The Woman’s Association

FOR THE IMPROVEMENT OF

Rural Schools in South Carolina

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CAMPAIGN EXECUTIVE COMMITTEE OF SOUTH CAROLINA

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Dr. D. B. Johnson.
Superintendent O. B. Martin.

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President,
Miss Mary T. Nance, Abbeville, S. C.

Vice-President,
Miss Annie May Cain, Eastover, S. C.

Recording Secretary,
Miss Bessie Rogers, Bennettsville, S. C.

Corresponding Secretary,
Miss Anna P. Starke, Rock Hill, S. C.

Treasurer,
Miss Ida Salley, Greenville, S. C.

EXECUTIVE COMMITTEE.

Miss Louise Poppenheim, Charleston, S. C., Chairman.

Mrs. Carrie Jowers, Edgefield, S. C.

Miss Marye R. Shelor, Westminster, S. C.

Miss Ida Salley, Greenville, S. C.

Miss Gertrude Sherer, Lancaster, S. C.

Miss Bertha Reaves, Latta, S. C.

Miss Theodosia Dargan, Sumter, S. C.
Constitution of the Woman's Association for the Improvement of Rural Schools in South Carolina

ARTICLE I.—NAME.

Section 1. The name of this Association shall be "The Woman's Association for the Improvement of Rural Schools."

ARTICLE II.—PURPOSE.

Section 1.—The purpose of this Association shall be the betterment of rural schools in this State.

ARTICLE III.—MEMBERS.

Section 1.—Any white woman interested in the betterment of rural schools in South Carolina shall be eligible to active membership.

Sec. 2. Ten members of the Association shall compose a quorum for the transaction of business.

Sec. 3. All persons who cannot give their time to active work, but who wish to become associate members, may do so by paying an annual fee of $1.00.

ARTICLE IV.—OFFICERS.

Section 1. The officers shall be nominated and elected annually by ballot. Any person receiving a majority of votes on first ballot shall be declared elected. The officers shall be as follows:

1. President.
2. Vice-President.
3. Recording Secretary.
4. Corresponding Secretary.
5. Treasurer.

Sec. 2. The duties of the President shall be to preside over all meetings, to appoint committees, see that all officers and committee members are notified of their election or appointment, and to see that all committees are organized. On retiring from duty she shall present a written report covering her term of service with recommendations concerning future work of the Association.

Sec. 3. The duties of the Vice-President shall be to share the responsibilities of the President, and in the absence of the latter, she shall assume the duties of both offices.
Sec. 4. The duties of the Recording Secretary shall be to keep full minutes of all business meetings of the Association and of the Executive Committee. She shall call the roll at annual meetings, and keep on file all reports read there. Also a list of all members of the Association.

Sec. 5. The Corresponding Secretary shall conduct all correspondence of the Association. She shall notify all officers and members of the Association concerning the date and place of meeting two weeks before the annual meeting.

Sec. 6. The Treasurer shall have charge of all funds of the Association under direction of the Executive Committee. She shall collect all dues and keep an account of all receipts and disbursements, which shall be made with proper vouchers.

Sec. 7. The Executive Committee shall consist of the President, the Treasurer and the Recording Secretary, together with the member appointed by the President from each Congressional District.

ARTICLE V.—PLACE OF MEETING.

Section 1. The annual meeting shall be held at such time and place as shall be determined by the Executive Committee.

ARTICLE VI.

Amendments to this Constitution may be made at any annual meeting by a two-thirds vote of the members present.
Constitution of County Association for the Improvement of Rural Schools

ARTICLE I.
Section 1. The name of this Organization shall be The [County Name] County Association for the Improvement of Rural Schools.

ARTICLE II.
Section 1. The purposes of this Association shall be:
1. To arouse the interest of the people of the County in the improvement of their schools.
2. To establish a local Association in every School District in the county.

ARTICLE III.
Section 1. Any white woman interested in this work may become an active member without the payment of any fee; any white man may become an associate member upon the payment of a fee of 50 cents.

ARTICLE IV.
Section 1. The officers of this Association shall be: A President, a Vice-President, a Secretary and Treasurer. There shall be an Executive Committee composed of the officers and four other members.
Sec. 2. All officers shall be chosen by ballot at each annual meeting.

ARTICLE V.
Section 1. This Association shall hold an annual meeting at such time and place as shall be designated by the President.

ARTICLE VI.
Section 1. This Association shall send, through its Secretary, a semi-annual report of work to the Corresponding Secretary of the State Association for the improvement of rural schools. One report shall be sent in May and another before the 15th of December.

