

real maple sugar, and she sometimes had a little round sugar cake made for him.

She told him interesting stories too, of how the sugar was made, and when he was a big boy ten years old she took him to Vermont one spring to help Farmer Harlow make sugar.

She bought some nice honey in the comb and told how the bees had made it. They then found some pretty pictures of clover fields, and bee hives and looked at them together.

Harold always had all the fruit he wanted, beautiful red apples, and golden oranges, purple plums and blushing peaches, great clusters of grapes and pretty cherries. And, oh, how many stories mother would tell about them and the places where they grow.

They watched for colored pictures in the magazines and Harold cut them out and pasted them in his "orchard book."

The stories about the countries where dates and figs grow were the most interesting, and Harold soon found that little boxes of raisins, or big boxes of dates with pictures of camels on them, or packages of figs wrapped in silver paper looked much prettier on his Christmas Tree than candy bags, and they made nicer presents to send to other children too.

And what do you think happened? Why, one day Daddy realized that his little boy was a big boy, and that he never was sick any more.

Then Harold and Mother made out a list of things that will help to make boys and girls strong and well, and here they are:

1. Go to bed early.
2. Sleep out-of-doors or in a well ventilated room.
3. Take a bath every day.
4. Have mother or father or big brother or sister rub you well with a towel until you are big enough to do it yourself.
5. Eat good wholesome food (dark bread, fruit, vegetables, eggs and milk).
6. Be regular about your meals. Eat slowly and chew your food well.
7. Brush your teeth after every meal

(and be sure to wash your hands *before* every meal).

8. Go to kindergarten every morning and play out of doors at least two hours after you come home. If there is no kindergarten in your town, get mother or father or auntie or someone who loves little children to write for details as to how to help in the work of kindergarten extension and legislation to the National Kindergarten Association, 8 West 40th Street, New York City.

BERTHA HAYWOOD HIGGINS

V

NEGRO EDUCATION MAKES PROGRESS IN NORTH CAROLINA

That North Carolina citizens, both white and colored, have succeeded in finding a way to keep together by working together for a common, worthy cause—the care and nurture of God-given children—was the opinion expressed by Dr. Wallace Buttrick of New York, president of the General Educational Board, at the recent, two-day conference on North Carolina's Program of Negro Education, which was held in Raleigh, N. C., under the auspices of the Division of Negro Education (N. C. Newbold, Director) in the State Department of Public Instruction (Dr. E. C. Brooks, Superintendent).

PROGRESS THROUGH CONFIDENCE

Doctor Brooks, who came into office in January, 1919, outlined the progress which North Carolina has made in Negro education during four years. Early in his administration, at an educational conference, representative Negroes issued their "Declaration of Principles." In this document they made vigorous appeal for co-operation, mutual confidence, and racial integrity. They spoke against the appeal to force which encourages mob law. This declaration restored mutual confidence and made it possible for white

and colored citizens to go forward in education.

"This declaration," said Doctor Brooks, "brought co-operation, peace, and harmony. The repudiation of appeal to force captured the hearts and minds of the best people in North Carolina. Of course, there are still injustices and defects. To go forward, however, we must have standards by which we can measure our progress. Today Negroes in North Carolina are confident men and women. It is the duty of the State to back up the confidence of these people. North Carolina has confidence in its colored people."

SIGNS OF EDUCATIONAL PROGRESS

Director Newbold declared that North Carolina has kept faith with the colored people and "made good" in its State educational program, involving \$935,000 for Negro schools, in its local educational program, involving \$1,525,000, and in its Negro public school teachers' salary program, involving \$1,500,000.

Some of the important outlays in North Carolina's Negro education program, carried out during the past year, follow:

(1) Construction of two dormitories at the Slater Normal School, and a combination building to be used as a gymnasium and auditorium, together with industrial classes—cost \$134,000.

(2) At Elizabeth City Normal School an administration building—cost, with equipment, about \$125,000—nearing completion; also a principal's home, a three-teacher practice school, together with heating, water, and sewerage system, costing \$40,000—total spent at this about \$170,000.

(3) At Fayetteville Normal School an administration and class-room building, a dormitory for girls containing seventy-one rooms, and a water-sewerage system—all nearing completion—cost \$166,000.

"The small balance of only a little more than \$11,000 on the \$600,000 State appropriation for the three colored normal schools will be used within the next sixty days," said Director Newbold. "The General Education Board has appropriated \$125,000, which

will be used in equipping these three normal schools. All the State's appropriation will be used for construction. These three schools are using annually the maintenance fund provided; namely, \$75,000.

