

# NORTH CAROLINA EDUCATION

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## In Warbler Time

From Essays by JOHN BURROUGHS in "Under the Apple-Trees" (Houghton Mifflin Company)

This early May morning, as I walked through the fields, the west wind brought to me a sweet, fresh odor, like that of our little white sweet violet. It came probably from the sugar maples, just shaking out their fringelike blossoms, and from the blooming elms. For a few hours when these trees first bloom, they shed a decided perfume. It was the first breath of May, and very welcome. April has her odors, too, very delicate and suggestive, but seldom is the wind perfumed with the breath of actual bloom before May. I said, It is warbler time; the first arrivals of the pretty little migrants should be noted now. Hardly had my thought defined itself, when before me, in a little hemlock, I caught the flash of a blue, white-banded wing; then glimpses of a yellow breast and a yellow crown. I approached cautiously, and in a moment more had a full view of one of our rarer warblers, the blue-winged yellow warbler.

One appreciates how bright and gay the plumage of many of our warblers is when he sees one of them alight upon the ground. While passing along a wood road in June a male black-throated green came down out of the hemlocks and sat for a moment on the ground before me. How out of place he looked, like a bit of ribbon or

millinery just dropped there! . . . Not long after I saw the chestnut-sided warbler do the same thing. We were trying to make it out in a tree by the roadside, when it dropped down quickly to the ground in pursuit of an insect, and sat a moment upon the brown surface, giving us a vivid sense of its bright new plumage.

When the leaves of the trees are just unfolding, or, as Tennyson says,

"When all the woods stand in a mist of green,  
And nothing perfect,"

the tide of migratory warblers is at its height. They come in the night, and in the morning the trees are alive with them. . . . One cold, rainy day at this season Wilson's black cap—a bird that is said to go north nearly to the Arctic Circle—explored an apple tree in front of my window. It came down within two feet of my face, as I stood by the pane, and paused a moment in its hurry and peered in at me, giving me an admirable view of its form and markings. It was wet and hungry, and it had a long journey before it. What a small body to cover such a distance! . . . When one has learned to note and discriminate the warblers, he has made a good beginning in his ornithological studies.

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## THE FIVE-MILLION-DOLLAR BOND ISSUE VALIDATED

By E. C. BROOKS, *State Superintendent of Public Instruction.*

The act to provide a special building fund to be loaned to county boards of education to aid in erecting schoolhouses, which has been before the courts since January, was validated by the Supreme Court in April. This is the most important decision of the Supreme Court since the old Barksdale decision was reversed in 1907. It opens the way for counties to provide adequate school buildings for all the children.

The validity of the act was questioned on the grounds that it was in violation of section 7, Article 7, of the Constitution. This article prohibits counties, cities, towns, and other municipal corporations, from contracting a debt or levying taxes except for necessary expenses unless approved by a majority of the qualified voters. Judge Hoke, in writing the decision of the court, states that this restriction of the Constitution "must be understood to refer to debts and taxes in furtherance of local measures, and does not extend to a State-wide measure of the instant kind, undertaken in obedience to a separate provision of the Constitution, and in which the counties are as stated expressly recognized as the governmental units through which the general purposes may be made effective."

The court further states: "While we thus uphold the proposed bond issue as being in the reasonable exercise of the powers conferred by the Constitution, it must not be understood that the exercise of these powers is in all cases arbitrary and without limit as to amount. They shall maintain one or more school terms at least six months in every year," is the requirement of the Constitution, showing that this number must be in reasonable proportion to the need. And if the school authorities, departing from any and all sense of proportion, should enter on a system of extravagant expenditure, clearly amounting to manifest abuse of the powers conferred, their action may well become the subject of judicial scrutiny and control.

"But no such condition is presented in this record. On the contrary there is every reason to believe and

know that the preamble of the present statute is well within the facts, and in no way exaggerates the need. A position that is emphasized by the fact that our Legislature under section 15 of Article IX, has, in specified instances made it indictable where there is willful failure to attend the public schools. Consolidated Statutes, section 5758, et seq."

It would present indeed an incongruous and most deplorable condition if the General Assembly, having thus provided for a compulsory attendance on the public schools, were not allowed to make provision also for adequate and suitable housing for the purpose. And we are of the opinion that the proposed bond issue, with the requirement that the loans made to the counties to be repaid to the State is throughout a constitutional enactment, and in the reasonable exercise of the powers conferred on the authorities to enable them to properly maintain the public schools of the State.

There is no error and the judgment of the court holding this a valid indebtedness is affirmed.

Although the court validates this act it throws such safeguard around the county authorities as to prohibit the indiscriminate and reckless issuance of bonds. It would seem to be a fact that such issuance of bonds must be of legislative authority and under State control. The one handicap in the way of building a county system has been the lack of funds for the erection of school buildings. This handicap has been removed by the Supreme Court, and we should move with caution and intelligence, but should provide as well as possible for the housing now of all the children in each county.

This \$5,000,000 bond issue will be made available as soon as possible. It will probably be some time during the summer before the entire amount can be disposed of, but those who have contracted for buildings may feel sure that the money will be made available, and no one will be seriously hurt by the delay.

## ONE STANDARD PUBLIC HIGH SCHOOL FOR EVERY COUNTY

The State Board of Education has appropriated \$54,850 to aid in establishing standard four-year high schools in the rural districts. A high school of standard grade must maintain at least an eight months term, having three teachers devoting whole-time to high school instruction, and an average attendance in the high school department of not less than 45 pupils. In addition to this, there are certain minimum requirements for library and science equipment.

Heretofore only 16 counties have been able to maintain a high school of this standard grade for the rural districts. These are: Catawba, Craven, Davidson, Guilford, Iredell, Jackson, Moore, Nash, Rowan, Sampson, Vance, Wake Watauga, Beaufort, Cleveland, and Warren. Through the appropriation made last Saturday, 43 other counties will maintain schools of the standard grade given above. These are as follows:

Alexander	Clay	Jones	Polk
Alleghany	Currituck	Lenoir	Randolph
Ashe	Dare	Macon	Rockingham
Avery	Davie	Madison	Stokes
Bertie	Franklin	McDowell	Swain
Bladen	Gates	Mitchell	Transylvania
Brunswick	Graham	Montgomery	Tyrrell
Camden	Granville	Onslow	Washington
Carteret	Greene	Pamlico	Yadkin
Caswell	Haywood	Perquimans	Yancey
Chatham	Hyde	Person	

The appropriation to each school ranges from \$500 to \$1,250. To a large majority of these counties the maximum sum of \$1,250 was appropriated.

The law enacted by the last General Assembly states that in appropriating this fund the preference shall be given first to those counties having no standard high school, and second, to those counties having no

standard high school in the rural district: *Provided*, that no part of this fund shall be used in any school unit containing less than five teachers, nor in districts having a special local tax voted by the people less than the average rate voted in the State, in addition to the State and county school tax for the six months term, nor in any district containing a town of more than 1,500 inhabitants, unless the number of children living in the rural district attending school shall exceed the number attending from within the incorporated limits of said town.

At the close of the last school year there were 28 counties in which there was not a high school of standard grade. All of these by this appropriation will be able to maintain at least one high school of standard grade within the county. In addition there will be located in 15 other counties high schools in the rural districts which heretofore have never had a high school of standard grade outside of the towns of

these counties. Therefore, for the first time in our history every county in the State will be able to maintain at least one standard public high school.

The growth of the high school within the past two years has been most encouraging. The enrollment in the high school department in 1920 was 30,868, but the enrollment for the year 1921-22 is 42,316; almost a 50 per cent increase in the growth of the high school in two years. Through this aid from the State the growth of our high schools will soon place them on a plane with high schools in other states. The per cent of our school population that has had the opportunities of high school education at home has been in the past entirely too low. In fact, we have almost been at the bottom of the list of states in providing high school advantages. But the remarkable growth of our consolidated schools, making it possible to have high schools convenient to the children of the county, is one of the greatest achievements in the past few years.