ARTICLE VII.
Section 1. This Constitution may be amended at any annual meeting by a vote of two-thirds of members present.
Constitution of the Local Association for the Improvement of the Public School

ARTICLE I.

Section 1. The name of this Organization shall be the Association for the Improvement of the Public School.

ARTICLE II.

Section 1. The purpose of this Organization shall be to unite all the people of this community for the improvement of our Public School; (1) by placing in the school facilities for health, comfort and education, together with objects of beauty; (2) by planting trees, shrubs and flowers in the school grounds; (3) by encouraging the establishment of a library in the school; (4) by making the school a center for the community, by furnishing instructive amusements.

ARTICLE III.

Section 1. Any white women interested in this work may become an active member without the payment of any fee; any white man may become an associate member upon the payment of a fee of 25 cents.

ARTICLE IV.

Section 1. The officers of this Association shall be: A President, a Vice-President, a Secretary and Treasurer, who shall be elected at each annual meeting.

ARTICLE V.

Section 1. This Association shall meet regularly once a month, or oftener, at the call of the President.

ARTICLE VI.

Section 1. This Association shall send to the Secretary of the County Association for the Improvement of Rural Schools a formal report of its progress every month.

ARTICLE VII.

Section 1. This Constitution may be amended at any annual meeting by a vote of two-thirds of the members present.
HISTORY.

In the Spring of 1902, President Johnson, of Winthrop College, became much interested in the work of improving the country schools of South Carolina. Believing that the women of the State could do much toward improving existing conditions in rural communities, he called to his assistance the 1902 Senior Class of Winthrop College. He laid before them his plan of improving the buildings and grounds of the rural schools. The members of this class met and discussed ways and means for organization and work. Finally, in one of the class rooms of Winthrop College thirty-three young women, by signing their names to a document, pledged their support to the improvement of rural schools in South Carolina. In order that they might do better and more effective work, officers were elected by these young women. Miss Frances Whitmire, Greenville, S. C., was made President; Miss Allie May Beck, Anderson, S. C., First Vice-President; Miss Sal­lie McCutchen, Sumter, S. C., Second Vice-President; Miss Madge Fort, Marion, S. C., Secretary and Treasurer. A Constitution was adopted, and women all over the State were urged to band themselves together in like manner. Such was the origin and organization of the Association. During that Summer Miss Frances Whitmire, the President, urged upon the members of the Alumnae As­sociation the importance of extending the work, and asked their cooperation, as well as that of all women in South Carolina who wished the schools to mean something in the advancement of the State. Misses Mary Shelor, Lelia Russell and Frances Whitmire actually went to the schools that summer and urged upon the parents and children the importance of education, the possibilities of a country boy or girl, and in many ways tried to help the teachers and the children secure better advantages.

On the 29th and 30th of December, 1905, the South Carolina Woman's Association for the Improvement of Rural Schools held an im­portant meeting at Rock Hill. Miss Louise Poppenheim, of Charleston, was elected as presiding officer of the meeting, with Miss Mary T. Nance, of Abbeville, as Secretary. There were three important sessions held, and at the last session officers for the year 1906 were elected. They are as follows:

President—Miss Mary T. Nance, Abbeville, S. C.
Vice-President—Miss Annie May Cain,
Eastover, S. C.
Recording Secretary—Bessie Rogers, Ben­nettsville, S. C.
Corresponding Secretary—Anna P. Starke, Rock Hill, S. C.
Treasurer—Miss Ida Salley, Greenville, S. C.

PURPOSES AND PLANS.

The object of this Association is the betterment of rural schools in South Carolina. The women of this State have at last realized that great good can be accomplished along the line of improving rural schools by banding themselves together and marching forward to conquer. Conquer? Yes, conquer the absurd idea that four bare walls and a few straight-back benches constitute a place suitable for any girl or boy of South Carolina to be kept for seven or eight hours a day. The Association is endeavoring to enlist the hearty cooperation of every public-spirited woman in the State, and hopes to see the day soon dawn when there will be no more one-room schoolhouses, and no more bare walls and unattractive school grounds. We must all work for one grand aim—to give the children in the country better advantages in the way of buildings and grounds, thus brightening their environments and developing in their young hearts a love for the beautiful. All persons who cannot give their time to active work, but who wish to become associate members, may do so by paying an annual fee of $1.00.

