

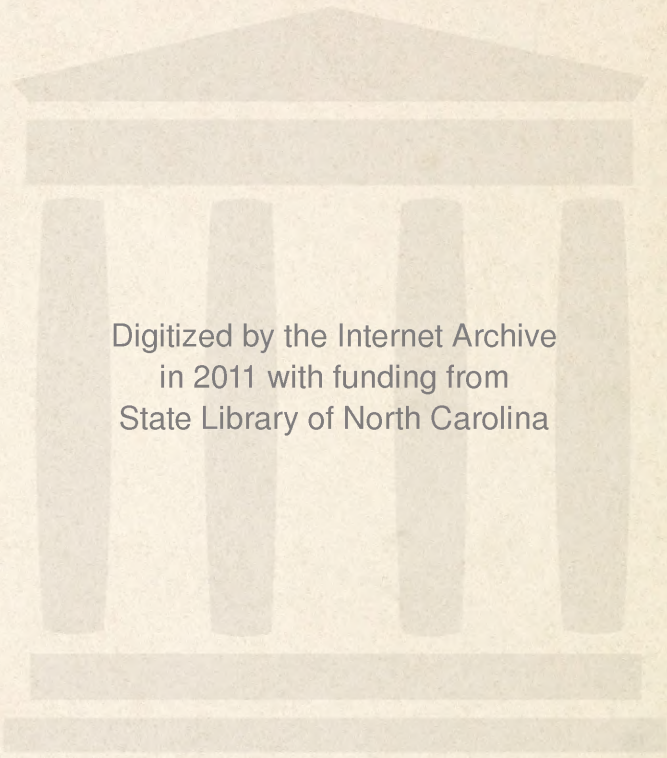
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HISTORICAL SKETCHES OF THE RALEIGH PUBLIC  
SCHOOLS, 1876-1941-1942

By

Jennie M. Barbee

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*Historical Sketches*

RALEIGH  
PUBLIC  
SCHOOLS

1876

1941 - 1942

BY

MRS. J. M. BARBEE

1943

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# HISTORICAL SKETCHES

OF THE

# Raleigh Public Schools

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MRS. J. M. BARBEE

NORTH CAROLINIANA



*Grateful acknowledgment is made to Mrs. Frances Cox Morrison for her aid in compiling* HISTORICAL SKETCHES  
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Raleigh, N. C.  
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## Foreword

AT THE annual meeting of the Barbee Pupils' Association on February 22, 1943, a committee was appointed to review the manuscript of HISTORICAL SKETCHES OF THE RALEIGH PUBLIC SCHOOLS. The committee was given full authority to have the manuscript published in book form if such action should be deemed feasible. The committee thus authorized is Claude F. Gaddy, chairman; John A. Park and Charles U. Harris.

Deeply impressed with the valuable historical information given in the manuscript, the members were unanimous in their opinion that this book should be published and offered to the citizens of North Carolina.

Close observations and careful recordings of school and community life as Mrs. Barbee saw it during years of useful service should indeed furnish a record of great value to posterity.

Photographs of former superintendents of the Raleigh Public Schools could not be secured for publication in this edition.

The valued counsel and helpful inspiration to "her boys and girls" will live forever in the minds and hearts of the hundreds of her former pupils. Ever mindful of the underprivileged and less fortunate, she has ministered to them with a spirit of love that did not seek acclaim of the masses.

SHERWOOD BROCKWELL,

*President Barbee Pupils' Association.*



MRS. J. M. BARBEE

Beloved teacher of hundreds of Raleigh children and probably the state's best-known public school teacher, joined the Raleigh system in 1881, and retiring at the close of the 1941-42 session. She now is living in Greensboro with her son, Robert Barbee. She observed her 89th birthday on February 22, 1943.



## *Introduction*

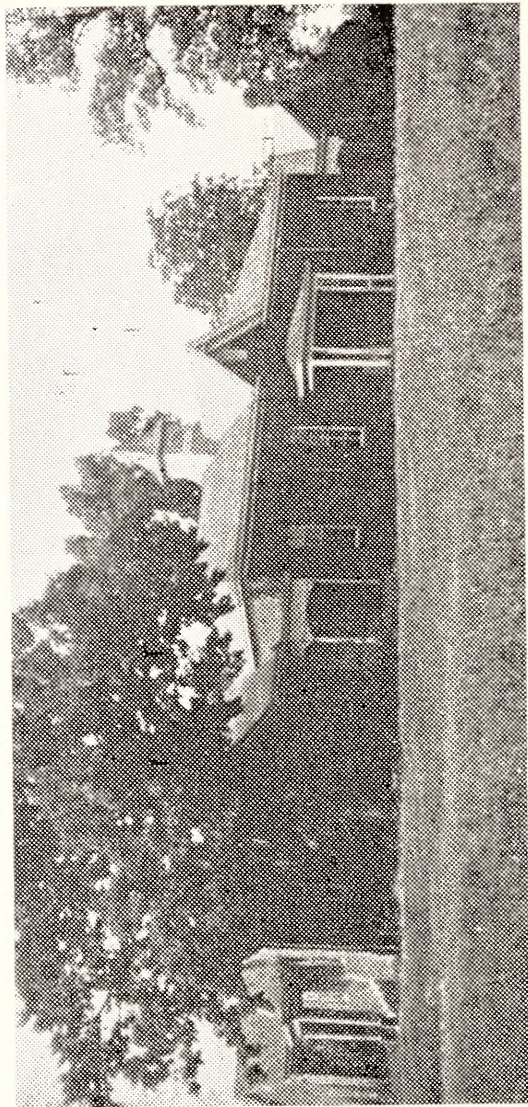
Joseph Lancaster established the first Lancaster School at Fayetteville, N. C., in 1814. "The same year another was begun in Wake County to which children unable to pay for the instruction were admitted free of charge. In February of the following year a Lancaster School was opened in Raleigh where children were taught free of tuition charges. By November the enrollment was more than one hundred pupils. Many of these who, before entering the school, 'did not know a letter in the book,' were in a short time able to read, write, have some knowledge of figures, and repeat by heart a number of moral verses."\*

"Joseph Lancaster of England seems to have been most successful in the application of new methods to the instruction of the children. The method is founded upon a profound knowledge of the human mind. The basis of the method is the excitement of the curiosity of children, thereby awakening their minds and preparing them to receive instruction."†

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\* EDGAR D. KNIGHT, *The Public School in North Carolina*, pp. 60, 74.

† *Ibid.*, p. 73.



In 1887, the old Governor's Mansion was torn down to make way for erection of a new Centennial School building, which is shown here. This building was closed in 1930-31, and in the following year Raleigh Memorial Auditorium was erected on the site.



## ADMINISTRATION OF JOHN E. DUGGER

1876-1883

Prior to the establishment of the Centennial Graded School in 1876, the public schools of Raleigh were taught in some small houses situated in different parts of the township, with no supervision except that exercised by the local school committee. In 1875 the committee determined to husband the school funds and establish one central school for all the white children of the township. Accordingly, in 1876, the Centennial Graded School was organized. This was the second graded school in the state.

The 1876-77 Legislature gave the people permission to vote upon the question of a tax levy of one tenth of one per cent on one hundred dollars worth of property for the support of the public schools of Raleigh Township. This was ratified by the people, and thus a fund of about \$5,000 was raised. This fund, together with the amount of state tax received by apportionment, a part of the county common school tax, grants and fees, and voluntary contributions from patrons, constituted the sources of revenue. "From the summer of 1876 to the summer of 1877, the Peabody Board appropriated \$1,500 to Raleigh."\* The definite objective in 1877 was to give every child at least the usual elementary branches of education.†

At this time the township school committee consisted of three members: Col. A. W. Shaffer, chairman; M. V. Gilbert, secretary, and H. C. Jones (colored). Capt. John E. Dugger of Warrenton, N. C., was elected principal. A lively Confederate veteran of the Civil War, Captain Dugger was a member of the Teachers' Association of the State, a most prominent school man. He was connected with the Summer Normal School at Chapel Hill during the 80's while serving the Raleigh Graded Schools as principal.

187 Classes were conducted in the sixty-year-old Governor's Mansion, known as "The Palace," at the foot of Fayetteville Street, on South. Two hundred forty pupils enrolled the first day for a term of ten months. The attendance grew to include 317 boys and 251 girls. There were four grades: primary, intermediate, grammar, and high school.

\* EDGAR W. KNIGHT, *Public School Education in North Carolina*, p. 288.

† *Reports of Superintendent of Public Instruction (1879-1886)*, p. 93.

The ell extension of "The Palace" was first occupied by the family of the principal. A log cornerib on the lot was moved alongside the Mansion to make room for the primary grade. Later, the entire space of the building was needed for classes. Captain Dugger then bought part of the Kemp P. Battle lot on Fayetteville Street, extending through to Salisbury. In 1889 the buildings for colored schools known as the Washington and Garfield were bought by the school board.

Captain Dugger, interested in phonics, was principal, and also held classes in Latin. Other members of the first faculty were: W. B. Burkhead, E. B. Thomas, who formerly taught in the western ward of the city; Miss Alice Partin (Mrs. W. W. Willson), Miss Pattie Litchford (Mrs. Fred Purefoy), Miss Evaline Davis, and Mr. and Mrs. Fairchild of New York. Others were L. T. Buchanan, Eugene Branson (later of U. N. C.), Lee Blair, Miss Nettie Marshall, Miss Emma Hood, Miss Pattie Lawrence (Mrs. Charles Ashley), Miss Annie Beckwith (Mrs. Thaxton), Mrs. John A. McDonald and daughter, Miss Mary. No pupils of the first grade taught by the McDonalds ever failed to remember very graciously their work. Mrs. J. M. Barbee joined the faculty in 1881 and taught the second grade. In this class were the noted twins, Tom Joe and Joe Tom, sons of Mr. and Mrs. A. J. Ellis. If the roll of this second grade were called in the year 1941-42, the answer of Rev. T. J. Watts would be heard from Dallas, Texas; from Baltimore, the answer of Rev. J. T. Watts would come; from Raleigh, Mittie Ellis Henley, a shut-in for years, would answer. Many more worthwhile pupils of pleasant memory were members of that 1881 class. It is interesting to recall names of other pupils: Addie Worth Bagley (Mrs. Josephus Daniels), Jennie Simpson (Dr. Jane S. McKimmon), Jennie Pescud (Mrs. W. A. Withers), Grace Bates, Mary Bates (Mrs. M. B. Sherwood), Loula Riddle, Lizzie Bellamy (Mrs. W. J. Peele), Lilly Branson (Mrs. Simmons), Nan McMacken, Kate McDonald (Mrs. David Ellis), Edgar Womble, Guy Bunch, Clarence Dowell, and David Ellis, who vividly recalls that his first meeting with Principal Dugger was a strictly disciplinary one. Principal Dugger was vigorously using the rod on an unruly lad. (It is a hazardous undertaking to recall names. Many have been omitted.)

Captain Dugger made frequent visits to the elementary grades, stressing the need of developing the child's perspective faculties.

The demand for object lessons (!), the conscious memory of getting pupils to grasp what the teacher only faintly grasped, and earnest search for light—these later totaled the grateful joy of letting the pupil browse, helpfully guided at last by the teacher.

Dugger built a residence which later became the home of Lawyer W. N. Jones.

During Principal Dugger's administration a Peabody Normal School scholarship of \$200 per year for two years was offered students passing the competitive entrance examination. Students accepting the scholarships were obligated to teach two years. E. McK. Goodwin, Mary T. Pescud, David L. Ellis, and Clarence Dowell won scholarships and entered Peabody. The latter two entered in 1880.

With seven years of valuable service, John E. Dugger resigned and moved to Rocky Mount in 1883. It is gratifying to hear pupils of the Dugger administration speak of the teachers and satisfactory work accomplished. The school board at the close of his administration consisted of N. B. Broughton, S. W. Whiting, and C. B. Root.



## ADMINISTRATION OF ANDREW J. McALPINE

1883-1885

A. J. McAlpine, of Weaverville College, Buncombe County, was elected principal of Centennial School, succeeding Capt. John E. Dugger. During his administration there was one school for the white (the Centennial) and four schools for the colored; Johnson, Washington, Garfield and Oberlin. The Johnson School, needing repairs, was closed in 1884. (See History of the Johnson School.) The other school buildings had sufficient accommodations.

The same school committee of Dugger's administration continued through McAlpine's, until 1885.

Teachers of the Dugger faculty were retained with these additions: Miss Maggie McDowell (Mrs. Jesse Siler), Miss Ella Fleming (Mrs. Houston), Mrs. Miriam Cooper, Miss Jean Gales (Mrs. D. T. Ward, mother of Miss Jean Ward of Hayes-Barton School.)

Salaries of McAlpine's administration were represented by these figures: the white principal received \$1,200 per year; the



colored principal, \$50 per month; male teachers, \$50 per month; female teachers, \$40 per month.

As principal of the Centennial School, McAlpine's enrollment for 1883-84 was 337 boys and 251 girls; for the year 1884-85, 385 boys and 359 girls.

In 1885 during his administration both the Washington and the Garfield schools were enlarged and improved.

The course of study was as follows: *Lippincott's Readers*, *Object Lessons*, *Swinton's Language Primer*, *North Carolina Geography*, *North Carolina History* by Moore; *Reed and Kellogg's Graded Lessons*, *Commercial Arithmetic*, and *Sanford's Arithmetic*. (There are memories of classes in *Lippincott's Fourth Reader*. Leaders of the class looked up references, comprehending the text; others feebly called words, causing listlessness and boredom. The result was unjust grading.)

Members of the school board at the close of McAlpine's administration were W. S. Primrose, Mills Brown, and N. B. Broughton.



## ADMINISTRATION OF EDWARD P. MOSES

1885-1895

INFORMATION CONCERNING \$25,000 BOND ISSUE OF 1885 FOR  
ERECTION OF CENTENNIAL SCHOOL

Authorized by Act of Legislature of 1885. Ratified February 23, 1885.

Meeting of Board of Aldermen, December 5, 1884—City Attorney submitted deed from T. J. Jarvis, Governor, for the Graded School land and building. Purchased from State for \$9,733.33.

Meeting of Board of Aldermen, March 6, 1885—First Raleigh Township School Committee was appointed, to assume office in March, 1885:

Rev. F. L. Reid  
Messrs. G. Rosenthal  
R. H. Lewis  
T. H. Briggs, Jr.  
S. F. Mordecai  
N. B. Broughton

Election held May 4, 1885.

Voters Registered.....	1,470
Votes Cast for Bonds.....	934
Votes Cast Against Bonds.....	33

Meeting of Board of Aldermen, May 15, 1885—Reported A. G. Bauer selected as architect. Committee authorized to expend not more than \$15,000.00 in erection and equipment of building.

Meeting of Board of Aldermen, July 3, 1885—Committee reported awarding contract for erection of building to Ellington, Royster & Co., for \$12,702.83. Building was to have slate roof, brown stone window sills, penitentiary press brick front, 10 classrooms, assembly hall.

Dedicatory services were held November 30, 1885. Addresses were made by Hon. S. M. Finger, State Superintendent of Public Instruction, and C. M. Busbee, Esq.

Entire cost, \$27,121.17.

#### OTHER STATISTICS

Number of Raleigh Schools, 1895—

1 white (Centennial)

3 colored (Washington, Garfield, Oberlin)

Value of School Property (1886).....\$35,500

Number of School Rooms..... 25

Number of Teachers..... 28

Average Salary .....\$ 32.45

Authorized by Act of Legislature of 1885, ratified by the people:

A superintendent was chosen for all the public schools of the township.

Census of Raleigh Township, 1885-86—Total of 4,597 pupils.

Edward Pearson Moses, a Tennessean, was elected to the superintendency of the Raleigh Public Schools in the year 1885, without solicitation, to succeed A. J. McAlpine. He came from the Goldsboro schools and four years' service there.

“Edward Pearson Moses was one of the earliest and most influential native Southern workers for universal education in the period 1885-1895. . . . After Curry, probably no man in the South influenced more men and women of character and ability

to go into school work, at a time when the profession was wretchedly paid and scarcely considered, than did Moses.”\*

A new one-story building, an actual necessity, was ready by December, 1885, at the beginning of Moses' administration. An effort to change the name from Centennial to Wiley failed. In the new building the first grade enrolled 83 pupils, the second grade 70, other grades 60 to the teacher. The capacity of the school was 600, with an enrollment of 800. With the steady increase in attendance the school committee was forced to find additional accommodations, and closed a contract with Messrs. Andrews and Hawkins for the erection of a large school house in the northeastern section of the city, the building to contain nine rooms. (See History of Murphey School.)

Until the completion of the building, upper rooms of a hardware store on Fayetteville Street were rented, new furniture was purchased, and additional teachers were employed. Miss Eliza Pool and Miss Metta Folger (Mrs. Townsend) were among these. W. V. Savage was principal of both Centennial and the annex on Fayetteville Street. One hundred twenty-five boys were transferred from the Centennial School to the annex. Mrs. Townsend (Metta Folger) of Lenoir, Caldwell County, though a shut-in, keeps in touch with some of the transfers, recalls many names.

In 1861, Governor of North Carolina John W. Ellis, said: "True independence must be based on *moral character* and on *popular intelligence* and industrial development." The following words are contained in Moses' first report of 1886-87: "The Public School is the grandest institution for the education of the world ever devised by man. Its influence in lifting humanity to a higher plane is surpassed alone by the religion which comes from above. In this age no sophistry can persuade the world that it is unwise or inexpedient to cultivate all the talents which Almighty God in His wisdom has given every man. The cause of the Public School is the cause of unselfishness, a spirit of the noblest philosophy and purest patriotism. Every child in our State can be enabled to make out of himself, for the State's sake and for his own sake, everything that can be made."

There were kindred spirits during this time through the years 1885-1895. Charles D. McIver (founder of North Carolina College for Women), Edward A. Alderman (President of U. N. C.),

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\* CHARLES W. DABNEY, *Universal Education in the South*, pp. 193, 198.



and C. M. S. Noble (Dean of Education of U. N. C.), were noted workers influenced by E. P. Moses to enter the teaching profession. Some worthwhile sayings and wise conclusions gained by the experiences of these men in county teachers' institutes conducted by them, follow:

"The school is the seedcorn of civilization and none but the best is good enough to be used."

"Woman is the priestess in humanity's temple and presides at the fountain head of civilization."—CHARLES D. McIVER.

"An untaught woman is the most sadly marred of God's creatures. It is their part to bear the children of the commonwealth and to teach them the duties of life. This is a serious work, and the State that leaves it to untrained women robs itself of its highest possibilities."

"The strength of the State resides in the people who should be educated at public expense without distinction of class."

"Public education is an investment and not an expenditure."

"Taxation is the involuntary tribute which men must pay for their share of the common good."

"Contributions for public education have been aptly compared to the vapor drawn from the earth, not to be exhausted, but to be returned in fertilizing showers."—E. A. ALDERMAN.

Superintendent Moses' first report (1886-87) continues: "As to the present prospects of the schools, they are daily growing brighter. As our accommodations and means of usefulness are enlarged, just to that measure will the schools win increasing share of public confidence and support. As far as my observation and information extend, the opposition to public schools in the South is constantly growing less. When the duty that the State owes her children in the way of education is more clearly recognized by the people, they will see that the public schools shall rank among the best, and all classes will give them a cordial and liberal support."

## A SUMMARY OF MOSES' TEACHINGS

### DISCIPLINE

"Discipline is an atmosphere of light and love for the development of the child. It is the duty of every teacher to protect the honor and purity of every child in every school, and to teach truthfulness, gentleness, and devotion to duty. If only all our

teachers of the public schools will realize that morality is of transcendently more importance than arithmetic or geography, that unselfishness is better than mental culture! There was a time when many people in Raleigh, as everywhere else in the South, feared to intrust their son and daughter to the public schools. If our teachers will insist upon it that these principles be carried out by the pupils in the school room and on the play grounds, no reproach will fall upon the public schools."

"It is better to do right and lose than to do wrong and gain a temporary advantage. This is as plain as a path to a parish church.

'Ours is the seed time, God alone  
Beholds the end of what is sown;  
Beyond our vision weak and dim  
The harvest time is hid with Him.'

"There was never a good school without good discipline."

"When the will of the child bows in cheerful obedience to the will of the teacher, this is perfect discipline."

"The teacher who now (1888) retains in her school a single unruly pupil, does herself and her school a great injustice, for a teacher should have no thought of discipline, but should be able to devote her whole attention to teaching."

"Discipline doesn't necessarily imply harshness."

"The teacher to a very great extent shapes the destiny of future generations."

#### READING

Superintendent Moses was one of the earliest to advocate the use of phonics in teaching a child to read.

"All reforms should begin in the first grade. The word and phonic method used, based on sound educational philosophy, was not adopted because new but seems the best. A difficulty was met and overcome in changing from the alphabetic method. It is an earned success to have the pupil master his own difficulties. The reading in each school room, not crowded, is excellent. There is a need for supplementary readers to keep pupils interested. No child is educated unless given books suited to his capacity. We earnestly desire to implant within the pupils before they leave our schools a love for good books, which will abide with them. 'The love of books,' Gibbons declared, 'is the pleasure and joy of life.'"

Reading, according to the teachings of Superintendent Moses, involved studying the dictionary (Stormouth's), using the Greek alphabet, tracing derivatives, intently watching diacritical marks, applying established facts, noting the exceptions, analyzing words. Spelling required a *mental picture* of the word. He taught that the time to learn spelling is the instant it is needed. Words in the reading text were used in preference to words from the speller.

Listed in the library of the University of North Carolina: *Moses' Primer*, *Moses' Readers*, *Primary Reading and Spelling*, and *The Teaching of English Words by Sound*, by Moses.

#### ARITHMETIC

"The best course in teaching any science is to follow the method used in building up that course. In the ringing words of Rousseau: 'Things! Things!' I can never enough repeat it. We make words of too much consequence. Lord Bacon, in stating the teacher's office, said, 'Establish a just familiarity between the mind and things.' Teaching objectively is based on sound philosophical principles, learning by long and patient dealing with things. Arithmetic, next in importance to reading, is mental discipline. In the study of arithmetic, it is not the acquisition of knowledge, but the power to think accurately. Rely on interest excited in the pupil for the subject. Interest removes coercion. Arithmetic is taught by objects, not pages, not figures—figures used but not abused. All rules and definitions may be discarded except those which the children are able to deduce. The science of numbers is to be taught only by reference to the numbers themselves. Teach fractions, denominate numbers and percentage objectively. (A joy to find out!) 'Let things that have to be done, be done by doing them,' said Comenius. To feed intelligent children year after year almost exclusively upon the three R's is to give them little better treatment than the dose of treacle and sulphur administered every morning to the Squeers pupils in Dotheboys Hall."

#### GRAMMAR

"The study of grammar should be subordinate to the practice of original writing. Valuable articles should be learned from memory. The study of technical grammar should be deferred until later, then taught thoroughly and studied diligently. Gram-



mar was made after language, so should be taught after language. This is an inference which all who recognize the relationship between the evolution of the race and the individual will know to be unanswerable. A library is a necessity."

#### GEOGRAPHY

"The study of physics is a needed base for geography. Without some knowledge of air, heat, water, etc., geography is of little value. To tell why a country is well watered is of more value than naming the rivers in it. Moulding boards and sand tables are helpful. Geography, when well taught, is fine for the imagination."

#### OTHER SUBJECTS

"The study of Latin should not be postponed beyond the seventh grade."

"The child needs manual training, which is necessary for a rounded development."

(A class for girls was formed at the Centennial School to teach sewing on Saturdays. Miss Fannie E. S. Heck was instrumental in the organization of this class. This was a happy beginning for a future development.)

"School is a place to develop every talent."

\* \* \* \*

Members of the school board in 1886-87, when Moses made his first report, were T. H. Briggs, Jr., R. H. Lewis, G. Rosenthal, Rev. F. L. Reid, N. B. Broughton, W. N. Jones. Alfred A. Thompson was mayor. As secretary, T. H. Briggs, Jr., reported: "Under the efficient management of Superintendent Moses, the public school system of Raleigh has improved in effectiveness, and compares very favorably with any city in the State."