E. C. B.

## CLASSIFICATION OF THE PUBLIC SCHOOLS

By E. C. BROOKS, *State Superintendent of Public Instruction.*

It has become necessary to give a more definite classification of the schools of the State, in order that the public money may be apportioned more equitably. The following classification of city schools, high schools and elementary schools has been made, and the State's funds will be apportioned accordingly:

### CLASSIFICATION OF CITY SCHOOLS

The city schools are divided in two classes as follows:

*Class A:* A city school having thirty or more teachers and maintaining a Group I, Class A High School may be designated as Class A, and may be allowed a superintendent of Class A. For every additional twenty teachers one supervisor or principal of Class A may be allowed. However, a part-time supervisor or principal may be allowed if the number of teachers in the system is between thirty and fifty, at a salary not to exceed \$1,800. A city school of this class should have at least one ungraded room for children who are not able to carry the regular work of a given grade, and the teacher in charge of this grade should be specially fitted to give instruction to this class of children.

*Class B:* A town or city school system, having not less than twenty nor more than twenty-nine teachers, and maintaining a High School of Group I, Class B may be designated as Class B, and may be allowed a superintendent at a salary not to exceed \$3,000. No supervisors or principals will be allowed for schools of this class. However, teachers in charge of building may be allowed 10 per cent more than salary as a teacher because of the extra administrative duties.

A supervisor is defined as one who may be employed to supervise all the teachers of a section of a school system such as the primary or grammar grades. ¶¶

A principal is defined as one who may have the supervision and administration of a school unit such as the high school or an elementary school unit of one or more buildings.

Teachers who supervise the instruction in special subjects such as writing, music, drawing, etc., will be classified as special teachers.

Counties are not required to provide for directors of physical education in city schools unless arrange-

ments are made for the director to supervise physical education in the county schools.

### CLASSIFICATION OF HIGH SCHOOLS

A school unit not designated as a city school, but maintaining a standard high school, may be designated as a high school unit (that is, a system containing both elementary and high school departments); three teachers will be allowed in the high school department for the first forty-five pupils in average daily attendance, provided a four-year high school course is maintained. One additional high school teacher will be allowed for every twenty-five pupils in average daily attendance.

The principal of the high school unit must have general supervision of the entire school unit. Otherwise he or she will be classed as a high school teacher. It is absolutely necessary for the system to be unified under one management.

The public high schools of the State are divided into the following groups:

#### *Group I—Classes A and B:*

Class A maintains a four-year course, having a nine months term with six teachers, two of which are teachers of vocational subjects, requiring fifteen units for graduation.

Class B maintains a four-year course, having nine months term with four whole-time teachers, requiring fifteen units for graduation.

#### *Group II—Classes A and B:*

Class A maintains a four-year course, having an eight months term with four whole-time teachers, requiring fifteen units for graduation.

Class B maintains a four-year course, having an eight months term with three whole-time teachers, requiring fifteen units for graduation.

The salary of the principal of the high school of this group may not exceed \$2,000 a year from State funds.

#### *Group III—Classes A, B, and C:*

Class A is a non-standard school, having three high school teachers, and maintaining a four-year course, and may employ a principal at a salary not to exceed \$1,000 from the State funds.

Class B is a certified high school, employing two high school teachers, and maintaining a three-year

course, for a term of eight months. The principal may be paid a salary not to exceed \$1,600 from State funds.

Class C is a recognized high school, employing one high school teacher and maintaining a two-year course for a term of eight months. The principal may be paid a salary not to exceed \$1,500 from the State funds.

#### ELEMENTARY SCHOOL

In apportioning the Equalizing Fund for 1922-23, two teachers will be allowed for thirty-eight pupils in average daily attendance, three teachers for sixty-five pupils in average attendance, and four teachers for one hundred pupils in average daily attendance, and one additional teacher for every thirty pupils in average daily attendance.

## LANGUAGE WORK IN THE SECOND GRADE

ELISE FULGHUM, *Teacher in the Second Grade in the Goldsboro Public Schools.*

Much oral work preceded the writing of these little experiences. When the pupils enter school in the fall we talk informally, choosing subjects related to their every-day life. The little girls tell about their dolls, and the boys talk about dogs or rabbits, or perhaps, about "going fishing."

The following plan works well and helps establish the sentence sense.

Select four children. Ask each child to tell *one thing* about her doll. (Having each child give one sentence helps eliminate the "and" tendency, which is a weakness of many children.) Then one child is asked to tell all four things about her doll. After this other children try. They are asked to make their stories different.

Many such oral compositions are given. The children are not ready to write of their little experiences until very much later in the year, when they have acquired a vocabulary. They then begin writing some of the original stories that were told orally in the fall. Others are added—the oral work always preceding the written.

For instance, when we begin writing these stories, one child gives four or five sentences about his dog. These sentences are written on the board by the teacher as the child gives them. They serve as a model for the class. These sentences are then *erased* and the class asked to write different stories about dogs—as a rule not making more than five sentences.

It is necessary to stimulate some children through suggestive questions in order to get your sentences as, "Where did you get your dog?"

Tell me one trick he can do, etc.

Others can tell the sentences as a connected whole without questions.

Another time miscellaneous subjects were chosen and after one or two were developed orally, the children wrote at their seats the stories given below. They felt free to ask for help on any words they could not spell. When the stories were finished the teacher asked each pupil to read his over carefully and look for errors. Encourage *self-criticism* and *lead your pupils to find their own mistakes*. They have been taught attention to the mechanics—the use of the capital and period—and careful spelling. They see that their sentences do not begin with "and." They ask themselves if they have made sentences *people would like to hear*. Then the teacher and pupils together correct the stories, the teacher going over each composition

Moreover, in apportioning the Equalizing Fund for 1922-23, due regard will be given to the number of pupils in average daily attendance per teacher in those counties that do not participate in the Equalizing Fund, and so far as practicable the same standard shall be maintained as to the number of teachers allowed in those counties that draw from the Equalizing Fund, and the State funds will be apportioned accordingly.

By a proper classification of pupils, and by transferring the students of the sixth and seventh grades in the small one-room school to some better equipped school in the township, it is possible to make forty pupils in average attendance the minimum basis for employing two teachers, and counties are advised to adopt this policy.

with the little writer, and questioning individually as to corrections. Completion of these stories, including the writing and correcting, covers two or three language periods.

The children then found much pleasure in reading their stories aloud to class-mates. Some were read to another grade, and some were taken home and read to mother.

Leading the child to feel that he has something of interest to tell and some one to listen furnishes sufficient motive.

#### Fishing

I went fishing. I caught three fish. They were so big I could hardly carry them. I sold them at the market. I got twenty-five cents for them. MONTA HILL.

#### The Bluebird

Edna Chapman made a bluebird box. She put it in her peach tree. A bluebird came and made her nest there. She laid three eggs. Every morning she would get a worm and give it to her babies. WILLIAM CROW.

#### My Dog

Daddy throws a ball and my dog will bring it back. My dog's name is Bingo. He will jump through a hoop. When strange persons come in the yard he barks at them. He meets me when I come home from school. He likes us and will not bite. My dog will catch a chicken. ELEANOR LAURA BIZZELL.

#### At the Beach

I went to the beach. I saw some pretty shells. I went in bathing with a girl. I enjoyed the water. I went in the water as high as my neck. JOHN NORWOOD HAMILTON, JR.

#### At the Beach

Once I went to Southport. I went in bathing. The shells cut my feet. I had a fine time. I caught some fish. I caught some crabs. VIRGINIA SLAUGHTER.

#### My Doll

My doll is named Rose. She has a doll bed. I made her a blue dress. She has a trunk. She has a cap. BESSIE RICHARDSON.

#### The Party

Merle Sasser had a party. She was six years old. She had jello and pineapple and cake. I wore a pink dress.

We played, "Did you Ever See a Lassie?"

ELIZABETH PARRISH.

#### The Picnic

I went on a picnic. I went in bathing. We had fried chicken. We had hard boiled eggs. We had bread and peanut butter, and so many things I cannot tell you all of them. ANNIE LEE BYNUM.

## PLANNING A LESSON ON THE CIVIL WAR AND RECONSTRUCTION

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

As we saw last month, the central impression that results from reflection on the causes of the Civil War is that it grew out of the sectionalism of the country, as the most profound result of the war was the eradication, in a large measure, of the conditions that led to sectionalization. Obviously, then, any lesson or series of lessons dealing adequately with the issues of the war must seek to raise questions pertinent to an explanation of this sectionalization.

