

NORTH CAROLINA EDUCATION

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A Journal of Education, Rural Progress
and Civic Betterment

Vol. XVI. No. 10

RALEIGH, N. C., JUNE, 1922

Price: \$1.50 a Year

Lowest Club Rate Now \$1.25

Owing to the greatly increased costs of printing and mailing NORTH CAROLINA EDUCATION, the publisher is impelled to advance the lowest clubbing rate from \$1.00 to \$1.25 a year. Within less than eighteen months, our printing costs have increased fifty per cent, the cost of mailing has doubled, the rate of postage has been increased by the government, and there has been a stiff advance in office rents. While these costs were mounting steadily upward, the one dollar rate was allowed to stand, but it was at an embarrassing financial sacrifice borne by the publisher himself solely and alone. Unwilling to believe that the teachers of North Carolina wish him to print their journal at such a sacrifice, he makes this moderate increase in the clubbing rate with full confidence that such necessary action will meet their approval and receive in undiminished degree their cordial support. The regular price for single subscriptions remains at \$1.50 a year. The rate for clubs of two to four is \$1.40 each; for ten or more, \$1.25 each.

September a "Spelling and Language" Number

It is planned to publish next year several special numbers of NORTH CAROLINA EDUCATION. The series will begin with the September issue, which will be a special "Spelling and Language" number. Linking up with the State-wide spelling contest mentioned by Mr. Latham in this June number, it will be replete with articles, hints, methods, and devices for producing practical results in teaching spelling and language. By all means, send your renewal or subscription in time to receive this September number. And may this be the most delightful, the most refreshing, and the most profitable vacation you have ever enjoyed.

Faithfully yours,

W. F. MARSHALL, *Publisher.*

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By CAROLINE E. MYERS and GARRY C. MYERS, Ph.D.
Head of Department of Psychology, Cleveland School of Education

PUBLISHED MAY, 1922

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North Carolina Education

Vol. XVI. No. 10

RALEIGH, N. C., JUNE, 1922

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COUNTY SUMMER SCHOOLS FOR WHITE TEACHERS FOR 1922

Sixty-four counties in North Carolina will hold fifty-three summer schools for white teachers this summer. The smaller number of schools as compared with the number of counties listed is due to the joint schools in which two or more counties participate. The sub-joined list shows in their order (1) the name of the county, (2) place where the summer school will be held, (3) name of the director, and (4) the date of opening. In a few cases the date or some other detail is omitted, for the reason that the information was not at hand when the list was given to the printers.

Alexander—Taylorsville, Horace Sisk, July 10.
Anson—Wadeshoro, June 5.
Ashe—West Jefferson, J. A. Abernethy, May 24.
Beaufort—Washington, May 29.
Brunswick—Southport, Shepard Bryan, June 19.
Buncombe—Asheville, June 13.
Burke—Morganton, H. F. Srygley, June 15.
Cabarrus—Concord, July 17.
Caswell—Yanceyville, C. M. Ramsey.
Catawba—Newton, M. S. Beam.
Chatham—Bonlee, E. R. Franklin, June 19.
Cherokee—Murphy, Mrs. M. A. Witherspoon, June 5.
Clay—Hayesville, June 19.
Cleveland—Shelby, J. H. Grigg, July 17.
Columbus—Chadbourn, Hester Struthers, June 19.
Dare—Manteo, June 14.
Davidson—Lexington, A. V. Nolan, May 29.
Duplin—Kenansville, James S. Moore, June 5.
Forsyth—Winston-Salem, Cordelia Camp, May 29.
Graham—Robbinsville, June 19.
Guilford—Greensboro, J. H. Cook, June 14.
Haywood—Waynesville, Mr. Robinson, June 12.
Hertford—Murfreesboro, June 19.
Bertie.
Gates.
Northampton.

Henderson—Hendersonville, June 8.
Iredell—Statesville, Celeste Henkel, July 17.
Jackson—Cullowhee, R. F. Hough, May 30.
Jones—Trenton, June 12.
Lincoln—July 24.
Macon—Franklin, Laura M. Jones, May 22.
Madison—Marshall, Mr. Blankenship, June 19.
Mitchell—Bakersville, Jason B. Deyton, May 8.
Montgomery—Troy, C. Y. Meton, May 22.
Onslow—Jacksonville, June 26.
Pamlico—Oriental, June 27.
Pasquotank—Elizabeth City, June 12.
Camden.
Currituck.
Perquimans.
Pender—Burgaw, N. C., June 19.
Person—Roxboro, M. E. Yount, May 29.
Randolph—Ashboro, R. C. Cox, July 17.
Richmond—Rockingham, Kate Finley, June 5.
Rockingham—Wentworth, P. H. Gwynn.
Rowan—Salisbury, Katherine Alhertson, June 26.
Rutherford—Union Mills, A. C. Lovelace, May 15.
McDowell.
Polk.
Sampson—Salemberg, W. C. Strowd, July 10.
Stanly—Albemarle, J. H. McIver, June 27 or 28.
Stokes—Danbury, Benj. Smith, July 17.
Surry—Dobson, J. H. Hurst, July 3.
Transylvania—Brevard, C. H. Trowbridge, June 14.
Union—Monroe, Ray Funderburk, July 18.
Wake—Raleigh, J. C. Lockhart, June 13.
Franklin.
Johnston.
Wayne.
Watauga—Boone, Florence Harpham, May 30.

Wilkes—Hays, C. C. Wright, May 29.
Yadkin—Yadkinville, H. F. Pardue, June 26.
Yancey—Burnsville, C. R. Hubbard, May 22.

APPROVED SUMMER SCHOOLS FOR WHITE TEACHERS FOR 1922

The following institutions in North Carolina are scheduled to hold summer schools for white teachers on the dates and under the directors as given:

Appalachian Training School, No. 1—May 30—July 8, B. B. Dougherty, Boone, N. C.
Appalachian Training School, No. 2—July 11—August 18, B. B. Dougherty, Boone, N. C.
Asheville Normal—June 13—July 26, John E. Calfee, Asheville, N. C.
Cul. Nor. School No. 1—May 30—July 8, W. E. Bird, Cullowhee, N. C.
Cul. Nor. School No. 2—July 11—August 18, W. E. Bird, Cullowhee, N. C.
East Carolina Training College—June 12—August 4, Robert H. Wright, Greenville, N. C.
N. C. College for Women—June 14—July 25, John H. Cook, Greensboro, N. C.
State College (A. and E.)—June 13—July 26, Dr. W. A. Withers, Raleigh, N. C.
Trinity College—June 21—August 3, Holland Holton, Durham, N. C.
University of N. C.—June 20—August 3, N. W. Walker, Chapel Hill, N. C.
Lenoir College—June 13—July 25, Q. A. Kuehner, Hickory, N. C.
Wake Forest College—June 20—August 2, H. T. Hunter, Wake Forest, N. C.

Out-of-State Institutions Offering Two Summer School Sessions

George Peabody College for Women, Nashville, Tenn.
University of Tennessee, Knoxville, Tenn.
University of Virginia, University, Va.
Chicago University, Chicago, Ill.

STATE SPELLING CONTEST

The Executive Committee of the State Teachers' Assembly has requested the undersigned to take charge of the details of the 1922 State Spelling Contest, to be held during the sessions of the Assembly next Thanksgiving. Those who expect to enter pupils should send to me any suggestions that will help to improve the rules and regulations in force last year. We want to make the contest worth while and as fair as possible.

Last year we charged \$1.50 for each pupil entered. We did not know that we would have so many children to enter. It will not be necessary to charge over 50c or 75c per pupil next year.

The receipts and expenditures of the 1921 contest follow:

Entry fees of 96 children at \$1.50 each.....	\$144.00
Interest61
	\$144.61
For 3 Medals.....	31.48
For 3 Pennants.....	45.00
For Pencils, Paper, etc.....	6.00
	\$ 82.48
Totals expenditures.....	\$ 82.48
Balance on hand.....	\$ 62.13

R. H. LATHAM.

Winston-Salem, N. C., May 17, 1922.

PLAN OF TEACHER TRAINING IN HIGH SCHOOLS

By A. T. ALLEN, *State Director of Teacher Training.*

EDITORIAL NOTE.—The following plan for teacher training in high schools has been prepared by Mr. A. T. Allen, and superintendents interested in it should communicate with him.

Program of Work

One year program of work based on the subjects selected from the elementary curriculum and consisting of our four types of work, and constituting five forty-five minute recitation periods daily.

(a) *Subject Matter Courses*—Studied for their content, not for review, but for the purpose of developing a more thorough understanding of these things.

1. History—one-half year.
2. Geography—one-half year.
3. Arithmetic—one-half year.
4. English—one-half year.

(b) *Professional Courses.*

1. General Pedagogy, or Introduction to Teaching. Consists of defining the different types of recitation, and how they are applied to the different subjects.
2. Class Management. Elementary principles of class management applied to class-room discipline, school ground management, plays, games, reports, exercises, children's clubs, parents' clubs, etc.

c) *School Arts, or the Mechanical Side of Teaching.*

1. Writing—six weeks.
2. Drawing—six weeks.
3. Public School Music—twelve weeks.
4. Physical Education—six weeks.
5. Industrial Arts—six weeks.

(d) *Observation and Practice Teaching*—One Period Every Day.