Murphey School, on the corner of Person and Polk streets, was ready in 1887. An eighth grade of twelve pupils was organized at Murphey School, but abandoned on account of opposition from private schools and preparatory departments of colleges. The courses of study in our American schools is not extensive enough. One thousand dollars invested in a pupil over 12 years of age did more than \$3,000 invested in one under eight years. Depriving better pupils of an advanced grade of additional schooling beyond the seventh proved a disadvantage. They were not able to attend private schools requiring a tuition fee. The public school was considered a charitable institution.

In 1888-89 there was mention of a high school, but this met opposition. Lack of interest and the increasing need for money threatened to revert the control of the school to the shiftless method of the old "free school" system. It was unfortunate that Raleigh Township schools received but 26 per cent of the common school fund of the county, although the taxable property of the township was 58 per cent of the whole county. The schools progressed slowly. From the report of T. H. Briggs, secretary, we learn that the salary of the superintendent and teachers at this time amounted to \$13,995.11. There was a balance of \$21.21 due the schools. The schools closed after a term of five months, following a struggle for a bond issue. A school census of March 16, 1889, states that there were 4,548 persons from six to 21 of school age. Enrolled were 1,133 white, 1,401 colored.

"Mr. Moses called upon the school committee to ask the city authorities to join in requesting the Legislature to pass an act by which the people might vote on a larger school tax and give the Capital City of the State a school term of not less than eight months and also for \$100,000 bond issues for new buildings," says Josephus Daniels.\* "The Board of Aldermen acquiesced only on the condition that no student should be taught above the seventh grade." Mayor Thompson, a man of sound sense and judgment, was able to lead his administration along progressive lines. This was a great fight for a chance to have longer terms in Raleigh. "Real estate worth hundreds of thousands of dollars was listed at one fifth of its value."† Dr. R. H. Lewis and N. B. Broughton (members of the school board), Superintendent Moses, and Josephus Daniels (editor of *The State Chronicle*), ardently championed the increase in taxation for the schools and the construction of adequate school buildings. "When the matter came before the Committee on Education, I shall never forget the incomparable service rendered by three men before that committee. The meeting was held in a very small committee room and nothing appeared in the daily papers about it. . . . Dr. Richard Lewis, N. B. Broughton, and Peter Fleming, the last dean of the high-class mechanics at the Raleigh and Gaston Railroad shops, made speeches which deserve to live, particularly that of Dr. Lewis, who then and all his life was an outstanding leader among the professional men in Raleigh,

\* JOSEPHUS DANIELS, *Tar Heel Editor*, p. 373.

† *Ibid.*, p. 375.

in every public school fight, and for whom the Richard H. Lewis School in Raleigh is named. This fight was purely local, but it had a far-reaching effect and focused the attention upon the forthcoming public school issue in North Carolina." \*

The General Assembly authorized the issue of a \$50,000 five per cent thirty-year bond for general school purposes, voted on June 12, 1890. Wiley School, as a result, was built on West Morgan Street in that year. Permanent improvements to other buildings were also made. The township school property was out of debt. The progress of the school system was almost revolutionary. Because of the efforts of Thompson, Lewis, Broughton and Daniels, fitting tribute was paid these men in naming new schools and school societies for them. The Thompson School on East Hargett Street was named for Alfred A. Thompson; the Lewis School on Glenwood Avenue was named for Richard H. Lewis, and also the Lewis Literary Society of Hugh Morson High. The Daniels Literary Society of Needham B. Broughton High was named for Josephus Daniels.

A young lawyer from the University of North Carolina, Alex Stronach, taught during Moses' administration in 1889-90 at Centennial School until he was old enough to secure a license to practice law. Some of his pupils recalled to mind are Murray Allen, Charles Allen, Early Hughes, Ceburn Harris, and Baxter Durham.



## ADMINISTRATION OF LOGAN D. HOWELL

1895-1898

In 1895, after a service of ten years, Superintendent Moses resigned to accept a professorship in the State Normal School, Winthrop College, Rock Hill, S. C. The city public schools were fortunate in securing Mr. Logan D. Howell of Goldsboro for the superintendency to succeed Moses. Howell earnestly pursued the methods established by his predecessor. He was a strict believer in attention to details, in cultivating the perceptive faculties. A believer in the practical aspects of science, he stressed a scientific attitude toward nature. Many were the times he taught his young pupils to ask "Why?" and "Why not?" Even his teachers enjoyed a study of astronomy with him.

\* *Op. cit.*, p. 376.



The library was important, he thought, so during his administration the children were stirred and inspired to make contributions of books. Some 685 readable books for children were donated, 202 pedagogical books, 980 texts, 68 bound reports. *The School Supplement* (see below) contained the names of many pupils contributing to the library. A total of 1,935 contributions for the three years of his administration marked this experiment as very successful.

### THE SCHOOL SUPPLEMENT

An outstanding feature of Howell's administration was *The School Supplement*, a small paper edited by the superintendent and white teachers, and published once a week by friends and patrons of the school. Furnished free of charge to all pupils in the Raleigh schools, it served as a means of communication between parents and teachers and a desirable advertising medium for Raleigh Township. Advertisements written by students and teachers, and outside subscriptions, paid for the paper. It was sold for two and one half cents a copy outside the school. It was bound into volumes about the year 1898. One copy of that year is extant. It is to be found in the present superintendent's office.

*The Supplement* was intended to serve several purposes. The leading one was to furnish for primary and intermediate grades more literature suited to their ability and taste. Each number of *The Supplement* contained some classic stories written for beginners on phonic principles. The paper was not confined to primary classes. Besides containing literature for all, it supplied material for geography, history, and nature study. It was intended to extend the school work in all departments. Children became proficient in reading by practice.

Progress is made not by desperate struggling with difficult passages, but by much reading of easy, attractive literature. By means of *The Supplement's* appearing every week, all pupils, even the youngest, always had something of immediate interest to read, something they wanted to read for the sake of the thought in it, and not something they must read as a duty assigned.

The Crosby School was opened in Howell's administration. A new Garfield School building was erected near Crosby. (See History of Crosby-Garfield.)

After his term was ended in 1897-98, Superintendent Howell resigned after three years to enlist for service in the Spanish-American War.

## SECOND ADMINISTRATION OF EDWARD P. MOSES 1898-1907

Superintendent Moses returned in 1898 from the professorship at Winthrop Normal College, after "three of the happiest years," to the superintendency of the Raleigh Public Schools.

A later report of Moses during his second administration resulted in the remodeling of the curriculum. A course of study was plainly mapped out. A definite amount of work was assigned in each grade, year by year, in the public schools. The measure of success of each teacher was determined by the result of examinations and promotions made with more safety.

A training class of 16 members was held twice a week to prepare teachers for vacancies in the faculty. Principles laid down by Froebel, Pestalozzi, Herbart, Spencer, and Joseph Payne, were studied. Members were employed to assist in the crowded primary grades at \$10 per school month. Members of that class (1900) are valuable principals of elementary schools today (1941-42). Moses thought that none but trained teachers should be employed, that professional training for teachers was as necessary as for a physician. Weekly teachers' meetings were held to discuss discipline and professional studies. Moses often quoted Comenius as saying, "The noblest of all sciences is the science of teaching."

In 1901 the Bartlett Yancey School was opened to relieve crowded conditions at Murphey School. The building used was the former home of A. M. Lewis on North Wilmington Street. The older, larger boys were transferred from Murphey to Centennial. For the first time in 16 years there was a seat for each pupil in the schools, white and colored.

Suburban schools were established about 1903: Caraleigh to the south, Pilot Mills to the north, and Brooklyn to the west. (See History of Chavis School.)

In this year (1903) there were one superintendent, 49 white teachers, and 34 colored teachers. Salaries of white teachers for the year amounted to \$12,075.72. Colored teachers received \$7,049.50.

In 1904-05 a compulsory school law was passed for the Raleigh Township. It was deemed necessary to stop truancy and parental negligence.

Raleigh's first high school was opened in 1905 on West Morgan Street. (See History of Raleigh High School.)

About 1906-07 a full-time domestic science teacher, Miss Lizzie Bellamy (Mrs. W. J. Peele), was employed, conducting classes in a four-room cottage on the high school lot. Vocal music was taught for the first time by Miss Nina Green (Mrs. LeRoy Thiem.)

Moses, interested in development, was a member of the Watauga Club, which was instrumental in establishing the Agricultural and Mechanical College in Raleigh.

At a meeting of the State Literary and Historical Association at the Olivia Raney Library January 23, 1903, Mr. Moses introduced a resolution (a copy of which can be found in the *Public Laws of North Carolina*, 1903), an act to establish a historical commission. The bill was presented in the General Assembly a week later by Senator R. F. Beasley and unanimously passed both Houses. Mr. Moses, in an interview at Chapel Hill, June 15, 1941, says the only lobbyists for that bill were the two patriotic women, Mrs. E. E. Moffatt of Raleigh (aunt of Mrs. Joseph Daniels), and Mrs. T. K. Bruner of Salisbury (then living in Raleigh).

Superintendent Moses resigned, leaving the Raleigh Public Schools in the hands of Frank M. Harper, one of his teachers. With the closing of Moses' administration, *The Raleigh Evening Times* (August 3, 1907) published the following:

### RETIRING SUPERINTENDENT MOSES

#### SCHOOL COMMITTEE ADOPTS TESTIMONIAL IN RECOGNITION OF HIS SPLENDID SERVICES

At a meeting of the Raleigh Township School Committee, held this day, the following testimonial was unanimously adopted and the secretary directed to transmit a copy to Mr. Moses and have it published in the daily papers of the city:

In view of the voluntary retirement from the superintendency of the schools under its charge of Mr. Edward P. Moses, after a service of nineteen years, the school committee of Raleigh Township desires to give official expression to its appreciation of those services. By his thorough knowledge of pedagogy, his earnestness, his singleminded devotion to his work, his enthusiasm, inspiring his teachers to put forth their best effort, he has done a great work in our schools and has earned not only the gratitude of the committee, but of the whole community.

The committee wishes to assure Mr. Moses of their personal regards and esteem and of their desire for his continued welfare and success.



## ADMINISTRATION OF FRANK M. HARPER 1907-1918

Frank M. Harper was selected as superintendent of the public schools at the resignation of E. P. Moses in 1907-08.

Interesting statistics marking the beginning of Harper's administration are below:

### VALUE OF PROPERTY

Assessed value of township property—white	\$6,541,312.00	
colored	441,242.00	
Value of school property.....white	114,168.28	
colored	35,500.00	
Number of school houses.....white	8	
colored	5	

### ENROLLMENT OF SCHOOLS

<i>Name</i>	<i>Enrollment</i>	<i>Grades</i>
High.....	168	.....
Centennial.....	310	1-7
Murphey.....	385	1-7
Wiley.....	445	1-7
Thompson.....	299	1-6
Caraleigh.....	88	1-4
Pilot Mills.....	60	1-4
Brooklyn.....	178	1-5

### COLORED

Washington.....	382	1-6
Crosby.....	245	3-6
Garfield.....	303	1-2
Oberlin.....	183	1-5
Chavis.....	74	7-9

### THE SCHOOL COMMITTEE OF RALEIGH TOWNSHIP

*Officers:* James I. Johnson, Mayor; G. Rosenthal, Secretary.

*Members:* R. H. Lewis, H. W. Jackson, G. Rosenthal, E. L. Harris, B. F. Montague, T. B. Crowder.

Superintendent Harper's requisites of a successful teacher were personality, scholarship, and earnestness of purpose.

There were six members of the high school faculty in the new building on West Morgan Street. Latin was required. This was

taught by Hugh Morson, the principal. Superintendent Harper was anxious to appoint "men of wisdom and common sense" to the principalship of Centennial, Murphey, and Wiley schools, at a salary of \$1,200.

The superintendent was interested in collecting a pedagogical library for teachers. Pupils not residents of Raleigh Township were required to pay a tuition fee. Ten dollars of the month's tuition fees was used to purchase books for the library.

The first graduating class of the Raleigh High School (1907-1908) held its exercises in the old Academy of Music on South Salisbury Street. It contained 16 members.

The ladies of the School Betterment Association for the school year 1907-08, with Mrs. Josephus Daniels as president, made it possible to provide necessary furniture for the high school. The first Tag Day in Raleigh was held on St. Patrick's Day of that year, and enough money to buy chairs for the auditorium was secured.

Mr. C. G. Keeble, teacher of English, was interested in the work of the two literary societies, Richard H. Lewis for boys, and Hugh Morson for girls. He conducted the first high school debate between Raleigh and Durham. The debating team was composed of William Joyner, William Richardson, George Bagwell, Frank Smethurst, and Neil Ivey. Frank and Neil debated Greensboro High School for the second successive year in 1909. Frank and Ivan Procter worked on the annual in this year. *The Rattler's* design was drawn by Clifton Beckwith.

The schools were closed March 6, 1909, at the end of six months, for lack of funds. An election for an additional graded school tax of 15 cents on \$100 worth of property and 45 cents on the poll was successfully held March 16. The schools received \$50,000. A whirlwind canvas of two days secured the required number of signatures of interested citizens, and the schools were reopened March 29 and closed May 31, a term of eight months. The school committee borrowed \$4,500 to carry on. It is interesting to recall the members of the whirlwind canvas: Mesdames Ivan Procter, Josephus Daniels, George Womble, Wiley Rogers, David Elias, J. S. Jeffries, Justin Jones, M. Rosenthal, William Robbins, Fab Weathers, Miss Bertha Rosenthal and Miss Sadie Robbins.

L. E. Blanchard, class of 1909, Trinity College, was employed as a full-time teacher of science (physics and biology) in 1909.

The previous year Harry Henderlite and Polk Denmark ran a physics and chemistry laboratory in the basement of the school.

"The incorrigible pupil of excessive animal spirits should have manual training, shop work, outdoor gardening. A room in the Centennial School building equipped with tools, in charge of a special teacher, would be beneficial for the incorrigible," said Superintendent Harper. A class in school gardening, conducted on the grounds of the Centennial School, was financed by a friend. The sale of the vegetables was used to refund money borrowed for the gardening. Twenty bushels of Irish potatoes were marketed at \$1 per bushel. English peas, snap beans, and other vegetables were sold. The gardeners were pleased to keep records of expenses and sales.

The compulsory school law enacted for Raleigh Township in 1910 required the attendance of children from 8 to 14 years nine months of the year. There was no record of an attendance officer until 1912.

The superintendent led a class of teachers interested in studying McMurry's *How to Study, and Teaching Children How to Study*. (See History of the Lewis School.)

The school committee endorsed a plan for taking the senior class to Washington, D. C., immediately after graduation, under the direction of Superintendent Harper. (There were memorable and laughable experiences during the satisfactory trip.) The party was privileged, through the courtesy of Senators Overman and Simmons and Congressman Pou, to have an audience with President Taft in the White House. They were received by the Speaker of the House, the Hon. Champ Clark.

An athletic field was made at Centennial, and a football team was organized with Frank P. Graham (now of U. N. C.) in charge. The Raleigh High School team won the state championship in football and baseball in the year 1911-12. The track team was also victorious. In the inter-high school debate, Raleigh High won a most signal victory with Greensboro and Charlotte. The credit was due Frank P. Graham, the English teacher at this time, for his skill and untiring efforts. The picture changed soon in view of an urgent need for adequate buildings.

As the years advanced, the pedagogical library grew to contain 600 volumes. It was liberally patronized by many of the teachers.

The rental of text books, rented for the first time in the public schools in 1911-12, resulted in great gain. Assignments were



begun promptly. Valuable time was not lost. Responsibility for the care of the rented text was good for the child.

At this time Dr. H. W. Chase, president of the University of North Carolina, spent two days in the schools at the request of Superintendent Harper. He discovered quite a number who needed special instruction. It was recommended that a room at Centennial School be fitted up with work benches, so that the children might have handwork along with certain literary branches. Individual attention was stressed. It was a problem to find a teacher fitted for the work. Miss Mamie Holman filled the bill. The need for industrial work in the colored school was acute; therefore basketry, chairbottoming, broommaking, woodwork and gardening were provided.

Medical inspection by Dr. Aldert S. Root surpassed all expectations in 1912-13.

Work by Truant Officer D. R. Byrum became effective in 1912. There was an addition of 600 pupils; schools were crowded, double sessions were required in primary grades. Raleigh's greatest need at this time was fireproof buildings.

The departmental system was introduced into the sixth and seventh grades. Mr. Harper believed that a change of voice was often restful.

The operetta "Jack and the Beanstalk" was rendered by Miss Clara Chapel, supervisor of music. The sum of \$164 was realized and invested in music books. To Mrs. M. B. Terrell as business manager was due the financial success.

After the close of the Raleigh schools in May, 1912, Superintendent Harper, with 43 teachers, visited the schools in Cincinnati, observing the work for one week. There were helpful conferences held each evening concerning the day's observations.

The greatest problem (1913-14) was providing additional rooms. The excess of white and colored pupils over the capacity of the school buildings numbered 500. The overcrowded classes were a great hindrance to efficient work. Abnormally bright children from the fourth and fifth grades who deserved consideration, if classed separately, could save two years in eight years, was Mr. Harper's belief. Provision was made that those who desired instrumental music might substitute music for one high school subject. The privilege was guarded by wise regulation. A high school orchestra was formed by Gustav Hagedorn. Each student was charged five dollars a week.

By the year 1914-15 the Teachers' Retirement Fund had been considered for several years. The following plan was outlined: One per cent a month was to be deducted from the teacher's salary and this amount applied to a retirement fund for teachers (who had served for thirty years in the public schools). This fund was to be supplemented from other sources from time to time, under the management of a board of trustees. The board was to consist of three teachers, one of whom was the superintendent. The two other members, making five in all, were members of the school committee. Thirty years of service were required. Fifteen years of the thirty had to be spent in North Carolina, or ten years in Raleigh. The plan was inaugurated in January, 1915. It was recommended that the school committee contribute yearly an amount equal to that contributed by the teachers. The Retirement Fund changed its name to "Teachers' Mutual Aid Society," amounting to \$800 in one school year. The fund was deposited in the Wake County Savings Bank at four per cent. The school committee contributed tuition fees from pupils not residing in Raleigh Township.

The Brooklyn School building on Glenwood Avenue was totally destroyed by fire in July, 1914. The loss was covered by insurance amounting to \$1,853.04. The Murphey School burned the same year. Children of these schools had to be cared for. Some classes were conducted at the Bartlett Yancey School and others at Wiley and Raleigh High on account of the burned buildings. The city issued a permit for the erection of the new school building on Glenwood Avenue. A fireproof building, it contained five large classrooms, constructed so that more rooms could be added. The amount of insurance was entirely inadequate to pay for the new building, so it was necessary to borrow \$5,000. The cost was about \$7,250. (See History of the Lewis School.) The County Board of Education gained a suit against the Board of County Commissioners for diverting school funds to the general fund of the county. Raleigh Township's share was \$4,322.34.

The Barbee School was awarded the attendance medal, offered by J. V. Sims, owner of the *Daily Times*, for a period of five years. (See History of Barbee School.)

Manual training was gradually introduced into the schools as soon as possible. Home gardening in 1915 was conducted by Supervisor L. H. Roberts (colored) in the colored schools. More than three hundred children received agricultural training, study-

ing forty minutes in the classroom, eighty minutes in the garden plot. One hundred fifty vacant lots were turned into gardens by children, parents and mothers' clubs. One plot 30x50 feet yielded \$19 worth of vegetables sold.

A night school was conducted throughout the winter by Messrs. Keeble and Rotter three nights per week. They enrolled over one hundred. Summer school was also conducted.

June 23, 1916, Mr. Gustav Rosenthal, for many years the secretary of the Raleigh Township School Committee, passed into the great beyond. He was elected a member of Raleigh Township Committee in 1885, was made secretary in 1893, and served efficiently in this office up to the time of his death for 31 years. He possessed many traits of character that won for him strong personal friends. These he retained throughout his life. He took particular interest as secretary in the conduct of the Raleigh Public Schools, and gave them his entire time. He believed in discipline, and as a school committeeman could always be counted on to do his duty fearlessly as he saw it. The school children of Raleigh lost in him a valued friend.

In the year 1917-18 there was an enrollment of 4,460 pupils. The children of the Raleigh Public Schools invested \$63,101.63 in war savings stamps. T. B. Crowder, many years a faithful member of the school board, died. His death was a great loss to the schools. Dr. R. H. Lewis, who for 33 years championed the cause of public education, resigned. The children of this city owe him a debt of gratitude for his labors in their behalf.

The following high school boys gave their lives for their country: Seymour Whiting, Walter Jeffreys, Byron Stephenson, Harry Watson, Djalma Marshburn, Dudley Robbins, Alexander Pickell. Two bronze tablets to Seymour Whiting and Walter Jeffreys were placed on the auditorium walls of the Raleigh High School. The tablets were contributed by pupils and faculty.

A report of the Teachers' Mutual Aid Society, organized in 1915, follows:

Cash in bank .....	\$ 350.28
Loan to teachers .....	91.00
Liberty Bonds .....	2,500.00
Amount turned in by the school board.....	449.51
Liabilities (amount due on Liberty Bonds) ..	60.00

MARY A. PAGE, *Treasurer.*

The Raleigh Public Schools were given a regular system of physical training under a trained physical director. A good com-



pulsory attendance law was carefully enforced. Domestic science, headed by experienced teachers, was placed on a scientific basis. Much interest was manifested. The department needed space. One hundred fourteen girls enrolled.

Four new libraries in four colored schools were secured by a bighearted citizen and appropriations from the school committee. The library at the Garfield School was kept open during the summer and liberally patronized.

The year 1917 completed ten years of service by Superintendent Frank M. Harper.

	<i>1907-08</i>	<i>1917-18</i>
Raleigh local graded tax.....	\$20,922.91	\$55,594.16
County apportionment .....	\$16,396.20	\$27,233.80
Out of township tuition.....	\$ 132.50	\$ 1,065.00
White enrollment.....	1,928	2,854
Colored enrollment .....	1,187	1,685
Total enrollment.....	3,115	4,539
Cases of tardiness.....	5,331	763
Cases of absence.....	31,423	17,561
Teachers' salaries.....	\$32,798.27	\$67,984.18
Number of teachers.....	77	119
Number of study courses in high school .....	1	3
Members of high school faculty, including principal.....	6	13

In getting information for HISTORICAL SKETCHES OF THE RALEIGH PUBLIC SCHOOLS, I am indebted to the annual reports of Superintendent Harper (1908-1917-18) kept by Miss Lizzie Terrell.



## ADMINISTRATION OF HARRY HOWELL

1918-1921

After 11 years of earnest, efficient service as superintendent, Frank M. Harper resigned, being succeeded by Harry Howell. Mr. Howell's two "large purposes" were to increase teachers' salaries and extend the educational activities of the schools. "The public schools should minister to the educational needs of all persons who have definite and reasonable desires for training, no matter what may be their ages or station, and particularly those who are in employment and who wish a better education. There are the illiterates; those with meager advantages; those who,

though employed, desire to prepare for some specific employment or career, and those who have entered industrial occupations who wish to increase their skill and earning capacity. These could be taught in classes conducted in the elementary schools with assistance from the State Department of Education," said Howell. He wished to divide the funds between salaries and extensions.

Following in the footsteps of Superintendent Harper, Mr. Howell realized keenly the needs of the schools expressed by his predecessor. He found the same urgent need for adequate buildings that Superintendent Harper had found. He outlined his work clearly, at the beginning of his administration, and worked toward his goal; but little relief was to be had.

Howell advocated training in industries. He suggested that arrangements be made with two excellent local institutions for Negroes whereby the high school students could obtain very good training in industrial subjects in which they were interested. He stressed sewing classes and household arts for girls. He believed that the potential value of music in the lives of pupils was great enough to warrant serious attention, and that a supervisor's entire time was needed for music classes in the high school. Large glee clubs and orchestras would contribute greatly to the life of the city, was his thought. The two departments of the high school most in need of improvement, according to Howell, were science and history. "Extension of the science department will involve the enlargement of the laboratory space and equipment," he reported. He considered a study period held where a recitation was conducted, a farce. He took the music and physical training classes from the auditorium, which was without seats, finding space for them elsewhere. The Good Shepherd Church was used for assembly service.