Men can join only as associate members. Our number of associate members at present is small, but we hope to have it rapidly increased.

The County Associations should be composed of teachers, County officers, ministers and all public-spirited people who are interested in upbuilding the rural schools. The Association can adopt a Constitution similar to the Constitution of the State Association. The meetings can be held about four times a year either at County seats or at places where invitation is extended. The County Associations have the real work of improvement to do. The different Counties may follow different plans. Sometimes it is a wise plan to try to get local organizations, and again it is better to depend upon the teacher to interest the patrons so that they will assist her in improving the school and grounds. If a local Association is formed, its membership may consist of teachers, patrons and pupils. Let each child feel that he has a part in the work.

The members of the County and Local Associations are the ones who plant flowers, put books and pictures in the schoolhouse.
and make all other improvements. These local organizations are absolutely necessary to rapid strides in our work. Some parents think when the children are sent to school and the teacher paid her salary, their duty is done. Go into a community like this and talk to patrons and children, discuss matters with mothers at special meetings, tell them what they can do, what is needed to be done, and then ask them to organize themselves so that they can give their children pleasant school surroundings. Discuss the work in detail with them, and show them what they can do. Discuss the possibilities of shrubbery and flowers in the yard, and the part they can have in making the schoolhouse and grounds attractive.

RESULTS AND REPORTS.

Reports of new organizations are constantly coming, and letters have been received from a number of County Superintendents that show that they are in sympathy with our work. The Association is receiving encouragement on all sides. Some of our most prominent educators have shown their interest by the articles contributed to this pamphlet, for which they have our hearty thanks.

The Educational Campaign Committee has manifested decided interest in our work, and that has given us renewed strength to push onward, notwithstanding the obstacles that do arise.

It is necessary to have reports from County and Local Associations. The best report which any Association can make is a photograph of the house and grounds before improvement and after improvement.

In the next bulletin will occur the annual reports of all County Associations covering the following items:

Organization.
Interior improvements.
Exterior improvements.
Library.

The State Association offers a prize of $10 for the best report at the next annual meeting from any County Association which shows the greatest improvement.

The State Association also offers a prize of $10 for the best interior view of a schoolhouse, showing pictures, furniture, etc., and a prize of $10 for the best exterior view, showing flowers, shrubbery, trees, walks, etc.
The Ways and Means of Securing Co-operation of Patrons in the Improvement of Schoolhouses and Grounds

Prof. J. W. Thomson.

The general rule for awakening the interest and thereby securing the aid of any person in any effort is to make it plain that the proposed plan will result in benefit or pleasure to those who are asked to assist in its execution. Where patrons do not manifest interest in the condition of a schoolhouse in most cases it will be found that this indifference is the result of ignorance, either of what conditions exist, or of what these conditions imply, or produce. We take it for granted that the teacher is the moving spirit, because experience has shown that in nearly all cases this is the fact. The first step should be to get the patrons—all of them—to come to the schoolhouse and see the needs. If they come on the afternoon of some holiday, these needs may not be so apparent. Old ideas are not easily displaced, and the reply to an earnest appeal will very likely be, "What was good enough for me is good enough for my child." But if this visit is made while the school is in session, the fact that some changes are needed will be more easily seen, and, what is more important, will be more surely felt.