1. Observation and Conference—six weeks.
2. Group Practice—twelve weeks. Not over five children in the group.
3. Class Practice—ten weeks.
4. Rural Practice—ten weeks.
5. Primary Practice—two weeks.

In addition to the above, there should be a scientifically planned opening exercise every day, and a conference period on lesson plans and type of instruction.

Instructors

The instructors in this department should have the following qualifications:

- (a) Graduate of a normal school, to insure familiarity with the content of the elementary curriculum.
- (b) Two years of rural school teaching, to insure a knowledge of rural school conditions.
- (c) Total of five years' experience in teaching to guarantee special skill in the actual instruction of children.
- (d) Specially certified for this work by the State Department of Public Instruction, but employed by the local board of education.

Location

- (a) In connection with a standard high school of Class A, that has not fewer than six teachers above elementary grade.
- (b) Located in a place of easy access.
- (c) Fed by a large high school population, to insure continuous attendance, and to insure its being a success and not an experiment.

Segregated Room

- (a) Room especially fitted up for this work, and separated entirely from the ordinary discipline and con-

trol of the rest of the school, except in matters of misbehavior.

(b) Room furnished for this purpose with mimeograph, typewriter, special desks, book shelves, globe, professional books (200), and materials ordinarily used in teaching the elementary school curriculum, such as paper, scissors, paste, etc.

(c) Room to be kept heated on Saturday.

Who Should Attend

- (a) Graduates of standard high schools.
- (b) People in standard high school with 12 units of work.
- (c) Holders of elementary certificates, Class B.
- (d) Graduates of four-year non-standard high schools.

Certificates to be Awarded

- (a) Standard High School Graduation Plus 1 Year H. S. T. T. Elementary, Class A.
- (b) Standard High School with 12 Units Plus 1 Year H. S. T. T. Elementary, Class B.
- (c) Holders of Elementary Certificates, Class B, Plus 1 Year H. S. T. T. Elementary, Class A.
- (d) Graduates of Non-Standard Four-Year High Schools (list of schools to be prepared by High School Inspector), Plus One Year H. S. T. T. Elementary, Class B.

Maximum and Minimum Number of Pupils

Not less than 10 and not more than 15.

DON'T FORGET THESE FOUR THINGS

By MIRIAM MCFADYEN, *East Carolina Teachers' College, Greenville, N. C.*

1. *That testing is not teaching.* See which you are doing in your reading and spelling classes.
2. *That reading is the basis of promotion* in first, second and third grades. Therefore, come what may, have two reading lessons a day in those grades.
3. *That to teach you must have the attention of your class.* For one day, grade yourself on this. If you have the attention of every member of the class grade yourself 100. If you have the attention of three-fourths of the class, give yourself 75. So, you see, to barely pass you must have attention of three-fourths. Are you just passing or are you doing excellent work?
4. *That the school is for the pupil and not the teacher.* So let the pupil do some of the talking.
5. *That you can't teach anything you don't know yourself.* If you can't work peaceably with the other teachers, don't try to teach the children not to fight on the playground.

An early mail service has been arranged at Northwestern University, which enables the co-eds to receive letters before attending their 8 o'clock classes. This step was introduced to relieve the students of the tension of waiting through the first hour for news from home.

THE JOHNSON BOY AND THE FARM SCHOOL

By ROY H. THOMAS, *Supervisor of Agricultural Education for North Carolina*

Comfortably seated before a log fire, Mr. Johnson was reading a copy of *Dairy Farming*, by Eekles and Warren.

"Come in," he greeted. "Mighty glad you came; I want to talk with you about something that has been worrying me for several days."

"Farm products not bringing enough to pay the cost of production?" I asked.

"No, not exactly. Last fall a course in vocational agriculture was introduced in our school. My boy Sam, fifteen years of age, enrolled in the course. The boys are making a special study of animal husbandry this year, and in order to put into practice the principles he learns in the classroom, I agreed to let him have entire responsibility of the care and management of my herd of fifteen dairy cows. I believe he calls it his home project.

"One of the first things he did was to place scales and a sheet, on which he recorded the amount of milk given by each cow, in the barn. Then he took a sample of milk from each cow and carried it to the school, where he found out the butter fat content. Well, I didn't object to this, but I thought he was doing a lot of useless work.

"A few weeks later he came home from school and said, 'Dad, I am going to change the feed of the cows.' He said that I had not been feeding the proper proportion of each feed and as a result the cows were not getting a balanced ration. Also, he said that some cows were not getting enough feed and others were getting too much. I have been feeding cows for fifteen years and I thought I ought to know what to feed them. But he went ahead and in about six weeks our milk supply had been increased by one-third."

"Well, that isn't all. Last night he came and said that he wanted to sell four of the cows. He said they were "boarders" and that they didn't produce enough to pay to keep them. I came pretty near telling him that I would take charge of the herd again. However, I decided to study over the matter a little. This morning he left his record book, which contained a complete record of what each cow had done. Right there in black and white were the accounts to show that within the past six months it cost eight dollars more a month to feed and care for the four cows than the amount received for their milk. I certainly was surprised for two of the four cows were the best looking ones in the herd."

Pointing to a copy of *Dairy Farming* lying on a table, where he had placed it when I walked in, he said, "Today, I have read this book from cover to cover and several bulletins on dairying which the boy left. All the information seems to indicate that the boy is right."

Looking at his watch, Mr. Johnson said, "A short course is being given on hogs and dairying at the school for adult farmers. It is about time for the afternoon meeting. Wouldn't you like to go?"

He continued, "I understand that an expert of the State Extension Service will give the lecture today. When he finishes I am going to ask him to come home with me and look over the situation to see if the boy is right. But I certainly don't want to sell those cows; they are the prettiest in the herd."

We started to the school. When passing the barn lot he pointed to a purebred Jersey bull, "Our teacher of agriculture got us interested in improving our herds.

We formed a breeders' association and bought this bull, which is owned by the farmers of the community. Next year the forty or fifty calves produced in the neighborhood will all be either purebred or at least half Jersey."

This conversation took place two years ago. Last week I visited the school again. A short course was in session, and Mr. Johnson was there.

Mr. Johnson greeted me saying, "The boy was right. We sold not only the four cows but two more, and replaced them with better producers. We have the community hull to improve the herd. Sam had charge of the herd two years. The first year he made \$420 more from the same number of cows than I had made the previous year, and the next year the amount was raised to \$610."

I inquired about Sam. "He entered the State Agricultural College last fall. He is planning to come back when he graduates and take charge of the farm, and I am attending the short course to learn how to keep the herd up to standard until he returns," Mr. Johnson answered.

Pointing to the agricultural building—I thought there was a slight tremor in his voice—he continued, "My prayer for years has been that one of my boys would take charge of the farm. The agricultural work was the means of getting him interested in farming and bringing him back to me."

On this visit I learned something of what the vocational agricultural work of this high school is doing to train boys and girls for life on the farm, improving farming conditions and making the community a better place in which to live.

This school is located in the open country, five miles from the nearest railroad or village. It is one of the oldest schools in the county. The enrollment for years had been about one hundred pupils with twenty in the high school, and five teachers to do the work. The buildings were poorly lighted, heated and ventilated, and not sufficient room. The instruction was confined within the four walls of the schoolroom, unrelated to real life. New teachers came on the job, remained a few months, closed the school and left. Each year there was a change of teachers; each year there was the exodus of boys and girls to the cities. In fact, the school and community was in a rut, and the old status of affairs seemed destined, like Tennyson's brook, to "go on and on forever."

Not so. Three years ago a meeting was held at the school to consider the introduction of a department of vocational agriculture, conducted according to the provisions of the Smith-Hughes Act, and supervised by the State Board for Vocational Education. The consensus of the meeting was that the school was not meeting the needs of the community. The boys and girls were not interested in farm life and they left home as soon as they could. Something was wrong. If the agricultural work could do anything toward preparing the children for life on the farm and making them more contented with this life, they wanted it.

The work was started. A young graduate of the State Agricultural College, who lived in the community, was asked to leave his farm and take charge of the work. One of the first tasks of the teacher was to make a farm management survey of each farm in the community. His idea of the course in agriculture was that the pupils should be taught the things that would

enable them to farm successfully in that community. The farm survey gave detailed information concerning the status of farming; it gave the strong points and the weak ones of the local system, a reliable diagnosis which enabled him to know where to strike first. Then the course of study was based on local needs, guided and directed by the best methods of procedure as determined by the State Experiment Station and the U. S. Department of Agriculture, and reinforced by the assistance of certain phases of farming. The farms of the community became the pupils' laboratory and the instruction was composed of the problems of the farm from the time the pupil entered school until it closed.

The agricultural department offered something for every person in the community. Twenty-two high school pupils were enrolled in the all-day courses. Twenty girls had been placed in a special class to receive instruction on poultry and the care of milk. A three months short course was in session for adult farmers. The farmers met twice a week and the information was confined to three of the farm problems that needed attention in the community. The teaching was done by experts from the State Agricultural Extension Service. These experts remained in the community several days after the lecture to visit the homes of the farmers, and to assist with individual problems.