"A knowledge of the phenomena and the laws of nature both forms the basis of modern industrial progress and supplies some of the most interesting and formative material for training the youth. The place to begin to acquire that knowledge is in the elementary school, because children are naturally attracted to such facts and because the majority of them never reach high school, where systematic science training is given. Our children in the grades are getting none of it. Our teachers are untrained for this sort of instruction. We need a supervisor who would train and supervise the teachers in nature study, elementary

science, including gardening. I have become convinced that garden teaching through the means of classroom recitations, direct observation in the room and out-of-doors, the use of window-boxes, breeding cages, hotbeds, cold frames and demonstration gardens at school, would be far more effective in intelligent and permanent interest in gardening than the 'hurrah' methods now advocated."\* The efficiency of Superintendent Harry Howell was recognized and his help appreciated by his corps of teachers.



### ADMINISTRATION OF SAMUEL B. UNDERWOOD 1921-1923

Mr. Samuel B. Underwood from Wilmington succeeded Mr. Harry Howell as superintendent of Raleigh Public Schools in 1921-22.

Members of the school board were T. B. Eldridge, mayor; S. W. Marr, William J. Andrews, J. F. Ferrell, Mrs. W. A. Withers, Mrs. W. A. Upehurch, and A. M. Maupin.

Mr. Underwood's statement before the school board in August, 1921, follows: "Raleigh's chief school problem is a financial one. I came to Raleigh, after mature deliberation, with a full realization of the difficulties in the way, but with sufficient faith in Raleigh's interest in the welfare of her children to believe these problems can be solved. It takes a long time to solve a problem of such magnitude. The school needs of Raleigh have accumulated where it is necessary to expend a large amount to give the children proper school facilities, to give the voters an opportunity to decide in favor of the child's welfare."

A special representative of the United States Bureau of Education made a survey soon after his report to the board. Architects were consulted. They reported the need for one and a half million dollars for adequate buildings to relieve deplorable school conditions. The first immediate problem was to relieve the congestion, to provide actual seating room, to do away with double sessions. Wiley, Thompson, and Crosby-Garfield were crude structures at this time. The High School needed an addition of seven brick rooms designed for manual training, classes in

\* HARRY HOWELL, *Report to the Raleigh School Committee*, April 16, 1919 (to be found in the present superintendent's office).



science and academic subjects. There were 11 schools at this time. The superintendent was instructed to invite representatives from many civic organizations to serve as an advisory board with reference to the school building program. An annual tax was levied to pay said bonds. The act to authorize the issuance of bonds of Raleigh Township for school purposes was ratified December 14, 1921. The Raleigh Chamber of Commerce favored the bond issue, so petition was made to the County Board of Commissioners to order a special election April 4, 1922, for the purpose of voting on the issuing of bonds not exceeding \$1,000,000 for buildings and land.

A committee of business men and women was appointed to coöperate with the school committee in the building program. A new day was dawning for the Raleigh Public Schools.

Special emphasis on fundamental subjects of the course of study was part of the plan for school work. A definite and logical course of study was worked out by Miss Martha Kelly (Mrs. James Tippet of Chapel Hill), supervisor of elementary instruction during Superintendent Underwood's administration. The children heartily coöperated with standard texts. Their progress in reading was noteworthy. The superintendent's plans could be summarized as follows: The teacher is the real key to any school situation; time for supervised study with pupils, and time for individual pupils should be given; the most important task of the school is to teach the child how to study.

Busy with building, Superintendent Underwood's health failed. He offered his resignation May 30, 1923, to be acted on June 30 of the same year. A member of the school committee suggested that with a year's leave of absence, the principal of the High School, H. F. Srygley, could serve in his stead. The school board expressed itself January 24, 1924, in this way: "We wish to put on record our appreciation of Superintendent Underwood's faithful service. A teacher by instinct and learning, and an administrator of high attainment, he was prepared to solve the problems of our schools. During his administration, by wise planning and effort, Raleigh voted a million dollar bond issue (April 4, 1922). He was interested in raising the personnel of the city teachers. He commanded the respect of our community by his ability, courtesy, and tact, and gained the admiration of his co-laborers by his wholehearted and intelligent co-operation."

## ADMINISTRATION OF HUBBARD F. SRYGLEY 1923-1930

H. F. Srygley, principal of Raleigh High, was elected superintendent of the Raleigh Public Schools in 1923-24, succeeding S. M. Underwood.

Members of the school board in that year were E. E. Culbreth, mayor; George L. White, Dr. Clarence Poe, Dr. W. C. Horton, William Bailey Jones, Mrs. W. A. Withers, and Mrs. W. A. Upchurch.

The million dollar bond issue of April 4, 1922, made it possible to replace the following elementary schools with modern fire-proof buildings: Wiley, Thompson, Caraleigh (known as Eliza Pool), Pilot Mills (known as Barbee), and Washington High School. A \$1,300,000 bond issue of 1926, during Srygley's administration, resulted in new schools opened in 1927; Hayes-Barton, Fred A. Olds, and Boylan Heights. (See histories of these schools.)

Crowded conditions at the High School on West Morgan Street resulted in purchasing the Benehan Cameron property, four acres, two blocks east of the capitol, for \$60,000. The needed building known as the Hugh Morson High School was ready September 2, 1924. (See History of Hugh Morson High School.)

The overcrowded capacity of the Hugh Morson High School proved the urgent need for a new building in the western part of Raleigh. A site was selected on the Smallwood property on St. Mary's Street. (See History of Needham B. Broughton High School.)

Extra-curricular activities directed by Miss Mildred English, assistant superintendent, and Dr. Thomas Alexander of Columbia University, beginning in 1923-24, resulted in rapid expansion of the Raleigh school system. The activities of Miss English reported by Mrs. Mary Powell Brantley of Hugh Morson High School (1941-42) follows:

The project in curriculum revision in the Raleigh schools, begun in 1923 under the direction of Dr. Thomas Alexander of Teachers College, Columbia University, was capably directed by Miss Mildred English, assistant superintendent and director of instruction from 1923-24 to 1934-35.

Miss English gave vitality and direction to a program of curriculum experimentation, which was a pioneer experiment, not only in the state, but also in the nation.

Activity programs, with the interest around a large unit of work, were just coming in. As they have done on many other vital occasions, the primary teachers led the way in this reform. Dealing, as such teachers do, with the child as a whole, there were no subject-matter barriers to break down, and no entrenched interests of traditional organizations in periods, credits and units to fight. The plan of reorganization adopted in Raleigh was to select certain fundamental principles essential to democratic living, and individual and collective well-being; to place these principles on certain maturity levels; to set up objectives and suggest subject-matter fields for attaining these; to choose activities appropriate to the various groups and of interest to them; to pursue these activities as long as they were fruitful for pupil growth; to check the progress made by criteria drawn up by teacher committees, and to progress to a higher level of interest and activities. In doing this the high schools adopted some of the organization features used in the lower grades. Each high school teacher of a large unit of work was given a group of pupils with whom she worked three 45-minute periods per day. The teacher and pupils, under this plan, chose some center of interest about which to place their work. Generally these centers of interest were in the fields of social studies and comprised in scope the work formerly done in the social studies and English classes. Some were combinations of science and English, science and history, mathematics and social studies, or social studies with some of the languages. The social studies were made the core of the curriculum.

Miss English directed the work in the high schools as well as in the elementary grades. To further the work a professional library was begun which served as a reading and work room, a place for committee meetings and individual conferences. The entire faculty was organized into committees which met frequently, worked out their individual projects and made written reports. These reports were typed or mimeographed and held in the office of the assistant superintendent for reference. As the work progressed, so many requests came from other schools for information that Miss English edited these reports and put them in published form. Meetings were held frequently. One year Dr. Lois Mossman of Teachers College gave an extension course in educational procedures which was taken for credit by two thirds of the entire faculty.



Dr. Thomas Alexander of Teachers College, who directed the entire project in curriculum revision, was a frequent visitor, and on such occasions held meetings with the faculty of a particular school. Various committees and individual conferences were arranged by Miss English. Interesting and enjoyable features of such meetings and conferences were the afternoon teas and dinner meetings which were held for a particular group. Sometimes these teas or dinner meetings were held in the home economics room or cafeteria of one of the high schools. At other times they were held at the home of the assistant superintendent or faculty members. The teachers in the Hugh Morson High School who were doing the unit work organized themselves into a group and held monthly dinner discussions, the dinner meetings in rotation at the homes of group members. At such meetings the first hour was spent in social activities and dinner, the second in discussions and plans for further work. There was a recording secretary who kept minutes of all business and discussions and distributed these among the members for future reference. Prominent educators were frequent visitors at these meetings.

Samples of children's work were collected and displayed in state, national, and even international exhibits. A large exhibit was sent from the Raleigh Public Schools to Frankfort, Germany, in 1932. It was placed in an international exhibit of education arranged by the superintendent of schools of the city, in a building which had been used by the allied army of occupation in Germany after the World War. After the French army of occupation was withdrawn from Frankfort in 1930, the superintendent of schools obtained the use of their former barracks from the city for an international exhibit hall of education. Raleigh teachers studying in Germany in the summer of 1932 saw with pride samples of the work of Raleigh school children in this exhibit hall. Miss English encouraged Raleigh teachers to study, to travel, and to attend state and national professional meetings. Many teachers under her inspiration began graduate work at Teachers College or elsewhere. Every year saw Raleigh teachers in attendance at the National Education Association and other national meetings of a professional nature. They appeared on programs at these meetings and arranged exhibits of school work and projects.

At the close of H. F. Srygley's administration in 1930, an appreciation for Miss Mildred English was expressed by the Negro Division of the Raleigh Public Schools. Her great service as assistant superintendent had proved an inspiration. Mrs. Julia A. Williams (principal of Lucille Hunter School), Miss Rosabelle B. Manly (principal of Oberlin School), W. H. Fuller (principal of Washington High), and J. L. Levister (principal of the elementary section of Washington High), reported to Superintendent Srygley: "The Negro Division of Raleigh Public Schools has been developed and expanded, as well as housed, in convenient, comfortable quarters, with the enrichment of the course of study throughout the system culminating in a high school equal to the best."



## ADMINISTRATION OF PAUL S. DANIEL 1930-1936

Paul S. Daniel, at one time principal of Junior High School, and a short while principal of Broughton High School, was elected to the superintendency of the Raleigh Public Schools after the resignation of H. F. Srygley, September, 1930.

The school term was reduced to eight months in 1931. Curricular activities were cut out. "No more frills," they said.

In 1932-33 the Methodist Orphanage entered the state system of public schools under the supervision and direction of the school committee of Raleigh Township.

The Parent-Teacher Council of 1932 deplored crowded conditions of classrooms suited for 35 pupils, occupied by 50. There was loss of teachers and reduction of teachers' salaries. The established salary schedule was cut 15 per cent. A proviso was inserted into teachers' contracts protecting the school committee in case of an emergency. The year 1934-35 was the last school year for Miss Mildred English as assistant superintendent of schools. The assistant superintendency was discontinued and Miss English was employed as English teacher at Needham B. Broughton High. The Parent-Teacher Council expressed appreciation of the fine spirit shown by Miss English in bringing Raleigh schools up to a high standard. The slogan had been "Raleigh Children First."

The first graduating exercises for both schools were held in the City Memorial Auditorium in 1934. Caps and gowns were used, and have been required since, except for one year, 1935.

The school committee of 1934-35 requested the county commissioners to call a special election, the purpose being to vote a tax levy at such a rate as to raise an additional supplement. This was to be used for the purpose of supplementing the cost of an eight-month term, and for creating a nine-month term. The election was held July 17, 1934, but was defeated three to two. The maximum tax rate voted in this election was 16 cents on the one hundred dollar (\$100) assessed valuation on property.

The secretary and a member of the school board were authorized to confer with the Wake County delegation in the General Assembly to have a bill introduced. It was to provide compensation for certain teachers with long records of service in the Raleigh Public Schools. The board decided that "because conditions have changed so much since the vote on a school supplement in 1934, and because the effects of drastic reduction in school expenditures have become more keenly recognized, we feel that our citizens should now be given another opportunity to decide whether or not they wish to improve the educational opportunities offered by our schools for the last three years. With a shortened term of eight months, with large classes and extremely low salaries, our schools have lost their approved rating by the Southern Association of Colleges and Secondary Schools and a considerable amount of their former efficiency. We need a term of nine months, an increase in the number of teachers, and an increase in present salaries. The highest salary now paid is \$864 per year. It is less than the minimum salary of \$900 recognized by the Southern Association. There is also need for a twelfth grade to better prepare students for college."

Miss Frances Lacy was supervisor of elementary schools for the first time in 1935-36.

The Raleigh classroom teachers were disturbed by the general conditions in 1935-36, and a petition was sent to the members of the school board with certain propositions. A motion by the board arranged to have the classroom teachers notified that their petition had been filed as part of the board's records. The superintendent was authorized to explain the attitude of the board in all matters referred to in the petition. A second supplement was voted on Saturday, March 21, 1936. The maximum



tax rate in this election was 25 cents on the one hundred dollars (\$100) assessed valuation on property. This supplement passed, but difficulties concerning registration arose. The passing of the supplement was contested, votes were culled out, and the matter finally dropped.

Superintendent Daniel was reelected for the school year 1936-37, but offered his resignation. By June 18 the committee began to receive applications. A number applied. It was finally recommended that Claude F. Gaddy (not applying) be elected superintendent, to begin his administration in July, 1936, at a salary of \$4,500.



## ADMINISTRATION OF CLAUDE F. GADDY

1936-1942

*By* FRANCES B. LACY

When Claude F. Gaddy became superintendent the Raleigh schools were in a state of unrest. Because of a closely contested school election and a public disagreement between two members of the school staff, the community had, to some extent, lost confidence in the schools. When Mr. Gaddy resigned five and a half years later he had not only built up in the citizens of Raleigh confidence in their schools but he had also made of the school system an efficient democratic organization composed of teachers, principals, and other workers eager to follow his leadership in working for the good of boys and girls.

The growing improvement of relationships in the community and in the schools was one of Mr. Gaddy's outstanding accomplishments but it was by no means the only one.

A school supplement was voted April 25, 1938. This provided for a ninth month, a twelfth year, reduced teacher load, and also supplied funds for a small addition to the salary of the teachers. The election was not only passed by a decisive majority but it lacked the bitterness and contention of previous elections. This was definitely a result of the confidence of the people in the school superintendent.

Mr. Gaddy did much to promote professional growth. Teachers and principals were encouraged, sometimes in a very practical and concrete way, to attend state and national meetings. Opportunities were given teachers to visit other schools in

Raleigh and elsewhere. Specialists were employed to come and help evaluate classroom procedures.

Under his leadership teachers organized themselves into groups for the study of various curriculum problems. In one or two instances experts were called in to lead these group studies. The most successful of the classes was one led by James S. Tippett. A list of minimum skills for the elementary schools was selected. This has not only been of aid to the Raleigh teachers but has been used in other schools throughout the state.

Much was done during Mr. Gaddy's administration in the improvement and expansion of school property.

New furnaces were installed, roofs were mended, walls painted, seats added, new auditorium curtains bought and the grounds were improved and beautified.

A modern building replaced the old Crosby-Garfield School. Another floor was added to the Boylan Heights School, doubling the capacity of the building. At Lewis School an auditorium was built.

Cafeterias were either built or enlarged in the following schools: Barbee, Boylan Heights, Fred A. Olds, Murphey, Hayes-Barton, Wiley and Crosby-Garfield.

Library space was increased at Hugh Morson, Needham Broughton, Thompson, Lewis, Boylan Heights, Crosby-Garfield, Lucille Hunter and Oberlin. A definite sum was set aside each year for buying additional library books.

Property on Person, New Bern and Morgan streets was bought from the Central Methodist Church at a cost of \$20,000. This was done to provide space for the expansion of the vocational and home economics departments and to furnish offices for the administration unit.

More important than these tangible accomplishments and more far-reaching is a spirit that Mr. Gaddy was able to inspire in his co-workers, in the children and in the patrons of the schools. His genuine interest in their welfare, personal and professional, his understanding of boys and girls and their needs, his ability to interpret the schools to the community—the effect of these will continue and cannot be measured in terms of the few years that Mr. Gaddy served Raleigh as its school superintendent.

Mr. Gaddy's administration ended with his resignation, effective February 1, 1942. Jesse O. Sanderson, principal of the Methodist Orphanage School, succeeded him.

**SKETCHES OF THE RALEIGH PUBLIC SCHOOLS**

1876-1942

**THE JOHNSON HIGH AND NORMAL SCHOOL**

The school was organized in 1865, for Negroes. It was conducted by white teachers from the North. Miss Louise Dorr was principal. The school, in an old building, was located on West Street near West Edenton. The high school and normal department were supported by the Friend Freedman's Aid Society of Pennsylvania. Care was given to prepare pupils of advanced grades for teaching. Greek and Latin were taught to two boys preparing for Lincoln University, and two preparing for the Theological Department of Howard University.

An elementary department of the Johnson School was supported by public school funds of Raleigh Township in 1877. Classes for adults (many grandfathers attended) were conducted at night.

The Johnson School was the largest colored school in Raleigh in 1879.

**OBERLIN SCHOOL**

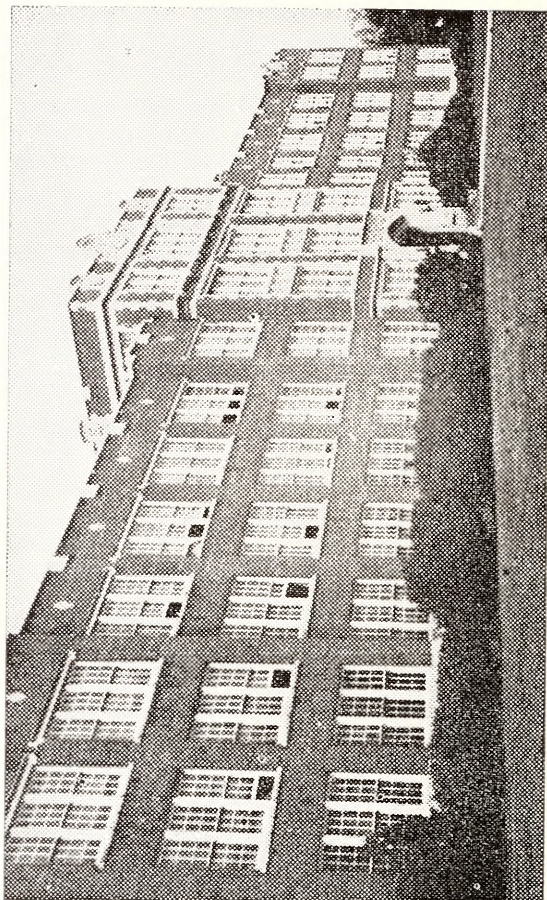
1941-42

MARGARET HARRIS, *Principal*

The school is located in Oberlin Village in the western part of Raleigh.

The first school was conducted in a Methodist church in 1869. A rural school of four months was held in a one-room building in 1882. With the growth of the school, two rooms were added in 1884, in McAlpine's administration. In 1916 (Harper's) the three-room building was moved back, leaving the site for a new brick structure. This building contains eight classrooms with steam heat, electric lights, drinking fountains, a library (part-time librarian), and an auditorium in the basement. There is great need of enlarged space for serving lunches to underprivileged children. The three-room building, moved back on the lot, was later used for classes in domestic science. All girls above the fifth grade were taught cooking and sewing.





HUGH MORSON HIGH SCHOOL  
(Erected 1925)

Named in Honor of the Late Hugh Morson, Veteran Teacher and First Principal of  
Raleigh High School

Miss R. E. Manley, principal-teacher, served through 1940-41, but resigned in the spring of 1941 because of poor health. Activities of Miss Manley's last year were interestingly participated in and well described by individual pupils. "Making the Home Beautiful," "The Fireman," "The Community Store," "Cleanliness in Holland," "The Farm," "Health in Our Community," "New Story of Light," and "North Carolina Education in the Seventh Grade," were a few of these.

Enrollment.....	251
Grades.....	7
Teachers.....	7
Library Books.....	969
WPA Librarian.....	1
P.T.A. Membership.....	55 (Approx.)

## WASHINGTON HIGH SCHOOL

1941-42

M. W. AKINS, *Principal*

A two-story wooden building was erected in 1869 on West South Street for a school, to be conducted by white teachers from the North and supported by the American Missionary Society of New York City. Prof. Fisk P. Brewer was the first to take charge of the school. He brought his family to Raleigh and lived as a missionary worker for the education of the Negro. Professor Brewer was at one time teacher of Greek at a summer session of U. N. C., and later served as United States Minister to Greece. More teachers came as the school grew, for students were showing an appreciation for an education.

In 1875 the city bought the building and the school was re-organized as a public school.

In 1916 J. L. Levister from Shaw University became principal, and at this time the agitation for a high school was renewed. The students finishing the elementary school had no school to attend for advanced work, as Shaw University and St. Augustine's had discontinued the high school department. Several rooms were added to Washington School that year, along with fire escapes.

The elementary building had served well. Superintendent Harry Howell (1918-21) realized the need for a new one.

With the bond issue for needed school buildings during S. B. Underwood's administration (1921-23) the site at 1000 Fayetteville Street beyond the railroad tracks was chosen for the Washington School. The building was begun in 1923, and was opened in the fall of 1924. It was known as the Washington Elementary and High School. A three-story brick building, it has thirty classrooms, an auditorium, a cafeteria and a library. The problem is to keep children through the elementary grades long enough to enter high school and prove the need for the advanced grades.

The school has grown steadily. In 1927 14 rooms were added as a south wing to the building. A division was made, separating the elementary and high school departments, each in charge of a principal. M. W. Akins, a teacher in the natural science department, became principal of both sections, continuing until 1941-42.

The corps of teachers is among the best. Outstanding colleges and universities are represented in the faculty. St. Augustine's, Shaw, Talledega, A. & T., Wilborforce, Howard and Columbia universities are among these. English, mathematics, science, music, Latin, French, mechanical arts, and industrial arts, are included in the school curriculum. Among the extra-curricular activities are football, boxing, debating, dramatics, Girl Reserves, Girl Scouts, Boy Scouts, Hi-Y, an honorary society, and photography. During the year campaigns are observed. Vocational guidance, Negro history, character building, the Community Chest, the Red Cross, and tuberculosis, are stressed for a definite period.

Mrs. I. M. Mitchell, the oldest teacher in the system, has served for 67 years.

Enrollment (high school) .....	731
Grades (high school).....	8-11
Teachers (high school) .....	27
Graduates (high school).....	29
Enrollment (elementary) .....	863
Grades (elementary).....	7
Teachers (elementary).....	20
Library Books .....	3,017



## CENTENNIAL SCHOOL

The Centennial was organized in the 60-year-old Governor's Mansion, "The Palace," in the Centennial year 1876.

The first principal was John E. Dugger of Warrenton, N. C.; the second, Andrew J. McAlpine of Weaverville, N. C. The third principal, E. P. Moses of Goldsboro, N. C., became superintendent. Under him, as principals, were W. V. Savage, Charles J. Parker, Mrs. J. M. Barbee, Mabel Hale, and Mrs. M. B. Terrell. Frank M. Harper followed Moses as superintendent. Under him were Gray King, a Mr. Kelley, Mary A. Page, and Mary B. Holman. The Centennial building closed in 1930-31 and the site became the City Memorial Auditorium in 1932. This was the original site of the Governor's Mansion (1816).

## MURPHEY SCHOOL

1941-42

EMMA D. CONN, *Principal*

Murphey School at 443 North Person Street, the second public school building for the white, was established in 1887 during Superintendent E. P. Moses' administration. The school was named for Archibald D. Murphey (1777-1832) of Caswell County, called the "Father of Common Schools." The two-story wooden building was erected by Messrs. Hawkins and Andrews. The first principal was Miss Eliza Pool of Oxford, who joined the Raleigh Public Schools in 1886. She continued there until more advanced pupils were transferred to Wiley. She then became principal of Wiley.

During the demand for men as principals, the Murphey School had P. E. Seagle (1907-08) for two years; W. P. Stacey half a year; J. L. Hathcock one and a half years. He was succeeded by Mrs. Charlotte M. Williamson. Other principals were Miss Pearl Cross (Mrs. R. B. Green), teacher of Palmer method of writing; Miss Mary W. Quinn (Mrs. Hartwick Mills); Miss Myrtle Miller (Mrs. W. F. Upshaw), and Miss Emma Conn, who came in 1920. She has continued successfully as principal to the present time (1941-42).