Several easy explanations are ready at hand, and we are tempted to adopt them and thus to regard the matter as settled. Before doing that, however, it is stimulating to reflect that in the end the spirit of national unity proved strong enough to destroy ruthlessly the sectionalizing influences, that seemed almost inevitable in their operation, and to make the people and country essentially one. This inescapable fact suggests the questions whether the sectionalization need have taken place at all and why, indeed, it did take place. In other words, we know from our own experience, imposed on some of us by force, to be sure, that it is feasible to have a united country with a homogeneous social life. Moreover, it is not easy to maintain that this homogeneous social life is inferior in quality to the conditions that prevailed when the country was sectionalized to a larger degree. The conclusion is that the sectionalization was not the inevitable product of climatic and topographical conditions it is so easy to assume it was. It is almost as difficult to establish that the primary sectionalizing influence was an indefinite economic advantage accruing to one section or to the other by reason of the sectionalization. In short, there are plausible reasons for assuming that those responsible for sectionalizing the country acted unwittingly, and with no appreciation of the ultimate issues of what they were doing; certainly nobody would accuse them of premeditating the end that came.

How came our forefathers to act thus thoughtlessly, and with such manifest lack of foresight? It is worth the expenditure of several lessons to raise this question vividly in the minds of pupils. It is far more helpful to raise the question than find a definite answer for it, if a definite answer there be. The past of the race is full of questions like this about mistakes that apparently need never have been made if the groups that made them had exercised a not unreasonable degree of foresight. Indeed, in each succeeding generation, our own certainly not excepted, we are frequently acting or refraining from actions similarly pregnant with destiny. If it is possible, by taking thought now, to enable those who follow us to avoid some of the pitfalls into which our generation has been led from lack of foresight on the part of those who lived in the past, our study of the past will serve a good purpose.

As was suggested above, it is so easy to do, that we usually acquiesce in the inevitableness of the things that followed the landing of a cargo of negroes in the infancy of the Jamestown Colony. Large scale agriculture, in which slave labor was used for the cultivation of staple crops, seems to follow so logically in the wake of that cargo that we are in the habit of assuming that the sequence was necessary. We neglect to remember that it was with some difficulty, and after a period of experimentation and adaptation, that a demand for tobacco was created and a variety of cotton

was evolved that would grow on this continent. That these things, when they were done, resulted in the sectionalization of the country is manifest; that it was done as the result of human effort, and choice is equally clear. This system of agriculture and labor in time differentiated the southern section of the colonies from the northern, in which the staples would not grow so easily, and where, therefore, it was less easy to use slaves to any advantage. The introduction of manufacturing after independence gained served to intensify a sectionalization already pronounced. The new industries called for a greater skill in labor and a larger measure of dependability than could be expected from slaves. The growth of manufacturing by machinery, therefore, meant a corresponding intensification of the differences between the sections. In time the prosperity of the Southern States became practically dependent upon the industries of Great Britain and the Northern States, which afforded a market for the southern staple.

But we know now that manufacturing can be carried on in the Southern States and that agriculture can be conducted on small farms, and with free labor, at least as profitably, perhaps more so, than was the case under the old regime. A sober second thought, therefore, might suggest the question whether slavery, large plantations, and staple agriculture were ever as inevitable in the nature of things as the books sometimes lead us to think. May not somebody have blundered when in the outset we were led to embark on this undertaking that resulted so disastrously, and that it cost us so much bitterness and strife to root out?

Perhaps we can never exactly apportion the blame. It is doubtful whether we do ourselves much credit when we seek to relieve our southern forefathers of any share in it by the accusation, partially true no doubt, that they purchased the slaves from northern or British traders. But it is much more profitable to seek explanations than to apportion blame. One of the explanations seems to be that our early forefathers made what proved to be a mistake of judgment, leaving aside the question of whether slavery involved a question of fundamental injustice. Some of the mistakes were certainly made by those in England who projected the colonies, and who were naturally anxious to reap a profit from them. Perhaps we may all agree that other mistakes were made by people in both sections of the colonies and later in the States.

The point here is not to set down what those mistakes were. Once this issue is made clear it is not difficult to set the pupils the task of searching from the text-book or other sources illustrations of the mistakes and the reasons why they were made. In this way thought will be stimulated on the terms that led to the sectionalization of the country and brought on the war. No matter if many of the explanations are not found; no matter, indeed, if the more influential explanations are not discovered, so the pupils are stimulated to search for them and unconsciously to assume as a working hypothesis in their thinking about social questions that it is possible for a given action to be a mistake. This process, in time, leads to the feeling that political and social questions on which we have to pass judgment as citizens merit the soberest, soundest consideration we can give them, lest we in our day make similar mistakes.

## IS THERE A NEED FOR SCIENCE IN THE HIGH SCHOOL?

By BERT CUNNINGHAM, *Department of Biology, Trinity College, Durham, N. C.*

In this day of scientific thinking it would hardly seem necessary to discuss the values of teaching sciences in the high schools. However, when one surveys what is being done in our State the need for such discussion is evident. But few schools have satisfactory courses in science, and a number of schools, which a few years ago had fairly good courses, have for one reason and another discontinued them. Does the present tendency toward "General Science" meet the needs of the modern world, or is there a real need for organized sciences in the high school?

In order to lay a claim upon the time of the student, a course should have one or more of the following values: (1) an individual value; (2) a community value; (3) a related value.

(1) To possess an individual value a course should have something of a practical bearing. It should develop character, making one more self-reliant; it should lead one to understand his environment, both natural and social, and to use that environment to an advantage; it should contribute its share to the so-called mental discipline of the student. The nearer a course fulfills these conditions the more individual value it will have. In the group possessing these characters to the highest degree one might place Language, Mathematics, History, and any of the sciences. So well do the sciences fit the requirements that one might wonder if they were made to fit.

(2) To possess a community value, a course should contribute something toward the development, either physical, mental or moral, of the community. Certain of the sciences, perhaps, lend themselves more readily to this value than others. Biology becomes the basis of hygiene and sanitation. From an understanding of biological laws better breeding is secured (in plants and animals, at least). Sex hygiene and the war on venereal disease, as well as the abolition of drugs and alcoholic liquors, have resulted from the education of an interested public along biological lines. Modern sewage systems and municipal water systems have always met resistance from the uneducated.

(3) In order to have a related value the course should be either a preparation for some higher course or should have some direct bearing upon the life work of the student. It is upon the former of the two points that the college and high school so often disagree. In fact, college men do not agree among themselves. There is scarcely a college professor, however, who is so bigoted that he thinks none can teach his science but himself. Such men may be ignored. There are many on the other hand, who prefer to lay the foundations themselves, since the foundations laid by the high schools are frequently the work of incompetent, untrained and unskilled teachers. If there were fully trained teachers, with equipped laboratories and with sufficient time to do this work satisfactorily in high schools, no doubt there would arise from the colleges a loud hymn of thanksgiving. Think of it—a freshman who had really been introduced to the sciences! A student who would have time during his crowded college course to become familiar with all the sciences. While one must not consider sciences from the standpoint of preparation for college alone, it must be remembered that each year sees larger numbers of the graduating classes presenting themselves for admission to colleges.

Further examination of the individual sciences which may be offered in high school will reveal more clearly the values of each. Assuming that "General Science" is a compromise and an acknowledgment on the part of the school of its inability to give courses in standard sciences, further discussion of this subject is unnecessary. The Natural Sciences, which therefore demand attention are Physical Geography, Biology, Physics, and Chemistry, and, in rural schools, Agriculture. While it is not agreed by all that these subjects are named in a natural sequence, the arrangement may be shown to be feasible. It is to be understood, however, that any of these subjects may be made sufficiently difficult for a high school senior.