(4) New building being constructed at the Agricultural and Technical College, Greensboro, cost \$115,000.

(5) Hospital building for tubercular Negroes, now building—cost \$100,000.

(6) Division of Negro Education, with eight workers, is now a component part of the State Department of Public Instruction—cost \$15,000.

(7) Teacher-training organized in nine private schools—cost \$15,000.

(8) Teacher-training in summer schools and for high school and vocational education—cost \$50,000.

(9) Eighty-one "Rosenwald Schools"—total cost \$330,387.

NEED OF CLOSER CO-OPERATION

Director Newbold emphasized "two distinct facts: (1) that the program of North Carolina for Negro education, as far as it is initiated by the State government and is carried forward by State authority is functioning in a fairly satisfactory manner; (2) that many local communities have not been aroused to do their duty in giving Negro children public school facilities.

He raised this fundamental question: "How may the public and private Negro schools of North Carolina co-operate helpfully to the best advantage of the Negro people and the State of North Carolina?" He stated that some Negro leaders in North Carolina "appear to be alarmed and fear the State may in some way overshadow or crush out the private schools. The primary purpose of both public and private schools is the same; namely, to educate and train for good citizenship the Negro children of the present day. By 'good citizenship' I mean 'a citizen who is accounted worthy in a Christian Commonwealth, a Christian Nation.' . . . Conscious of its shortcomings in the past, North Carolina now wants to do its duty. . . . The State of North

Carolina is no conscienceless organization. It has no designs upon any individual or organization that exists for moral or legitimate purposes."

QUESTION OF STATE-WIDE IMPORTANCE

Director Newbold submitted six questions, on which an inter-school commission, composed of Negro leaders, will report at the Winston-Salem meeting of the Negro State Teachers' Association:

(1) Will it be possible for the religious denominations or groups concerned to make an authoritative survey of all of the private elementary schools, and, where it seems wise, consolidate with the public school authorities so that a strong *community* school may be established in lieu of two or more weak and struggling schools?

(2) Would a survey or an examination of the private high schools prove helpful?

(3) Would it not be wise economy and sound educational policy for the schools struggling to maintain themselves as colleges to become standardized immediately as junior colleges?

(4) Will the private colleges accept normal school graduates as candidates for the junior class in a four-year college course?

(5) Will the organizations which own and operate the private Negro colleges be interested in bringing them up to a standard that will entitle them to an accredited rating without question?

(6) Would it be wise to agree upon a common nomenclature by which the same grade of work in public or private institutions would be known by the same name?

WM. ANTHONY AERY

The National Society for Vocational Education, the Vocational Educational Association of the Middle West, and the National Vocational Guidance Association will hold a Joint Vocational Education Convention at Detroit, Michigan, November 30—December 2. The American Home Economics Association will hold its mid-year meeting in connection with this convention—*The Journal of Home Economics*.

VI

BOOKS OF THE MONTH

No subject in the elementary school has received more attention than reading, and no subject needs more attention than reading, since it opens up to every one who masters its symbols the great storehouse of the "world's best." The methods by which it has been taught have been many and varied. Teachers have sung children through the A B C's, they have helped them climb the rugged peaks of phonics, only to arrive at the end of the journey at that placed called Knowing How to Read, which consisted of saying words or spelling those which were not known.—I am reminded of the story of a child who came home from school one day in great glee. "I know how to spell *cat*," she announced, and then proceeded without waiting to be urged, "i-c-a." "Oh, no," said the mother; 'c-a-t spells *cat*.' To which the child replied, "No, it doesn't. Didn't my teacher write 'I see a' on the board and then make a picture of a cat after it?"

Among the more thoughtful teachers there has been much discontent and dissatisfaction over the results obtained by these methods and they have studied the problem carefully. They have used scientific measures for arriving at their conclusions, until today we have a quantity of valuable material in several forms.

Probably the best form, that which deals with the subject from every angle, which is based on the best and latest scientific investigations and is yet free from technical terms, which can be used by the untrained as well as the trained teacher, is Stone's *Silent and Oral Reading*. In it the author not only tells the teacher what to do but how to do it. If it were possible to pick out one chapter and say, "This is the best," that chapter would probably be "Training Lessons in Silent Reading"—not because it surpasses the

Silent and Oral Reading, by C. R. Stone.
Boston: Houghton Mifflin Co. 1922. 298 pages. \$1.75.