The building was burned in the summer of 1914. Some of the classes were conducted in the residence of A. M. Lewis on North

Wilmington Street, known as Bartlett Yancey School. This is now the residence of Dr. Charles Lee Smith. Other classes were conducted at Wiley and Raleigh High. Daily double sessions were necessary.

A new two-story fireproof building was ready in 1916-17.

A library was opened in November of 1930. Books were catalogued and classified. The Parent-Teacher Association, under the leadership of Mrs. W. B. Aycock, gave many of the fine collection. Three hundred forty dollars was spent during 1940-41 for new books. This past year it had a librarian for several months paid by the WPA.

In 1927 eight classrooms and a new section for the library and auditorium were added.

Some of the equipment consists of a stereopticon with three hundred slides, pianos, a typewriter, a radio, victrolas, 101 pictures, and two sets of curtains for the stage of the auditorium.

Present activities consist of civic, good citizenship, bird and science clubs; Boys' and Girls' Scout organizations, Girl Reserves, Boys' Safety Patrol, and the Murphey Band.

*Murphey Flash*, an interesting monthly publication, in competition with other elementary school papers, was graded as best from the elementary schools of Raleigh for the year 1941-42.

Enrollment .....	762
Library Books.....	2,108
Magazines .....	18
P.T.A. Membership .....	322
P.T. Council Study Course and Membership.....(S rating)	9

## METHODIST ORPHANAGE SCHOOL

1941-42

MRS. LILLIAN C. SANDLING, *Principal*

In 1899 a charter was granted for the establishment of the Methodist Orphanage. The site was purchased from Mr. John Devereaux.

The first building, the Brown, was known as Cottage 1. The first child was admitted in 1901. Rev. John Wesley Jenkins was first superintendent; Miss Mattie Atwater was first matron.

Miss Atwater became the second Mrs. Jenkins. The first principal was Miss Nannie Davis. The first 15 children attended school in the Methodist Church on Peace Street.

Miss Lucy Ricks of Warren County was appointed first teacher at the Orphanage. Classes were conducted in the Brown Building, later in the Jenkins Building. When the Brown was condemned in 1924, the Vann became the administration building. All classes are now conducted on the third floor of the Vann. There is a modern library with a part-time librarian.

The school has two honor rolls, one for school and one for work. Good behavior is required for each. School hours last for half the school day. Work is done in the remaining half. Good behavior in the early years brought trips to the well-known Royster candy factory.

The first class for graduation (about 1919) consisted of one boy and three girls. At one time the two upper classes attended Needham B. Broughton High (ready in 1929).

On alternate Saturdays the boys and girls are permitted to attend picture shows and many of the musical programs and plays. The Museum, Hall of History, State College and other places of interest are visited by the grades.

Rev. A. S. Barnes became superintendent in 1915. The growth of the home under his care was remarkable. From the beginning, with 15 pupils and one teacher (1901), the Orphanage has grown to the enrollment of 282 pupils and nine teachers (1941-42). Jesse O. Sanderson, principal of the Orphanage for ten years, became superintendent of the Raleigh Public Schools in 1942, and was followed by Mrs. Lillian C. Sandling as principal of the Orphanage. Since 1932-33, the school operates under the supervision of the Raleigh Public Schools, with a nine-month session and 12 grades.

Enrollment (high school section).....	85
Grades (high school section).....	4
Teachers (high school section).....	4
Graduates (high school).....	18
Enrollment (elementary section).....	197
Grades (elementary section).....	7
Teachers (elementary section).....	5
Library Books.....	2,712
Part-time Librarian.....	1
Magazine Subscriptions.....	28



## WILEY SCHOOL

1941-42

MRS. MARY B. SHERWOOD, *Principal*

The original Wiley School on the corner of Morgan and West streets was a wooden structure of four classrooms on each of two floors, built in 1900.

The school was named for Calvin H. Wiley, the first superintendent of public instruction in North Carolina. The class work (at first) above the fourth grade was departmental. Subjects were English, English history, Latin, German, French, algebra and geometry. Pupils ready for these subjects were transferred from Centennial and Murphey schools. Miss Eliza Pool, principal of Murphey School, became the first principal of Wiley, remaining until she was connected with the first high school in 1905.

Crowded conditions brought about the use of additional rooms in the rear on West Street. Double daily sessions took place. A busy student body, with the help of the faculty, secured electric lights, a piano, and other needed things. Morgan Street, by order of the mayor, was barricaded during the lunch period to protect the pupils. Having no space for a cafeteria, Miss Daisy Green, living on the adjoining lot, served soup and sandwiches from her back porch. She was happy to serve in the new building from 1924-40.

In 1907-08 (Harper's first year as superintendent) there was a demand for men to act as principals of schools at a salary of \$1,200. Mr. Roy Brown of Chapel Hill, principal of Wiley, left after an early closing because of lack of funds. Mr. Gray King, principal of Centennial, was transferred to Wiley (1908-09). He left at the end of the term. Mrs. M. B. Sherwood succeeded King, faithfully serving until 1941-42.

Patrons were urging a new building on a new site by 1919, during Howell's administration. With the coming of Superintendent S. B. Underwood (1921), the dire need for fireproof buildings brought a bond issue. Superintendent H. F. Srygley was brought for the building program. The site for new Wiley chosen by the committee was 306 St. Mary's Street. The present fireproof building contains 16 classrooms, an auditorium, a library (Sherwood-Bates), a cafeteria, a gymnasium and offices,

completed at a cost of \$264,225.56. It was first occupied in September, 1924.

The active Parent-Teacher Association, with Mrs. R. L. McMillan, member of the School Ground Committee, planted many dogwoods and crepe myrtles, making the grounds attractive.

Valuable activities of the school are carried on in all grades, first to seventh. In the first grade in 1940-41, home living, working together, flowers and vegetable gardens were stressed; in the second, animals and the making of a "zoo" interested and occupied the children; in the third, the farm and clothing; the fourth, birds; the fifth, traveling in America; the sixth, development in printing and writing; in the seventh, citizenship in North Carolina.

Membership.....	380
Grades .....	7
Teachers.....	12
Library Books.....	2,111
P.T.A. Membership.....	301
P.T. Council Membership and Study Course.....	7

## BARBEE SCHOOL

1941-42

MARY B. HOLMAN, *Principal*

The proprietors of Pilot Mills, Williamson and Foster, were interested in a school for the children of the employees.

A school was conducted in the Baptist Church of the community in 1903 during the administration of Superintendent E. P. Moses. Miss Bertha Stein, a member of the Superintendent's Training Class, had charge of the school. With the growth in numbers, the school was moved to the second floor of the Pilot Mercantile Building on Harp Street. The proprietors of the mill furnished playground equipment on a lot in front of the building. They insisted on prompt attendance and ready obedience of pupils.

The first principal in the changed position was Miss Etta Monroe. After the burning of the Brooklyn School in 1914, Myrtle Underwood took charge of new Lewis. She was trans-

ferred to Pilot Mills School in 1916-17. When she returned to Lewis, the proprietors of Pilot Mills showed appreciation of her work with a bonus of \$185! Miss Winona Carey resigned as principal in 1922-23, and was succeeded by Mrs. J. M. Barbee. Most efficient helpers at this time were Miss Lizzie Terrell, connected with the school for several years; Mrs. E. L. Sherron, doing unexcelled work in the first grade, and Mrs. O. S. Slaunwhite. Mrs. Slaunwhite and the principal taught the older pupils.

Superintendent Harper awarded a silver trophy for the best attendance among the city schools. Pilot Mills School had the best attendance record for five successive years (97.3%) and won the trophy. Much credit is due the faithful janitress, Ellen Hinton, who went into homes (the parents being engaged in the mills) and urged the children to be prompt for school. She acted independently of the truant officer. Miss Mary Kilpatrick, employed by the mill proprietors as welfare worker, was very helpful, working in the kindergarten with the young children. Miss Martha Kelly (Mrs. James Tippett of Chapel Hill), elementary supervisor, was also helpful. A supervisor directed playground activities. Mr. A. Y. Kelly, manager of Pilot Mills, gave a Bible to each pupil passing from third to fourth.

During H. F. Srygley's administration (1924) a brick building was erected on the corner of Blount and Poplar streets. The building contains six classrooms, an auditorium, shower baths in the basement, and a cafeteria, built on the west of the building in 1940. By motion of Mrs. W. A. Upchurch, member of the school board, the new building was named the Barbee School. With the erection of Halifax Court Apartments one block east of the school, the enrollment calls for six teachers through the sixth grade. More rooms for classes and for the library are badly needed. Miss Mary B. Holman, at one time a special teacher of an ungraded class at Centennial School, became the principal of Barbee School in 1931-32. She has been principal-teacher of Barbee since her appointment.

Enrollment .....	253
Grades .....	1-6
Teachers.....	7
P.T.A. Membership .....	26
P.T. Council Study Course and Membership.....	2



## HISTORY OF ADULT CLASS AND COMMUNITY PROGRAM AT BARBEE SCHOOL—1926-31

*By* KATHERINE WRIGHT, *Instructor*

DIRECTED AND SPONSORED BY THE RALEIGH PUBLIC SCHOOLS AND THE  
NORTH CAROLINA VOCATIONAL EDUCATION DEPARTMENT,  
STATE DEPARTMENT OF EDUCATION

In the fall of 1926, as part of the adult program, the Department of Vocational Education, through the coöperation of the Raleigh Public Schools and the administration of Pilot Mills, a class for the mothers of the mill community was organized.

The objective of this program was to give the homemakers an opportunity to get assistance in building health of their families, improving home situations, and learning how to spend money more wisely.

The class was organized in a room above a dilapidated store, with 15 members. Because of lack of equipment, not much practical work could be done. Several of the women wanted to make new curtains for their homes. They were taught some of the simple rules for selecting and making suitable curtains. Block print designs were cut in sweet potatoes; oil prints were used in stamping the design in border effects on unbleached curtains. The results were most interesting.

As interest grew in the work and demands were made for study of foods, Mr. Srygley, superintendent of the Raleigh schools, suggested that we use the Barbee School cafeteria for evening class work.

For a year an effective piece of work was carried on twice a week during the school session. Demonstrations of the preparation of the foods needed in everyday living, to build a well-rounded diet, were given.

The attendance was excellent. We always had at least twenty people to come, regardless of the weather. Hard rain or snow would not keep them away.

Several times during the winter, the ladies of this group invited the superintendent of the mill and other officials to have dinner with them. At this time they planned, prepared, and served 12 men.

The classes soon outgrew quarters. By this time, the mill officials were seeing the results of the work in improved homes, less sickness in families, and better attitudes among the group.

They came to the rescue and gave us one of the homes for a community home. The home was repainted inside and out.

Our problem was to get it furnished, as nearly a model mill home as possible.

The mill superintendent told us we could have any material from the mill we could use. They manufactured the foundation material for window draperies. Mr. Srygley had bought some unpainted furniture, mostly chairs, one table. Contributions were made by the Lions Club. The Needham Broughton High School had just been completed and needed some stage curtains. When the check for the material was sent to the mill, that was turned over to me for our Community House.

We first made the draperies for the house out of materials we selected from the mill. They were lovely and the ladies had lots of fun with this project, besides being shown how attractively the materials they worked with every day could be used.

The chairs were painted and suitable wicker living room furniture was bought. We bought a second-hand wooden cabinet, scraped all the paint off and revarnished it; bought an oil stove, dishes and silver for the service of 24. The manual training department of the high school made two large tables.

When we completed our house furnishing project we had an attractive place for meeting. Everyone was proud of the work.

The food projects were resumed and everyone enjoyed the new kitchen and dining room. The social affairs were centered around "dinner parties," for the ladies liked to show the new things they had learned.

Home nursing and care of the sick were taught at the request of the members of the group.

The problem of leaving small children at home needed attention. Again Mr. Srygley came to the rescue and gave us some kindergarten tables and chairs, so we fitted one room as a kindergarten. Each night two girls from the Child Study Class of Needham Broughton High School went out to teach kindergarten. We didn't lack children, and this was one of the most successful parts of our project.

When the work in decorating and furnishing the house had been completed, we held "open house" and invited all people in Raleigh who had helped with the project to come out and see the results of our efforts. Our guests of honor were Mrs. J. M. Barbee, who was most beloved among the people of the village; Mr. and Mrs. Srygley, and the mill superintendent and his wife.

People from Raleigh were most gracious in accepting our invitations. The evening was most successful.

When the depression came, work of the schools was curtailed. The mill needed our lively little house and we had to move out. This was the end of a community project and class in adult education that had functioned most successfully. It really was the tragic end.

### CHAVIS SCHOOL

1941-42

The Harvey property at 508 South West Street was bought at a cost of \$3,000 and fitted for a high and industrial school for Negroes during E. P. Moses' administration in 1903. A colored teacher from Washington, D. C., was employed to teach the girls in the industrial section. She complained about the lack of equipment. J. W. Paisley, principal, taught the eighth and ninth grades. Louise Jeffreys taught the seventh. Classes were small. The school closed in 1907-08 and was sold in 1910 along with the Garfield.

### ELIZA POOL SCHOOL

1941-42

BERNICE DENNISON, *Principal*

In 1903 Caraleigh Mills Company of Raleigh furnished free of rent a building containing three rooms for a school of five grades, known as Caraleigh (Carolina-Raleigh) School.

In 1904 the company proposed to the County Board of Education a readiness to donate a lot and \$500 for a school building, provided said board would appropriate a like amount. The proposition was accepted, and the property was conveyed to the School Board of Raleigh Township. It was furnished by the school committee at a cost of \$177.15. The company gave a piano to the school. Horse-and-buggy transportation from the city was given teachers of the school. There was no pavement.

Provision was made in 1916-17 for an additional room for the fifth grade. When pupils finished the fifth, they were transferred to Centennial School for the sixth and seventh grades, then on to high school on West Morgan Street. The crowded conditions in the high school required daily double sessions from 9 to 12, from 12 to 3.



With a bond issue during S. B. Underwood's administration (1921-23) a new site was secured for a brick building which was to contain 12 rooms.

In 1925, during H. F. Srygley's administration, the school board, in recognition of Miss Eliza Pool's efficient service in the Raleigh Public Schools, changed the name of the building to Eliza Pool School.

With the reopening of the manufacturing plant in 1941, there will be need for an enlarged school building.

Enrollment.....	262
Grades.....	7
Teachers.....	7
Library Books.....	800
Magazine Subscriptions.....	5
P.T.A. Membership.....	54
P.T. Council Membership and Study Course.....(S rating)	6

### RALEIGH HIGH SCHOOL

A *News and Observer* editorial dated June 1, 1905, says: "Following the repeal of the foolish law preventing the public schools of the city furnishing instruction sufficient to prepare for college, the school committee yesterday decided definitely to build a high school as part of the school system of the capital city and to place its direction into the hands of Prof. Hugh Morson. Professor Morson, whose school for boys has been famous throughout the state, is an ideal selection as principal. His thorough knowledge of boys, combined with a long experience and scholarship as varied and practical as that of any man in the South, assures in advance the success of the new departure."

The first high school was organized in 1905. Mr. Hugh Morson came from his Academy, bringing his classes of boys (Hugh Thompson, Francis Sherwood, McAuley Costner, and many others). Classes were conducted in six rooms of the Centennial School Building (a marvelous innovation!). Associated with him were C. G. Keeble from the Academy, Miss Eliza Pool, Miss Ada V. Womble, Miss Daisy Waitt, and Mrs. J. M. Barbee. He had an enrollment of 100 boys and 65 girls. This school (Raleigh High) continued in the Centennial Building for three years.

The site on West Morgan Street was selected for the high school in 1905 (during E. P. Moses' administration) on account of the nearness to the State and Olivia Raney libraries, which the superintendent considered necessities for high school students. The school had no library of its own.

The new two-story brick building on West Morgan (built at a cost of \$20,689.15) consisted of eight classrooms, an auditorium, and an extensive basement. It was ready for 250 or 300 students in 1907, but soon the enrollment grew to about 500.

A two-story brick addition of seven rooms was built in the rear during S. M. Underwood's administration (1921-22). This "annex" was intended for manual training, science, and academic classes. (The nearness of the Oak City Laundry on the east, and the city water tower on the west, proved quite a diversion!)

Schools were closed during the influenza epidemic of World War I. The Raleigh High Building was used for patients. By 1928-29 the building was closed for good, because by this time the two schools, Hugh Morson and Needham B. Broughton, had been erected. Later it was used by the Salvation Army for sleeping quarters. After being practically destroyed by two fires, the remaining part of the building was sold for \$200. The site was rented by the city for a parking space. The North Carolina Education Association purchased part of the lot for \$22,500; the Presbyterian Church purchased the remainder for \$10,000. (The original lot cost about \$3,000 before additions from the Charles Busbee and B. P. Williamson lots were purchased.)

## THOMPSON SCHOOL

1941-42

ELIZABETH HOLMAN, *Principal*

The school located at 567 East Hargett Street was organized in 1907 during E. P. Moses' administration. The six-room wooden building was the former home of Miss Sophia Partridge, who conducted a select school there for girls before the Civil War. The site was known as "The Knoll." Mrs. Mamie Brewster Terrell, transferred from Centennial School, was appointed first principal.

The six rooms were soon filled, and three additional rooms were built in the rear. The school won the coöperation of the community, which proudly watched its development. Neighbor-

hood cafeterias were conducted by the active Parent-Teacher Association to supply lunches for the underprivileged pupils. A piano for the school was purchased by them.

Mrs. Terrell conducted the school of six grades for 12 years. Faithful to her trust, beloved by the school and community, she died in the summer of 1919. Miss Elizabeth Holman, co-worker, teacher of first grade, was appointed principal in her place, continuing through the 1941-42 session.

The old building was moved back, and a much-needed brick building was erected in 1923 during S. B. Underwood's administration. The new one contains 11 classrooms, offices, a library, an auditorium, a gymnasium, and a cafeteria. In the front entrance of the building is a metal tablet dedicated to the memory of Mamie Brewster Terrell. It is interesting to trace the history of the funds used for the tablet: The school had purchased a one hundred dollar Liberty Bond during World War I. This was used for the memorial.

Interesting activities of Thompson are the Boys' Safety Patrol, the members of which are chosen on a basis of dependability, trustworthiness, good judgment, and ability to work with others; the Homemakers' Club, and the monthly school paper called *Thompson Highlights*.

Enrollment.....	407
Grades .....	1-7
Teachers.....	11
Library Books.....	1,860
Magazine Subscriptions.....	5
P.T.A. Membership .....	75
P.T. Council Study Course and Membership.....(S rating)	14.5

## LEWIS SCHOOL

1941-42

MRS. WILLIAM S. HICKS, *Principal*

A school was held in 1903 in a Methodist church on Peace Street, with Miss Emma Conn in charge. It was moved to a wooden building on Boylan Avenue containing three rooms. This was known as the Brooklyn School, as it was in the Brooklyn community.



A lot was purchased (in 1910-11) from J. W. Hinsdale for \$5,000, \$1,000 cash. A new concrete building was planned to take the place of the Brooklyn School building, which was entirely inadequate.

During the school year 1913-14 there were five teachers and 287 pupils in the three rooms. (This was like the cry of the man in the moon: "Room! Room!") Miss Myrtle Underwood was principal and teacher. She had followed Miss Emma Conn.

In the summer of 1914 the building was destroyed by fire. The first three grades attended Wiley School; the remaining grades attended Murphey.

The new building at 709 Glenwood Avenue contained five large classrooms in 1914-15. It was constructed for additional rooms. By 1917 the building was completed, having 18 classrooms.

The school was named for Dr. Richard H. Lewis (1850-1926). He served during the trying years of the Raleigh Public Schools as a member of the school board. Dr. Lewis and wife aided in purchasing a piano for the school. In 1923 a cafeteria was added.

As the community grew, the building became crowded. By 1925 six temporary classrooms were built in the rear of the school lot. A lot adjoining the Lewis property was bought to enlarge the school grounds. By 1926-27 the school had an enrollment of 730 pupils and twenty teachers. Miss Myrtle Underwood continued as principal.

The development in West Raleigh community brought the building of West Raleigh School, relieving crowded conditions at Lewis. Miss Sallie Blackwell was elected principal of Lewis in 1927, continuing through 1941-42 as Mrs. William S. Hicks.

A library was begun in 1928, a state standard library in 1940-41. In 1940 an auditorium was added at the rear of the original building; new steps were built on the front.

Enrollment .....	246
Grades .....	7
Teachers.....	8
Librarian.....	1
Library Books.....	825
Magazine Subscriptions.....	6
P.T.A. Membership .....	85
P.T. Council Membership and Study Course.....	(S rating) 8

## CROSBY-GARFIELD SCHOOL

1941-42

W. H. FULLER, *Principal*

In 1878 the East Raleigh School was organized in a small church building on East Davie Street, the present site of St. Matthew's Church. Charles N. Hunter was in charge. With the rapid growth of the school, a larger building was secured on Swain Street, a building formerly used by members of the Second Baptist Church, now located on the corner of Hargett and Person streets. The school became known as the Garfield about 1881. W. L. Crosby was principal.

The Watson property on East Lenoir Street was bought by the school board in 1897 during Logan D. Howell's administration. The building was repaired. This, the Crosby School, was needed to relieve crowded conditions in the Garfield. Money was left for this school by Henry Crosby, Negro educator connected with Shaw University.

In 1910 the Chavis and Garfield schools were sold, necessitating the moving of the Garfield to the property on East Lenoir. The new Garfield was a two-story brick building with eight rooms. J. W. Ligon was principal. Mrs. Julia A. Williams was principal of Crosby. In 1920, during Harry Howell's administration, the two schools were consolidated as the Crosby-Garfield School. Crosby became the primary, Garfield the grammar.

In 1935 the Garfield section was injured by fire. Insurance paid for the loss amounted to \$5,573.40. Pupils attended Lucille Hunter School until the building was repaired. Meanwhile the Crosby section was torn down. A strictly modern Crosby-Garfield building was completed and occupied in 1939, during Claude F. Gaddy's administration. Some of the material in the handsome building was taken from the discarded Centennial School. The Centennial material had come from "The Palace" on South Street. The fine care taken of this building is proof that it is appreciated. It is a wide-awake school. (Lena M. Hunter, daughter of the noted teacher, Charles N. Hunter, teaches the seventh grade.)

The years between 1878 and 1939 have shown a marvelous development in structures for the Negro.

Enrollment .....	736
Grades .....	1-7

Teachers.....	19
Classrooms.....	20
Seating Capacity of Auditorium.....	618
Library Books.....	722
P.T.A. Membership .....	100

## JUNIOR HIGH SCHOOL

*By* ELLEN R. GLENN\*

Nor buildings inadequate, nor limited finances, nor crowded classes, nor shortage of allotted teachers have prevented continuous sessions and progress of public education in Raleigh since the first high school was established in 1905. Only epidemics of illnesses have forced temporary breaks in the progress.

Such crowded conditions existed in the high school and the various grammar schools that advantage was taken to use a building just vacated on West Jones Street, Caswell Square, by the Blind Institute. In September, 1923, Paul S. Daniel, as principal, and a corps of teachers for grades seven and eight set in operation an emergency junior high school. For two years this part of the education program attempted to give adolescents a good foundation training for high school. Some teachers commuted from the high school; some students commuted from building to building in order to get their program regulated; student assemblies were held in the Sunday school auditorium of Edenton Street M. E. Church, one block away. In spite of unfavorable conditions the close coöperation of the principal and teachers, with the common good uppermost in mind, helped many boys and girls to become well prepared to go on through high school and eventually take prominent places in public life.

In September, 1925, Raleigh High School was moved into the new building on East Hargett Street to be called Hugh Morson High School. Junior High moved to the old Raleigh High building, nearer the downtown business district. The calmness, fair-mindedness, and sincerity of purpose on the part of the principal many times ironed out smoothly and satisfactorily what had seemed to be serious problems. At the close of the second year of Junior High in this building, Superintendent Srygley, in presenting to the faculty the plan for transferring the eighth

\* Needham B. Broughton High School.



grade back to the high school, said, "Any teacher working in this environment for one year forfeits five years of her life." He, no doubt, had in mind the classrooms in the dark, damp basement; the close proximity of the front classrooms to the fire department just across the street; the annex rooms, where a creamery loaded trucks across the alley, and the laundry sent off steam on the afternoon sunny side; the auditorium where 165 students were crowded into a study hall. Even so, boys and girls learned here valuable lessons and have taken their responsibilities in life, proving themselves to be worthy citizens.