Physical Geography has been named first, since, under ordinary circumstances it is the least adaptable as a thorough laboratory course, and because it may be more definitely correlated to the historical, economic and governmental data already in the mind of the student. This science has individual values. One's self-respect is certainly heightened when after viewing the broad vista of the earth and the methods of its evolution one realizes that he has the power to remove mountains, make seas, harness the winds, waves and lightning, and all because man has a brain with ability to plan and power to execute. A great part of one's physical and biological environment is clarified by this science, and through an understanding of its laws the very nature of Nature is being changed. One sees the earth no longer as a haphazard thing, but as a great organism, made up of an almost infinite number of units, each complete in itself, yet all interdependent. This interdependence is well shown in the so-called life zones of Biology. Nothing is more natural than to follow the course in Physical Geography by a course in Biology.

It may seem to the reader that the values given above are so fully met in Biology that they were formulated by a biologist, still they are recognized by certain educators. The idea, that if but one science is to be offered in the high school that one should be Biology, might be traced to a like source. But, surely no one would doubt the individual value of Biology. One of the prime functions of an educational institution is to teach the student to think. There are but few subjects which lend themselves to this function. To be able to think correctly one must have data, and so far as possible that data should be first hand, and as complete as possible. However, data is useless unless organized and classified, neither is it of any worth if it be dishonestly used. No course within the range of high schools offers a student a better opportunity for mental development and logical thought processes than Biology. The most flexible part of a man's environment is the throbbing life that surrounds him. From a study of Biology one comes to understand more fully the relations and interrelations of all life, and also their relations to inanimate nature. Knowing the physiographical idiosyncrasies of living things, man has been able, virtually, to change the very nature of Nature; native plants of China, Japan, South America and Africa are made to blossom and bear even better fruit in America. Whole races of animals are exterminated and new races built at the beck of man. Here, possibly, more than anywhere else, man is dictator of his

(Continued on page 12.)

## NORTH CAROLINA EDUCATION

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The season of the summer schools will soon be at hand. Teachers should plan their courses carefully, in order to avoid needless duplication.

\*\*\*

Have you tried the new examinations? If so, you will agree with us that it requires more scholarship to secure a certificate than ever before. It pays to complete the high school course before leaving school.

\*\*\*

An elementary school, having four or five teachers and each teacher independent of every other teacher, and owing no allegiance to the principal in charge, is a unique institution. It must disappear.

\*\*\*

No, my dear, if you are teaching in a school which employs four, five, or six teachers, your room is not independent of the remainder of the school, and don't become nervous if we cause you some embarrassment.

\*\*\*

At least one standard high school in the rural district in every county in the State is the standard set for the year 1921-22, and we have at last made this possible. Next year we hope to see the number more than doubled.

\*\*\*

How many city schools have an ungraded room in which the children may find the right amount of work which they can accomplish? We should have no standard city school in the State without the ungraded room.

\*\*\*

Superintendent, encourage the pupils to remain in the high school until they have completed the four-year course. This will be worth much to the pupils if they expect to teach. The State examinations will grow harder and harder.

\*\*\*

Do the cows in Pitt County give milk in winter? Of 1,500 rural school children questioned in February and March it was found that only about 35 per cent drink milk. This surprising information is credited to the latest report of the superintendent of Public Welfare of that county.

\*\*\*

Next year the superintendents should take a census of all the children between the ages of seven and twenty-one and should know the names and parents of all who have not yet attended school. It is a re-

flection on the schools of any county to have a number of children of school age who have not yet attended school and who are still illiterate.

\*\*\*

The schools are reaching the children. Did you know that the per cent of illiteracy of the children of school age between ten and twenty-one years in twenty-five counties is 2 per cent or less? But listen: in eighty-five counties it is five per cent or less. This is a fine testimony of the work of the schools.

\*\*\*

The auto-trucks of the hinterland haven't anything on the water-trucks of Dare County. When Miss Evans, the superintendent, wanted to hold a group commencement away across Pamlico Sound, at Buxton, the only town in North Carolina, and may-be in the world, that is fifty miles from its own county seat, she just had the children and the folks brought in boats. And the first educational meeting of the kind ever known in the southern part of Dare County was then held at Buxton. And when the Buxton children must attend commencement at Manteo, the boats are ready again. The philosopher who observed that "where there's a will, there's a way," didn't necessarily draw his conclusions from watching the working of a man's will.

### ADD MARION AND ROCKINGHAM

The list of accredited high schools published in the March number of NORTH CAROLINA EDUCATION was copied from another publication and omitted two important high schools contained in the official list, namely: Marion High School, at Marion, and Rockingham High School, at Rockingham.

The editor is glad to make correction by adding Marion and Rockingham to the list, bringing the total for North Carolina to 44.

### GOOD ENGLISH CAMPAIGN

The following letter has been received from Mr. Clayton McCracken, of Fairview, N. C., and should commend itself to all teachers of English throughout the State:

"Our school has begun what is known as the Good English Campaign. It is our purpose to stress the importance of good English, thereby encouraging a more careful and thorough study of the English language in our public schools of North Carolina."

Every public school in the State should follow this example and give considerably more emphasis to the teaching of good English.

Perhaps no one thing offered by the consolidated school does more for the elevation of community life than music. Through the influence of the school the quality of the music used in the homes has been raised; new instruments have been purchased; a greater number of children take lessons; many join the school orchestra; and in general the whole community has been aroused to an appreciation of a higher grade of music.—Rural School Leaflet, No. 1, of the U. S. Bureau of Education.

## COUNTY CAMPAIGNS FOR HOME AND SCHOOL IMPROVEMENT

The number of county-wide campaigns for home and school improvement shows a gratifying increase within a single year. The honor of being the first county in the State to put on such a campaign is claimed by Franklin County, where Miss Pauline Smith, the home demonstration agent, with the hearty support of her co-workers, began their work in January, 1921. This was quickly followed by Miss Celeste Henkel in Iredell, who organized her forces and put them into action with such swiftness, energy, and enthusiasm that a public celebration of the remarkable results accomplished within the short space of three months was a part of the county commencement in April. An account of her work was published in NORTH CAROLINA EDUCATION a year ago.

In Franklin County the campaign year runs from October to October. At the end of the year in October, 1921, a summary of the results formed a notable exhibit of enterprise and achievement. Among the more than one hundred items in this summary, are such noteworthy ones as these: Ten consolidated schools were selected for improvement under the supervision of Mr. John J. Blair; community people went out with their hoes, rakes, and scoops, two hundred people gathering to work one day when the ground was frozen hard; prizes ranging from \$5 to \$50 were offered to schools and housewives making the most improvement in their school or home grounds; 310 people participated in the home improvement contest; 2 water systems, 2 light systems, and 2 heating systems were installed, 100 houses and 20 kitchens were screened; 170 trees and shrubs and 2,000 flowers and vines were planted; 747 were enrolled in the bread campaign, Franklin County bread winning second prize at the State Fair.

In Iredell, the work was continued from 1921 right on into the present year and the close of the Home and School Improvement Campaign at Statesville, April 22, was the second great event of the kind to be held in that county.

The campaign spirit is catching. This year Catawba, Davidson, and Stanly counties—and perhaps others that failed to be noted—have waged campaigns for school and home betterment.

In Catawba the communities in the school improvement contest raised more than \$6,000 in cash, which sum is to be duplicated by the county.

In Stanly, the campaign was directed mainly to school improvement; but among the three dozen or more prizes offered in all, three are significant of the interest shown in other phases of community improvement: \$100 for the most systematically arranged farmstead, including the buildings and grounds, and \$25 for the community having the largest number of farms named and marked, and having the most attractive names, and \$25 to the community reporting the most screened homes.

The list of prizes offered to students, grades, schools, teachers, men and women, and community clubs, in Rowan County, would cover about two pages the size of this one. The campaign lasted throughout the school year, and the prizes were awarded at the county commencement, April 13. Rowan is among the counties that include the teachers among those who may win prizes for superior work.

Of unusual interest was the campaign in Davidson County. Four schools put in during the contest im-

provements amounting to upwards of \$9,000. The prize of \$50.00 for the most improvement was won by the Churchland school—a school in a strictly three-truck rural community, which made improvements valued at \$6,265.35. For a detailed account of all this, space is lacking; but there are some features of the story that should not be omitted.

In the first place, the contest was put on, says Mr. W. A. Young, the enterprising principal, "when it seemed that the community had done all it could do. A new building had just been completed, costing \$30,000. The community had met one-half of this and in addition, about \$5,000 more."

