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WILLIAMSTON, N. C., FRIDAY, MARCH 1, 1907

WHOLE NO. 365

Public School Department

Edited By Prof. R. J. PEBEL

Teachers' Meeting

The Martin County Teachers Association held its regular meeting Saturday February 16, in the Williamston Graded School building at Williamston. It was lovely weather yet there were only a few of the members present to participate in and to enjoy the different phases of the meeting.

The Chairman called the meeting to order and Prof. Everett offered prayer. A varied and interesting program followed.

Model class in Language by Miss Sallie Hyman which was very instructive; and was commented on by several others and was unanimously accepted as a good plan.

Next on the program was an address. The Public School Teacher and the citizens, S. J. Everett, which was postponed until next meeting owing his feeble health. Then how to deal with unruly pupils—Mrs. Lanier, Miss Morton, Miss Griffin, Miss Wynn and Miss Roberson, which owing to sickness was also postponed until next meeting.

The last topic. The advantages of Teacher's Institutes Prof. Chas. W. Ray. All the Teachers should have heard him, as he so urgently impressed the absolute necessity of grasping every opportunity for our growth as Teachers.

Professors Peel and Everett commented on this and asked all the Teachers to consider by the next meeting, when and the where Institute should be held.

After which Rev. Mr. Tingle offered prayer and the meeting adjourned.

PROGRAM FOR MARCH 16.

1 Model Class in History—Miss Liles.

2 Address The Public School Teacher and the citizens—S. J. Everett.

3 How to deal with unruly pupils—Mrs. Lanier and Mrs. J. D. Everett. Discussions Miss Morton, Miss Griffin, Miss Wynn, and Miss Roberson.

4 How to beautify the school house grounds—S. Peel and Miss Hattie Burroughs.

5 What should be the qualifica-

Responsibility of Teachers

Do Teachers realize the responsibility they have taken upon themselves, when they accept the position as teachers?

If so how can we afford to absent ourselves from the Teachers meetings? Where we can get so many thoughts and ideas that will help us to shape and to mould the character and lives of the little ones who are entrusted to our care.

So let us in the future avail ourselves of every opportunity to better prepare ourselves for the great task we have undertaken.

A Teacher,

Friday Afternoon Exercises

(By Miss Meta Liles)

There are several reasons why we should have special exercises on Friday afternoon. "Variety is the spice of life," and children as well as grown people get tired of treading the same weather-beaten path, day after day, and week after week. A hold-up of the week-day duties on Friday afternoon gives the child something to look forward to, and makes coming to school more pleasurable.

The time taken up by Friday afternoon entertainments is not thrown away. President Roosevelt in a recent article on education says "There is a great deal to be learned besides what is in books." Most people, at some time in their lives, are called upon to make a speech of some kind. A faint recollection of the performance of such a duty in the old schoolroom will make its performance in later life less difficult. Knowledge is a power only when it can be used in performance of the every day duties of life. Unless we can use what we have both in making our own lives broader and in helping others, our knowledge is not worth anything. Friday afternoon exercises often reveal to the teacher how much of the material offered has been assimilated or made a part of the child's very self. They arm the child with the thought that has become his own. He learns a lesson

in forgetting himself in the message that he has to learn. The exercises broaden the scope within which the child's mind may work, and often aid him in discovering his talents. Daniel Webster discovered his talent as an orator in a simple, informal debate.

Again the exercises at the close of the week serve to connect the home and the school. Parents and friends, who seldom think of visiting the school, will sometimes drop in on Friday afternoons, if a program is to be rendered. The exercises may be simple and on Friday I would suggest that they serve as the grammar lesson. Unless a very elaborate program is to be rendered Monday morning of each week is time enough to announce the nature of the entertainment and to assign parts. I think you will find the children interested in, and anxious for, such occasions.

A debate is a form of a Friday afternoon entertainment that is well worth while. In a debate, one child brings out one point, another another, still others bring out different points, until the child gets a many sided view of the subject. In other words, it dispels a narrow vision of any treatise. It develops the powers of research and allows ample ground for originality to crop out. You will be surprised to find how much of himself a child will put into a debate. He tells not so much what some one else thinks of a subject, but he pictures the situation as he sees it, filling out details that have been unthought of by more mature minds, and drawing on his imagination to the fullest extent. Debates are also good tests for the memory. Illustrations and events that are supposed to have been forgotten will be resurrected and linked onto the subject in question. In discussions boys are taught to think accurately to express themselves plainly, and above all else, they are taught to reason. In addition to these benefits, the child discovers that he, himself, has an opinion and that his opinion is really worth something.

Besides debates, which may be entered into both by boys and girls but by boys preferably, women are not yet tolerated in N. C. as public speakers, other literary programs are both instructive and entertaining. Afternoons might be spent in studying the lives of the dif-

ferent poets, statesmen, and generals. For instance, a Longfellow entertainment might consist of a composition on his life, quotations from him by the whole class, and the rendition of some of his poems that are most appealing to children. National hymns, compositions, on the different periods of his life, and suitable poems might constitute a nice program for a Washington entertainment. These might take place on Friday next to the birthday of the character studied, and the lives of men, prominent in history and verse, might each in turn be studied.