For the next two years Paul S. Daniel and his teachers conducted classes in that building for seventh grade students only. In September, 1929, the students in grades seven to eleven, inclusive, were divided according to the city lines and were assigned either to Hugh Morson or the new High School on St. Mary's Street.

This Raleigh adaptation of a program for secondary schools was far from the ideal system accepted by education. However, it evidenced the determination of the citizens of Raleigh to let no obstacles stand in the way of preparing boys and girls for better citizenship.

The statistics that follow show the provisions for the seventh and eighth grades during a period of twenty years—1922 to 1942. Briefly, also, is shown how the 7-4 system evolved in the 8-4 system during the same period.

<i>Year</i>	<i>Grades</i>	<i>Location</i>
1923-25	7, 8	Blind Institute Building, Caswell Square.
1925-27	7, 8	Raleigh High School Building, West Morgan Street.
1927-29	7	Raleigh High School Building.
	8	Hugh Morson High School, East Hargett Street.
1929-38	7, 8	Hugh Morson or Needham Broughton with grades 9-11.
1938	7	Respective grammar schools, 12th grade added in high schools.
1942	8	Officially considered last year of grammar grades, though still located in high school buildings.

#### SYSTEM ACCORDING TO GRADES

1922.....	7-4
1923-27.....	6-2-3
1927-38.....	6-1-4
1938-42.....	7-5
1942.....	8-4

## HUGH MORSON HIGH SCHOOL

1941-42

G. H. ARNOLD, *Principal*

Crowded conditions resulted in the erection of Hugh Morson High School, which was ready to be occupied in September, 1925, by advanced classes. The school is located two blocks east of the Capitol on the four-acre Benehan Cameron Square. It was purchased for \$60,000. The school, at 301 East Hargett Street, covers an entire block. It was built at a cost of \$533,-771.94. The total school assets are valued at \$631,824.50.

When the school board undertook to name the new structure, it was suggested that it be named for Mr. Hugh Morson, beloved veteran teacher and first principal of Raleigh High. Mr. Morson consented to the naming, and this was done. He wrote the following letter to Superintendent H. F. Srygley:

September 20, 1923.

SUPERINTENDENT H. F. SRYGLEY  
Secretary of the School Board

DEAR SIR:

In reply to your notification of the action of the school board of Raleigh Township at the last meeting in selecting my name for the proposed new high school, I desire to express through you to the members of the board, individually and collectively, my grateful appreciation of this high honor which they have seen fit to confer on me—an honor for which I feel that I possess little claim except the deep and earnest desire which, for nearly half a century, has filled my heart for the educational welfare and uplift of the children of our beloved city.

I am truly thankful to see the long-cherished hope now being rapidly realized by the construction of such buildings and other improvements as our boys and girls sadly need and to which they are entitled.

Yours very truly,

HUGH MORSON.

The first principal of the new high school was C. E. Wessinger (1925-1935-36). He was followed in 1936-37 by G. H. Arnold.

On the first floor of Hugh Morson High is to be found a beautiful oil painting of Hugh Morson; the principal's office, the office of Miss Frances Lacy, Supervisor of Elementary Schools; the offices of the dean of boys and dean of girls; an auditorium with a seating capacity of 1,168; the gymnasium, covering a space of 64 by 85 feet; a well-planned industrial arts shop, a first aid room, and a modern cafeteria. Six rooms for classes

are on the first floor, besides other work rooms. Twelve classrooms are on the second. The main attraction on the second is the Eliza Pool Library, which is 24 feet wide and 72 feet long. The reading room is 26 by 31 feet. A well-equipped commercial department is another feature of the second floor. The adequately arranged home economics department is to be found on the third, along with eight classrooms. Above the third floor is a room used by the band.

At Hugh Morson there are many and varied clubs. These give students an opportunity to participate in the life of the school. In the club work one can clearly see the school motto carried out: "An Opportunity for Every Ability."

Hugh Morson was the first high school in the state selected to give a series of radio broadcasts acquainting Tar Heels with their state government. Governor Clyde R. Hoey inaugurated the series (1940-41) by having the first broadcast from his office. The program was entitled "Know Your State Government." Six students of the government classes participated, under the direction of their teacher, Mrs. Mary Powell Brantley.

There is a regular school newspaper, *The Purple and Gold*, published by classes in journalism taught by Mrs. Brantley. Since purple and gold are the school colors, the paper is appropriately named.

The annual production of the students, a project of the senior class, is the *Oak Leaf*. Miss Natalie Coffey directs work on the publication.

Football, basketball, baseball, swimming, tennis, golf, and track are the sports that are enthusiastically supported in the school.

Enrollment.....	1,068
Grades.....(8-12)	5
Teachers.....	33
Graduates.....	141
Subjects Taught .....	25
Library Books.....	4,038
Magazine Subscriptions.....	35
P.T.A. Membership .....	325
P.T.A. Publications .....	23
P.T. Council Membership and Study Courses.....(S rating)	20



## HUGH MORSON

Hugh Morson was born in Fredericksburg, Va., in 1850. He was a student at the University of Virginia, majoring in classical languages and mathematics. He began teaching when 21 years of age, and came to Raleigh in 1877 as head of the Raleigh Male Academy. In 1905 he became the first principal of Raleigh High. He was principal-emeritus by 1920, though he still taught classes in Latin for three years, resigning in 1923.

Simplicity, a strong personality, and a powerful physique were characteristics of his. He was a teacher, not an entertainer. His rules were simple, but they had to be obeyed. One of North Carolina's most noted educators, serving the cause of education for about fifty years, he witnessed early struggles for education in Raleigh and gave inspiration when it was needed.

Upon his death on March 29, 1925, the high school faculty of Raleigh published the following in *The Raleigh Student* of April 3:

In the removal from our midst of our faithful and devoted friend and fellow teacher, Hugh Morson, we, the teachers of the Raleigh High School, mourn the passing of one whose friendship and inspiration has been to us a tower of strength, and whose power and influence as a teacher we shall strive to emulate.

"He was the noblest Roman of them all" to us. In all things he revealed those superb qualities of character of only those who have been nurtured by the classics. The spirit of the old Greeks, the maxim "nothing in excess," dominated the course of his life and proved to be its *summum bonum*.

While we continue to perform the task which he had begun, we can do a far greater work by reason of his having shown us the way.

IVA BARDEN, *Chairman*;

EDITH RUSSELL,

NINA COVINGTON,

CORINNA MIAL,

NATALIE COFFEY,

*Committee.*

## ELIZA A. POOL

Eliza A. Pool was born in Oxford, N. C., in 1850. She joined the Raleigh Public Schools in 1886, continuing with them about forty years. She was the first principal of Murphey, then was transferred with advanced classes to Wiley as principal. She remained until she went to Raleigh High as teacher of romance languages.

Miss Eliza served one year as lady principal of St. Mary's School. Two years were spent abroad, studying in Paris and Germany, and visiting in Switzerland. She was selected in 1926 as North Carolina's most outstanding teacher, and she represented the state at Philadelphia's Sesquicentennial, where she was presented a gold medal. She resigned from the faculty of Hugh Morson High in 1930.

Miss Eliza died November 25, 1935, in the home of Mrs. Thomas H. Briggs. Both her time and energy were always ready to be used for the benefit of others.

### MRS. J. M. BARBEE

(Mrs. Barbee says her life is before the community. "Enough said.")

### BOYLAN HEIGHTS SCHOOL

1941-42

#### MRS. HERMAN SENTER, *Principal*

The Boylan Heights Improvement Association gave a large, wooded lot to the Raleigh School Board for a school building in 1927. A story-and-a-half brick building, containing an auditorium, four classrooms on the main floor, three in the basement, costing \$51,117.89, now stands on that lot. Mrs. Herman Senter, present principal (1941-42), became principal in 1928. By her wise management, always demanding the best, the improvement in all lines has been marked. The first year saw an enrollment of 229 pupils and seven teachers.

When the Centennial School was closed in 1931-32, the larger number of pupils was transferred to Boylan Heights School, which then became inadequate because of crowded conditions.

The Parent-Teacher Association proved from the beginning a moving force. There was need for a cafeteria. No room was available. A space in the rear of the auditorium was used and one was improvised. Food was prepared in the homes and brought to the school.

By 1936, 306 pupils were enrolled. The new school superintendent, Claude F. Gaddy, saw the pressing need for additional rooms. In 1940 an enlargement took place. The half story was

completed. Now the upper floor contains four classrooms and a new, well-lighted library. Pupils have library lessons daily. The main floor contains four classrooms, an auditorium, a modern cafeteria, and a bookroom in the basement. The cost of this enlargement was \$32,000. From the valuable records of the Boylan Heights P.T.A., we find that \$500 has been spent on books for the library; \$400 for school improvements, and about \$1,000 for food and clothes for underprivileged children.

The school has one of the largest, well-planned playgrounds in the city. There is a shaded portion for younger children, two tennis courts, and a field for baseball or football. The Boylan Heights community is justly proud of the school of seven grades and earnest teachers.

Enrollment.....	302
Grades .....	7
Teachers.....	7
Library Books.....	1,232
Magazine Subscriptions.....	7
P.T.A. Membership .....	117
P.T. Council Study Course and Membership.....(S rating)	22

### FRED A. OLDS SCHOOL

1941-42

MARY A. PAGE, *Principal*

To meet the needs of the growing community of West Raleigh, a brick building was erected at 204 Dixie Trail in 1927 during H. F. Srygley's administration. The school was first known as the West Raleigh School. This relieved crowded conditions of Wiley. The building contains 11 classrooms, an auditorium and a cafeteria. One of the classrooms is used for the library. A full-time librarian, by request of the patrons, served in 1940-41.

Mary A. Page, former principal of Centennial School, became first principal, with a corps of eight teachers. She has taught the seventh grade from the beginning of her principalship.

The name of the school was changed in 1931 to Fred A. Olds School. Fredrick Augustus Olds was the founder of the North Carolina Hall of History. He was born aboard ship October 12, 1853. He died July 2, 1935. Colonel Olds was a great lover of



children, and could be called the first scout leader of Raleigh's children on their many hikes. During World War I he took a group of boys and girls on Saturdays to cotton fields to pick cotton. Liberty Bonds were bought with "the pickings." A bronze tablet dedicated to the memory of Colonel Olds, and a picture of him, are found near the front entrance to the school.

The school grounds were made beautiful by the sowing of grass and the planting of shrubs. A \$15 prize was won in 1935 in competition with other public schools of the city, as a result of improved grounds.

Enrollment.....	377
Grades .....	1-7
Teachers.....	10
Library Books.....	1,440
Magazine Subscriptions.....	20
P.T.A. Membership .....	233
P.T. Council Study Course and Membership.....(S rating)	8

## HAYES-BARTON SCHOOL

1941-42

MYRTLE UNDERWOOD, *Principal*

The school is located at 1614 Glenwood Avenue in the Hayes-Barton community. It bears the name of Sir Walter Raleigh's English estate. The brick building was erected during Superintendent H. F. Srygley's administration in 1927. It was needed to relieve crowded conditions in the Lewis and Wiley schools.

The building contains 18 classrooms, an auditorium of 552 seats, a cafeteria, a first aid room, and a library. A WPA librarian is employed. Books are taken out for home room use. Some of the class activities are conducted in rooms adjoining the regular classrooms, making 27 rooms in use.

A very efficient citizenship council claims the interest of pupils. A representative from each classroom serves for one month. Officers are chosen by the representatives. They discuss subjects which are reported to home rooms for further discussion and action. Varied activities keep the school busy, give the pupils an interested attitude.

The present principals of Murphey, Fred A. Olds, and Hayes-Barton schools were members of a training class conducted by Superintendent E. P. Moses in 1900. They were first used as assistant teachers and substitutes.

Enrollment .....	629
Grades .....	1-7
Teachers.....	18
Library Books.....	1,917
Magazine Subscriptions.....	19
P.T.A. Membership .....	475
P.T. Council Study Course and Membership .....	8
	(S rating)

## LUCILLE HUNTER SCHOOL

1941-42

MRS. JULIA A. WILLIAMS, *Principal*

The brick building located at 1018 East Davie Street, fire-proof, modern in every way, was erected in 1927 during Superintendent H. F. Srygley's administration. (Mrs. Lucille Hunter, a native of Wilmington, N. C., was educated in the public schools of Boston. She taught successfully in the Raleigh Public Schools for 45 years. Her former pupils, now citizens of this community, were anxious that the new building be known as Lucille Hunter School.)

The building contains twenty classrooms, an auditorium of six hundred seats, a library, a cafeteria, and a clinic room. A landscape gardener from State College laid off plots on the front grounds, suggested trees and shrubs. A stone gateway on the front was a gift by the principal of the school in 1932 for kindness shown during absence from duty on account of accident. Fine care of the building and grounds prove appreciation.

The principal is the former principal of Crosby School. She and her corps of teachers intend having Lucille Hunter School a standard elementary one of seven grades.

During 14 years of the school there has been promotion of about eight hundred pupils to Washington High.

The rock quarry near the school (once a "crime pit") now wears a dress of green.

(In the files of the Lucille Hunter School may be found the history of the land containing the present school site.)

Enrollment .....	738
Grades .....	7
Teachers.....	19
Library Clerk .....	1
Library Books.....	1,331
Magazine Subscriptions.....	2
P.T.A. Membership .....	75

## NEEDHAM B. BROUGHTON HIGH SCHOOL

1941-42

H. A. HELMS, *Principal*

*By* ELLEN R. GLENN \*

In the history of Raleigh the year 1929 offered these outstanding events: dedication of the new fairgrounds; establishment of Curtiss-Wright Flying Field (now Municipal Airport); donation of the floodlights on the Capitol by Carolina Power and Light Company; introduction of the Vitaphone in the movies; completion of the new high school on St. Mary's Street.

On a knoll of the ten-acre purchase of the Smallwood property between West Peace and Cameron streets on St. Mary's Street stands the imposing structure of native stone, designed by William Henry Deitrick, in an adaptation of Italian Renaissance architecture. This half million dollar structure is conceded to be one of the most beautiful school buildings in the South.

Various delays during the year of construction prevented having a building completely ready for occupancy when school must begin in September, 1929. Work of all kinds was necessary during school hours in order to complete the building and students were always ready with various comments. "When do we eat?" was heard when the cafeteria was flooded, but food was served in the unfinished auditorium; "Two whole periods omitted for chapel!" came when, on December 13, the auditorium, with seating capacity for 1,500, was ready for the student assembly; "Judging from the appearance of the halls the science motto

\* Needham B. Broughton High School.



must be 'Excelsior,'” was the comment heard when apparatus was being installed.

Routine class work was accepted readily, and time was found for extra-curricular activities. By the end of the second month students were fast forming small clubs for the promotion of school spirit. During the year 12 clubs existed, including such as science, literary, Girl Reserves, Hy-Y, pep, dramatic, according to student interests. Student Council from the beginning has been the head organization, sponsoring all other activities until such could be chartered.

Not until near the close of the school year was the school known other than the New High School or West Raleigh High. At that time the “naming of the school in memory of Needham B. Broughton was at the request of a number of citizens who remembered the staunch fight of Mr. Broughton, Dr. R. H. Lewis and Alf A. Thompson in the late 80's for an adequate school for Raleigh. Public education which is taken for granted today was unpopular, particularly with the large taxpayers, in those days but with Mr. Broughton leading the fight, legislation was secured for an eight-month school.” The name was suggested to the school board by letter from Mr. C. B. Edwards, a business associate in Edwards and Broughton Printing Company. Mr. Edwards wrote, “I respectfully suggest that it be named the Broughton High School for Needham B. Broughton who served on the school committee for many years and who did faithful work as long as he was on it. I know and associated with him in boyhood and was in business with him for about forty years. I do not think there is a man in Raleigh who helped more young people and did more for the upbuilding of our city and its public institutions according to his means.”

From the J. O. U. A. M. came this sentiment, “Too much credit cannot be given to men like Mr. Broughton—men of like vision for the fight they made for public education. . . . Our magnificent public school system of today is but the crowning glory of the foundation laid half a century ago by these men—Dr. R. H. Lewis, Alf A. Thompson and Needham B. Broughton.”

The present structure was not completed until 1936. The three-story building provides the following: 29 classrooms; commerce department and music room, acoustically treated; little theater, science laboratories; library, containing approximately 5,000 volumes, gymnasium, with showers and play room below it; auditorium, seating capacity for 1,500; cafeteria; four offices

for principal and advisers; teachers' room, a number of small rooms on different floors used respectively for book storage, Student Council files, central banking system, *Hi-Times*, *Latipac*, projector booth, athletic equipment and janitor's supplies. The student supply store occupies a part of the cafeteria convenient for sales during lunch period. The athletic fields and playgrounds are a part of the ten-acre property. The shop is located in a wooden structure in the grove apart from the main building.

School opened September 3, 1929, with Paul S. Daniel, principal, 35 teachers and about 650 students. When Mr. Daniel was elected to the superintendency, William Henry Shaw came to be principal at the opening of the fall term in 1930, and served as an efficient and popular principal for eight years. Paul A. Reid, the principal from 1938-1941, made his contribution in this modern school by adjusting the curriculum for the nine-month, twelve-year program provided by the supplement voted in a special election held in August, 1938. In September, 1941, H. A. Helmes began his administration as principal, and in his quiet, unassuming manner has attempted to get thoroughly acquainted with the situation and solve problems fairly and justly as they present themselves.

Broughton High School lost each principal by a promotion to superintendency in Raleigh, Sumter, S. C., and Elizabeth City, N. C., respectively.

For several years the curriculum was in the form of an activity program providing large units of work based on student interests and included service courses according to grade levels. This program progressed during the administration of W. H. Shaw. With the addition of the 12th grade and the large percentage of graduates entering College, it became necessary to make adjustments in the curriculum. Activities or units of work still are found invaluable, but serve according to different plans within the subject fields to implement various problems of interest; extra-curricular activities vary from year to year according to student requests.

In 1938 the seventh grade students were left in their respective grammar grade schools and an orientation program was planned for the eighth grade in the high school building. It was hoped that bridging the gap between grammar grades and high school would give a thorough foundation and preparation for the high school in the 12-year system. Students are advised to make plans early for their 16 credits above eighth grade required

for graduation. The present curriculum provides for the college preparatory, the general group and the commerce group with the various elective available, according to student requests and needs.

During the life of Broughton High School the student body has grown from 650 to 1,165. The teaching personnel seemingly has not grown in proportion but for the first year seven members of the faculty had duties in both high schools. The class of 1938, of about 185 members, sent approximately 66 per cent on to college. Since then there has been a variance of 60-85 per cent going to college. Of the 150 graduates in the class of 1942, 75 transcripts have been sent to colleges as requested.

From the very beginning of activities in this high school the Parent-Teacher Association has been one of the strongest allied forces. Parent education and welfare work have been the most successful undertakings but the unlimited and ever-ready loyal support for any school activities cannot be evaluated.

Continued interest in their alma mater was evidenced in December, 1939, when approximately one hundred graduates met and organized an alumni association.

Enrollment .....	1,150
Grades.....(8-12)	5
Teachers.....	39
Graduates.....	150
Subjects Taught .....	
Library Books.....	5,000
Magazine Subscriptions.....	43
P.T.A. Publications.....	21
P.T.A. Membership .....	393
P.T. Council Membership and Study Course.....(S rating)	21

## NEEDHAM B. BROUGHTON

1941-42

"It is significant of a new era that men who render a lasting service to their community are honored by their own. . . . In thus naming our schools for our home-grown, sun-crowned men. . . . we hold up to the youth of Raleigh the inspiration of high civic achievement.



“As one who was honored with the friendship of Needham B. Broughton and fought by his side in more than one contest for civic righteousness and better schools, I count it an honor to be permitted, in the name of his family, to present a portrait of the man whose name this school bears. It is the prayer of all who knew him and correctly measured his usefulness that out of these halls will go, from year to year, boys and girls animated in public spirit, high ideals, and consecration to the principles that were governing forces in the life of Needham B. Broughton.” So spoke Josephus Daniels, May 29, 1931, at the unveiling and presentation of the portrait of Needham B. Broughton to the school named for him.

In answer to a natural question, “Why should Raleigh’s most magnificent school structure be named for Needham B. Broughton?” Mr. Daniels suggested that “unborn children may be asking that same question and will be entitled to an answer.” He then explained in detail the hard-fought battle in legislature for public education in the late 80’s when Raleigh’s one public school was imperiled.

Superintendent E. P. Moses was quoted as having said, “Of all North Carolinians I ever knew, Needham B. Broughton was one of the three who towered head and shoulders above the throng and, in some respects, he was the greatest man I have ever known.” Mr. Daniels also referred to the tribute paid to Needham B. Broughton by the Rev. Dr. R. T. Vann, “Probably no other citizen of Raleigh ever devoted his thought, time, and money to the upbuilding of our city schools more generously than did Mr. Broughton.”

The portrait now hangs in the hall so anyone entering the front door may gaze unconsciously upon it. Would that all who gaze could imbibe his philosophy—“the education of all is the combined duty of all” and that his one idea concerning education was more and better schools.

Hence Needham B. Broughton High School stands today as a monument to the memory of his useful life,—dedicated to the service of humanity.

**EDNA METZ WELLS — ANN PITTS HICKS**

On either side of the portrait of Needham B. Broughton, hangs a portrait of a teacher, each portrait being a gift of students, teachers and friends.

Edna Metz Wells (Mrs. B. W.) taught in the science department of the old Raleigh High School for several years before coming to Hugh Morson and being transferred to Broughton High School in 1929 as teacher of biology.

**IN MEMORIAM****Edna Metz Wells****February, 1938**

*"Scientist, Teacher, Counsellor, Friend—  
Whose life was an inspiration  
Whose memory is a benediction."*

Ann Pitts Hicks (Mrs. W. N.) became a member of the Broughton faculty as a social science teacher only a few years ago and served also as Student Adviser in Guidance.

**IN MEMORIAM****Mrs. W. N. Hicks****April, 1940**

*"To all the students, Mrs. Hicks was a friend to whom they might go for sympathetic council. We found her sincere interest, infinite patience, and noble character an inspiration to all who knew her."*

**SUPPLEMENT****THE ELEMENTARY SUPERVISOR**

*By* ELLA FORD SENTER \*

The Elementary Schools of Raleigh are fortunate in having as supervisor Miss Frances Lacy, who brings cheer and happiness to the children when she enters the room. A very helpful person, she always tries to do whatever called upon to do. She is certainly at the beck and call of every principal and teacher in the system.

\* Principal of Boylan Heights School.

Her supervision is most helpful. Criticisms are always constructive, kind, and thoughtful. She suggests a remedy for every defect, and if tried, the remedy proves most effective. The Raleigh schools have improved under her supervision, and we feel that the children are receiving a well-rounded program of worthwhile activities. They are encouraged to learn by doing, and to live in a democratic way. More and more they show self-control through this practice of democracy.

She has time to find books for her helpers in the professional library, which she is in charge of, and often takes these books to and from the schools.

The addition of many new volumes to school libraries is due to her help and enthusiasm for books. She somehow finds rooms in the buildings for the library, and means of opening and equipping it for the children.

Miss Lacy was largely responsible for the coming of Dr. James Tippett of U. N. C., who helped and guided the superintendent, principals and teachers in working out the skills for each subject in every grade. She organized the various committees, whose work was to formulate certain skills for the different subjects in each grade, met with them, and helped in every way possible.

She is a patient, understanding supervisor that knows what a classroom teacher has to do, and never forgets that she was once a classroom teacher herself.



## RALEIGH PUBLIC SCHOOL DIRECTORY

1941-1942

Claude F. Gaddy, *Superintendent* (first half).  
 Jesse O. Sanderson, *Superintendent* (second half).  
 J. F. Bryant, *Business Manager*.  
 Millard P. Burt, *Band*.  
 Leo F. de Sola, *Band*.  
 Frances Lacy, *Elementary Supervisor*.  
 Mrs. Frances Moore Rankin, *Cafeteria Supervisor*.  
 Jessie Schnopp, *Coördinator*.  
 Frederick Stanley Smith, *Music Director*.  
 Nell S. Iden, *Bookkeeper*.  
 Mrs. Mary D. Freeman, *Secretary*.