It is interesting to note how the demand for the short course arose. The previous fall three of the members of the agricultural class exhibited their hogs at the district fair, competing with the leading swine breeders from three counties. The boys won all the premiums. Some time after the fair closed a group of farmers were discussing the achievement of these boys. One farmer said: "How did they do it?" "I'll tell you," responded another farmer, whose son was a member of the class, "they fed and managed those hogs according to instructions received in the classroom." A third farmer spoke, "If the agricultural work can help the boys that much we ought to get some benefit from the same instruction." They all agreed. The next month the class started.

The women were not neglected. Twenty-five farm women were meeting once a week to learn the best methods of raising poultry and growing a home garden.

The agricultural teacher is on the job twelve months in the year. His efforts in the summer are devoted mostly to supervision of the boys' projects and giving advice and assistance to farmers. Records show that during the past two years the teacher has served 512 farmers who asked for advice. The following, taken from a page of the teacher's diary for January, indicates the many and varied community activities:

Advised the testing of seed; advised the variety of corn to plant; showed two farmers how to prune and spray orchard; advised farmers to do early spring plowing; showed farmer how to vaccinate his hogs; advised treatment of chickens for the vertigo; advised how to prevent gapes in chickens; advised how to prepare soil for planting white potatoes; advised farmer to sow spring oats and vetch; advised farmer how to balance rations for hogs; tested soil for acidity; advised the sowing of spring oats and vetch; helped draw plan for dairy barn; ordered hog cholera serum; advised variety of white potatoes to plant.

Through the teacher, purebred animals, seeds and improved machinery have been introduced into the community, and livestock associations have been formed. Some of the things introduced in the community as a result of the work of the teacher are:

purebred livestock, consisting of 60 cows, 78 hogs, 250 chickens, 40 beef cattle, five bulls; new strains of seed corn, wheat, cotton and rye; two tractors; motor cultivator; and five home electric lighting plants.

On the school grounds there stood two school auto trucks, the foe that had sounded the death-knell for five inefficient one-teacher schools. Consolidation and transportation had been the means of increasing the high school enrollment from fifteen to sixty pupils.

When the lecture for adults had ended and the farmers were starting home, the teacher said, "Mr. Turner, we shall expect you to show the boys how to cull poultry tomorrow." Mr. Turner had been a breeder of purebred chickens for ten years, and he was going to give the boys the benefit of his experience by showing them what kind of chickens to cull out of the flock.

When asked about the agricultural work, Mr. Turner said, "We have a good school. A good school for country people is one that teaches the things that boys and girls need to know, and one that helps the older people. If this agricultural work does nothing more than to cause the boys to have purebred livestock on their farms when they engage in farming, it will have served its purpose. After receiving this instruction on the value of purebred animals and observing the difference between the purebred and the "scrub," I don't believe they are going to be content with anything but the best animals on their home farms. We hear so much talk about how to get purebred animals on the farm. Well, if an agricultural department would be placed within the reach of every farm boy, I don't think we would need to bother about that problem any longer, for it would solve itself."

Here is what one of the pupils has to say, "I am a boy who could never get interested in the academic courses of study and I think I am in a class with the majority of country boys, so far as that is concerned. I went to school and did just enough work, which was not much, to get from one grade to another. I realized that I didn't like the studies we had and I was always willing to risk any kind of change. When the school put in vocational agriculture I was one of the first to take up the work. I did not know what I was getting into, but I do know what I had been into. It was only a short time until I found myself in the midst of a subject that really had life to it. I am now a happy school boy in the truest sense of the word. Life is broader, fuller and more interesting because I have found something that I love."

What vocational agriculture has done for this community is typical of what the work is helping other communities in North Carolina do.

During the year 1919-20, 514 boys and girls in these schools studied the fundamental principles of farming in the classroom and then put into practice the information they gained by growing crops, raising livestock, caring for the orchards, etc., on their home farms. The 514 pupils made from their home projects or practical work a total income of \$77,321.02. The average income of each pupil was \$150.43.

The practical work for this year consisted of the growing of 665 acres of crops and caring for 3,965 animals. Did the instruction which these pupils received enable them to secure larger yields per acre at less cost than the farmers in their respective communities? Take corn for example. A careful survey of nine hundred farms, in the communities in which the schools are located, showed that the average yield of corn was twenty-six bushels per acre. The agricultural pupils in these communities made an average

of sixty-five bushels per acre. As the pupils were farming under the same natural conditions as their fathers, this increase is attributed to the use of better methods.

What are some of the things the schools are doing for the people in these communities? This past winter short or winter courses were held for adult farmers. These schools were in session from two to three months, meeting from two to five times a week. Four hundred and twenty farmers took the work. The instruction in each community was centered on one or two problems which needed attention. Each farmer attending the course is putting into practice on his home farm, under the supervision of the teacher of agriculture, some of the principles taught in the classroom.

A tabulation of the community service activities of the agricultural teachers for last year shows that they gave advice and assistance to 1,625 individual farmers. A total of 321 farmers' meetings were held with a

total attendance of 3,200 people for the purpose of discussing agricultural problems. Last fall community fairs were held in twenty-seven of these schools with an attendance of 49,710 people.

Vocational agriculture is beginning to make the rural high school what it should be—a school for country people. It is taking the "shun" out of education for hundreds of boys. It is salvaging hundreds of country boys, who have been wrecked upon the shoals of our inadequate, unrelated-to-life rural schools, and it is preparing them for happy and efficient citizenship in the country.

Vocational agriculture shows country people the inadequacy of the old systems. It is the antidote for the inefficient rural school whose curriculum is based upon "the shadows of the shades of learning," and whose instruction is confined within the four walls of the schoolroom. The echoes of "How to keep the boys on the farm" being drowned by the shouts of "I want to stay" from the boys who are learning that the farm is a good place on which to live.

TO COUNTY AND CITY SUPERINTENDENTS

By E. C. Brooks, State Superintendent Public Instruction.

1. It was foreseen by the Special Session of the General Assembly that the State fund will not be sufficient to pay any part of the salaries of County Superintendents, Assistant Superintendents, "Supervisors not otherwise provided for," and principals of elementary and high schools, for the year 1922-23. Therefore, all counties not drawing from the Equalizing Fund for 1922-23 must provide in their budgets for this expense, and superintendents should be guided accordingly in preparing their budgets.

2. The State Equalizing Fund for 1922-23 is the same as for the year 1921-22, that is, approximately \$850,000. A county that could not qualify to draw from the Equalizing Fund in 1921-22 will not be entitled to draw from this fund in 1922-23.

3. The same tax rates legalized or authorized by the Special Session of the General Assembly of 1921 are the tax rates required to be levied in 1922-23 before counties may draw from the Equalizing Fund. (See Section 1 of An Act to Validate Tax Rates, Chapter 5, Special Session, 1921). Counties should not be misled to believe that 39 cents is the maximum rate, except for those counties designated by law.

4. Since the tax rates will be approximately the same and since the Equalizing Fund will be the same, it is necessary for counties entitled to draw from the Equalizing Fund to prepare their budgets so as to run the schools next year on approximately the same amount of money required for the past year. Many counties will receive less from the Equalizing Fund next year when they comply with the provision of this section. The State salary schedule will be the same, but in order to pay according to this schedule the State Board of Education has passed a regulation that the Equalizing Fund for 1922-23 will be distributed on the following basis:

Two teachers will be allowed for not less than thirty-eight pupils in average daily attendance, three teachers for sixty-five pupils, four teachers for one hundred pupils, and one additional teacher for every thirty additional pupils. But if the average attendance in counties not drawing from the Equalizing Fund shows a higher attendance than thirty-eight for two teachers, the high average will be taken as a basis. Therefore, counties should, so far as possible, adopt

an average of forty pupils as a basis for the first two teachers. This will be safe.

5. By adopting forty pupils as a basis for the first two teachers a great saving will be effected and we shall have surplus enough, perhaps, to pay that part of the salaries of superintendents, principals, and supervisors, for 1921-22, as authorized by law, and I am authorized by the State Board of Education to say to the counties that the surplus will be applied to these purposes.

6. In providing for high school instruction in the future it will not be wise for superintendents to plan for two high schools in the same townships or two high schools within about five miles of each other, unless the number of pupils in each is great enough to justify a standard high school of the highest class in each. The cost of multiplying small high schools located close together is too great. Superintendents can transfer high school pupils from schools within a radius of five miles and more, reduce the cost of running the school, and provide better high school instruction. While this does not apply to counties not drawing from the Equalizing Fund but only to those expecting aid from the State, it would be wise for all counties to follow this rule at this time when we are at the beginning of building rural high schools. If the counties persist in locating small high schools close together with high-salaried principals, it may be necessary for the State to estimate the number of teachers required to give proper high school instruction to all high school pupils of a township or of a given area and allow salaries from the Equalizing Fund for only one principal, and a sufficient number of teachers based on the number of high school pupils enrolled. This will not affect many counties at present but it will be a guide to county superintendents in building high schools for the future.

Life, as I see it, is not a location, but a journey. Even the man who most feels himself "settled" is not settled—he is probably sagging back. Everything is in flux, and was intended to be. Life flows. We may live at the same number of the street, but it is never the same man who lives there.—*Henry Ford, in McClure's Magazine for May.*

THE DURHAM COUNTY PROGRAM OF ADMINISTRATION AND SUPERVISION

By MISS MATILDA O. MICHAELS, *Elementary Supervisor*
and

JOHN W. CARR, JR., *County Superintendent of Schools.*

There are in the county system of schools twenty-nine white schools. In working for more effective supervision of the Durham County schools twenty-six of the typically rural schools have been arranged into eight group centers. The wisdom of this plan is evident when you consider that if one day is spent at each school, it takes more than five school weeks to visit these schools.