But the contest was entered with a fine spirit of co-operation upon part of the teacher, students, and patrons. They bought pictures, curtains, shades; the patrons plowed, sowed, and excavated without pay; a \$1,000 water plant was installed; a \$1,900 community lighting plant was put in, three-fourths of the cost being borne by trustees of the school, who light their homes with a part of the current; painting was done, a driveway was made, maples and shrubs were set out; the gymnasium and ball teams were not forgotten, and a piano was bought.

A library was badly needed. "If you'll provide a library of 500 volumes yourselves," said a neighbor to the school, "I will donate that piece of land [about \$600 worth] for playground use. The library was provided and the playground obtained.

Equipment for teaching animal husbandry was added in the agricultural department, and a shop fitted up; the home economics department was also equipped to rank with the best in the State; arrangements also are now being made to put in full laboratory equipment for teaching biology and general science. This will put the school in Group I, Class A, of the State system of high schools.

No wonder Mr. Young, the principal, finds that Churchland won much more than the prize. The campaign (1) aroused a spirit of friendly rivalry among the rooms, grades, and departments; (2) called into constructive action the spirit of coöperation and loyalty existing in the community; (3) accomplished more in a few weeks than would otherwise have been done in years; (4) obtained many things needed by the school that might not have been obtained at all without the campaign.

But the good of the contest was not monopolized by the winning school. Every contestant was gainer to the extent of improvements made. Reeds, Arcadia, and Southmont all made considerable interior or exterior improvements.

W. F. M.

### AN AID TO YOUR CHILDREN

At school a dictionary is considered an essential and is always at hand. For best results in home work it should be equally accessible at home. Only once in a lifetime can the best study be done. That period should be made as effective as possible.

The dictionary is really an *all-knowing special teacher* whose services are always available.—From circular of *Webster's New International Dictionary*.

If the National disgrace of ignorance and illiteracy is to be removed, thorough and effective compulsory attendance laws must be enacted and enforced in every State and district in the Union.—Resolution No. 6 by the Department of Superintendence, N. E. A.

## IS THERE NEED FOR SCIENCE IN THE HIGH SCHOOL?

(Continued from page 9.)

environment. There is little need to urge the mental discipline value of Biology; it is already evident. As a "community value" subject it is practically unsurpassed. Some of these values have already been noted. The related values are, likewise, almost innumerable; hygiene, sanitation, arboriculture, stock, stock breeding, war against pests, and even the betterment of the races, to say nothing of the professions such as medicine, dentistry, etc., are more or less technical subjects built upon the fundamentals of Biology.

While it is true that the student of Biology has been taught to observe, record data, and draw conclusions, it must be remembered that he has done so with incomplete facts, therefore his conclusions, though logical, are more or less open to doubt. Possibly, this is one of the merits of the subject. The course should therefore be followed by one in which the laws can be accurately determined without the loss of accurate observation, and with the minimum of imagination.

Such conditions are met by Physics. Here careful observations lead to specific laws, comparatively easily determined, and as the student comes to "hit near" the law his self-reliance and faith in "Law" develops rapidly. Here is also a "key" to much of physical environment. The mental discipline value needs no discussion. Since much of our physical environment, e. g., transportation, water supply, sewage systems, etc., is directly connected with physical problems one does not

need to go into detail as to community value. As to related values: In addition to preparing students for mechanics and certain types of technicians and professionalists, this subject lays the foundation for a course which deals with less tangible things than weights and measures.

Chemistry—the product of laws, molecules, atoms, electrons and the so-called "dances of the atoms," calls continually for the play of the imagination. Truly, not the undirected imagination of dreams, but an imagination that deals with more uncanny creatures than gnomes and hobgoblins, who always act as they should and really never misbehave. To understand them, even in the most rudimentary way, one must call into play all the keenest observation which his Biology has contributed, and add to this the exact certitude of his Physics, and then swing out into the unseen and unknown and grapple with these invisible entities, and wrest from them their secrets. Here, therefore, is the peak of high school training since all the resources of the student are called forth to master that invisible thing which can only be reached by reason. At first glance, one may suppose there is but little of community value in Chemistry, but it really has a host of related values that have more or less of a community value. Most of our food, our clothing, our homes, our recreations, our whole existence, even to our death and burial, are intimately connected with this fundamental science.

But few of the many values of these sciences have been noted here, but if there be any still unconvinced of the validity of the claims of the sciences for a place in the high school curricula, let him only face the matter squarely and think what his life would be without the contributions of science.

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## STATE SCHOOL NEWS

### SCHOOL NEWS BRIEFS

There was a "record attendance" at the county commencements this year.

At Burlington, April 4, the proposed school bond issue of \$100,000 was defeated by twelve votes.

Work on the beautiful new school building at Whiteville has begun. It is planned to lay the cornerstone May 5 with appropriate ceremonies.

Stonewall Township in Hoke County voted April 15 in favor of a bond issue of \$15,000 for the erection of a consolidated school building and teacherage.

Ground has been broken for the new Methodist Protestant College near High Point. Dedicatory exercises proper are being arranged for June 29.

The school board of Reidsville has accepted the architect's plans for a new high school building, calling for a commodious auditorium, gymnasium, administration offices, domestic science and manual training departments, and fourteen class-rooms.

This is Supt. C. E. Teague's first year as superintendent of the Lee County schools. The report of the county commencement at Sanford, April 15, says that he and his assistant, Miss Ruth Gunter, have achieved fine results with the schools.

Several pictures of famous characters, consisting of some of the masterpieces of art, have been presented to the Burlington graded schools by the local parent-teacher association. Dr. John W. Lesley, Jr., of the faculty of the State University, made the speech of presentation at the Broad Street school.

#### What Brain and Brawn Did With Barrenness and a Boulder

Reeds (school community in Davidson County) took a barren knoll, expended \$167 in shrubs, a couple hundred dollars worth of work of men and teams, terraced and beautified the place until the splendid building is set off in great fashion.

A giant boulder weighing eight or ten tons was taken from its resting place, ended up near the highway leading from Salisbury to Winston-Salem, and upon its side will be inscribed the fact that George Washington once passed that way on a stage coach and made a stop near where the school building now stands.—Lexington Dispatch.

#### Pageantry at Davidson County Commencement

Denton, coming up from the eastern part of the county, took the \$30 prize for the historical pageant, competed for by four larger schools, in-

cluding Linwood, Churchland and Welcome. The winning pageant was one representing the civil war period with slaves sold upon the block, working in the corn fields to the tune of racial melodies, the march-

ing away of troops and return of crippled veterans and the burning of the Davidson County courthouse. Linwood presented many historical facts of the revolutionary period. Churchland featured Daniel Boone, who for a number of years lived almost within the shadow of its school buildings, with Welcome setting forth the world war period. The pageants were an outstanding feature of a full day.

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**WOMAN MAKES THINGS GO IN DARE COUNTY**

**Biggest School Commencement Ever Held on Roanoke Island**

What is declared the biggest crowd ever assembled in Dare County at any one time attended the county commencement at Manteo. Hundreds of children were brought across the sounds in boats to Manteo for the occasion and the homes of Manteo were thrown open for the accommodation of all visitors. Every community in the county was represented. Two years ago such a gathering of school children in Dare would have seemed an impossibility, because of the great water distances between most of the school districts. But there is a woman at the head of the public school system of Dare, to whom all things are possible.

Miss Mabel G. Evans is superintendent of Dare County schools and she possesses the enthusiasm, energy and ability to make almost anything go. Under her administration Dare is wide-awake on the subject of school consolidation, longer school terms and high school instruction for every child in the county.

Prof. C. L. Coon, superintendent of Wilson County public schools, was the chief speaker of the day, and spoke on "An Efficient School System." The judges for the contests were Mr. M. P. Jennings, superintendent of Pasquotank County schools; Mr. Coon and Mr. J. B. Hurley. The largest prize-winners of the day were the Manteo, Wanchese and Manns Harbor schools.—Elizabeth City Independent.