### HUGH MORSON HIGH SCHOOL

301 EAST HARGETT STREET

Arnold, George H., Principal	Herring, Mildred
Alexander, Myrtle	Hornback, John J.
Bain, Mrs. Anna W.	Jones, Laura M.
Barbee, Mrs. J. M.	Larabee, Helen W.
Barden, Iva	McClees, Nellie
Barnett, John	Marcom, Mrs. J. L.
Beddingfield, Nancy	Morgan, J. W.
Brantley, Mrs. Mary Powell	Morrison, Mrs. Frances C.
Breithaupt, Clifford C.	Nickell, John Paul
Coffey, Natalie	Ogburn, Grace
Creighton, Ruth	Penney, Mary
Daniels, Mrs. C. P.	Ramseur, Mary E.
Eason, Fred	Reimer, Mrs. Anna V.
Efird, Laura	Sanderford, Helen
Ferguson, Fletcher W.	Smith, Farmer S. Jr.
Floyd, Marcus W.	Tomlinson, Eileen
Gilmore, Lucy	Wood, Mrs. John O.
Godwin, Leah	Kellogg, Josephine
Godwin, Marguerite	

### NEEDHAM B. BROUGHTON HIGH SCHOOL

723 ST. MARY'S STREET

Helms, H. A., Principal	Cozart, David L.
Bailey, Harold	Dugan, Helen
Beatty, Jane	Ellington, Mary Oliver
Bray, Mrs. B. B., Jr.	Fletcher, Mrs. Ernest
Burdette, Ruth	Fonville, Mrs. Mary S. Beam
Byerly, Margaret	Freeman, Thomas Willmott
Cannon, Mary B.	Glenn, Mrs. Ellen R.

Gosnold, Betty Elinor  
 Gregson, Raymond T.  
 Griffin, Hazel  
 Hall, Mrs. A. C.  
 Hester, Mary  
 House, John A.  
 Joyce, Emmett Robert  
 Joyner, Mrs. O. K.  
 Lewis, Charles  
 Lewis, Oma Bliss  
 Nelson, Mary W.  
 Norris, Thomas Joseph  
 Paschal, Laura Helen

Penny, Celeste  
 Phillips, Dorothy  
 Reavis, Mrs. P. A.  
 Root, Mrs. John C.  
 Runion, Helen  
 Saylor, Jean S.  
 Smaw, Annie  
 Smith, Carrie Glenn  
 Starnes, Dewey E.  
 Starnes, Mrs. Dewey E.  
 Strother, Melissa  
 Taylor, Elizabeth  
 Sellars, Mrs. William R.

## MURPHEY SCHOOL

### POLK AND PERSON STREETS

Conn, Emma D., Principal  
 Bailey, Ida H.  
 Ball, Mrs. Adele Reese  
 Bryant, Mrs. Frances  
 Burton, Mary  
 Chadwick, Mrs. Bronnie C.  
 Crawford, Marianne C.  
 Fitzgerald, Gladys  
 Harper, Anne  
 Horne, Mary C.  
 Jackson, Mrs. Martha C.

Lancaster, Cora  
 Lanier, Eleanor  
 Morgan, Mrs. Gwendolyn S.  
 Murray, Mrs. Charles K.  
 Thomas, Mrs. Fannie K.  
 Umstead, Mrs. Virginia C.  
 Walkup, Elizabeth  
 Webb, Mrs. Sara C.  
 Wellons, Mrs. Alice F.  
 Woltz, Mrs. Jessie McN.

## HAYES-BARTON SCHOOL

### GLENWOOD AVENUE

Underwood, Myrtle, Principal  
 Alvis, Frances  
 Bell, Lila  
 Bullard, Mrs. M. Louise  
 Cooper, Joyce  
 Eldridge, G. Virginia  
 Holt, Blanche  
 Hurst, Mrs. Nannie Margaret  
 Kirkpatrick, Katherine  
 Kirkpatrick, Virginia

Lawrence, Mrs. Frank  
 Martin, Mrs. Grace L.  
 Massengill, Mrs. Elizabeth  
 Munt, Mrs. Della S.  
 Riggan, Mrs. Myrtle C.  
 Sykes, Mrs. Virginia B.  
 Ward, Jean Gales  
 Willard, Mrs. Coma Cole  
 Wilkins, Alliene

## WILEY SCHOOL

### ST. MARY'S STREET

Sherwood, Mrs. Mary B.,  
 Principal  
 Burks, Ethel D.  
 Davis, Mrs. Annie P.  
 Fleming, Irene  
 Jenkins, Pattie  
 Justice, Mrs. Evangeline

McDonald, Mrs. Ethel H.  
 Peirson, Mrs. Ellen U.  
 Ray, Dorothy  
 Reeves, Lorenna  
 Smith, Mrs. Ruth T.  
 Squires, Ruahnie C.  
 Stephenson, Mrs. Agnes W.

## THOMPSON SCHOOL

567 EAST HARGETT STREET

Holman, Elizabeth, Principal	Garren, Mrs. G. M.
Beard, Ruth	Mial, Victoria
Cornwell, Mrs. Carrie	Ruffin, Helen
Creegan, Mrs. Faye J.	Southerland, Annie Rose
Duke, Mrs. Otho G.	Thoroughgood, Mrs. Zelma W.
Hunter, Nancy	Webb, Fannie

## LEWIS SCHOOL

GLENWOOD AVENUE

Hicks, Mrs. William S., Principal	Matthews, Juanita
Fort, Mrs. William L.	Valentine, Fannie Mae
Hunter, Elizabeth	Williams, Irma
Hunter, Ruth	Wilson, Mrs. R. B.

## BOYLAN HEIGHTS SCHOOL

SOUTH BOYLAN AVENUE

Senter, Mrs. Herman, Principal	Hood, Pauline
Curtis, Dora F.	Lane, Lucy
Eskridge, Mrs. Eloise G.	Martin, Esther
	Neal, Sadie

## FRED OLDS SCHOOL

DIXIE TRAIL

Page, Mary A., Principal	Herndon, Nannie Mae
Bain, Eva	Lawrence, Mrs. John S.
Doggett, Mrs. Louise L.	Mann, Edna
Draper, Jessie O.	Royall, Letha
Ferguson, Mrs. Helen M.	Watson, Virginia

## ELIZA POOL SCHOOL

CARALEIGH MILLS, FAYETTEVILLE ROAD

Dennison, Bernice, Principal	Shelley, Mrs. Carolyn McL.
Gibson, Mrs. Elizabeth T.	Veach, Mrs. E. K.
Randolph, Mrs. Elizabeth H.	Yates, Carolyn
Russell, Mrs. Dorothy C.	

## BARBEE SCHOOL

PILOT MILLS, NORTH BLOUNT STREET

Holman, Mary B., Principal	LaFrage, Mrs. Nina J.
Bradley, Mrs. Blanche T.	Smith, Velma
Highsmith, Lucille	Wellons, Lee Douglas
Jenkins, Mrs. Julia W.	



## METHODIST ORPHANAGE SCHOOL

GLENWOOD AVENUE

Sanderson, J. O., Principal  
 Crumpton, Mrs. Eula  
 Ferree, Mary  
 Gaddy, Mary  
 McDonald, Monnie

Nichols, Madge  
 Ragan, Irma  
 Sandling, Mrs. Lillian C.  
 Smith, Fred

### NEGRO SCHOOLS 1941-1942

## WASHINGTON HIGH SCHOOL

1000 FAYETTEVILLE STREET

Akins, M. W., Principal  
 Allen, Ximonia Marie  
 Bugg, Margaret B.  
 Clanton, Mrs. Josephine  
 Collins, George Van Hoy  
 Evans, Ida M.  
 Franklin, Mrs. Aurelia W.  
 Harris, Mrs. Gertrude E.  
 Herndon, Agnes C.  
 Hicks, Jeanette  
 Hill, Merriman C.  
 Hunt, Mrs. Clara Brown  
 Inborden, Wilson B.  
 Johnson, Henry T.

Kelly, Mrs. Emily M.  
 Latham, Mrs. Fannie V.  
 Levingston, John C.  
 Levingston, Mrs. Alberta  
 Levister, Joshua L.  
 Lexing, Ethel M.  
 Ligon, Maye Edna  
 Perrin, Mrs. Louise F.  
 Perry, Mrs. Ellen A.  
 Perry, Mrs. Susie V.  
 Smith, William W.  
 Toole, R. Herndon  
 Williams, Peter Hines, Jr.  
 Yeargin, Effie M.

## ELEMENTARY

Baker, James H.  
 Brown, Mrs. Geneva P.  
 Davis, Helen Burnette  
 Eaton, Mrs. Lucy P.  
 Fuller, Mrs. Nannie W.  
 Hayes, Martha Y.  
 Hayes, Octavia W.  
 Love, Pattie M.  
 Maye, Mrs. Faye P.  
 McIver, Mrs. Mildred T.  
 Mitchell, Mrs. Ida M.

Morgan, Nannie H.  
 O'Kelly, Mrs. Anna P.  
 Prather, Mrs. Carrie M.  
 Reid, Mrs. Gwendolyn Y.  
 Sills, Mrs. Marjorie  
 Sims, Mrs. Fannie J.  
 Thomas, Mrs. Kathleen L.  
 Wiley, Mrs. Eva P.  
 Williams, Louise R.  
 Baucom, Willie Steeve

## LUCILLE HUNTER SCHOOL

1021 EAST LENOIR STREET

Williams, Mrs. J. A., Principal  
 Bryant, Mrs. Lucille M.  
 Davis, Mrs. Eliza Allen  
 Easterling, Mrs. Marion  
 Evans, Mrs. Daisy B.

Frazier, Mrs. Nan P.  
 Gray, Mrs. Augusta H.  
 Hardie, Mrs. Ora Burnette  
 Harris, Mrs. Gila S.  
 Hunt, Mrs. Ethel H.

Jones, Mrs. Alice  
 Lane, Dorothy S.  
 Ligon, Mrs. Clinton B.  
 Logan, Mrs. Addie G.  
 McCauley, Rachel H. G.

Mitchell, Mrs. Hattie T.  
 Phillips, Mary E.  
 Somerville, Mrs. Alice E.  
 Stredwick, Mrs. Henri J.  
 Wortham, Mrs. Celia J.

## CROSBY-GARFIELD SCHOOL

569 EAST LENOIR STREET

Fuller, W. H., Principal  
 Akins, Mrs. Mattie E.  
 Brooks, Minnie T.  
 Christmas, Clarine E.  
 Culler, Mrs. Mary A.  
 Dunston, Mrs. Alice J.  
 Elliott, Maggie E.  
 Gorham, Mrs. Marie A.  
 Hunter, Lena M.  
 Leake, Mrs. Bertha A.

Logan, Mrs. Amelia H.  
 Nanton, Mrs. Olivia  
 Prince, Mrs. Clementine T.  
 Roberts, Mrs. Margaret R.  
 Smith, Mrs. Margaret A.  
 Watson, Mrs. Mary E.  
 Watts, Mrs. Garnelle  
 Williams, Mrs. Alma T.  
 Yeargin, Mamie T.

## OBERLIN SCHOOL

1004 OBERLIN ROAD

Harris, Margaret R., Principal  
 Brewington, Mrs. Ethel C.  
 Flagg, Minnie F.  
 Haywood, Mrs. Margaret

Kay, Gloria C.  
 Kelly, Mrs. Mattie M.  
 Rhone, Amanda B.

## RALEIGH SCHOOL CAFETERIAS—1929-1942

*By* MRS. FRANCES MOORE RANKIN, *Supervisor*

In 1929 there were the following cafeterias in operation in the public schools of Raleigh: Hugh Morson, Broughton, Murphey, Wiley, Lewis, Centennial, Thompson, Eliza Pool, Barbee, Boylan Heights, Hayes-Barton, Fred A. Olds, Washington, Crosby-Garfield, and Lucille Hunter. With the exception of Centennial, whose last school year was ended with the term of 1930-31, all of these are active today, but under greatly improved conditions and on a much larger scale. The cafeterias met situations very nicely then, but many were operating within a single room, with not even a partition between the kitchen and the dining room. All food was prepared and served in the one room. Oil stoves were in frequent use. Broughton had the only electric refrigeration in the schools, and it was being paid for at the time on installments.

There have been constant changes within the cafeterias to meet the times and needs. Cafeterias in those days were not considered essential, and there was no tie-up between them and the health program of the school. Raleigh has never had any rule prohibiting students leaving the school grounds for lunch, and the progress shown by the cafeterias is due to their selling themselves in the program of the schools.

Until 1940 the Boylan Heights cafeteria was a makeshift proposition. There was no space for a cafeteria in the building, yet there was a demand for same. For years the back of the auditorium was used for serving food prepared in a private home and brought to school, where it was kept hot for serving by an oil stove. The only other stationary equipment was a sink added some time later. At this time the manager was paid a salary from the cafeteria funds; then it was put under similar private management. Since this was not an attractive proposition, in 1933 the cafeteria was brought back into the organized cafeteria system, but with the limited facilities existing right on.

When it was decided that Boylan Heights was to be enlarged, adding a number of classrooms and a cafeteria, it was with great delight there we could plan same. Ample space was allowed, providing proper lighting, ventilation, and modern equipment. The cafeteria was equipped with an electric institutional range, an electric steam table, an exhaust hot water heater, and refrigerator. With proper soiled-and-clean dish units and work counters, serving was improved. In the year of 1932 the sales of the school in the make-shift cafeteria amounted to \$500.83, and for the school year 1941-42 they were \$2,167.41.

In 1936-38, following the Crosby-Garfield fire, there was no cafeteria in the school. In the fall of 1938 with the construction of the new building, that elementary school found itself with a modernly equipped cafeteria. It was even better equipped than the Boylan Heights School just mentioned, for here we find tables and chairs, replacing the old enamel-top tables and benches. Three schools now have them: Hugh Morson, Broughton, and Crosby-Garfield. In Hugh Morson alone the cost of these two items was \$1,300.

The increase in sales each year shows the growth and popularity of the school cafeterias. The school year showing the lowest receipts was 1932-33. In 1929 they were \$45,721.97. They showed a downward trend in the depression years until 1932, then they increased each year until the 1941-42 new high was



reached at \$69,059.32. Of the total receipts for these years from 1929-42 (\$544,359.04), \$377,018.04 has been spent in food, \$26,333.65 for equipment and repair, and the remaining for salaries of all workers, for telephone, laundry, fuel, soda straws, napkins, cleaning supplies, auditing, bond premiums, medical fees, and many miscellaneous items for operation.

Let us consider each school for improvements within the cafeterias: At Broughton we find a complete new serving counter with stainless steel top and insets, the first counter being bought second hand and not in keeping with the new, modern building. Other items of equipment which have been added are electric water fountain, pastry stove with a double oven, deep fat fryer, large mixing machine, potato peeler, large beverage cooler, electric dish washer and tables and chairs.

At Hugh Morson, where most banquets and groups gather, we have an attractive display of china. This is not the usual school cafeteria ware of all white or green band, but cream with brick-colored figure. The service is set up for five hundred. Here also we find an electric water cooler, beverage cooler, large refrigerator, electric mixer, potato peeler, exhaust fan, and tables and chairs.

Hayes-Barton boasts of a dish room equipped with an electric dish washer and a double compartment sink. The steam table has been enlarged, a potato peeler, mixer, refrigerator and a new large institutional stove added.

In 1929 Murphey was one of the schools cooking and serving in the same room. The first move was to separate the kitchen from the dining room, as we had ample room to do this. The most recent work done at Murphey is to make a double dining room and to construct a dish room. The dish room is likewise equipped with an electric washer and soiled-and-clean dish units and sinks. The floor of the cafeteria is of asphalt tile. Here we find also two electric water fountains, one in each dining room; a potato peeler, refrigerator, large mixer, a new gas stove with an additional three-burner gas hot plate.

Barbee has been in its new cafeteria quarters for two years. It moved from its one-room set-up to the basement. Here we have adequate facilities on the north side of the building with plenty of windows. An electric refrigerator and vegetable sink have been bought for that school.

Thompson has been equipped with a new stove, refrigerator, electric mixer, and vegetable sink.

Lewis, which operates on a small scale, has received a new stove and refrigerator.

Wiley has received considerable attention. The dining room has been greatly enlarged, and also storage facilities. The serving counter has been improved, and a new stove, refrigerator, mixer and sink installed.

Fred A. Olds has likewise grown from one room to basement quarters. When that was done new equipment, such as an electric steam table, exhaust fan, and electric water cooler, were added to the former equipment.

At Washington we observe an institutional electric range and electric steam table and refrigerator, while at Lucille Hunter there are an electric stove and refrigerator and enlarged soiled-and-clean dish units.

There are dozens of other things that all cafeterias are enjoying in common. Bright, shiny trays have replaced all aluminum ones hard to clean. Oil paintings done by local artists decorate the walls, and even an adding machine, files, and a typewriter have been added to office equipment.

A story of the cafeterias would not be complete without a word concerning the interest shown in welfare lunches to the underprivileged group. Each year this group has been considered and has been fed by contributions from parent-teacher organizations, cafeteria funds, the Barbee Fund, WPA, FERA, American Legion, Tar Heel Club, and possible other club contributions not accounted for, Sunday school classes, and the Family Service of the Community Chest. The greatest expenditure for lunches was in 1934-35 when the FERA financed \$5,700.57 for school lunches. The largest supporter now of welfare lunches is the Family Service. The amount received this year from that source was \$2,652.80.

We are proud of the growth of the cafeterias in the schools, and realize that they are essential in the educational program. It is a waste of the taxpayer's money to try to teach a hungry child. Lunches brought from home seldom meet the needs of the growing boy and girl. The cafeterias aim to establish good health habits that will go with them through life.

HOME ECONOMICS DEPARTMENT, HUGH MORSON  
1941-1942

By MARY PENNY, *Instructor*

The objectives of home economics in the Hugh Morson School are to help the individual student to grow into a healthy, happy and useful individual, and to develop the skills, appreciations, and managerial abilities necessary to the making of satisfying, constructive homes. Specifically, the year 1941-42 has focussed sharp attention on the necessity of health and conservation; therefore adequate diet, one hundred per cent health, and conservation of resources, have been the theme of home economics for the year.

During the year homemaking was taught from the eighth through the twelfth grades. Required of all girls in the first year of high school, home economics classes met twice weekly and gave pupils brief units on food preparation; clothing, through the making of a simple garment; the girls' bedroom, personal grooming, and personal and social development. Ninth grade work consisted of home nursing and child care; personal appearance; selection and construction of pajamas, housecoat, or simple dress; planning, preparation, and serving of luncheons or suppers; knitting and crocheting; social customs; conservation of clothing, and marketing. Tenth grade units furthered clothing construction and selection, with selection and construction of any garment that the pupil was prepared to make. Other units consisted of conservation of clothing and household equipment; meal planning and nutrition; buying, planning, preparation, and serving of dinners; etiquette; personality; housing and interior decoration, and general health.

Pupils in the 11th and 12th grades found it possible to elect (1) a course in "Social Culture," the study of social custom, including units on budgeting, first aid, marriage, housing, vocations, boy-girl relationships, family relationships, etc., depending on the interests of the group; or (2) a general home economics for advanced students who had had no home economics before, units depending, again, on the interests of the student. Units materialized into the buying, preparation, and serving of meals, care of the kitchen, nutrition, manners, vocations, safety in the home, child care, grooming, and general health.

In addition to regular classroom and extra-curricular activities, the vocational teacher, responsible for 102 of the 275 pupils,



supervised at least two home projects per pupil, and made over 100 visits to their homes to check on projects and to study student problems that might be solved as project work. During 1941-42, 32 projects were completed on home improvement; 26 on provision of food for the family; 56 on construction and care of clothing; five, care and guidance of children; 39, health; eight, home management; three, consumer buying; six, family and social relationships; 44, personal problems, totaling over 210 projects in addition to home practice work.

In addition to this, school teas, exhibits, class parties, etc., were sponsored by the teachers of the department. Further community work was prohibited by extensive duties in class and extra-curricular work, and guidance of the individual pupil who sought help after school hours on his personal problems.

The department is supported by fees of \$1 per year per pupil to cover food and running expenses, and this sum is supplemented by donations from the school board sufficient for essential equipment. Physical equipment supplies two clothing laboratories and fitting rooms, two food laboratories, and reception and dining room.

## COMMERCIAL DEPARTMENT, HUGH MORSON

*By J. J. HORNBACK, Instructor*

*Freshman*—Junior Business Training 1 and 2.

*Sophomore*—Bookkeeping 1 and 2; Typewriting 1 and 2.

*Junior*—Bookkeeping 3 and 4; Typewriting 3 and 4; Shorthand 1 and 2.

*Senior*—Secretarial Training 1 and 2; Shorthand 3 and 4.

The purpose of the commercial department is to qualify students in the necessary office knowledge and skills to make them self-sufficient economically and an asset socially and industrially.

## IMPROVEMENTS IN THE ELIZA POOL LIBRARY FROM SEPTEMBER, 1936 TO MAY, 1942

*By MILDRED C. HERRING, Librarian*

During the past six years many changes have taken place in the Eliza Pool Library located at Hugh Morson High School. The book stock has increased from 2,721 to 4,038; magazine subscriptions from 14 to 35; circulation of books from 6,720 to

15,504. An extra room has been added to the library space and is known as the reference room. At the back of this room a small work room has been cut off by using double-faced shelving and a gate which may be locked. The reference room has been furnished with six tables, 36 chairs, bulletin board, and low shelving underneath the bulletin board.

In the main reading room new low shelving, magazine shelving, newspaper racks, and two bulletin boards with shelving underneath one of them have been built by Mr. Clifford Breithaupt and Mr. Farmer Smith, teachers in the Industrial Arts Department.

The equipment purchased for the library during this period includes the following: One typewriter (Royal); desk and chair for librarian; 25 chairs for main reading room; 36 chairs and six tables for reference room; one high chair for main charging desk in main reading room; one 30-drawer card catalog; one six-drawer catalog; one typewriter table; Venetian blinds for entire library, and one stool with rollers.

Mrs. J. M. Barbee has been very generous with her contributions to the library. These have consisted of \$25 for books; money for framing six pictures; a framed picture of the State of North Carolina Capitol, and one flower stand.

The P.T.A. of the Hugh Morson High School has contributed brass andirons for the library fireplace, and for the year 1941-42 \$37.50 for the subscription for Junior Literary Guild books—one book for older boys and one for older girls.

## SUPERVISING AN INDUSTRIAL ARTS PROGRAM

1941-1942

*By* FARMER S. SMITH, JR.\*

In Hugh Morson High School our Industrial Arts is made up of printing, woodwork and mechanical drawing.

A summary of the objectives of our department are:

1. To develop in each pupil an active interest in industrial life and in the methods of production and distribution.
2. To develop in each pupil the ability to select wisely, care for, and use properly the things he buys or uses.
3. To develop in each pupil an appreciation of good workmanship and good design.

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\* Hugh Morson High School.

4. To develop in each pupil an attitude of pride or interest in his ability to do useful things.

5. To develop in each pupil a feeling of self-reliance and confidence in his ability to deal with people and to care for himself in an unusual or unfamiliar situation.

6. To develop in each pupil the habit of an orderly method of procedure in the performance of any task.

7. To develop in each pupil the habit of self-discipline which requires one to do a thing when it should be done, whether it is a pleasant task or not.

8. To develop in each pupil the habit of careful work without loitering or wasting time (industry).

9. To develop in each pupil an attitude of readiness to assist others when they need help and to join in group undertakings (coöperation).

10. To develop in each pupil a thoughtful attitude in the matter of making things easy and pleasant for others.

11. To develop in each pupil a knowledge and understanding of mechanical drawing, the interpretation of the conventions in drawings and working diagrams, and the ability to express by means of a drawing.

12. To develop in each pupil elementary skills in the use of the more common tools and machines in modifying and handling materials, and an understanding of some of the more common construction problems.

In the eighth grade, classes only meet twice a week in the shop. During this time we try to teach each boy to coördinate mind and hands by bringing in various other related subjects such as mathematics, science, English, physical education, etc., which deal with his particular project.