A group center school has been chosen usually because it is the largest school in a given vicinity, it has desirable location, and is imbued with a progressive spirit. These schools are the models for the surrounding smaller schools, and concentrated effort is put forth to make them shining examples both in equipment and methods of instruction. During the fall term a day was set aside for demonstration teaching in these schools. The smaller schools were closed, and the teachers came into these larger schools to observe the teaching of recitations prepared according to the best pedagogical methods. While the teachers of the group center schools have been studying and planning their work for demonstration lessons, the visiting teachers have not been idle. They have been assigned definite work in various reference books found in the supervisory library of Durham County in order to be able to discuss intelligently the work observed. In the morning hours the responsibility for the success of the meeting was in the hands of the home teachers; in the afternoon conference which followed the demonstration teaching, the tables were turned and the visiting teachers played their part in leading the discussions. As a result of these conferences teachers have been strengthened, and a livelier interest aroused in methods of teaching.

The goal of supervision has been to develop a higher degree of skill in teaching, but special emphasis has been placed upon the teaching of arithmetic and reading since these are the tool subjects. Then, too, the results of the educational tests and measurements given in 1920-1921 showed that better methods of teaching both reading and arithmetic were imperative if the county standard was to be raised.

The first step taken for the improvement of teaching reading beyond the improvement of the mechanics of reading has been to get more joy out of a lesson, to give a better social setting by forming voluntary reading groups in which the pupils enjoy hearing one another read and tell stories.

To encourage appreciation of the beautiful in literature and to inspire a greater need and desire to read, "Children's Literature" was selected for use and professional study among the teachers.

In the teachers' meetings the teachers have taught poems, told and dramatized stories as they would to their classes. They have been encouraged to use this book daily in their classes.

To encourage more independent and silent reading among the pupils credit has been given for outside reading, provided that the pupils have satisfied the teachers that they have read and enjoyed these books. In the primary grades the required number of books for credit is five; in the grammar grades, eight; and the high school, ten. As a reward for having read these

books Reading Certificates have been given at the group center commencements to those who have met the requirements.

This reading campaign in the schools has been a decided success. Each white school in the county has at some time had State and county aid in securing a library, but the present supply of books was found to be inadequate. Fifteen schools have raised funds enough to supplement their original libraries. The other schools have obtained books from the Durham Public Library. Reading of these books has not been confined to the pupils, but when carried into the homes, the parents of the children have read them also. A partial report on the number of books read by pupils alone show that 9,337 books have been read. To date 665 reading certificates have been given at the group center commencements. This does not include certificates to be given in May at the closing of the suburban schools.

As a part of this campaign a wider range of reading and a greater desire to read has been created by having in the schools more than one set of readers. In this way, too, supplementary reading relating to school work is being introduced, and the isolation and lack of books so often found in rural homes are being overcome. The noticeable result of this campaign has been shown by the scores made in the reading tests which were given recently. Those schools which have emphasized this outside reading have more than doubled their scores in rate and comprehension.

In the group center schools Studebaker Practice Sets have been placed for more effective drill work in arithmetic. In teaching arithmetic the object has been to see that the pupils gain a correct number concept, to establish right habits of work, speed, and accuracy with the four fundamentals; then to apply this knowledge in useful, practical and vital problems. The results of the spring tests in arithmetic show that this emphasis has been decidedly worth while.

The significant features of the supervisory program may be summarized in the words "a campaign for the improvement of reading and arithmetic teaching in the schools." Practically all supervisory work has been concentrated on this aim. At the group center meetings demonstrations in teaching reading and arithmetic were given; in the assignments for the conferences following each demonstration the same thing was emphasized; the professional study was made to fit in with the main aim; educational tests and measurements were used in the fall to show the necessity for improvements in arithmetic and reading; the tests in the spring have been used to measure the progress which has been made; very extensive reading on the part of the children has been encouraged by giving certificates of distinction; drill work on the fundamental processes in arithmetic has been emphasized through the use of the Studebaker Practice Sets; and the desirability of using practical arithmetic problems to supplement and supplant those give in the book has been emphasized in circular letters; good problems that can be used as supplementary material have been mimeographed and sent to the teachers. By attempting improvement in teaching or reading and arithmetic more has been

accomplished than if the reform of the whole curriculum had been attempted.

The purpose of the group center meetings held in the fall was to raise the standard in teaching and to show the teachers of the smaller schools the advantages of school consolidation. The program of the spring has been a continuation of these ideas with the broader aim of increasing community interest in the schools through the group center commencements.

For conducting these rallies the eight group center schools have been hosts to the children, teachers, and patrons of their own immediate vicinity and the neighboring community. The first part of the school day has been set aside for the observation of the regular school work by the patrons. A speaker has been secured to bring to the people a message which would further the cause of education. A picnic dinner has been served on the grounds, and the people of nearby communities have renewed and made ties of friendship.

In the afternoon the contests, the preliminaries for the county commencement, have been held. These contests have all been an outgrowth of the regular school work and have consisted of an arithmetic contest, a spelling match, a reading contest, a story-telling contest, and a singing contest.

In the arithmetic contest the most accurate and rapid workers in the four fundamentals have been chosen to represent their schools. These selected pupils then competed with one another to determine who could make the highest score in accuracy and rate of work. The denomination of these scores depend upon the number working. If there are six workers, the accuracy score for each example will always be six and the rate score will range from six to one, the highest score of six being given to the first to finish, the next score of five to the second one finishing, and so on to the last one who gets a score of one. The scores in both rate and accuracy are then added and the contestant making the highest total score is the winner of the contest.

In the spelling match each school is entitled to two spellers for each teacher it has. This match continues for fifteen minutes, and all children who are standing at the close of the match are entitled to take part in a match at county commencement.

Throughout the year silent reading has been emphasized; but in order that it may not be overemphasized, an oral reading contest is given a place on the group center commencement program. Each school is allowed one contestant who may read any selection from the reading material of his grade not to exceed three minutes in length. The contestant who most naturally brings out the thought and feeling of the selection he attempts has been chosen to represent his group center in the county commencement.

The stories in the primary story-telling contest have been selected from the reading books or stories used during the year.

The singing contest consists of selections taken from the song books adopted in the county. Each school may have from twelve to twenty-four representatives. Instrumental accompaniment is permitted, but as some of the schools are without musical instruments, only the singing has been considered in choosing the winner.

Athletic contests such as pole vaulting, jumping and racing have been held. A play period for both the boys and girls has been arranged. Such games as "Fox and Geese," "Dodge Ball," and "Potato Race," have been used.

The group center commencements have not only served as preliminaries for the county commencement

but have served to develop a deeper interest in education and a wider community spirit. Thus the contests of the county commencement were an outgrowth of the group center commencements. The larger schools as East Durham, West Durham, Lakewood, and Lowe's Grive, did not compete in the reading and story-telling contests, but contested among themselves in a recitation and dramatization contest. Athletic contestants chosen at the group center rallies competed as groups against these larger schools. This gave the smaller schools a fair chance with the larger ones. Suitable prizes provided by the Durham County Teachers' Association were given for each contest. The athletic pennant was won last year by West Durham. This same pennant was awarded to the school winning at the county commencement and shall finally belong to the school winning three consecutive times. The county commencement stands out as a red letter day in the year's work. It means that the schools of the county are brought together as a unit. It means also that they are swinging into a greater day educationally.

The significant features of the Durham County program of supervision and administration are: (1) the campaign plan for improving teaching through the focusing of all supervisory agencies on the better teaching of arithmetic and reading. The group center teachers' meetings, the reading circle work, the use of tests and measurements, and the group center commencements all contributed a part to the main aim of our supervisory program; (2) the use of the group center commencements as preliminaries for a county commencement with the purpose of unifying the county for educational progress; (3) the use in the commencements of contests which are closely connected with the actual work of the schoolroom.

For the final commencement the buildings and grounds of Trinity College were placed at the disposal of the county authorities. The enthusiastic rally which was held there made the people of the county realize that their school system is a large and important institution; it increased the interest of the people in their schools.

No one person can claim the credit for the execution of the Durham County plan. It originated in the mind of the former county superintendent, it was expanded and carried out through the coöperative efforts of the entire teaching force. Without the loyalty and enthusiasm of the principals and teachers of the schools, the whole plan would have been a dismal failure.

ELIOT AND EDISON

Dr. Charles W. Eliot, president emeritus of Harvard University, celebrated his eighty-eighth birthday by doing his regular day's work. Edison, seventy-five, confessed somewhat shyly to being a few minutes late for office because his family was "celebrating."

Two men, both long past the age when most men are useful, continue to live and work and make the world better. How do they do it? A stagnant pool is one into which no water flows, from which no water runs. A fresh, clear pool is one into which water runs and from which water constantly flows. Edison and Eliot have minds through which thought, ideas, pictures, conceptions constantly flow. To stay young, read, think, educate your brain. You will never be an Edison or an Eliot, probably, but you will be of use, and live long enough to make that use count in proportion to what you know, what you learn, to what purpose you use your brain.—*Capital News Service.*

TEACHING HISTORY AND CIVICS: IN CONCLUSION

By WM. T. LAPRADE, *Department of History, Trinity College, Durham, N. C.*

We have attempted to cover in the monthly articles this year the problems of planning the work for a course in history or civics for the high school. Perhaps it will be helpful to summarize in conclusion the points that have been made in the course of the year.