**Mr. G. D. Gatling, New Superintendent for Gates County**

Gatesville, April 8.—T. W. Costen, who has been for more than twenty years directly connected with the public schools of the county, first as county superintendent and during the past four years as chairman of the board of education, tendered his resignation as a member of the board at its regular monthly meeting April 4, on account of the fact that he is a candidate for the State Senate from the First Senatorial District. The resignation was accepted, and G. D. Gatling, twice representative of the county in the lower House of the General Assembly, was elected as his successor. Under the wise leadership of Mr. Costen the schools have gone forward and the large consolidated districts will remain monuments to his far-sighted and untiring efforts to give the children of Gates County the opportunities to which they by right are entitled.

The election in Raleigh Township, April 4, was carried by a majority of 704, in a registration of 4,429, in favor of the million-dollar bond issue for schools. "As superintendent of schools," said Supt. S. B. Underwood,

"I am profoundly grateful to all who had any part in the splendid victory. The school administration pledges itself to give the public a million dollars worth of school buildings for the million dollars voted today."

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**Centennial of Ebenezer Academy in Iredell**

The one-hundredth anniversary of the founding of Ebenezer academy in Iredell was celebrated Saturday, April 15. The original building still stands a stone's throw from Bethany church, in which the anniversary exercises were held. It was founded by Hugh R. Hall, who for a quarter of a century conducted a school in which many men prominent in the life of the State and church received their training. Over the front door are these words: "Ebenezer Academy, Established in 1822," and a large United States flag floats over the entrance. Originally there was only one room with an open fireplace at each end; now one of the chimneys has disappeared and a partition separates the room into two sections. The trees in the yard stand as they did in the days gone by, but the building shows signs of permanent decay.

On the walls of this ancient landmark are still, in bold letters, quotations that reflect the teachings and lessons that were impressed upon the fathers and mothers of the present generation. Here are a few of the quotations, which express sentiments that have remained green in the memory of those who came under the elevating influence of this institution: "Resolved, That the world shall be better"; "Speak the truth"; "Do unto others as you would have them do to you"; "Keep things neat and clean"; "School tax is the best tax"; "Always do right"; "Mind your own business"; and over the door these words, "Always be on time."

Many former pupils of the school gathered from the four quarters of the compass to participate in the centennial.

**Supt. J. H. Rose Heads Parent-Teacher Association**

Greenville, April 8.—Prof. J. H. Rose, superintendent of the Greenville public schools, was elected vice-president of the North Carolina Parent-Teacher Association, according to a message he received today from Miss Catherine Albertson, corresponding secretary. The board of

managers met April 1, the other officers elected being: Mrs. Frank Spruill of Lexington, president; Mrs. A. A. Knee, of Charlotte, treasurer; Mrs. Burke Hohgood, of Durham, auditor.

**West Hickory Will Try Again**

West Hickory citizens, whose \$60,000 school bonds were declared invalid, will vote again early in June on the question of issuing \$50,000 in bonds for the same purpose. There was little opposition the first time and plans were drawn and a picture of the building printed before it was learned that the district was larger than the town ordering the election, and despite an effort to cor-

rect the mistake in the Legislature, the bonds could not be sold.

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91.4 per cent of the court reporters of the country write Pitmanic shorthand. See Official Report of the National Shorthand Reporters' Association.

Nathan Behrin, an Isaac Pitman writer, won the World's Championship contest three times in succession, and in 1913 made a record in these contests of 98.3 per cent, which has never been equalled. Mr. Behrin in 1920 made the two most remarkable shorthand records ever made. He wrote for five minutes at 240 words a minute with only one error, and for five minutes at 280 words a minute with only three errors. This is the World's Record.

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Books on the N. C. Official List are: "Course in Isaac Pitman Shorthand"; "A Practical Course in Touch Typewriting," and "Style Book of Business English."

### Honors at Wake County Commencement

Wakelon High School, Wake County, went home from the first county-wide school contest, April 15th, winner of twelve first places, taking blue ribbons in every department of the contests from primary work to advanced choral singing and track athletics. Wakelon's neighbor over at Wendell took away eight first places, seven went to Cary, and five to Apex.

Practically every school in the county was represented in one way or another in contests which began at 9 o'clock in the morning and continued without interruption to near nightfall. It was the first county-wide contest for honors, although many county commencements have been held in former years.

Fifty first honors were offered, with ribbons for rewards. They were well distributed throughout the county. In every contest the work of the smaller schools was of a quality that won eighteen first places for the smaller schools.

### County High School in Rockingham

At the regular April meeting of the county board of education at Wentworth a numerously signed petition asked that a central county high school or county farm-life school be established at or near the county-seat.

The board unanimously voted to appropriate \$25,000 for the establishment of the school, and decided to ask the county commissioners to appropriate a like amount. It is thought that State and Federal aid will be insured for the school.

The suggestion that the school be located on the county home tract seems to meet with approval by many. The plan is to induce the county commissioners to give about fifty acres of the county's land to the new school and have it located on the Reidsville-Wentworth proposed hard-surfaced road near the point where the road will branch off for Leaksville.

### Fire!

Thomasville, April 15.—Fire supposed to have been of incendiary origin completely destroyed the Thomasville public school building and two residences, entailing a loss estimated at \$115,000 to \$125,000. Insurance to the amount of \$40,000 was carried on the school building.

Reidsville, April 8.—The old graded school building for negroes

### TEACHERS WANTED

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All teachers should try the U. S. Government examinations constantly being held throughout the entire country. During 1922 many permanent, life, positions will be filled at from \$1100 to \$1800; have short hours and annual vacations, with full pay. Those interested should write immediately to Franklin Institute, Dept. D231, Rochester, N. Y., for schedule showing coming examination dates and places and large descriptive book, showing the positions obtainable and sample examination questions, which will be sent free of charge.

near North Scales Street caught on fire about 5 o'clock Monday afternoon and was totally destroyed. The building was an old frame structure and burned very rapidly. The school hoard carried \$11,000 on the build-

ing and \$2,000 on the furniture, desks, etc. The school will continue without interruption, the new school building being used by part of the grades in the mornings and the others in the afternoons.

OUR FREE SERVICE in teaching the Mechanics and Pedagogy of Palmer Method Penmanship is still offered to all teachers whose pupils are provided with individual copies of our manual. Other Teachers may enroll for the complete correspondence course upon payment of the small fee of ten dollars.

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34 plates 25 x 36 inches

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**University Puts Into Effect Plan to Bring Colleges Closer Together**

Chapel Hill, April 11.—An important step in bringing Southern universities and college into closer relationship with one another is the establishment of exchange professorships. Under this plan members of the faculty of one institution go forth on visits of from three days to a week, deliver lectures and hold conferences with faculty members and students of other institutions, exchanging reports of the work done in various fields of learning.

Walter D. Toy, professor of German in the University of North Carolina, has just returned from a stay of several days at Vanderbilt University in Nashville, Tenn. While he was there he gave three lectures.

The topic of the first was the rise of Prussia and its position of dominance among the German states. The second had for its title "The Personal Element in Goethe's Works," and the third was in the nature of a general introduction to Schiller.

Mr. Toy was accompanied on the trip by his daughter, Miss Jane Toy, who is now a student here. They both report the heartiest cordiality toward North Carolina on the part of Vanderbilt and the people of Nashville, and a keen interest in the expansion of North Carolina's university.

Revised plans for three new school buildings in Henderson have been completed. Bids submitted several weeks ago so far exceeded the funds in hand that the school board will re-

quest new proposals on the revised plans. It is thought that the contracts may be let early in May.

A volume packed with facts about the State's modern problems has just been issued as the Year Book of the North Carolina Club at the University under the title, of "North Carolina, Industrial and Urban." The edition is limited and copies are sent only to those who make application. The book contains eighteen chapters.

**HIGHER EDUCATION**  
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Four six-weeks courses will change the classification of certificates.

Each term is a section of work required for graduation. Expenses low. Address



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- To their subtle differences in color tones;
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Made in the largest and most thoroughly equipped factories of their kind in the world, Prang Tempera Colors are products of an unsurpassed manufacturing skill. They may be obtained in opaque glass jars and in tubes, the full palette of colors giving all the elasticity needed for the finest work.

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Established 1835

**Stanhope Voted Bonds Before Breakfast**

April 12 the Stanhope district in Nash County was called on to vote a \$20,000 bond issue for schools.

The polls opened about 5:40 a.m.

By 6:46 a.m. enough ballots had been cast in favor of bonds to carry the election safely.