In our department we believe in and have a large amount of student participation. To enable the instructor to give each individual student more of his time, we have organized a personnel organization. This system involves reëlection each month of members of the class. The class takes one period each month to do this. The superintendent is nominated and elected. The rest of the personnel is then elected in order. Upon completion of the election, the various foremen choose their respective helpers. The first one chosen by each foreman is the first assistant and takes the foreman's place when he is absent. No student is allowed to serve two months in a row on the same group. By using this system of rotation, each student has a chance to become



better acquainted with the various departments of the shop. In other words, if a student serves in the machine room one month, he cannot go back there the following month, but must go to the tool room or some other department. Each foreman has about six or seven members to help him, depending upon the size of the class. To give the various superintendents and foremen a sense of responsibility, we have a grading chart for the personnel organization. The foreman grades his helpers "S" for satisfactory, "U" for unsatisfactory. The superintendent in turn grades each foreman on the job as a whole. By organizing in this manner, it takes only five minutes to do all the cleaning and replacing of tools for the next class.

The students are very coöperative and look forward to their elections each month. They realize that they may be a superintendent or a foreman the following month and will want the coöperation of all members. Another great advantage of this organization is that the instructor has more time to help the students that need it, and the students also learn how to care for equipment and tools as well as coöperating with one another working toward a common goal. By using the shop personnel system, the instructor may devote his entire time to teaching and not to routine duties. Not only does this help the instructor, but the students themselves learn to coöperate, care for tools and other shop equipment, check supplies, figure lumber cost, grease, clean and repair tools, and learn how to plan a job by themselves.

The students discuss various projects which may be made, and projects that the students are interested in making, and projects that can be used in and around the home. When each student decides upon a particular one he is then ready to work out his project card. The purpose of the project is to teach planning in a systematic, orderly fashion.

In our shop we have a library of shop books, project sheets, reference books, etc., which the students may check out through the record supply clerk and use for reference or new project ideas. Each student is encouraged to keep a notebook of future projects which he would like to make. The students are taken on trips to furniture stores, lumber mills, and industrial wood-work and machine shops.

One period in every four is given over to related study. In this period the students discuss various problems encountered, the best ways in which to deal with them. Reports are given on

the different phases of lumbering, dealing with processes from the forest to the home.

In the advanced shop work, the same routine and personnel system is used except, of course, more in detail. Quality of workmanship is stressed. For instance, instead of a rough sketch, we require a scale drawing. Machine woodwork is also taught in the advanced shopwork.

## A NEW COURSE: SOCIAL CULTURE

By HELEN W. LARABEE, *Instructor*

The genesis of a new high school subject known as Social Culture in the Hugh Morson High School was simple.

A general survey of the student body unexpectedly revealed a desire by numbers of the students for something wholly unique and different from any other subject in the curriculum, a regular high school course for both sexes in which the problems for social behavior, every-day etiquette and modern gregarious living could be studied—for credit.

It was a thrilling challenge, and the possibilities seemed unlimited. What would the school authorities do about it? Principal G. H. Arnold set out at once to meet that challenge. At the beginning of the fall term students were given the privilege of enrolling in a brand new course with the intriguing title of Social Culture.

The results were gratifying from the start. A group of rather mature boys and girls with explorative minds began working a virgin field. Student interest was evidenced by the spontaneity with which objectives for the course were outlined, and the suitability of a text and numerous reference books was discussed. In order to facilitate this textual exploration, books were borrowed from the school library and numerous reference materials from the Home Economics Department were thoroughly scanned.

The book finally chosen as a text was *Behave Yourself*.<sup>\*</sup> Why this book? Because it was so obviously written for the modern tempo of American youth. It skillfully and graphically depicts the proper procedure of a high school student and the path he should follow, from the strenuous ordeal of waking in the morning, to the whispered "Good night" at the door, following the

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<sup>\*</sup> ALLEN AND BRIGGS, *Behave Yourself*, J. B. Lippincott Company, New York, 1937.

junior-senior prom. Furthermore, it offers very helpful advice on such troublesome matters as letter writing, what to do when traveling, proper conversation, entertainment, introductions, public appearances and other topics.

Units set up for primary consideration, suggested by the students themselves, were "Hospitality in the Home," "Everyday Manners and Customs," and "Courtesies of the Day." Later, such topics as character, personality development, the art of effective grooming, proper dress on all occasions, family living, courtship, marriage, personal hygiene and other similar subjects were discussed frankly and honestly by teacher and students. To vary the program, several outside speakers appeared before the class and made contributions on topics for interest to the edification and delight of the group.

During the study of the first few units, naturally enough, the students began to cast a very critical eye at the conduct of their fellow classmates and of the entire student body. This led to a desire to effectuate a change in the general deportment of those about them. To this end, a set of practical, workable rules for behavior on the school grounds, in the halls, auditorium, and classrooms was devised.

To provide a medium for securing a general student interest in this personal improvement, a question box was placed in the hall and questions were solicited bearing on vexatious school problems of conduct and manners. These questions were then answered by the class in accordance with the list of prescribed rules and returned to the originators.

Then followed quite an ambitious undertaking. Questionnaires were sent to 294 upper classmen on problems of social conduct. Girls were interrogated as to what were the little annoying, bothersome things they disliked most in boys and also what were the characteristics they admired most in the opposite sex. Boys were in turn questioned in like manner. The findings were indeed interesting.

The girls stated that their most violent dislike were boys who smelled strongly of tobacco smoke, who were boorish and uncouth in manner and careless in the matter of dress and care of the body. They very definitely objected to a fellow who was always giving a girl the "rush" and then passing on to other interests. They deplored dishonesty, sissiness and dirty fingernails. Most of the girls expressed a distaste for the boy who was rough in his treatment of them.



On the other hand, the type of boy who was held in most favor was the one who had good manners and high ideals. Best-liked types of individuals were those who were dependable, sincere, neat in dress and personal appearance, good mixers, sociable and friendly in spirit.

The boys indicated by their replies that they disliked girls who used too much make-up, who were conceited, incessant smokers, fickle, loud and boisterous, those who wore flashy clothes, affected long fingernails and bright red fingernail polish, and, last but not least, had the habit of public primping.

By their replies the boys evidently liked the girls who had a good disposition, who were attractive, honest, sincere, truthful, who were good sports, had good common sense and were not constant fault finders. Their ideal girl should be domestic, tidy in person and dress and should have a good character.

Thus these homemakers of tomorrow delineated in all sincerity just the traits and characteristics we oldsters like to see in our fellowmen. Such preferences among these selfsame students will most likely serve as determining factors to them in later life. The crux of the matter is the clear thinking which originated within the group itself.

Several of the students have voluntarily expressed an appreciation for the precedents set up by the class. Others have shown a visible improvement in school citizenship which is most gratifying. It has been a joy to take part in this fostering of the principles of right thinking and acting in these embryonic citizens. An innate satisfaction has resulted from the realization that some small part has been played in a definite advancement toward what is known as social culture.

### SOME QUESTIONS ABOUT THE DIVERSIFIED OCCU- PATIONS PROGRAM AND THEIR PROPER ANSWERS (1939)

*By C. C. BREITHAAPT, Coördinator \**

1. What is "Diversified Occupations"?  
Ans. Diversified occupations is a type of part-time vocational education.
2. What is the plan of training?  
Ans. Two parties coöperate in giving the training—

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\* Hugh Morson High School.

- (1) Some local business that will furnish part-time employment and thereby offer training in doing the job.
- (2) The high school, through the coördinator, furnishes the study materials that go along with that job.

3. Who is eligible to become a member of the class?

Ans. (1) High-school students, 16 years of age or older, in the 11th and 12th grades who have chosen a suitable occupation and who may be doubtful about going to college. Some students attending college may benefit from this training.

(2) Graduates of high school.

4. What is a suitable occupation?

Ans. A suitable occupation is one that is:

- a. Represented locally.
- b. Suited to the apprenticeship type of training.
- c. Able to give all-around training.
- d. Complex enough to take one school year, at least, to learn it.
- e. Offer opportunities of employment at the end of training period.

5. How can a student get in the program or class?

Ans. a. Choose an occupation.

- b. File an application with the coördinator.
- c. Arrange for an interview with the coördinator.
- d. Coördinator surveys city for a training station.
- e. When suitable training station is found the student is sent to interview the employer.
- f. If the employer finds the student to be satisfactory for his business and is willing to coöperate by furnishing part-time employment, the student is allowed to schedule his classes.

*Notice that student is not allowed to enter class before part-time employment is found.*

6. What is the schedule of a student in the Diversified Occupations Class?

Ans. (1) Morning:

- a. One required subject—English.
- b. Two subjects related to the student's occupation. One of these may be taught by a teacher other than the coördinator if in the opinion of co-

ordinator that teacher is better qualified to give the instruction.

(2) Afternoon:

a. A minimum of three hours' work at training station.

(3) Prefer to arrange for afternoon work on the job. School work the first, second, and fourth period—lunch the fifth period—job beginning from 1:30 to 2, working until 5 or 6 o'clock.

7. When may a student begin training?

Ans. New students will be accepted from present time to the close of school. No change in students' schedule next fall. Enrollment will be known by close of school and the list of students placed with the training agency will be announced. No student will be accepted for less than a year's program.

8. What credit will be given for this work?

Ans. Upon successful completion of a full year's work the student will receive four units of high school credit.

English .....	1 unit
For one related subject.....	1 unit
For other related subject.....	1 unit
For work at job (training station) .....	1 unit

These units will be accepted for graduation—not college entrance.

9. Does student receive pay for work?

Ans. Student must receive pay for work on job.

10. Is student entitled to Social Security card and compensation insurance?

Ans. Yes, entitled to both. Also must have work permit if under 18 years. Received at County Welfare Department (old Rex Hospital).

11. If students are behind in their grades as subjects are concerned will this effect their placement?

Ans. Yes, it very likely will give them too heavy a schedule.

12. What wages are paid students?

Ans. From 10 to 20 cents per hour, depending upon other factors.

13. Must students work three consecutive hours daily?

Ans. Yes.



14. What is average number of hours worked by students at present?

Ans. Twenty-two hours per week.

15. *Typical Schedule for a Machinist:*

English .....	1 period
Machine Drawing.....	1 period
Theory—Machine Shop ....	1 period
Job.....	3 hours daily

*Architectural Drawing:*

English .....	1 period
Architectural Drafting.....	1 period
Theory—Arch. Design .....	1 period
Job.....	3 hours daily

### DAN K. STEWART

Dan K. Stewart, a most earnest man, was one of Raleigh's first industrial teachers. During Srygley's administration he conducted classes of men in the industrial trades, men anxious to improve. At the close of one of his interesting night class sessions, gatherings were held in the cafeteria of Hugh Morson High School. The members, old and young, joyfully related what they had gained from their study. Stewart's keen sense of understanding and tact brought light and safety to many. His sympathy for the erring boy helped to solve many a school problem.

### GUIDANCE THROUGH THE TEACHING OF HIGH SCHOOL BIOLOGY

*By* MARY OLIVER ELLINGTON \*

Our youth of today needs guidance if we are to believe nine tenths of what the current educational books and magazine articles say. Teachers are now employed by many superintendents on the basis of their skill in guidance, and innumerable schools are revolutionizing their curricula so that they may rest more firmly on the foundation stones of the principles of guidance. Books and articles on guidance are flooding the market,

\* Needham Broughton High School. Taken from *North Carolina Education*, March, 1941.

and a wonderful terminology is growing up to embellish the ideas set forth. Let us hope that guidance will not lose any of its sterling qualities and fundamental principles because of this publicity, and that classroom teachers will not become hardened to it, or so wrapped up in the techniques of handling it that they lose the zest for it or the spontaneity of dealing with it.

Seriously, the classroom teacher has a real mission to perform. Grave responsibility rests squarely upon his or her shoulders, for by coming in closer contact with boys and girls than anyone else in the educational system, he has greater opportunities for guidance. He cannot be just a dispenser of subject-matter, but must be a guide, a philosopher, and a friend. It is his duty, as Arthur J. Jones states it, "to assist the individual to make wise choices, adjustments, and interpretations in connection with critical situations in his life." The biology teacher, because of the nature of the subject-matter he teaches and because he knows the problems of adolescent boys and girls probably better than any other teacher, has the opportunity to assist these boys and girls make wise choices, become adjusted to a variety of situations, and interpret the meaning lying beneath the surface of things.

#### WHAT QUESTIONS CONNOTE

When I first started teaching biology a question from a child concerning some interest in his or some phase of his life was simply a question and nothing more. I answered it or failed to answer it blissfully unaware that this might be the focal point of a problem which might change the course of that child's life. Questions are still coming in and, sometimes as I answer them, I wonder what possibly prompted that question or what problem rested in that pupil; but usually I just answer the best I can and then wait till I've gone to bed to wonder whether I have, by answering the question, guided the pupil in the right direction.

Opportunities for guidance arise so unexpectedly and from so many places. These, like poverty, we have always with us and I doubt if anyone, regardless of how specialized he is in this field, can tell just when he's struck the nail on the head, and so we must grasp all opportunities, whether seemingly insignificant or not, for directing the thoughts and footsteps of the boys and girls who suffer themselves to come under our guidance.

Questions present the best starting point for guidance, and who more than the biology teacher is bombarded with questions? Guidance requires curiosity and motion, and the person to be guided must be searching for something, going somewhere, reaching toward some goal. It is up to us to direct him. If we get in his way, we handicap him; but if we help him find his way more surely, we gain his confidence and friendship.

Biology presents a particularly rich field for guidance because it has within its scope subject-matter which is of vital and lasting interest, and activities which are stimulating and worthwhile. This subject catches boys and girls at the time when they are questioning the facts of life. It gives them the answers to many of their questions and touches their lives at innumerable points. Biology is a subject that high school students like. I know that this is a broad statement but one that I feel is essentially true, and if it isn't true the fault lies in the teacher and not in the subject.

#### CAUSE FOR INTEREST

What young person isn't fascinated by watching for the first time an amœba move in its irregular streaming way across the field of a microscope; or the mad scramble of paramecia congregated around a toothsome bit of decaying plant life; or a starfish gliding smoothly up the sides of an aquarium; or a crayfish hopping and jumping backward away from another crayfish? What young person isn't astounded when he studies the human body and finds that his personality and his disposition depend largely upon the balance the secretions from the ductless glands achieve in his body; or actually feels the increase in pulse rate after exercising vigorously a minute or two; or charts for the first time the course that a hookworm might, if given a chance, take through his body. Find one who isn't interested in comparing the many different forms of seeds and seed cases, and learning about their adaptation for dispersal; or in watching the growth and coloring of bacteria colonies in a petri-dish across which he has brushed his finger tips or let a fly walk. Show me one whose eyes don't grow larger with interest when he first hears about the laws of heredity and begins to trace back in his own family certain characteristic traits.

Biology is interesting not only because of the subject-matter involved, but also because of the many and varied activities connected with it. There's no end to the things they can actually



do. They adore getting their hands on a microscope and looking at any and everything they can find. They really like to dissect even though they may anticipate the operation on the earthworm with misgiving. They take great pride in building an aquarium and getting it so well balanced that it remains clear and fresh. They like to dig and plant and tend flowers, especially if they have, as we do, a greenhouse in which to work, and they go after the insects which threaten their plants with real vengeance. They beam with delight when their collections of shells, leaves, wild flowers, or insects are ready for displaying. This working with things, most of which are living, satisfies something vital within them. These things are real to them and these activities do not stop with the time in class, but are carried over into out-of-school hours.

#### MANY PROBLEMS FOR ADOLESCENTS

Biology presents a rich field for guidance because the boys and girls who take it are in a receptive stage of their lives. They are brimming over with life and curiosity and they are just at the right age to devour any subject which deals with life in general and themselves in particular. They are ready to make comparisons between themselves and other living things and many of them find answers to problems which have long troubled them by studying the development of living organisms and their relationship one with another. All these things contribute to a saner and happier outlook on life.

Adolescent boys and girls are confronted with many problems. There are educational hurdles, social adjustments, health problems, moral perplexities, vocational questions, recreational choices, and citizenship responsibilities to be met. Biology by the very nature of its subject-matter and the interest which it stimulates helps a student to set up objectives which are for him important, reasonable, and worthwhile; and helps him to attain these objectives. The things which are taught today should be useful, and the things which are taught in biology are useful—those which aren't should be weeded out. There is a mass of facts to be looked into and assimilated, and it is up to the teacher to show the student how these facts can be put to use.

In the biology class the student begins to grasp the scientific attitude toward tested truth and he gains specific knowledge of scientific facts. This knowledge is not catalogued in his brain as just science and left there, but the attitudes and knowledge

which he gains can be carried over into any of his other learning. A few weeks ago I made out a questionnaire and gave it to juniors and seniors in our school who had already completed their work in biology. One of the questions was, "Has biology helped you in any of your other subjects, and if so, in which ones?" These were some of the subjects listed: chemistry, physics, home economics, sociology, English, general science and public speaking.

Another question was, "Are you more interested in the things you read in current newspapers, books, and magazines of a biological nature than you were before taking the course?"

Two hundred fourteen out of the 272 who answered this question said that they are. Many of them said that biology helped them to think through problems, and still others said that it had made them value neatness and accuracy in their work more than they had before. Surely these things will help them with any of the educational hazards which they may encounter.

#### WORKING WITH OTHERS

A young person strives at all times to become socially adjusted and during his teen age he is particularly anxious to fit in well as a member of the group. The biology course offers him through committee and group work a chance to learn how to work well with others. It helps him also to understand himself and other people better. According to the questionnaire 209 out of 268 were more open-minded concerning things and people than they were before studying biology. This open-mindedness will help them greatly in their dealing with other people. One hundred eighty-two of them said that biology had helped to furnish them with topics of conversation. If this is true then one of the social hurdles is taken care of at least in part.

To adolescents health is a very real problem and biology is a veritable godsend to them. This is the time when their bodies are changing from childhood into young womanhood or manhood. They don't know just what is taking place, but they know they don't feel like they used to or even feel about other things and people like they used to. No one seems really to understand them, and to tell the truth they don't understand themselves. In the study of the human body in biology they learn something of the complicated changes which are taking place. If the teacher can handle it properly they get a saner outlook on the

problems of sex, and their attitude for probably the rest of their life is determined here by proper guidance. At this time also they are confronted with complexion difficulties, and even though these may seem trivial enough later on, to a growing boy or girl just starting out in the social world pimples and blackheads are a really vital issue. Biology offers them a solution because they find from studying the skin and its care, the excretory system and the importance of the proper elimination of wastes, and the value of a balanced diet that these complexion problems are not hopeless difficulties. Some of them are too skinny or too fat and begin to develop complexes because they are ashamed of the way they look in a bathing suit or an evening dress. These difficulties become surmountable when they learn what proper diet can do for them and also how the ductless glands, especially the thyroid, affect their figures. Their study of the body with emphasis on posture, and the care of the hair and eyes and teeth gives them really important information which they are only too glad to use. No other subject can possibly strike so close home to them at this time.

#### VOCATIONAL GUIDANCE HELPS

Biology presents a wonderful field for vocational guidance. So many things of interest are presented in a biology course that many of them start working toward a vocation which affords them pleasure as well as a livelihood. In the questionnaire which I have mentioned before these were some of the vocations chosen by students who said that biology had helped them in making a choice: laboratory technician work, medicine, surgery, school-teaching, home demonstration work, dietetics, archeology, nursing, church work, social work, civil engineering, floriculture, and scientific research. Of course I don't know how many of them will continue to be interested in these choices five years from now but they have them in their minds at present. One boy stopped me in the hall the other day and asked what we were doing in biology. I told him that we were getting ready to dissect a frog. He startled me by saying, "You know, the frog was the turning point in my life. I decided then and there I wanted to be a surgeon and I'm going to Duke next year to start my work." They can see a definite tie-up between biology and vocations and their study opens up so many possibilities of which they had not been aware before.



## LEISURE TIME HELPS

Not only does biology help them with a choice of vocations but it helps them fill their leisure time with pleasant and profitable activities. So many interesting things grow out of a biology course which can be carried over to out-of-school time. These are some of the activities that the boys and girls said they worked on in their leisure time as a result of their biology course: planting and tending flowers and vegetables; dissecting frogs, fish, cats and rabbits; mounting small animals and skinning snakes; starting collections of new things and adding to the collections started in class; making terraria aquaria; keeping bees; fighting Japanese beetles; working with a microscope; working on nature merit badges in scouting; drawing flowers in their natural habitats; taking pictures of plants and animals; building bird houses and feeding stations for birds, and caring for domestic animals. Leisure time is not so much time on a young person's hands if his interest in nature has been stimulated by a good course in biology.

Youth needs guidance from a moral point of view. Some people may not think that science helps here but I believe truly that it does. Any subject which inspires them to respect truth has gone a long way toward straightening out moral perplexities. Also any subject which points out the orderliness of our universe has laid a foundation stone in the moral attitude of an individual. According to the questionnaire 230 students out of 258 said that biology had helped them to see that this world (or nature) is orderly and dependable. One of my students worded it thus: "Biology has helped me to see that there must be an infinite intelligence behind the universe."

## BETTER CITIZENS

Biology also makes better citizens of the youth of our country, because it helps them become better adjusted physically, morally, mentally, and socially. They are more open-minded and alert toward civic problems. They are brought face to face with the problems of community health and learn certain fundamentals concerning sanitation which will be carried over into their adult life. In the questionnaire which I gave out 82 per cent said that they were more open-minded concerning the importance of vaccinations, serums, and tests for susceptibility of disease. Four fifths said that they understood better the importance of eradi-

cating social diseases; 242 out of 265 said that they had a more sympathetic feeling toward people of lower mentality and toward those suffering with mental diseases. Not only will they be better citizens from a health point of view, but their attitude toward the conservation of our natural resources will be improved. Three fourths of them said that because of their study of biology they are now more conscious of their responsibility in conserving the natural resources of their country; that they have more respect for game laws, and that when they have the opportunity they cooperate in the conservation and restoration of wild life.

The high school biology course then seems to be a panacea for the problems of youth. Fundamentally I feel that its teachings are sound, and a biology teacher if he is genuinely interested in the individual boys and girls, is sympathetic, patient, enthusiastic, and imaginative, has almost unlimited possibilities for helping the boys and girls in his classes make wise choices, adjustments, and interpretations, and therefore guiding them into happy, well-balanced, and useful ways of life.

## MUSIC IN JUNIOR HIGH AND NEEDHAM BROUGHTON HIGH SCHOOLS

*By ANNIE SCARBOROUGH LAWRENCE \**

To be asked to write a chronological record of the steps in the development of musical training in the Junior High and Needham Broughton High schools would challenge the talents of the skilled writer, with both time and data at his disposal. This brief sketch is not submitted as being in any way such a record, but only as a recording of the highlights in that training, by one who was privileged to have a teacher's part from September, 1923, the date of the establishment of the Junior High School, to May, 1938, when the seventh grade groups were transferred to the elementary school buildings.

Outstanding during these years for their contributions to the important work of giving our teen age boys and girls fuller appreciation and love of good music were W. A. Potter, Margaret Highsmith Brown, Mabel Kenyon Davis, and James Gerow. None of them are with us today, but their work is being ably carried on by the gifted Dr. Frederick Stanley Smith. These

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\* Needham B. Broughton High School.

men and women, with the warm support of principals and the coöperation of classroom teachers, have had a large part in making Raleigh the music-loving city that it is today.