Conviction will be more certain if the teacher provides an exhibition. The objections to exhibitions are mainly: the loss of time from an already short term, the worry, the trouble, the work necessary, the distraction of thought. On the other hand the work done has some value, the practice, the drill, the performance, all do some good. The pupils become more interested because they have done more work. Then, beyond a doubt, the school exhibition does awaken an interest on the part of the patrons; it is something new, it is attractive, and if it succeeds in giving to a struggling teacher a few zealous friends, it will prove to be the planting of a germ or seed with indefinite power of growth. The more attention given to an exhibition, the more attractive it is, the greater the crowd assembled, the more successful the effort will be, the plainer will be the needs, and the more certain the stirring of a feeling in favor of making necessary provision for this and for all other school work.
In making any impression on a neighborhood, the teacher must bear in mind the fact that the school is the means and the pupils the material through which she must act. It was said of the Jesuits "that the order was the sword with the hilt at Rome, and with a point at every man's heart." The teacher has an avenue of approach to every home in the neighborhood, a means of influence, a possible agent at every fireside, tact, judgment, kindness will make a lieutenant and partisan of every pupil; and of parents, too, it may be said, "A little child shall lead them." Now, there is no bar between parent and child, none between child and teacher, and if the teacher succeeds in awakening the interest of the child, that fact will excite the interest of the parent. We are interested in anything which has cost us time, effort, or money; if we have aided in building a schoolhouse, if we have persuaded others to build one, if in any way the building has cost us anything, to that extent it is ours; we cannot be indifferent to it. It is fortunate, perhaps, that the securing of money is not our only means, for often it is the hardest contribution to secure, other ways of securing interest are open. The child that comes to the schoolhouse in the afternoon and aids the teacher for a few hours in any easy work will for that reason think more of the teacher, think more of the school. The child that has brought there a rose bush, a "sweet shrub" bush, any plant or flower, will have purchased an interest in the place. Such means are simple, do not despise them because they seem so commonplace; try them. Then reach beyond the child; if a patron gives a day's labor of horse or man, if he plants a tree, or gives a desk, or table, or chair, he has paid a price which he will remember, he has made an investment he will not forget. In all such efforts the most difficult step is the first. Some patron may see no reason for doing what he is asked to do, and may prove obdurate, but once you have gained his cooperation, even in a small way, he will never again present the same hard front of opposition or of lukewarmness. It must be borne in mind, too, that when once interest is created, it is not apt to fade away. So when the feelings of a child are moved, and his interest leads to action, you have secured the aid of a future citizen. If a boy plants a sapling or a shrub, a girl plants a rose bush or a handful of bulbs, as long as trees and flowers respond to the seasons with fruit, flowers or leaves, the one who planted them will feel that those are mine, their being there is my work, and thus
the teachers of one generation may fix for those of the next the kindly interest of a generation of boys and girls who will soon be men and women—who were pupils, and who will be patrons.

Always remember that interest can be communicated, is in fact contagious, but to awaken it in the pupils, the teacher must first feel it; slack and careless action will not produce earnest or vigorous imitators, and a half-hearted precept will never become an inspiring maxim.

Our summary would be: make sure that the patrons know the needs, induce them to come and see, do not be afraid to try, do not "despise the day of small things," secure the interest of each pupil even though it be in a small way, then make these your agents, first and last; pluck up thine heart.
How to Get a Library in Every Rural School

Prof. Patterson Wardlaw.

I take it for granted that no reader of these pages needs to be taught that the library is an indispensable element of teaching. I go further and assume that all agree that a neatly cased set of attractive books is one of the essential ornaments of the schoolhouse. On one plank of the educational platform all must stand. A library in every school in South Carolina. The only question is how shall we get it?

Suppose you have taken charge of a school that shows no vestige of a library, in a community that has no conception of the need of one. Your first task is to begin overcoming the strangeness of the idea and creating a demand for books. Make the start yourself. Probably you have some reading books, histories and geographies other than your regular text-books, also some good magazines and story books. Take these as the nucleus of your library. The exercise of a little skill will start children to reading the stories or looking at the pictures for pleasure, and will make the older pupils feel the advantage of parallel references in geography and history. Once create in the children a taste for more books and the library is pretty sure to come. Suggest to the pupils to lend their own nice books to the school for their classmates to read. The pride of ownership will often lead them to do so.

In some homes there are old magazines which the housekeeper, though unwilling to destroy, would be glad to put out of the way. These may be obtained for the school through newspaper notice or private request. Frequently "lend-a-hand" friends will be found who will gladly send current periodicals regularly, as soon as read.

While, as I have pointed out, you should start with acting, you had better follow this up with talking. Plead that the opportunity offered by the State Library law be not thrown away. Ask trustees, patrons and public-spirited people in general to subscribe. Emphasize the importance of the library as a necessary piece of school equipment. Be sure to tell them what others are doing. Exhort them not to be left behind. Impress the fact that it is the regular, decent thing to have a library. Ask why their children should not enjoy as good advantages as others. Write to the State Superintendent of Education for literature on the
subject, and distribute it among your patrons. Start the children to talking for you. This is easy enough when once you have got them to love reading.

While they will be your best advocates, their success will be greatly enhanced by getting the homefolks interested in the library on their own account. Encourage the pupils to take books which the parents will like to read. If practicable, organize a Literary or Educational Society, whose meetings shall be held at the schoolhouse. Its work will bring about a demand for books, and you may secure the aid of its members by proposing a combined school and neighborhood library. Be sure, however, that it contains a fair proportion of books that the young children will read for mere enjoyment.