In the outset we considered the necessity of viewing the subject to be taught as a whole before undertaking to plan the work in detail. The average course in history or civics is purposeless and ineffective enough at best, and it is all too improbable that it will take any definite shape at all without some premeditation and forethought by the teacher. So we concluded that the first task of the teacher is to adopt a definite aim and purpose and to formulate a plan for the year designed to effect that purpose.

Each several lessons would then naturally be planned with a view of making it contributory to the accomplishment of the purpose adopted. The lessons would be assigned not necessarily as the author of the text-book might have organized the subject but rather as the teacher might determine, having regard to the aim adopted and the purpose to be served. It is difficult to place too much emphasis on the importance of this preliminary forethought if a teacher of history or civics is to do effective work for the time being and is to receive a maximum of benefit from experience. In the absence of a definite plan and purpose formulated in advance there is no very clear criterion by which to test the success of the course, and it is accordingly difficult for the teacher to see wherein has lain the weakness or strength of the work.

Granting the necessity of a general plan of the work of a course for a year or term, it is obviously quite as essential that each lesson be planned in advance and that work assigned to the pupils be correlated with that plan. No teacher can do the best type of work without spending as much or perhaps more time in this preliminary planning for the class exercises than is spent in checking up the results in the way of recitations, papers, and the like. In the midst of the necessary routine of these latter tasks, we are sometimes tempted to lose sight of the fact that the primary function of a teacher is to teach, that is to stimulate thought and reading on definite questions, to induce, in other words, the pupils to engage in study and in other helpful educational exercises and not merely to keep a check-list of work done and results accrued.

Because the central problem in teaching history and civics is the process of planning lessons in a practical and helpful way, we have devoted a large portion of the space used this year to this subject. We considered the general problem of the lesson plan and then in turn the specific problems involved in planning lessons on two general topics in American history. An effort was made to keep these considerations of special topics general in character lest the purpose of the discussion be defeated. We made no attempt therefore to frame a plan of the sort that a teacher might actually take into a class room and use.

It would have been comparatively easy to construct plausible lesson-plans of the type suggested in these articles. Indeed the author of the articles requires that each member of his classes in the teaching of history and civics construct at least ten such plans in the course of their work in the course. He did not history and civics construct at least ten such plans in these articles because a lesson-plan ought not to be-

come stereotyped or standardized. The same plan could scarcely be used with profit by two different teachers, and the same teacher probably ought seldom to use the same plan with different classes. The plan ought usually to be made to order by the teacher who is to use it specifically for the class with which it is to be used.

If no other point has been made clear in the course of these articles, the author hopes that every thoughtful teacher who has read them has appreciated this last one. Since too much emphasis cannot be placed on it, let us try to restate it briefly in conclusion. The task of a teacher of history or civics is not so much to cover a given allotment of subject-matter as it is to induce in the pupils taught ability to understand the subject-matter and sane and honest habits of thought on social questions in the past and in the present. The pupils are always the objects of first consideration. The text-book is but an aid in the education of the pupil; the primary task of the teacher is to serve the pupil. Therefore, the course should be organized and presented in a way to meet as far as possible the peculiar needs of the pupils to be taught, the lessons planned with a view of interesting and instructing them. The test of the success of the course and of each of the several lessons is measured by the effectiveness with which it interests and instructs the pupils. No plan, therefore, is useful to any teacher which that particular teacher is unable to use effectively with the pupils for whose instruction he is immediately responsible.

These facts explain why these articles have at times seemed less specific than some teachers who have read them may have liked. The author desired to be helpful to a maximum degree in the long run, and he was fearful of leading some astray fundamentally if he had attempted to be immediately helpful to others in too many concrete details. If he has been at all suggestive in a way that has been practical to teachers actually at work, the trouble these articles have cost has been amply remunerated.

WORK

The natural thing to do is to work—to recognize that prosperity and happiness can be obtained only through honest effort. Human ills flow largely from attempting to escape from this natural course. I have no suggestion which goes beyond accepting in its fullest this principle of nature. I take it for granted that we must work. All that I have done comes as the result of a certain insistence that since we must work, it is better to work intelligently and forehandedly; that the better we do our work the better off we shall be. All of which I conceive to be merely elemental common sense.—*Henry Ford, in McClure's Magazine for May.*

IMMATERIAL

The office stenographer was mentally upset over her inability to spell "graphic." "How do you spell graphic, with one 'f' or two?" she asked. "If you are going to use any," the genial boss replied, "you might as well use two."—*American Boy.*

There can be no such thing as an equal educational opportunity for the youth of a State of Nation until every child has a thoroughly prepared and efficient teacher.—Resolution No. 9 by the Department of Superintendence, N. E. A.

IMPORTANT ARTICLES IN RECENT NUMBERS

In recent numbers of NORTH CAROLINA EDUCATION there have appeared several important articles, the timeliness of which endures beyond the mere month of their publication. Some of these articles, which few, if any, readers of NORTH CAROLINA EDUCATION will wish to miss altogether, are, for convenience in locating and procuring them, listed below by months.

So long as there is a supply of these numbers available, they will be mailed postpaid for fifteen cents each. Send remittances to NORTH CAROLINA EDUCATION, Raleigh, N. C.

SEPTEMBER, 1921

- Duty of School Officials to See That School Funds Are Kept Separate. By E. C. Brooks.
- Knell of the Old Toll Gate—Suggestion for a School Project. By W. F. Marsball.
- Use of Text-books in Teaching History. By W. T. Laprade.

OCTOBER, 1921

- County Government and Public Education. By E. C. Brooks.
- Outline for Study of Bonser's "Elementary School Curriculum." Chapters I to V. My Mrs. T. E. Johnston.
- Planning the Work of a Course in History. By Wm. T. Laprade. The Second in a Series of Articles on Planning Work in History and Civics.
- School Management Course in Union County Summer School. (A Committee Report by Ben M. Williams.)
- Teaching Poetry in the Grades (With a number of poems to be taught.) By Susan Fulghum. This is the first in a series of articles, the second and following articles consisting of poems for study by the grades.

NOVEMBER, 1921

- Distinctive Work and Plans of the Hendersonville Teachers. By A. W. Honeycutt.
- How to Issue and Market School Bonds to the Best Advantage. By S. Wade Marr.
- Outline for Study of "Public School Education in North Carolina." By E. W. Knight.
- Plan for Study of Clark's "Physical Training in the Elementary Schools." By Susan Fulghum.
- The Lesson Plan in History and Civics. By W. T. Laprade. Third article in the series.
- Teaching Poetry in the Grades—II. By Susan Fulghum. Poems for Study and Memorizing by the Second Grade. Miss Fulghum's introduction to the series will be found in the October number and should be missed by no teacher who uses this series of happily chosen poems. The series is concluded with the fifth article in the February issue.

DECEMBER, 1921

- A Unique Consolidation, James E. Holmes.
- Assigning a Lesson in History or Civics, Wm. T. Laprade.
- Community Service as an Aid to Language, Nannie E. Pigg.
- Our Army of Illiterates, Elizabeth Kelly.
- "Psychology of Subnormal Children" Outlined, Hattie S. Parrott.
- Outline of "Bonser's Elementary School Curriculum," Mrs. T. E. Johnston.
- See Europe If You Must, But See Western North Carolina First. John J. Blair.
- Studying Trees and Shrubs at the County Fair, Cordelia Camp.
- Teaching Poetry in the Grades—III, Susan Fulghum.
- The Wilson County Idea, E. C. Brooks.
- The Great Work of the Double-Barred Red Cross, Florence Chapman Williams.
- Thirty-eighth Annual Session of the North Carolina Teachers' Assembly, E. C. Brooks.

JANUARY, 1922

- New School Legislation Enacted by the Special Session of the General Assembly, E. C. Brooks.
- Planning a Lesson in History, Wm. T. Laprade.
- Program for Temperance and Law-or-Order Day, Mrs. T. E. Johnston.
- Shall the Bible Be Taught in the Public Schools? W. A. Harper.
- Teaching Poetry in the Grades—IV, Susan Fulghum.
- The Rural Schools of Macon County, Nannie E. Pigg.

FEBRUARY, 1922

- Buncombe Principals in a Project, F. L. Wells.
- Outline for Study of Bonser's "Elementary School Curriculum," Mrs. T. E. Johnston.
- Projects in First and Seventh Grades at Weldon, W. B. Edwards.
- Report of the North Carolina Text-book Commission.
- Teaching Poetry in the Grades—V, Susan Fulghum, concluding the series.
- The American Revolution: A Lesson Plan, Wm. T. Laprade.
- Using the School Paper for a Project, Nannie E. Pigg.

MARCH, 1922

- Books Adopted for the Public Schools, E. C. Brooks.
- How the School and the Local Paper May Help Each Other, Winnie Davis Leach.
- How to Raise the Grade of Your Certificate by Summer School Work, A. T. Allen.
- Making a Moving-picture Show in the First Grade at Roanoke Rapids, Miss Ross.
- Regulations Governing Tuition Charges in the City Schools.
- Relationship of School Organization to School Costs, E. C. Brooks.
- Ruling of Attorney-General on the Bond Issue.
- Material for School Commencements, Mrs. T. E. Johnston and Susan Fulghum.
- The American Revolution: Lesson-plan Concluded, Wm. T. Laprade.

