

controlling a school, and that lecturing is a poor method of instruction for children. Had she been thus started her chance of being a successful teacher would have been greatly increased.

The Normal teacher or professionally trained teacher has greater advantages than the teacher who lacks professional training. Many of these better prepared teachers are beginning their first schools with more helpful knowledge of school work than many older teachers had after teaching several years, in a poor way with no one to show them. School officials who visit the schools now taught by these well trained teachers can hardly believe that such excellent work can come from one who has taught so little. Their success is the result of education and training. This is proof that it pays to take time for preparedness. Such teachers are receiving rewards for their efficient service. They are chosen for promotion, and better positions are open for them and they are the first to receive increased salaries.

Professionally trained teachers are what the world is calling for. They receive many benefits for themselves and for the pupils.

The Teacher And The Community

By SARAH COMMANDER

A good teacher becomes a part of her community. Teacher participation in community life is necessary for success in the teaching profession. The teacher has sometimes been led to believe that activity in the real world of other folks would result in loss of dignity accompanied by too cordial relationships between teacher and pupil. It has been even intimated to some teachers that their chances of reelection would be impaired if they took an active part in community life. The real success of a teacher's work is measured by the ability of the child to make his full contribution to the society in which he lives. Before beginning teaching in any school system, the wise teacher will acquire the widest knowledge of his teaching problem. This advance information should be gleaned from community history, city library, school reports and from mingling among the people.

It is unfortunate to find teachers leaving the community every Friday as school closes and not returning until the hour before school reopens on Monday. Such teachers do not make the contribution to community life that teachers

should. (a) The isolated schoolhouse—The schoolhouse standing alone in its isolation and aloofness from all community interests and activities may still be commonly found. Such a schoolhouse has a cold appearance. It attracts neither child nor parent. The child goes to school in the morning and leaves with joy when school is over in the evening. (b) Community service—There are many teachers in America who have been known to secure better streets, to elevate the standards of home conditions, to change house renters to home owners. Children have had the privilege of discovering the virtues of soap and water, have been introduced to well kept lawns and gardens, clean clothes and wholesome food. (c) Successful leadership—The work of teachers has lingered long in the memory of the communities because of helpful achievements.

The individual classroom teacher will find many opportunities which will grant her a share in cementing the relationship between home and school. Kindergarten teachers may make their contribution by visiting homes, celebrating special fathers' and mothers' days at school, and thus bring into school four and five year old children who otherwise would lose a year or so of social contact.

The entire teaching force of a school may assume leadership in a community by uniting on a program of civic betterment. Their program may consist of the establishment of playgrounds, manual training, domestic art and science courses, the opening of evening school for adult activities. When parents are given the opportunity for participating in the activities, the probabilities of success are enhanced.

Mothers' meetings have in many communities been the entering wedge in the attacks on the school as an isolated institution. The meetings consist of informal talks followed by refreshments served by the science classes, lead to sociability and a desire for further knowledge concerning the policies and work of the school.

These meetings attract mothers who rarely find opportunity for social mingling and relief from household drudgery. In this achievement the teachers find their labor repaid. These meetings are held after school hours on school days.

In planning mothers' meetings it must be borne in mind that many of the mothers have had only a limited amount of educational training and a dwill therefore profit most by simple talks. The achievements of children and the results of medical inspection are types of school problems, a knowledge of

which will assist parents in appreciating more completely what is possible in the field of education. As a result of mothers' meetings barren uninviting schoolhouses have been turned into attractive educational homes.

From mothers' meetings have grown the Parent-Teacher Leagues which are bringing together school and home. The constitution of the organization is as follows:

(a) Raising the standards of home life.

(b) Bringing into relationship the home and the school so that the parent and teacher may cooperate intelligently in the education of the child.

(c) The development of better trained parenthood.

(d) Interesting men and women to cooperate for purer and truer homes.

The activities of Parent-Teacher organizations have produced the following results:

(a) Circulating libraries have been established.

(b) Lunch rooms provided.

(c) Pure milk supplied to underfed children.

(d) Rest rooms for teachers.

(e) Musical instruments.

(f) Sanitary drinking fountains, etc.

The extension of a teacher's work to realms outside the classroom will make her a busy person profitable to any community.

Seniors Go On

Observation Tour

The Senior Normal Class of 1927 has certainly derived many benefits from the school this year. Under the supervision of Mrs. M. E. Doles, Supervisor of Practice Teaching the practice teachers spent a day in the rural districts observing. We find that the county has improved very much in that there are one four-teacher, two three-teacher, four two-teacher, and seven one-teacher schools. This shows some advancement toward consolidation. We find that the rural schools of Pasquotank county have greatly improved under the direction of, first, Miss T. L. Faulk, and now Miss Helen Eschridge.

Four years ago there were one three-teacher school, one two-teacher and fourteen one-teacher schools.

We found that under very limited equipment the teachers were doing some good work. These teachers have been enrolled in the extension class taught by Prof. Cooper and you can see results of the instruction in the improvement in the technique of the classroom work.