These means, if backed by satisfactory class work, ought surely to be sufficient to raise the $10 requisite for State aid; but whether you can raise it or not, obtain all the money possible in this and other legitimate ways. Though you should get only $1.00, that would make a really profitable start.

The end will justify even a school entertainment. Have on its program a short, ringing address in favor of the library by some speaker of influence. Stir up the young people of the neighborhood to give some sort of musical, theatrical or other entertainment for the benefit of the library. I have known children to take interest in bringing contributions from home to a "hot supper," whose proceeds were to buy books. It is reported that at one school each pupil brought a weekly contribution of an egg, to be sold for the library cause.

Don't forget that every cent counts.

There are certain public documents which, though not exactly the kind of books that you would spend money for, are well worth getting free.

The United States Agricultural Reports and Bulletins would furnish reading, both instructing and interesting, to fathers and mothers. Other useful national publications may be obtained through your Congressman. Sometimes the State of South Carolina has valuable works for free distribution. Be on the alert for everything of this class. The bulletins of the colleges in the State may be had for the asking. The conclusion of the whole matter is that the school that has not some sort of a library is inexcusable.

Be ashamed, then, to have taught a school one session and leave it without a library.

PATTERSON WARDLAW.
How to Plant a Tree

Prof. H. B. Buist.

The first step in beautifying our rural school grounds would be to thoroughly prepare the soil. While this is going on we can plant out trees that are intended for permanent shade. This can best be done by digging a hole in the ground six feet square and two feet deep—placing the top soil on one side and the subsoil or clay on the other. Broken bones (which can be found in almost every neighborhood), should be placed in the bottom of this hole, or, if the bones are not to be had, a half bushel of cotton seed and some acid phosphate should be mixed in the soil. The tree roots should be well supplied with fine leaf mould, and then spread the clay around on top of the soil after the tree is planted to keep down the weeds. A tree planted in this way takes time and trouble, but it will grow rapidly and soon reward the labor and expense.
Practical Suggestions for Beautifying School Grounds

Prof. C. C. Newman.

Trees should be transplanted during the fall and winter. And in the early spring the shrubs and vines may be placed in their proper places. Another important feature in the improvement of the school grounds is the laying out of the walks. These should be located according to the surroundings. Avoid locating a walk in such a way as to make it inconvenient and thereby tempting the children to make short cuts across the grass. These paths are very unsightly and will not be made if the walks are properly located. Curved walks should be made wherever practicable rather than straight ones. The straight, broad walks so often seen in front of the school buildings detract much from the beauty of the grounds, and the glare is very trying on the eyes. As a rule, too little attention is paid to the natural trees around the grounds. We should preserve, by all means, the trees that are now growing around the buildings. It requires a number of years to produce a shade tree, yet one may be destroyed in a few minutes by carelessness, by allowing horses to be tied to the branches, or by allowing the soil to be washed away from their roots.

As I consider securing a lawn one of the most important things for the schools in general, I will give you a detailed outline on that subject.

On the sandy soils of our State there is no grass so well adapted for this purpose as the Bermuda, while on the clayey soils in the Piedmont section, the Kentucky blue-grass, Italian rye grass and white clover make an excellent combination, and will give a green lawn during the entire year.

Where the Bermuda is to be planted, the sod should be taken up either in the spring or fall and planted in rows about two feet apart, dropping a small piece of sod from twelve to eighteen inches in the row. After covering with the plow, the ground should be smoothed off well with the harrow. In the course of a year, perfect sod will be formed.

Nurserymen:
P. J. Berckmans, Augusta, Ga.
J. Van Lindley, Pomona, N. C.

Seedsmen:
T. W. Wood Sons, Richmond, Va.
J. M. Thorburn & Co., Courtlandt Street, New York, N. Y.
Beautiful Grounds at Small Cost

You cannot do all in four or five months; but you can make a beginning. That you may not teach the same school next year is no excuse. Your successor can take up the work where you leave off, and you can begin where your predecessor, in your next school, leaves off. While some one else may benefit by your work, you may benefit by some one else's.

Begin by preserving the trees already on the ground. Then send the boys to the woods for more. Plant some evergreens to break the monotony—mock orange and cedar can be found in almost every community. Ask the boys to look around for some sprigs of japonica and spirea. These bloom in February and March—before school closes.

Tell the girls to ask mamma for some rose cuttings. Encourage each pupil to plant a tree, shrub or flower, then each will feel an interest.

Observe Arbor Day. Invite some one to talk on the beauty and the utility of plants, and invite everybody out to hear him. Ask a few of the more progressive farmers to bring a load of manure from their barnyards and help you and the children fertilize your trees and shrubs.

