe work in a school other than their own and to confer with teachers concerning their observations and their problems. It affords conferences for teachers who wish professional discussion of their needs and difficulties.

Members of the Training School staff are always glad to help teachers: to make plans; to give information concerning the securing, selection, and adaptation of materials; to share such knowledge and aids as they possess. Training School teachers have frequently contributed to local, county, district, and state professional meetings through talks, papers, and discussions. They have also taught groups of county teachers making specific studies of certain problems. They gladly answer frequent letters concerning particular school problems. Each teacher wishes and tries to keep in touch with her out-going student teachers in order to follow each teacher's work, know of her successes and failures, and offer help where possible. Unfortunately, because of numbers, this follow-up work cannot be extensive or organized. Securing the advantage of that depends upon the individual outgoing teacher, her principal, or her superintendent. It has been observed that it is usually the strong teacher who takes advantage of this help.

Such relationships as these are inter-active, affording values to the Training School and its teachers as well as (such is our hope) to other schools. Through such rela-

tionships may we all become more conscious of teaching as a profession; of others engaged in our profession; of our problems, needs, and achievements throughout a whole state.

## THE TRAINING SCHOOL STAFF

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*First Grades*

RUTH FAISON  
ANN REDWINE

*Second Grades*

CHRISTINE JOHNSTON  
LUCY NULTON

*Third Grades*

EUNICE MCGEE  
ELIZABETH SAVAGE

*Fourth Grades*

ALMA BROWNING  
LOUISE GALPHIN

*Fifth Grades*

MARY ANN COBB  
CLEO RAINWATER

*Sixth Grades*

ELISABETH HYMAN  
NELL MATHESON

*Seventh Grade*

KATHLEEN PLUMB

*Principal and Supervisor of Student Teaching in Grammar Grades*

FRANCES WAILL

*Supervisor of Student Teaching in Primary Grades*

DORA COATES

*Specialists in Music*

A. L. DITTMAR

DEAN TABOR

*Specialists in Art*

DOROTHY SCHNYDER

ALMA SPARGER

## COLLEGE NEWS

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Four new teachers have been added to the college faculty this year because of the increased enrollment and there have been two replacements for teachers who resigned since last year.

Miss Elinor England of Nashville, Tennessee who taught last year in the Greenville High School has been added to the faculty in the Department of Mathematics. Miss England received the bachelor's degree and master's degree at George Peabody College for Teachers.

Miss Miriam Mahl whose home is at Holiday's Cove, West Virginia has been added to the faculty in the Commerce department. She received the bachelor's degree at Bowling Green College of Commerce and the master's degree at the University of Pittsburg. Miss Mahl taught formerly in the Weirton, West Virginia high school. She was born in Finland.

Miss Hazel Elsom of New York is a new teacher in the Music department. She received the bachelor's degree in music at Eastman School of Music and the master's degree at Columbia University. Miss Elsom taught last year in New York.

Miss Sue Hudson of Paris, Texas introduces a new field of work at East Carolina Teachers College this year. She is offering courses in Library Science and is a member of the Library staff. Her undergraduate work was done at Texas College for Women and her graduate work at The University of Illinois. She holds the bachelor's and master's degree and was a member of the Library staff at the University of Illinois before coming to East Carolina Teachers College.

Miss Helen McElwain replaces Miss Lucille Norton in the Department of Physical Education. She received her education at Miami University and Columbia University at which colleges she received the bachelor's and master's degrees, respectively. Miss McElwain's home is at Oxford, Ohio. She taught last year in the Middleton, Ohio high school.

Miss Alma M. Sparger of Mount Airy, North Carolina takes the place of Dr. Dorothy M. Schnyder in the Art department. Miss Sparger received the bachelor's and master's degrees at Columbia University. She taught last year in the State Teachers' College at New Platz, New York.

Miss Lucille Norton resigned in June to accept a position in the Physical Education department at State Teachers' College, Nacogdoches, Texas.

Miss Dorothy M. Schnyder resigned in August to accept a position in the Education department of Hofstra College, Hempstead, New York.

Dr. A. D. Frank, Head of the History Department, was elected Vice-President of the North Carolina College Conference at the recent annual session in Greensboro.

Miss Sallie Joyner Davis of the History Department represented East Carolina Teachers College recently at the Semi-centennial of the founding of Western Carolina Teachers College at Cullowhee.

Miss Mamie E. Jenkins of the English Department has been called upon frequently this fall by alumni chapters and other groups to talk on her experiences abroad this summer in European countries.

Mrs. Nell C. Speare came to the College this fall as Assistant Dietitian. Her home is at Chapel Hill. She was employed at the University of North Carolina in a similar capacity before coming to East Carolina Teachers College.

The new classroom building on Wright circle will be completed and ready for occupancy at the beginning of the Spring Quarter.

*Pieces O' Eight* a new student publication devoted to feature articles and humor, has appeared on the campus recently. It will be published quarterly.

The date for homecoming at East Carolina Teachers College this year has been set for March 9 when an attractive program of events will be provided for alumni and former students.