APRIL, 1922

- Assigning a Lesson on the Civil War and Reconstruction, Wm. T. Laprade.
- Four Forward-Looking Resolutions.
- Health Work Among the Negroes of North Carolina, Florence Chapman Williams.
- Opportunity and Obligation—A Message to the Teachers' Assembly, E. J. Coltrane.
- Principles for Accrediting Colleges.
- Score Card for Elementary Schools, Susan Fulghum.
- Trying Out a Project in Geography, Mrs. Gertrude Ward.

MAY, 1922

- Classification of the Public Schools, E. C. Brooks.
- Is there a Need for Science in the High School? Bert Cunningham.
- Language Work in the Second Grade, Elise Fulghum.
- One Standard High School for Every County, E. C. Brooks.
- Planning a Lesson on the Civil War and Reconstruction, Wm. T. Laprade.
- The Five-Million Dollar Bond Issue Validated, E. C. Brooks.

THE THING THAT COUNTS

I have no quarrel with the general attitude of scoffing at new ideas. It is better to be sceptical of all new ideas and to insist upon being shown rather than to rush around in a continuous brainstorm after every new idea. Scepticism, if by that we mean cautiousness, is the balance wheel of civilization. Most of the present acute troubles of the world arise out of taking on new ideas without first carefully investigating to discover if they are good ideas. An idea is not necessarily good because it is old, or necessarily bad because it is new, but if an old idea works, then the weight of the evidence is all in its favor. Ideas are of themselves extraordinarily valuable but an idea is just an idea. Almost anyone can think up an idea. The thing that counts is developing it into a practical product.—*Henry Ford, in McClure's Magazine for May.*

GET THESE TWO BOOKS

An acquaintance with the State's Educational history should form a part of the informational equipment of every teacher and school officer. If you have not read it yet, send today for a copy of Dr. Knight's *Public School Education in North Carolina*. The regular price is \$2.00. We have arranged with the publishers to make the price of \$1.70, postpaid, to our subscribers. The book will be mailed and your subscription extended one year for only \$3.00.

Have you read *Education for Democracy* yet? It is a book of 263 pages, written by Dr. E. C. Brooks. Its theme and teachings should be deeply impressed upon the understanding and spirit of every teacher in the State. The regular price is \$1.50, postpaid. This book will be sent and your subscription extended one year for only \$2.80.

Both books will be sent postpaid and your subscription renewed one year for only \$4.25. Send your order for one or both to NORTH CAROLINA EDUCATION, Raleigh, N. C., adding ten cents exchange to your check, if it is not drawn on a national bank.

Provide yourself with these two books and then by intelligent reading apply their contents to the broadening of your professional knowledge and the enrichment of the professional quality of your mind.

If to petrify is success, all one has to do is to humor the lazy side of the mind; but if to grow is success, then one must wake up anew every morning and keep awake all day.—*Henry Ford, in McClure's Magazine for May.*

Business men go down with their businesses because they like the old way so well they cannot bring themselves to change. One sees them all about—men who do not know that yesterday is past, and who woke up this morning with their last year's ideas.—*Henry Ford, in McClure's Magazine for May.*

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PITH AND PARAGRAPH

The State salary schedule will be maintained. Your professional progress, therefore, should keep up its steady pace.

The summer school attendance in North Carolina this year is expected to reach a new record in numbers not only, but in accomplishment as well.

Mr. High School Principal, have you made a complete record of your year's work and filed it so the school will have a permanent record of it?

Renew your subscription this summer so as to be sure to receive the September number. The price is \$1.50 a year of ten months from September to June.

Remember that no issues of NORTH CAROLINA EDUCATION are published for the vacation months of July and August. This June number is the last until September.

What Summer School Director will give us the best example of the use of the library in the summer school? We should like to publish it at the beginning of the next school year.

The next issue of NORTH CAROLINA EDUCATION will be the September number. Be sure to let us know what your address will be at that time. This September number will be sent to the present address of subscribers entitled to receive it, unless the publisher is otherwise instructed.

This is tax-levying time and the schools should be properly provided for. We will take no backward step. Our building program is proceeding at a rapid rate. The State has recently loaned \$1,000,000 and before snow flies it will lend \$4,000,000 more for the erection of school buildings.

On April 25th Guilford County voted a county-wide tax and made it possible to consolidate schools according to needs and give equal educational opportunities to all. About the first of April Macon County voted a 30-cent tax over the entire county, and also provided

equal educational advantages for the children of that county. This is an evidence of the spirit that is abroad in the State.

Don't let disappointed school-book publishers persuade you into doing foolish things. Remember this: representatives of school-book publishers are working in the interest of their respective companies. Certain superintendents are in danger of serving as a cat's paw for these very active agents. The law says the State Board of Education may revoke the certificate of any teacher, principal, or superintendent who fails to use the adopted books.

How organized effort, with the county as the unit, may apply itself to securing better teaching in the classroom is impressively illustrated by the work done in Buncombe by Miss Ila Johnson in 1920-21 and in Durham County in 1921-22. The account of their work in Durham County, as given in this number of NORTH CAROLINA EDUCATION by Miss Michaels and Superintendent Carr, is one of absorbing interest and forms a fine chapter in effective rural supervision. If you have not yet undertaken a similar work in your county, use this article as a self-starter.

NOT YET

It is a good omen. To-morrow in North Carolina will be greater than to-day. The boys and girls are going to school and more and more of them go on to college.

At Wakelon commencement, the biggest the school ever had, Professor Owen Odum, principal of the school, was making the announcements, "If any of you school committeemen need teachers, here they are," said he, as he announced the winners of teachers' certificates. "But," he added, "you can't get them. They are going to college."

REVISED CLASSIFICATION OF COLLEGES

Before the Certification rules were revised the colleges of the State were divided into two classes as follows: The A Class, which presents four years of standard college credits, and the B Class, which included all types of colleges rated by the State Department below the A Class. After the rules were revised, the colleges were divided into three classes—the A Class, as above, the B Class, which presents three years of standard college credits, and the C Class, which presents two years of standard college credits. Don't become confused, therefore, if a college was rated B in 1920 and C in 1922.

READING CIRCLE WORK FOR 1922-23

For the improvement of teachers in service, the Reading Circle work will be continued and emphasized again next year. The books will be selected during the summer. It is proposed to announce these and the preliminary directions for conducting the work before the summer schools close in order that superin-

tendents and teachers may begin their Reading Circle work with the opening of their schools in the early fall.

It is the purpose of NORTH CAROLINA EDUCATION to carry in September full announcement of books and plans, with outlines, so far as practicable, for immediate work. Be sure to renew your subscription in time to receive the September number, which is scheduled to appear the first of the month.

PROFESSIONAL STATUS OF THE STATE BOARD OF EDUCATION

From a high school principal comes a request that NORTH CAROLINA EDUCATION publish a list of the several members of the State Board of Education with their respective college degrees and professional training. This request is "respectfully and earnestly" made, says our correspondent, "in view of the fact that many teachers of North Carolina know nothing about the college and professional training of the members of the State Board of Education."

In the following data taken from the North Carolina Manual of 1921, which may be regarded as official, our correspondent will find, we trust, the information she seeks:

Cameron Morrison, Governor, *President*. Educated in private schools of M. C. McCaskill, at Ellerbe Springs, N. C., and Dr. William Carroll of Rockingham. Lawyer.

E. C. Brooks, Superintendent of Public Instruction, *Secretary*. Prepared for college at Bethel Academy in Lenoir County, 1881-1890) and was graduated at Trinity College in 1894. Has been a teacher all his life. Professor of Education in Trinity College, 1907-1919.

W. B. Cooper, Lieutenant Governor. Attended public schools at Mullins, S. C. Banker.

J. Bryan Grimes, Secretary of State. Educated at Raleigh Male Academy, Trinity School (Chocowinity), Lynch's High School (High Point), University of North Carolina, Bryant and Stratton Business College (Baltimore). Planter.

B. R. Lacy, State Treasurer. Educated at Preparatory School of R. H. Graves (Graham) 1868, Bingham School (Mebane) 1869-1870. Fifteen years a locomotive engineer.

Baxter Durham, State Auditor. Attended public schools of Durham and Raleigh 1884-1892, Raleigh Male Academy 1892-1894, Wake Forest College 1894-1895. Traveling Auditor, Department of State Auditor.

James Smith Manning, Attorney-General. Educated at Pittsboro Female Academy (Dr. Sutton) and A. H. Merritt's School. University of North Carolina, A.B., 1879; University of North Carolina, Law School. Lawyer.

LOANS FROM THE FIVE-MILLION-DOLLAR BUILDING FUND

The State Board of Education in May made a loan of \$1,000,000 to 50 counties from the \$5,000,000 Special Building Fund. It was just about a year ago that the State Board of Education notified the counties that the special building fund provided by the General Assembly of 1921 would be available on January 1, 1922, and advised the counties to proceed with their building programs.