The early voters then went back home to breakfast and their regular day's work.

**Milk Drinking Adds Weight to Children**

Elizabeth City, April 7.—An average gain of 10 per cent in weight is shown by the 28 retarded children for whom the milk distribution plan was specifically undertaken in January at the primary schools for white children in this city. The report for the month of March, which has just been made public, and which gives the weights recorded, shows that two pupils gained five pounds; one two and one-half pounds; five, one pound; two, one-half pound. One showed no gain, one lost a pound by reason of illness, and two were not recorded, being absent when the weighing was done.

For reviewing for the teachers' examination, get the "Quiz." It is a pocket size normal question book. Price 50c; 3 copies, \$1.00. Teachers' Supply Co., Grayson, Ky.

**UNIMPROVED MOUNTAIN FARM FOR SALE**

In McDowell County, northeast corner, about ten miles from Marion and Bridgewater, among beautiful new lakes of Southern Power Company, 51 miles east of Asheville. Between two ridges along a rollicking mountain stream, ample for private lake, and for farm power and electric lights; 216 acres, 50 to 60 acres in valley and gentler slopes; a few apple trees on the place, but no buildings to speak of; fine site for quiet country home (or several summer homes), for poultry, fruit, grain, or stock farm. Adjoins farm of Mr. I. A. Davenport, in Nebo Township. Price less than what some small city lots cost. Do not write unless in position to improve property; for one who will improve it, here is a potential little fairyland for a song. Too far away for owner to give it personal attention. Rigid investigation invited. Address Farm Owner, Box 412, Raleigh, N. C.

**The Summer Quarter**

Courses are the same in educational and credit value as those offered in other quarters of the year.

The colleges, the graduate schools and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Education, Law, Divinity, Medicine, Social Service Administration.

Ideal place for recreation as well as study. Golf, tennis, rowing, etc. Two great parks and Lake Michigan within walking distance.

Students may register for either term or both.

1st Term--June 19--July 26  
2nd Term--July 27--Sept. 1

Write for complete announcement

**The University of Chicago**

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CHICAGO, ILLINOIS

**The Negro Agricultural & Technical College State and County Summer Schools**

The 23rd Session will begin June 26th, and continues six weeks. Courses will be offered for County, Elementary, Primary, Grammar Grade, High School, Teachers and Supervisors. Strong Faculty.

465 teachers were in attendance last summer.

A fine place to spend the vacation in pleasant associations while increasing the value of one's certificate.

For information write

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Chicago

**Cullowhee Normal and Industrial School SUMMER QUARTER**

Cullowhee Normal and Industrial School, a State institution for the training of primary and grammar grade teachers, is centrally located in the counties of North Carolina west of the Blue Ridge.

The Summer Quarter for 1922, consisting of two six-weeks' terms, will open May 30 and close August 18. The second term will open July 11.

This institution affords a maximum opportunity to teachers at a minimum cost in a section noted for its inspiring scenery and delightful climate.

Those desiring catalogs or special information will please address

W. E. BIRD, Summer School Director, CULLOWHEE, N. C.

### LECTURES HEARD 600 MILES AWAY

#### Students at State College Get Long-Distance Instruction

Dexter S. Kimball, Dean of the Engineering School of Cornell University, who is president of the American Society of Mechanical Engineers, addressed the Student Branch of the A. S. M. E. at State College by radio-telephone the evening of April 13.

Calvin W. Rice, who is secretary of the society, also was heard by the students at State College. Both speakers were in Schenectady, N. Y., six hundred miles away, but the Tar Heel branch of their audience had no difficulty in hearing them plainly.

The North Carolina end of the lectures was heard in the auditorium of the electrical department of State College, the voices being transferred from the wireless receiving station across the hall through wires to a magnavox, which was stationed in front of the audience on a large desk.

The Tar Heels were given some good pointers on important things to remember in their profession. They listened with rapt attention to the distant speakers, whose voices could be heard as clearly as if they were present at the desk on which the magnavox was placed.

The local student body of the A. S. M. E. had as their guests for the evening the members of the local student branches of the American Society of Civil Engineers and the American Society of Electrical Engineers, and also the following guests: Prof. J. E. Allen, superintendent of education of Warren County; Prof. G. B. Harris, superintendent of the Norlina schools and a delegation of a score or more from Norlina, who also had the pleasant privilege of "listening in" on concerts in Pitts-burgh and Schenectady.

#### The Never-Owned Dress Suit

First College Man: "I want you to come to our dance tonight."

Second Ditto: "Thanks. Is it formal; or shall I wear my own clothes?"—Life.

### East Carolina Teachers College

A State school offering a Two-year Normal Course and a Four-year Teachers College Course to prepare teachers for the public schools of North Carolina. Every energy is directed to this one purpose. Tuition free to all who agree to teach. Fall term begins Sept. 27, 1922. Summer terms begins June 13, closes August 5, 1922.

For catalog and other information, address

ROBT. H. WRIGHT, President  
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## New York University Summer School

(July tenth to August nineteenth)

More than 200 courses in the following fields:

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History and Philosophy  
Methodology  
Elementary Education  
Junior High Schools  
Commercial Education  
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Supervision  
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#### Collegiate Subjects

Graduates and Undergraduates  
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Chemistry  
Economics  
English  
Modern Foreign Languages  
Latin  
Geography and Geology  
Government  
History  
Mathematics  
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Physics  
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#### Commercial Subjects

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Conference Course on Administration  
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### NORTH CAROLINA

## State College of Agriculture & Engineering

Summer Session—June 13 to July 26

Teachers Courses (1) for those holding State Certificates and (2) for graduates of Standard High Schools. Courses for College Entrance and College Credit. Catalogue upon application.

Apply for Reservation at Once

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## George Peabody College for Teachers

NASHVILLE, TENNESSEE

For the Higher Training of Leaders in Southern Education

Summer Quarter, 1922

First term, June 8 to July 18; Second term, July 19 to August 29.

More than 300 courses in twenty-six departments, counting toward B.S., A.M., and Ph.D. degrees.

Strong courses for both graduate and undergraduate students, offering adequate preparation to equip superintendents and supervisors of public education, administrators and instructors in normal schools and colleges and universities, heads of departments and supervisors of the various subjects taught in schools and colleges, directors of vocational schools, of home economics, of public health and physical education.

The Peabody Campus of fifty acres, with its trees, lawns, shrubs and flowers, and its five handsome colonial buildings, its spacious library and reading-room, offers unsurpassed opportunities for study and recreation.

Thousands of students come to Peabody from prominent educational positions all over the South, because the higher training received here increases their ability to serve their communities as well as advancing their salaries.

Write for a catalogue of the summer quarter now.

## THE UNIVERSITY OF TENNESSEE SUMMER SESSION—1922

(Formerly Summer School of the South)

KNOXVILLE, TENN

FULL SESSION, TWELVE WEEKS

First Term, June 12-July 20; Second Term, July 21-August 30

All Teachers, College Students, and Others Prepared to take courses, may enter. Popular lectures and entertainments. Fine summer climate. Improved boarding facilities. Reserve room early.

### PALMER METHOD PENMANSHIP CONTEST

#### List of Prize-Winners in State-Wide Contest and Their Teachers

On March 15, 1922, a penmanship contest, open to any public school in the State using Palmer Method Writing, was conducted. The schools competing were Greensboro, High Point, Wilson, Rocky Mount, Weldon, Tarboro, Burlington, Washington, Jacksonville, Murphy, Reynolds, Fayetteville, Bessemer City, Davis, Vanceboro, Elizabeth City, Winston-Salem, Spring Hope, Concord and Statesville. The one best specimen from each grade, from grades one to eleven, inclusive, was selected in this preliminary contest and forwarded to the Palmer Office in New York. Mr. S. E. Bartow, principal of the Palmer School, acted as judge in the State contest.

The idea of stimulating interest in penmanship through competition with various schools in the State originated with Miss Carothers, of the Winston-Salem high school faculty, who, with the support of the Palmer School, planned and set into operation the first State contest in 1921. The schools competing the first year, though not so great in number, found the contest an important factor in obtaining results from penmanship classes.