A unique and a delightful form of entertainment is an afternoon spent with flowers or with birds. Some days before Friday the teacher might make a talk on flowers, naming the principal parts of one, telling about its cultivation and if possible, illustrating what she says. Different flowers might then be assigned to different ones to write or tell about and illustrate on the coming Friday. After explaining why birds have hollow bones, their rapid circulation, and other things about them, boys will be interested in a bird study. The teacher will often find that they know more about the call-note the mating season, and the nest building of the different kinds of birds than she does. Each of these entertainments might be followed by a walk in the woods.

In originality the following program is unsurpassed. Several children might be asked to write a composition on the man whom they consider the greatest American who ever lived, stating their reasons. One child will perhaps think Washington the greatest because he never told a lie; another Franklin because he could fly a kite; while time-honored Columbus will come in for his share of glory.

In addition to these outlines for a Friday afternoon program, are the old fashioned spelling match, and the geography match on the capitals of a country. Still others may suggest themselves, all of which have their merits.

I can think of no better closing remark to my rambling paper than the words of a prominent educator at a recent educational convention, "Don't let us give up the old fashioned custom of having Friday afternoon exercises." They have more advantages than disadvantage.

Williamston Graded School

Washington's birthday exercises were held at the Williamston Graded School Friday afternoon last and a number of the townspeople were present. The exercises were general, extending through all the grades. Although the program was hastily prepared, several of the parts being given out only a few hours before, pupils seemed equal to the haste and rendered their parts with credit to themselves. In the diversion of a school entertainment or public exercise of any character, we are pleased to say that the children of Williamston show unusual interest, and undertake with pride and enthusiasm the preparation of any part assigned them. This disposition on the part of pupils is gratifying to the teachers and compensates in part for the aversion some pupils have for their daily class work. It is the intention of the teachers to prepare more frequently public entertainments, with the double purpose of encouraging pupils in their fondness for this kind of exercise and of inviting the presence, and thereby the influence of the patrons and friends of the school.

The teachers in the Williamston School, as do all teachers, deeply feel the need of sympathy, hearty cooperation and good business sense of patrons. Too much emphasis cannot be placed upon this statement. The school is a peculiar institution in that its relations are more extended and more dependent, the one upon the other. The relation of parent to child, of child to teacher and of teacher to parent form a closed chain of involved interest. The three must harmonize, otherwise the school suffers. The child comes fresh from home each day bringing not only what in himself, the child but bearing the imprint of home; the likes and dislikes of father and mother. It is highly important then that parents have a friendly disposition toward the school and take care to impart the same to their children. Never criticize a teacher or speak disparagingly of the school in the presence of a pupil, but do all possible to stimulate kindly feelings, that the school may be the greatest possible success. We believe it absolutely necessary that the public show in one way or another

some kind of interest in the work. There are a number of ways in which this may be done but mention here is made only of two, and these we beg of you:

First, never lose an opportunity to speak a good word for the school.

Second, visit us as often as possible. Visit the school frequently, so that you can ascertain for yourself what is being done, and thus avoid giving credence to untrustworthy second hand information. On the whole we think the school is in commendable shape and we invite the public to visit our classrooms and inspect the work.

Those who called Friday afternoon were Messrs. W. H. Roberson Jr., T. J. Smith, B. A. Critcher, Eli Gurganus, W. C. Manning, Gus Ray, Mrs. Ewell, Mrs. Upton, Mrs. Woodhouse, Mr. T. S. Hadley, Mrs. R. J. Peel, Miss Annie Clyde Hadley, Miss Hattie Thrower. For the visitors Mr. W. C. Manning responded to a call for a speech, and in his usual serious and emphatic way pledged the support and cooperation of the Board of Trustees and urged the pupils to more diligent study and more gentlemanly conduct.

S. T. LILES.

Prerogatives of Rank

The Brambleville postmaster looked out with a frown from his barred window at the returned traveler who was questioning him, "I can't go out of this pen o' mine till the mail's distributed," he said, with resentment. "The new rules and regulations don't hardly let a man breathe. What was it you asked me about the fire department?"

"No, Jed isn't chief any more. That's all owing to the city folks that come here now and try to run our whole village. There was a little spark of a fire down in one of their cottages, and because our fire department didn't get there quite as quick as they expected they 'instituted inquiries'—I'm giving you their own words—and when they found the two ladders had been in Jed's orchard and that had made a little delay they raised such a lot o' talk that Jed resigned."

"As he said, if the chief o' the fire department hasn't got the right to borrow a couple o' ladders from the engine house when he needs 'em to pick his fruit, who has?"

"But you can't reason much with these city folks. They're a kind o' a high handed lot."

"Respectable," once a term of honor, has become apologetic, and "worthy," which meant "honorable," has taken on a condescending shade. "Nice" originally meant "foolish." Only within a few centuries has "naughty" lost its original meaning of "deserted" and "good for nothing."

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