In response to this advice many school buildings were erected and the counties borrowed the money from local banks, but when an attempt was made in Jan-

uary to sell the bonds the purchaser was advised not to take them until the courts had passed on their constitutionality. In the meantime the counties had borrowed about \$1,000,000, in addition to their available funds, for the erection of new buildings.

It was not until the middle of April of this year that the courts validated the bonds, and on April 27th the State Treasurer was successful in selling \$1,000,000 worth of these bonds at 4½ per cent interest. The first loans, therefore, have been made to those counties that had gone ahead with their building program.

Each county of the State will be given a chance to borrow its pro rata part of the \$5,000,000, that is, it may borrow the same per cent of this fund that the school population of the county bears to the State population, and the remainder of the \$5,000,000 building fund will be loaned during the summer and early fall, and counties are advised to continue their building programs with the assurance now that this money will be available.

It is interesting to note that the first \$1,000,000 is loaned almost exclusively for the erection of high school buildings in the rural districts. Only \$40,000 of the entire amount will be used in a city school and this goes to the Wilmington High School, which is a high school for the entire county. It is at last possible for the counties to secure funds with which to erect high school buildings for the rural districts. The State Board of Education has recently made appropriations for the purpose of maintaining at least one standard high school for the rural districts of each county in the State and with these loans it is now possible to supply adequate buildings. The counties and the amounts loaned to each are given below:

County	Amount	County	Amount
Alleghany	\$20,000	Harnett	\$11,000
Anson	14,800	Henderson	30,000
Ashe	2,000	Iredell	45,000
Avery	19,000	Lincoln	37,000
Beaufort	27,500	Martin	26,000
Bertie	20,000	Montgomery	6,000
Buncombe	15,000	Moore	9,000
Caldwell	30,000	New Hanover	40,000
Carteret	16,000	Orange	10,000
Caswell	10,000	Pamlico	20,000
Catawba	25,000	Person	15,000
Chatham	6,000	Pitt	17,000
Clay	9,000	Polk	20,000
Cleveland	8,000	Randolph	10,000
Craven	25,000	Richmond	15,000
Cumberland	4,000	Robeson	10,000
Currituck	16,600	Rutherford	26,000
Dare	2,000	Stanly	10,000
Davidson	40,500	Stokes	20,000
Durham	30,000	Union	8,000
Edgecombe	15,000	Wake	45,000
Gaston	41,000	Warren	16,000
Granville	22,000	Watauga	15,000
Guilford	50,000	Wayne	45,000
Halifax	3,000	Yancey	22,000

E. C. B.

Do not omit to renew your subscription in time to receive the September number of NORTH CAROLINA EDUCATION. It is planned to make it more helpful to the teachers in service during the coming year than ever before.

News and Comment About Books

NOTES AND COMMENT

In Howe's *New Era Civics* (Iroquois Publishing Company) this quotation from Theodore Roosevelt is placed at the head of the first chapter: "Each one of us obtains in his schooling something which not he, but the community, has paid for. He must return it to the community in full, in the shape of good citizenship." It is submitted for the reader to think over.

¶ ¶ ¶

From Ginn & Company (Boston) comes the announcement of a new book by Dr. E. W. Knight, Professor of Education in the University of North Carolina. The title is *Public Education in the South*, and as the first authoritative and comprehensive study of actual educational progress in the eleven states of the Confederacy, it will be heartily welcomed. It is a happy event that makes accessible to educational students and leaders such a history of education in the South.

¶ ¶ ¶

For history teachers, the *Practical Map Exercises and Syllabi in History*, published by Ginn & Company, will prove most helpful in the making of maps. By a unique device, the sheets of tracing paper supplied with the exercises may be placed over any map and yet remain bound with the rest after the map has been traced. These Bishop and Robinson map books are made in three volumes: *Ancient History*, *Medieval and Modern History*, and *American History*. The price is 56 cents each.

¶ ¶ ¶

This summer many readers of *North Carolina Education* will probably find time to read attentively a new book or perhaps re-read an old one. In either event, if the book is worth writing about, if it has captivated, or entertained, or instructed, or otherwise helped you, or has aroused in you a sense of antagonism to its teachings, will you not write out in your own fashion a sort of criticism or review of the book and send it to *North Carolina Education* before fall? Make your journal a forum or clearing-house of current professional thought.

NOTICES OF NEW BOOKS

New Era Civics. By John B. Howe. Cloth, 420 pages. Price not given, presumably about \$1.75. Iroquois

Publishing Company, Syracuse, N. Y.

This is a new text-book in civics "for the students of today and the citizens of tomorrow." It is constructed upon the theory that the classroom is the best place to begin the study of civics, and that the best way to apply practically what is there learned is in (1) helpful service to the community and (2) the use of good judgment at the ballot box. The treatment is in five parts: (I) Citizenship, two chapters; (II) The Nation, ten chapters; (III) The State, three chapters; (IV) The Local Community, three chapters; (V) The Parties, four chapters. The book is attractive in paper and print, well equipped for class use, and carries a generous, quite a generous, number of attractive and instructive illustrations.

Historical Readings. Edited with Notes and Biographical Sketches by Helen B. Bennett and Joseph A. Haniphy, and with Introduction by Geo. Burnam Foster, late professor in the University of Chicago. Cloth, 440 pages. Price \$1.50. Rand McNally & Company, Chicago.

A delightful sort of source book for the seventh and eighth grades. Here are pages from the log-book of Columbus himself, from the chronicles of the Pilgrim Fathers at Plymouth, from Alexander Hamilton, Dolly Madison, and many others who make past events live before one's eyes. At the end of the book are biographical sketches and explanatory notes for use when needed. The teacher and pupils who fall upon Bennett and Haniphy's "Historical Readings," with its quaint and vivid pages of intimate source material, will find it of captivating interest just as this writer did as soon as he had gotten inside of it.

Elementary French (Revised Edition). By Fred Davis Aldrich (Worcester Academy), Irving Lysander Foster (Pennsylvania State College), and Claude Roulé (Dartmouth). Cloth, 539 pages. Price \$1.56. Ginn & Company, Boston.

A revision of an already widely-used first-year book in French. The improvement, however, is quite material. The authors have been at their new task three or four years. The exercises have been freshened and improved in quality—as well as increased in quantity. The lessons have been shortened, pronunciation handled more effectively, and the presentation of grammar has been simplified. The exercises and illustrations impart a French flavor and atmosphere that are rather engaging. A frontispiece in colors shows American soldiers at Cantigny going to the front. There is a picture of Marshal Foch and a number of French scenes, places and historical persons. The prominent features of excellence may be summarized thus: (1) Adaptability to early high school years; (2) emphasis on fluency; (3) abundance of exercises for drill in idiom and conversation; (4) complete review

for every three lessons; (5) illustrations with interesting legends in French; (6) use of International Phonetic Alphabet symbols.

Mr. Newsom's "Song and Dream"

The Stratford Company, of Boston, has brought out a volume of the poems of D. W. Newsom, treasurer of Trinity College, entitled "Song and Dream." Some of these poems have appeared in the "poet's corner" of the editorial page of the *News and Observer*. Most readers will subscribe to the sentiment of the *Book News Monthly* that "there is in many of these poems a note of deep idealism which makes the book decidedly worth while."

The volume is divided into Songs and Dreams of Love, Songs and Dreams of Life, and Songs of War, but the great bulk of the poems are under the second classification. There is warm and tender sentiment in the first variety of poems, the "lofty idealism" to which the *Book News Monthly* refers in the second, and and patriotism and dramatic power in the war compositions.

The book of poems is one of the most notable of North Carolina collections of poetry. Mr. Newsom will take rank among the best and most finished of North Carolina poets.—*Raleigh News and Observer*.

West Hickory Bonds Turn Up in Good Shape

Hickory, May 5.—West Hickory's \$60,000 school bonds, voted last year, held up because of an alleged technicality, and by a large part of the public believed to be mere scraps of paper, have turned up in good shape ready to be delivered at an early date and all that remains for the populace is to decide on one of three school sites. Some of the folks say that is a big question. R. H. Shuford, attorney for the town board, announced the sale of the bonds at par and accrued interest. The plans call for a handsome building with room for a vocational training department.

A Champion Speller in Tarboro's Third Grade

Tarboro, May 20.—A young speller who may some day challenge his cousin, Mr. John Allen, of Louisburg, for the state championship, was discovered at the Tarboro graded school Friday when Billie Aiken, of the third grade, was awarded the prize for being the best speller in the elementary school. By a process of elimination, the best speller in each grade from the second to the seventh was selected to enter the final contest for the medal offered for the winner. This contest was held in the school auditorium, and after standing up until all the other contestants had been retired and spelling the word missed by his last opponent, Billie Aiken, of the third grade, was declared the winner. A coincidence of interest in connection with this remarkable feat is the fact that Billie is related through his mother, who was Miss Nellie Jenkins, of Littleton, to the champion speller of the state, Mr. John Allen, of Louisburg.

STATE SCHOOL NEWS

SCHOOL NEWS BRIEFS

Plans are about complete for a \$50,000 school building of modern construction and equipment at Hookerton, Greene County.

Mebane voted May 13 a \$75,000 bond issue for the erection of an addition to the graded school building and an auditorium large enough to seat twelve hundred people.

June 15 a special election will be held at Duke for decision of two issues: (1) voting \$75,000 in serial bonds for school buildings, and (2) voting a local tax for maintenance.