In 1922 the idea increased in favor and the number of schools competing almost doubled. From the experience of many teachers it has been ascertained that the contest has been instrumental not only in quickening the interest of pupils, but also in improving the quality of their penmanship to a marked degree. Mr. Bartow, in commenting on the 1922 papers, writes that it was more difficult to render a decision this year than last, because of the excellency of many of the specimens submitted, and that this is an evidence that the contest is worth while. It is hoped that more schools by next year will realize the advantage to be derived from such a contest and begin work in the fall with this goal in view.

#### Prize-Winners

The grand prize was won by Miss Lena Goff, tenth grade, Winston-Salem high school, Miss Florine Carothers, teacher.

The other winners are:

First Grade: Jette Templeton, Statesville; Miss Ethel Spaugh, teacher.

Second Grade: Mary Worthington, Washington; Miss Annie Lamberth, teacher.

Third Grade: Helen Ross, Statesville; Miss Susie Nance, teacher.

Fourth Grade: Mildred Cowan, Statesville; Miss Myrtle Chambers, teacher.

Fifth Grade: Margaret Eaton, Winston-Salem; Miss Jessie Cox, teacher.

Sixth Grade: Janet Love, Winston-Salem; Miss Louise Futrell, teacher.

Seventh Grade: Maggie Mangum,

Weldon; Miss Josephine Tillery, teacher.

Eighth Grade: Mildred Brown, Reynolds; Miss Ethel Brock, teacher.

Ninth Grade: Pearl Longworth, Winston-Salem; Miss Florine Carothers, teacher.

Tenth Grade: Lena Goff, Winston-Salem; Miss Florine Carothers, teacher.

Eleventh Grade: Lola Hatcher, Winston-Salem; Miss Florine Carothers, teacher.



## UNIVERSITY of VIRGINIA

### SUMMER QUARTER

First Term, June 19-July 29

Second Term, July 31-September 2

COURSES FOR ELEMENTARY TEACHERS

COURSES FOR HIGH SCHOOL TEACHERS

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The Summer Quarter is an integral part of the University Year, the courses being the same in character and credit value as in the other quarters of the year.

Degrees are conferred upon men and women for summer work.

The Master's Degree may be obtained in three Summer Quarters.

It offers opportunities unexcelled in the South and makes a strong appeal to teachers seeking broader scholarship and training, and wider social contacts, and to college students desiring to complete degree requirements.

Attendance last Quarter, 2,429, from twenty-nine States and foreign countries.

The most beautiful and unique campus in America.

Accommodations at reasonable rates. Tuition for non-Virginia students, \$15.00 per term.

Entertainments, Music Festival, excursions.

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### SUMMER SCHOOL

June 20 to August 2

For: Teachers, College Students, Law Students, High School Students desiring to make up entrance conditions:

Wake Forest College has for several years had a most successful Summer Law School, under Dean Gulley. The Law School is preparing for the greatest Summer enrollment in its history. It is open to men and women. (This department of Summer School begins June 6 and runs eleven weeks).

Now for a great Summer School for teachers! Large faculty is engaged, including successful and well-known principals, supervisors, superintendents, and teachers, in addition to regular college faculty.

Courses approved by State Department of Education for Primary Grade and High School teachers, principals, supervisors and superintendents.

Demonstration School is planned.

Variety of courses for college students. Many of the professional courses for teachers carry college credit.

Courses for High School students desiring to work off entrance conditions.

New Dormitory used by women students, under the direction of Dean of Women.

Expenses lowest possible consistent with service. Teachers pay no tuition.

For information or catalogue, write to

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# The University of North Carolina

## SUMMER SCHOOL

**Thirty-Fifth Session, June 20-August 3, 1922**

Standard Courses in the Regular Departments of the University.

Cultural and Professional Courses leading to the A.B. and A.M. degrees.

A Modern Department of Education, offering numerous professional courses.

Academic and Professional Courses of Elementary character for teachers who have not had previous professional training.

High-Class Recreational Features and Entertainments of an educational character. Lectures by noted Thinkers and Writers. Music Festival and Dramatic Performances.

Graduates of Accredited High Schools and Teachers Holding State Certificates admitted without examination.

Able Faculty. Moderate Expenses.

Rooms may be reserved any time after February 1st upon receipt of \$6.00 for room rent for six weeks.

Preliminary Announcement ready February 15th. Complete Announcement ready Apr. 1st.

For further information, address

**N. W. WALKER, Director**                    ::                    **Chapel Hill, North Carolina**

# Asheville Normal and Associated Schools

## SUMMER SCHOOL

**Fifth Session, June 13-July 26, 1922**

The Summer School of the Asheville Normal is one of the State Summer Schools of North Carolina.

844 teachers from 18 states and territories attended the 1921 Summer Session.

The Faculty will include regular teachers of the Asheville Normal, and 37 Heads of Departments from 19 Universities, Colleges, Teachers' Colleges, Normals, and City Schools.

One Hundred Fifty-two courses for Kindergarten, Primary, Grammar Grade and High School Teachers, Supervisors, Principals and Superintendents.

The Campus is 2,250 feet above sea, surrounded by 60 peaks 6,000 feet high. Mount Mitchell, the highest, is only 18 miles away.

The Asheville Summer School offers teachers educational and recreational opportunities that are unsurpassed.

Expenses moderate. Dormitory room and board, \$40.00 for six weeks. All beds single. Rooms may be reserved now by forwarding \$5.00 of this amount. Good board in private homes from \$8.00 to \$15.00 per week. Registration fee is \$10 for three courses; \$15.00 for four. Round-trip tickets to Asheville at reduced rates.

Write now for illustrated folder and complete catalog.

**JOHN E. CALFEE, LL.D., President**                    ::                    ::                    **ASHEVILLE, N. C.**

# Lenoir College Summer School

June 13 to July 25, 1922

Subject matter and method courses for all grades of certificates.

College credit given for courses completed.

Faculty of able teachers, trained specialists of successful experience.

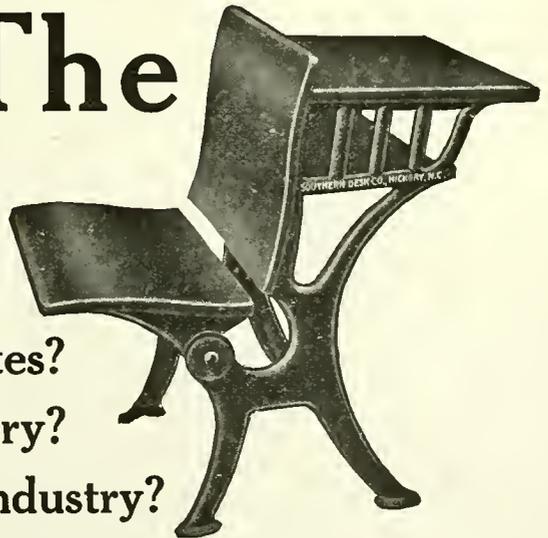
A climate unsurpassed, affording opportunity for pleasant and healthful recreation—a summer vacation in the mountains while earning summer school credits.

Moderate expenses.

*For announcement, address*

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**SUMMER SESSION**

**June 14th - July 25th**

Courses organized to meet the real needs of every North Carolina teacher.

Faculty with successful experience in their field of work.

Credit, certification, college and graduate.

Accommodations comfortable and convenient dormitories with a capacity of 1,000.

Classes small enough for individual attention and personal conferences.

Cost—everything included except textbooks—only \$42.00.

Work, recreation and entertainment are each provided for.

Reservations may be secured now by writing.

**JOHN H. COOK, Director**

GREENSBORO, N. C.

# Trinity College Summer School

**Wednesday, June 21, to Thursday, August 3**

**The Summer School prompt with its records.** Last summer's records from Trinity went to the State Board of Examiners within ten days after summer school closed.

**The Summer School of limited enrollment.** The classes are small enough to enable the instructors to meet the individual needs of the students.

**The Summer School of liberal credits for those prepared to receive them.** All courses offer college credit; forty-five per cent offer credit for the A.M. degree.

Courses for superintendents, principals, and supervisors; courses for high school teachers; courses for grammar grade teachers; courses for primary and elementary teachers.

No Tuition Charges for Teachers : : Registration Fee, \$8.00

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