Perhaps the children can get a few flower seeds at home. If they cannot, write your Congressman to send you some. But it is better to have the larger shrubs and roses, for the weeds cannot so easily overrun and choke these during the months when there is no school.

B. J. WELLS,
Principal Hopkins Graded School.
Necessary Equipment for Rural Schools

The happiness of a human being depends largely upon his surroundings. The tastes and controlling ideals of a man are often the results of his surroundings at school when a boy. His sense of cleanliness, order, and refinement were formed when a boy. If a boy's home is clean, orderly and attractive, and his school grounds and schoolhouse are kept in the same way, he is growing up in an atmosphere that naturally makes for good when he is a man. He grows into habits of cleanliness and order, and has a taste for attractive things. Now, if his school grounds are unattractive, ill-kept, and repulsive, he is not only growing up in a bad atmosphere, but the school becomes hostile to all good home surroundings and influences. The schoolhouse is then an enemy to his tidy and attractive home. The ethical training of a boy or a girl is more vital to either as a citizen than the intellectual training.

Just as a simple life is the most attractive life, so are simple adornments the most pleasing. It is not possible to make school grounds bowers of delight, nor is it desirable to make schoolhouses galleries of art. But every schoolhouse can be cleared of rubbish and kept clean—whether enclosed or not. If a schoolhouse stands in a grove, the trees should be kept trimmed and protected. If the house stands in open ground, shade trees and hardy shrubbery ought to be planted and regularly cared for. There is no reason why the grounds of the district school should not compare favorably with the best kept yard in the neighborhood. The truth is, that if the school grounds are kept attractive, the yards of the next generation will be better kept.

Hedges are cheaper, more attractive, and last longer than ordinary yard fences. The Amoor River privet is one of the best hedge plants. It grows easily, grows rapidly, and is an evergreen. For school yards tender shrubbery and flowers are not a success, as it is next to impossible to look after them during the frequent and long vacations. Besides, any restriction on the free use of the playground is unwise.

A few plants in pots or boxes add much to the coziness and cheerfulness of a schoolroom. Too, they contribute to the healthfulness of the room. But these pots or boxes
should not be kept where the dirty water will drain through them upon window sills or floors. Instead of beautifying your room you will damage it and cultivate slovenly habits in the children. Again, do not fill every spot with tin cans of plants. Excess destroys beauty.

But few things contribute more to refinement than do good pictures. Good pictures are not necessarily expensive ones. Two things are to be studiously avoided: Putting up too many pictures in a room, and giving any place to gaudy lithographs. The pictures sometimes displayed in schoolrooms are little better than circus posters. Such pictures lower the tastes of children. One good picture neatly framed is worth more to a schoolroom than a score of cheap, fancy ones scattered over the walls. Some of the larger Perry pictures are good for schoolrooms, and they are cheap. The Cosmos pictures are better still, but are a little more expensive. The Elson prints are excellent; so are the Pierce photographs. The two latter are reproductions of standard paintings, and photographs of various subjects.

The efficiency of any school depends mainly on what the teacher is. Next to the teacher is the equipment of the school. No teacher can do first-class work without tools. Every schoolhouse ought to be comfortable—our civilization demands that much. It should be well lighted and properly heated. Definite plans as to these two matters can be had by writing to the State Superintendent of Education.

Comfortable desks are a necessity. No child can study in a cramped or uncomfortable position. Blackboards are absolutely indispensable to efficient teaching. Painted wooden boards are not desirable. They are not good at best. They soon need repainting, and it is not always convenient to get it done when it is needed. Slated cloth makes a good board that will last from six to ten years of constant use. Hyloplate is a little more expensive, but lasts more than twice as long.

Reading and arithmetical charts are not necessities. Any resourceful teacher can make more useful ones for herself. But good maps for Geography and History work are necessary. A school ought to have a regular set of eight political maps and one physical map of the world. No piece of equipment requires more care in its selection than a map. One desk may be nearly as good as another desk, but a map is either correct or not correct. It is all but impossible to teach some subjects in Geography
without a globe. An eight-inch globe is handy and inexpensive. A larger one is of course better.

A library is an essential necessity. An unabridged dictionary, a good biographical dictionary and a large school atlas should be in every library.

A set of two-inch and a set of four-inch cubical blocks, a set of liquid measures, and a set of dry measures will pay for themselves in one session. They are all inexpensive.