To date Dr. W. A. Withers, director of the State College Summer School, has received nearly 150 more applications for reservations than at the corresponding date last year, when the number was 852.

In Robeson County Fairmont district has voted a bond issue of \$75,000 and Thompson township \$25,000 for new and modern high school buildings. Several other districts have done likewise as a result of consolidation.

Work will soon be started on Grace Memorial Hospital at Banner Elk. The hospital will be a part of one unit of the Lees-McRae Institute. Money for building the hospital has already been given by Mrs. Helen Hartley Jenkins, of New York City. The hospital will be a memorial to Mrs. Jenkins' sister.

Mr. H. F. Srygley, now superintendent of schools at Morganton, will succeed Prof. J. A. Holmes as principal of the Raleigh High School. Professor Holmes, who for the past two years has been principal of the high school, will retire from his position at the end of the year and will probably go into business.

The contract has been awarded for a new nineteen-room school building at Apex. It will be a two-story brick structure. The nineteen rooms include class-rooms, a library, a laboratory, and an auditorium. It will be completed, under the terms of the contract, in a hundred days and will receive the students of Apex at the opening of the 1922-'23 session in September.

A referee's decision reported to the Supreme Court of New York, May 18, entitles Wake Forest College to receive a patriotic trust fund of \$1,375,000, which was created in 1892 by the late J. A. Bostwick. It is not yet certain whether the heirs will take an appeal. If they do not make further resistance, the fund will be turned over to the college in due course of procedure.

At Henderson the board of trustees of the city schools has let the

contract for three new school buildings. The contracts were all awarded to the same bidder for a total of \$70,000, with the guarantee that the first of the buildings would be completed and ready for occupancy on September 14, 1922, and the other two fifteen days thereafter.

At Buie's Creek Academy commencement it was announced that of the 563 students enrolled for the closing session, there had been no deaths, no serious illness; that religious services had been attended by the largest number in the history of the institution, and that from the standpoint of general discipline and institutional results accomplished, this had been one of the most successful sessions. The graduating class had 70 members.

A Great Sight

A feature of some of the county commencements this year was the picnic dinner. The reporter of the Edgecombe County commencement at Tarboro (May 5) described the occasion there as follows:

"At 1 o'clock a great picnic dinner was served on the common to the more than 5,000 visitors present. Booths and tables had been provided for each school and the refreshment committee distributed to the 21 long tables 200 gallons of ice cream and plenty of cold drinks to supplement the basket lunches which the schools brought with them. It was a great sight to see more than 5,000 people of the county, mostly children, enjoying their dinner on the town common with the band playing and everybody happy."

Change of Presidents at Louisburg

At Louisburg College, Dr. L. S. Massey, resigned, is succeeded by Prof. A. W. Mahon, now president of Sue Bennett Memorial School, London, Ky. He is a graduate of Ohio Wesleyan University and has won the degree of M.A. in education in the dormitory of Chicago. He is a young man, 39 years old, whose whole life since graduation has been spent in school work.

President Massey has done a notably successful administrative work at Louisburg, where he was formerly a pastor. As preacher, pastor, editor, and educator, he has a record of achievement and wise leadership that only enhances his usefulness for whatever work he may enter upon in the future.

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North Carolina Winners in Essay and Lesson Contest

Washington, D. C., May 11.—Miss Anna Higgs Griffith, a student in the Woodland, N. C., public schools, and Miss Christine Pridgen, a teacher in the Warsaw, N. C., public schools, respectively won State honors in the essay contest and lesson contest on highway safety, conducted under the auspices of the Highway and Highway Transport Education Committee, according to announcement here today. Manuscripts were graded by a committee appointed by Dr. E. C. Brooks, State Superintendent, who co-operated in the campaign.

The essay of Miss Griffith represents North Carolina before the national essay committee, and in addition she receives a gold medal and fifteen dollars. Likewise the lesson by Miss Pridgen is now before the national lesson committee representing the State.

An essay by Miss Emmeline Elliot, Lowes Grove school, Durham, won second honors, a silver medal and ten dollars. The following pupils won third prizes, bronze medals and five dollars in cash: Mary Grey Quinn, Warsaw; Ellen Peel, 120 Halifax Street, Raleigh; Margaret Hauser, 420 North Main Street, High Point; Dick Battle, Chapel Hill; Frances Barfield, Sunset Park school, Wilmington; Mary Patterson, Maxton; Henderson Kincheloe, 213 Western Avenue, Rocky Mount; Evelyn Jennings, 100 West Matthews Street, Elizabeth City, and Hortense Ambrose, Creswell.

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Trinity to Have Student Government

Durham, May 15. — Self-government for the male students of Trinity College seems assured as a result of a vote taken by the men in their class meetings Saturday. The vote to adopt a constitution and by-laws previously considered was almost unanimous. The women students of Trinity have had student government for several years.

Under the constitution as adopted by the vote of the men students affairs will be largely in the hands of a student council, presided over by a president elected from the senior class, with a vice-president and secretary-treasurer to act as chairman pro tem in the absence of the president. The council will be elected from the four classes with the upper classes having a majority representation.

This council will have power to investigate student affairs and to make recommendations to the college authorities. The plan as proposed has the sanction of Dean W. H. Wannamaker, student promoters of the system. The faculty is expected to offer no objection to the adoption of the system.

The student government movement for Trinity men students started last year with the class of 1922. At that time a committee was appointed to draw up a constitution to be submitted to the student body. This committee acquired information concerning the plans used in other institutions of the country and drew up a constitution with a committee from the faculty acting in an advisory capacity. The constitution was adopted by the vote at the class meetings is much the same as prepared by the committee last year.

An election to select officers under the new system will be held as soon as the movement has the sanction of the faculty.

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New \$35,000 Building for Walstonburg

G. Lloyd Preacher and Company, architects, with offices recently established in Raleigh, are preparing plans for a ten-room school building in the town of Walstonburg, Greene County, to cost \$35,000. It is to have a large auditorium, music room, library, home economics and science room, and other modern accommodations. The design is to be modern

American and the walls are to be of masonry.

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The first chapter gives the purpose of the method and is followed by one on children's purposeful activities. These give the big reasons why projects fit so well into the scheme of primary education. The remainder of the book gives the big types of activities in which children engage.

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Southern Pines Proud of Its Young Library

Southern Pines, May 13.—Not yet six months old, the growing venture of a few public spirited residents of the Sand Hills, now boasts of a large and pleasant room, well and carefully furnished, stocked with twelve hundred good and readable volumes and a splendid selection of the best in current periodicals, and unique among small libraries, open all day and every day in the week except Sunday.

Financed so far with the dollar memberships of some two hundred citizens or winter visitors and a few contributing memberships of five dollars each, and supplied with books and furniture by these same members, the heads of the officers and committees are busy planning new ways and means just as their hearts are set on the future growth of the splendid addition to the attractions of Southern Pines.

Officers and committees of the library are: Hon. R. N. Page, finance chairman; James Sweet, president; Mrs. R. N. Hutt, library chairman; Charles Macauley, publicity chairman. Directors: Rev. F. M. Gardner, of the Baptist church; Rev. E. M. Serl, of the Congregational church; Dr. Arthur Ramsey, Mrs. N. M. Wood, of the King's Daughters; Miss Mary Merrill, president of the Civic Club.

School Growth at Duke

For several years the people of Duke have realized the present inadequate school facilities, and the coming election has aroused much interest throughout the town. The school has grown to such proportions that it has been necessary to hold two sections daily in the principal grades. The high school has used a dwelling-house this year, because of the crowded conditions in the lower grades. The enrollment this year was 575, the largest in the history of the school. It also is the second largest school in the county. Incidentally, the Duke school has the distinction of being the first graded school in Harnett County, but due to the rapid growth of the town, the facilities have long since become inadequate.

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Meredith College Will Move to a Larger Site.

The trustees of Meredith College have acquired by purchase for \$60,000 a new site for this institution. The tract of land, consisting of 135 acres, is known as the Tucker estate, and lies north of the Southern and Seaboard railroads about one mile west of the State College of Agriculture and Engineering.

The Southern boundary parallels the Cary road for 2,600 feet. The property thus comprises a rectangle of finely wooded country, level and, according to the consensus of opinion on the board, ideally fitted for college purposes. There is a large spring and a natural depression which can be formed into an artificial lake or swimming pool.

Not before 1925, however, can disposition be made of the present institution and work completed on the new. By that time, it is anticipated, the Carolina Power and Light Company will have a line extended, certainly to Method. The city limits of Raleigh lie just a quarter of a mile from the Meredith College boundary.

The new property is now traversed by the Highland Farms road, which will be changed so that it will border the property. In this way, the college site will be bounded on all sides by a good road, and on one side by a hard-surface highway, a part of several national systems.

Plans also contemplate the removal of the Method station a few hundred feet toward Raleigh, and the change of the name of the station from Method to Meredith.

Competent architects have advised the board that an institution of the sort that is desired for the accommodation of five hundred students will cost approximately a million dollars. A committee of the trustees composed of W. N. Jones, R. N. Simms and Z. M. Caviness, will look after details of the transfer of the property and kindred matters relating to the change from one location to another and will report to the full meeting of the board of trustees at commencement, when definite action looking toward the financing of the new program will be taken.

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