Under such supervision what invaluable opportunities have been offered our high school children to experience the lasting joys of music! Twice-a-week lesson periods where the fundamentals of music were taught and drilled, of course, but where there was time too for singing, just for the love of it; music appreciation hours when the works of the masters, heard through recordings, became a part of the listener's heritage; try-out periods for glee club memberships, open to all students (and how many boys and girls had their voices "discovered" by the director); chapel "songs," with everyone who would joining in singing, with happy abandonment, songs merry and sad, old and new, popular, semi-classical, classical, in response to the leader's invitation, "Come on—let's *sing!*" Armistice Day parades when the uniformed members of the school band were cheered for their spirited playing of patriotic airs; Christmas carolings around the lighted community tree on Capitol Square (and what a blessed substitute for the blaring of tin horns and clanging cow bells with which Christmas was ushered in, in the days before all Raleigh knew and loved the carols); participation in state music contests with all that that meant of painstaking preparation of the difficult numbers to be rendered—solos, duets, trios, quartets, band and orchestra selections; glee club concerts when the young musicians were adorable in evening togs that lent beauty and dignity to their performances (how glorious was their rendition of "The Building of the Ship"!); operettas, so colorful, so delightful with melodies so tuneful that we hummed them for weeks afterwards; May Day fetes held on the school court, with children from the grades as guest performers; spring festivals in Memorial Auditorium—the vast hall packed as for no other annual event in the city; radio broadcasts that brought messages of appreciation from music lovers near and far; class night programs with the school orchestra playing and lovely accompaniments for the musical numbers and the seniors singing as their recessional their Alma Mater, composed by one of their own class members; baccalaureate Sunday services when the senior choir in exquisite harmony led the class in singing majestic hymns: there are some of the experiences that have proved lasting.

Through participation in such experiences have our children's personalities been enriched, and their characters strengthened.



Indeed, they are finer citizens because Raleigh has seen to it that they have the best in musical training in the public schools.

## STUDENT CO-OPERATIVE ASSOCIATION

By ELLEN R. GLENN \*

The present Student Coöperative Association had its roots in the study hall of Mary Sue Beam (Mrs. N. G. Fonville) in 1924 in the old Raleigh High School. There was a need felt for student participation for governing conduct in a large study hall in preference to all teacher discipline. During the following year a constitution was drawn up and an organization was really started. The first handbook was published by the Coöperative Association of Hugh Morson, 1926-27, and during the same year representatives were sent to the State Student Congress. At that time the state organization was affiliated with the national.

When Broughton High School was established, a student co-operative association similar to the one at Hugh Morson was organized. A democratic council was composed of an executive committee, standing committee, and representatives from each home room. A faculty adviser was appointed for counsel and guidance. Miss Louise Smaw served in this capacity until 1933 when she married Dwight Osborn and went elsewhere to make her home. Since that date Mrs. A. C. Hall has been faculty adviser for the Council.

From the beginning student leadership has been encouraged through participation in extra-curricular activities. All clubs existing in connection with school affairs must be chartered by the Student Council, the executive organ of the Coöperative Association. It has become a custom to hold annually a student leaders' banquet—a get-together meeting for all officers of classes and chartered clubs, standing committee chairmen, faculty advisers, the principal and the superintendent.

"The basic idea behind all the activities of our Council is *not* a student government; we call it, for lack of a better name, 'student coöperation.' No student in the school has any disciplinary power whatsoever. When a rule is made by a committee composed of representatives of the Student Council and faculty concerning, for instance, noise in the halls, there are no Student Council 'cadets' placed in the halls to see that this rule is enforced. Instead, in the first Council meeting after the rule is made, it is read and explained to the home-room representa-

\* Needham B. Broughton High School.

tives, who are instructed by the president of the Council to present this new regulation to their respective home rooms, and urge each student to act as his own cadet to remind him to obey the regulation. Although the student body knows perfectly well that the Student Council has no authority whatsoever in enforcing this new regulation, when they are approached from the standpoint of loyalty to the school and in pride for its well-being, they observe this regulation so well that no faculty supervision is needed to enforce it." †

The biblical quotation, "Approve ye the things that are excellent," has been adopted as the permanent slogan for the Council and now appears in plaque form on the walls of the Needham B. Broughton School.

A school store, which now finances the Student Council, has operated since 1931. The Council, in turn, appropriates money for various items, and profits are turned over to the Council. The school store manager, recommended by the faculty and principal, is approved by the student president.

The Central Banking System of Broughton has grown out of school activities, since the Student Supply Store, the Motion Picture Fund and the *Hi-Times* found it difficult to keep their respective bank balances to the point of not paying a service charge. Merging the finances of these projects suggested merging all student funds of the various organizations and clubs chartered by the Student Council. A system was set up and called the Broughton Central Banking System.

The Student Council provides an elections committee to have charge of all elections for each class organization as well as the Council elections.

Not a perfect organization is the Student Coöperative Association but one with the aim to provide for student participation with the hope of developing good leadership. The Council considers that there are a number of qualities for student citizenship contained in the slogan "Approve ye the things that are excellent"—honesty, good sportsmanship, good scholarship, trustworthiness, reverence, school spirit, friendliness, good health, thoughtfulness, good conduct, dependability, sense of humor, politeness, gratitude and tolerance.

† Address by W. T. Martin, Jr., President, September, 1937.

BETTERMENT ASSOCIATION, FORERUNNER OF  
THE PARENT-TEACHER ASSOCIATION

(To 1939-40)

By MRS. W. W. JONES

The objects of all parent-teacher associations, as outlined by the national association, are as follows:

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may coöperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Each local association bends its best efforts towards the accomplishment of these objectives. Any problem arising that relates to the schools is discussed by competent speakers at the monthly meetings. In addition to this there are programs on health, safety, art, religion in the home, and numerous other subjects relating to the well-being of children.

Study groups are held in each school for the purpose of considering the character traits of children and learning how best to deal with those that need remedying. Leaders of outstanding ability are often secured to conduct these groups. Books dealing with child training are purchased by parent-teacher associations for the benefit of their members, and the *National Parent-Teacher Magazine*, which deals exclusively with child problems, is sold by every association to its members.

The leaders in each association are trained by reading the material prepared by the national association, by attending the conferences, which are held each year and have as leaders men and women prominent in national as well as state life, who have made real contributions to public betterment. Sessions are also held each summer at Chapel Hill for further instruction of these leaders, and a course is given in Greensboro for those who specialize in child study work.



## THOMPSON PARENT-TEACHER ASSOCIATION

The pioneer in parent-teacher work in Raleigh was Thompson School. It formed an association called "The Thompson Betterment Association" in 1907, three weeks after the school itself opened. Mrs. E. E. Moffett was principally responsible for the organization of this association, which started with only 23 members. In the first years of its existence the association had the school wired for electricity, started the library, bought an encyclopedia, piano and pictures. The "Betterment Association" eventually became a parent-teacher organization.

## MURPHEY PARENT-TEACHER ASSOCIATION

At the instigation of Miss Myrtle Miller, who later became Mrs. W. F. Upshaw, the Murphey Parent-Teacher Association was organized February 22, 1919. A constitution and by-laws were adopted. Equipment furnished by this association included a lunchroom with tables, chairs, range, electric dish-washer, refrigerator, cooking utensils, curtains, and window boxes. Playground equipment costing \$600 was bought, a cement walk laid in front of the school, scales for weighing the children purchased, and teachers' rest room furnished, the principal's office renovated, and shrubbery planted on the grounds. An encyclopedia and many new books were placed in the library.

## LEWIS PARENT-TEACHER ASSOCIATION

Lewis School was the next to organize a parent-teacher association in September, 1919, under the leadership of Miss Myrtle Underwood. Some of the improvements made by its members included grading and planting the school grounds, adding playground equipment, equipping a first aid room in the school, supplying scales and bookcases. The association also donated \$50 to the city for public playgrounds. Under the direction of its third president, Mrs. C. L. Sims, a drive was made to put across the million-dollar bond issue for schools.

## WILEY PARENT-TEACHER ASSOCIATION

The initial meeting of the Wiley Parent-Teacher Association took place in September, 1919. A health crusade was then carried on, scales bought, and many prominent speakers secured to lecture on different phases of health. A victrola, records, reference books, window boxes and shades were bought. At the second

meeting of the association the need for a new building was discussed, and it was principally because of its efforts that a new school was finally erected.

#### CENTENNIAL PARENT-TEACHER ASSOCIATION

One of the first problems the parent-teacher organization at the Centennial School in 1919 had to deal with was the use of the school playground as a sort of loafer's paradise. The first president directed the association's efforts toward having a fence built, and in addition were successful in having this old building remodeled. New furniture, a library, a teacher's rest room and a piano were some of the contributions this association made to the school.

#### CARALEIGH AND ELIZA POOL PARENT-TEACHER ASSOCIATION

In 1923 the parents at Caraleigh organized a parent-teacher association. In 1924 a new school building was erected at Caraleigh and named after a beloved teacher, Miss Eliza Pool. This organization has done a very worthwhile work in promoting a better understanding between parents and teachers.

#### JUNIOR HIGH SCHOOL PARENT-TEACHER ASSOCIATION

The Junior High School which was housed in the old Institute for the Blind organized a parent-teacher association in January, 1924. Efforts of this association were principally directed at renovation of the old and inconvenient building.

#### BARBEE PARENT-TEACHER ASSOCIATION

The Barbee Parent-Teacher Association organized in 1924. This association's outstanding contribution to its community was its welfare work.

#### HUGH MORSON HIGH SCHOOL PARENT-TEACHER ASSOCIATION

In 1925 the new Hugh Morson High School organized a parent-teacher association. Its initial act was to present to the school a beautiful oil portrait of the great educator for whom the school was named, Professor Hugh Morson. A large amount of money was then raised to enlarge the very inadequate library. The school grounds were graded and planted and other equipment given.

## BOYLAN HEIGHTS AND HAYES-BARTON

In 1927 two new schools were added to the city, Boylan Heights and Hayes-Barton. Parent-teacher associations were organized in both schools. A moving picture machine was installed, which not only provided the Boylan Heights community with weekly wholesome entertainment at moderate cost, but earned enough money to enlarge the library, provide works of art and ventilators for the school rooms. At Hayes-Barton the grounds were transformed into beautiful green lawns. The library was brought up to standard. Pictures, stage drops, and visual aid material were provided.

## NEEDHAM BROUGHTON PARENT-TEACHER ASSOCIATION

The last association to be organized was at Needham Broughton, Raleigh's handsome new high school, in 1930. It was active in having the grounds landscaped, and a year or two later home economics classes were begun. In the year 1939-40 the carnival was started and has been the means since of providing all the money needed by the association.

## THE RALEIGH PARENT-TEACHER COUNCIL

The Raleigh Council of Parents and Teachers started life in 1920 under the name of the City Federation of Parent-Teacher Associations. Mrs. Weston Bruner, Mrs. F. D. Castlebury, Mrs. F. C. Handy, and Mrs. D. Sam Cox were its first presidents, in the order named, and helped to launch successfully what has become one of the most influential bodies in Raleigh. The Council is primarily a conference body and presidents of the local associations and principals of each school are members. Here local units unite in common projects and coöperate upon definite lines of work for the improvement of conditions affecting childhood. A strong force for good in the community, the Council has made an enviable record of worthwhile achievement in its 19 years of existence.

The very able president of the Raleigh Parent-Teacher Council for the past two years has been Mrs. T. S. Johnson. Her inspiring and vigorous leadership has resulted in an active flourishing parent-teacher membership which has made a fine contribution to the schools and school children of Raleigh.

The Council and all local associations are under the direction of the State and National Congresses of Parents and Teachers.



## ATHLETICS

Raleigh High athletics prior to the year 1936-37 cannot be traced accurately, because records have been destroyed. Certain names, however, should be mentioned: Frank P. Graham, now president of U. N. C., was here from about 1910-11 to 1912-13. He served as coach as well as teacher of English. Guy B. Phillips, also teacher of English and coach, followed him in 1913-14. Phillips' stay is marked by the winning of the championship cup, given by the Athletic Committee of Chapel Hill, for the third consecutive year. He left about the year 1916.

J. Peele Johnson was coach for about four years prior to 1928-29. Albert T. Spurlock was with him in 1929. How long Johnson remained is not certain, but Ray Gregson came about 1932. Gregson has remained until the year 1941-42.

From 1936-37 Raleigh High athletics can be definitely traced by referring to the annuals:

## 1936-37

FOOTBALL—*Coaches*: Ray Gregson, J. O. Brandon, James Gerow. *Sponsor*: Dorothy Coates.

BASKETBALL—*Sponsor*: Sara Frances Terrell.

BASEBALL—*Sponsor*: Mary Norris.

## 1937-38

FOOTBALL—*Coaches*: Ray Gregson, J. O. Brandon, James Gerow, Willie Duke. *Sponsor*: Harriet Jones.

BASEBALL—*Sponsor*: Mary Helen Farlow.

## 1938-39

FOOTBALL—*Coaches*: Ray Gregson, J. O. Brandon, James Gerow. *Sponsor*: Ruth Phillips.

BASKETBALL—*Sponsor*: Myrtle Brown.

BASEBALL—*Sponsor*: Ruth Brown.

## 1939-40

FOOTBALL—*Coaches*: Ray Gregson, Charles Dandelake. *Sponsor*: McGartha Johnson.

BASKETBALL—*Sponsor*: Christine Matthews.

BASEBALL—*Sponsor*: Ann Hatcher.

## 1940-41

FOOTBALL—*Coaches*: Ray Gregson, Charles Dandelake. *Sponsor*: Mary Jo Williamson.

BASKETBALL—*Sponsor*: Lucille Bell.

BASEBALL—*Sponsor*: Juleen Bryan.

## 1941-42

FOOTBALL—*Coaches*: Ray Gregson, Fletcher Ferguson, Farmer Smith. *Sponsor*: Viola Yates.

BASKETBALL—*Sponsor*: Elizabeth Mills.

BASEBALL—*Sponsor*: Sally Young.

## RALEIGH PARK AND RECREATION COMMISSION

The Raleigh Recreation Center walks hand in hand with the public schools of the city to carry out a well-rounded recreation program. Part of the city government, it functions all year under the direction of Oka T. Hester and an advisory committee of laymen: James R. Bynum, chairman; Mrs. Alma Wynne Edgerton, Mrs. Jesse Mills, Wade C. Lewis, John F. Miller, Fred D. Dixon, J. J. Fallon, and Arnold Peterson, city landscape engineer.

The Center is about four years old. At first it was very limited in scope, but now it is part of a joint system whereby the schools and the Center have like aims and do a similar work for the good of the community. Devereux Meadow, for example, is used by both. Though owned and controlled by the Raleigh School Board, the Recreation Center uses it in the summer months and handles the maintenance the year around.

It was not until July 24, 1941, that a city ordinance was adopted providing for the creation of the Raleigh Park and Recreation Commission. This was an outgrowth of a North Carolina State Enabling Act, passed in 1923, which gave municipalities and school districts the right to conduct and maintain recreation facilities. But it was from civic clubs that the Center was more directly organized. In 1932 the civic clubs of Raleigh called it into being by offering it support. They donated money to operate a playground during the summer months. Its scope was very limited at that time, and it functioned first as an advisory playground committee, until the city ordinance was passed a year ago.

The present work of the Park and Recreation Commission of Raleigh is larger in scope than at its beginning, and it continues to grow. It operated 11 playgrounds during June, July and August of 1942, with a man and a woman at each, to supervise baseball, tennis, and softball. These are open the entire day in summer, but are necessarily limited to after-school hours in winter because of the school program. In summer months the Center tries to take up this matter of supervised recreation where the schools drop it in the spring. Leadership for the playground is kept on a par with that of the schools. At present, the Recreation Center operates at Devereux Meadow, Lewis School, Boylan Heights School, St. Savior's Church, and St. Monica. In addition to this summer program, which continues to grow with the years, community centers are conducted within the schools the year around. At Thompson School, Halifax Court, Fred A. Olds, Hugh Morson High, Needham B. Broughton High, Oberlin Road, Washington High and Chavis Heights, there are inside activities for adults in night groups. These community centers, operated in the school buildings, using school facilities, are more for adults than children.

### THE RALEIGH SCHOOL BOARD

By what means do the City Commissioners find persons sufficiently interested in Raleigh's public schools to serve on the School Board? Board members are sworn to serve.

There are fixed periods for Board meetings once a month. Often extra meetings require the attendance of every member.

Applications of teachers for positions in the schools are presented to the Board through the superintendent. Qualifications and experiences have to be considered. Photographs often make an interesting collection!

The Board holds conferences with the problem parent about the problem child. Criticism is oftentimes the compensation.

The School Board is sometimes found lacking funds for immediate needs. What then? It is the School Board's problem.

There are instances of decades of service by members of the Board. No financial compensation is awarded, but a citizenry is helped by faithful guarding.



## SCIENCE IN RALEIGH HIGH SCHOOL

*By* L. POLK DENMARK

The first courses in the pure sciences were offered in the fall of 1909. Prior to that time there had never been sufficient room available to accommodate the courses considered as absolutely necessary. With the opening of the new building on Morgan Street this condition no longer prevailed.

Two boys, students in the sophomore class, were so interested in physics and chemistry that they prevailed on Superintendent Harper to allow them to construct a laboratory in the spare room in the northeast corner of the basement. Of course there was to be no expense of the venture handled through the school funds.

These boys, Harry B. Henderlite and L. Polk Denmark, constructed tables and work benches, installed water and gas connections, and in general set up a very creditable workshop for general experimentation.

Equipment was next obtained by visiting Dr. Pickel of the State Chemists' Department, old discarded bunsen burners and other "next to useless" equipment was gladly turned over to the boys. Through their own ingenuity they constructed innumerable pieces of mechanical equipment, levers, pulleys, inclined planes and dozens of other apparatus for demonstrating principles in physics. Of course all this was observed by Superintendent Harper and Principal Hugh Morson.

In mid-summer, 1909, Mr. Harper called the two boys to his office, told them the Domestic Science work was to be moved from its crowded room in the front center of the second floor to the newly acquired cottage in the back yard of the school, and the old quarters turned over to a new Science Department. Equipment had already been received, and the boys were told to go up to the new quarters and unpack and set up the complete laboratory with all its appurtenances.

The new instructor had not yet arrived, so everything was put in order by the "founders." When Professor Lawrence E. Blanchard reported for duty he found everything in order to begin his new work. He was just out of Trinity College and bubbling over with enthusiasm for his work. Under his guidance the work was off to a sound start.

**(ERRATA: The name "A. J. Ellis" on page 8, line 15, of the second paragraph should be "A. J. Watts.")**

# INDEX

## CHRONOLOGY OF SUPERINTENDENTS

### OF

## RALEIGH PUBLIC SCHOOLS

### (1876-1942)

	PAGE
Foreword . . . . .	3
Introduction . . . . .	5
John E. Dugger (1876-1883) . . . . . 7 years	7
Andrew J. McAlpine (1883-1885) . . . . . 2 years	9
Edward P. Moses (1885-1895) . . . . . 10 years	10
Logan D. Howell (1895-1898) . . . . . 3 years	18
Edward P. Moses (1898-1907) (return) . . . . . 9 years	20
Frank M. Harper (1907-1918) . . . . . 11 years	22
Harry Howell (1918-1921) . . . . . 3 years	28
Samuel B. Underwood (1921-1923) . . . . . 2 years	30
Hubbard F. Srygley (1923-1930) . . . . . 7 years	32
Paul S. Daniel (1930-1936) . . . . . 6 years	35
Claude F. Gaddy (1936-1942) . . . . . 5½ years	37
Jesse O. Sanderson (1942 spring term) . . . . .	38

#### SKETCHES OF THE RALEIGH PUBLIC SCHOOLS

Johnson . . . . .	1865	39
Oberlin . . . . .	1869	39
Washington High . . . . .	1869	41
Centennial . . . . .	1876	43
Murphey . . . . .	1887	43
Methodist Orphanage . . . . .	1899	44
Wiley . . . . .	1900	46
Barbee . . . . .	1903	47
History of Adult Class and Community Program at Barbee		49
Chavis . . . . .	1903	51
Eliza Pool . . . . .	1903	51
Raleigh High . . . . .	1905	52
Thompson . . . . .	1907	53
Lewis . . . . .	1915	54
Crosby-Garfield . . . . .	1923	56



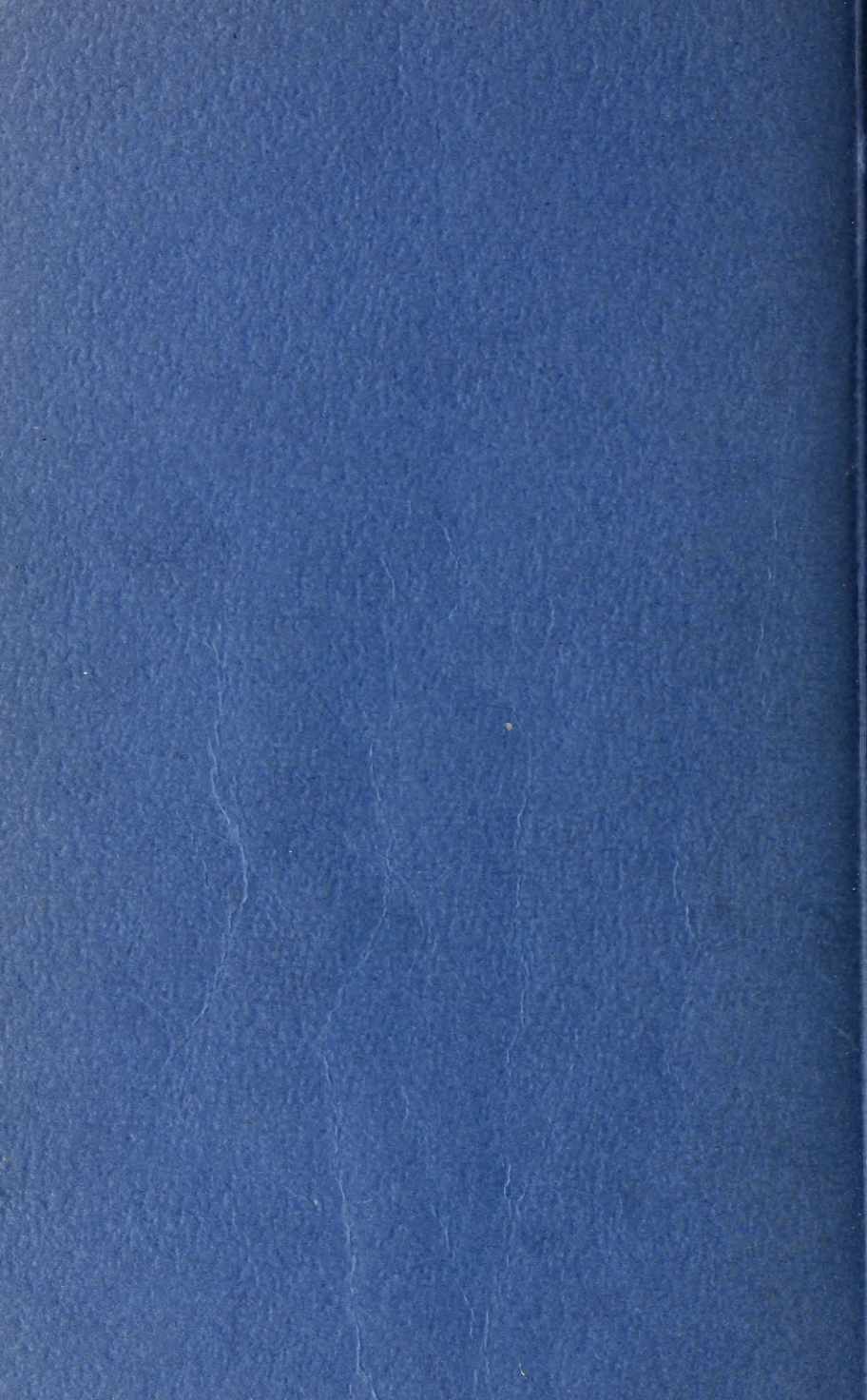
INDEX—(Continued)

	PAGE
Junior High . . . . .	1923 57
Hugh Morson High . . . . .	1925 59
Hugh Morson . . . . .	61
Eliza A. Pool . . . . .	61
Boylan Heights . . . . .	1927 62
Fred A. Olds . . . . .	1927 63
Hayes-Barton . . . . .	1927 64
Lucille Hunter . . . . .	1927 65
Needham B. Broughton High . . . . .	1929 66
Needham B. Broughton . . . . .	69
Edna Metz Wells—Ann Pitts Hicks . . . . .	71

SUPPLEMENT

The Elementary Supervisor . . . . .	71
Raleigh Public School Directory—1941-42 . . . . .	73
Raleigh School Cafeterias . . . . .	77
Home Economics Department, Hugh Morson . . . . .	81
Commercial Department, Hugh Morson . . . . .	82
Library Improvements, Hugh Morson . . . . .	82
Industrial Arts Program . . . . .	83
A New Course: Social Culture . . . . .	86
Diversified Occupations Program . . . . .	88
Dan K. Stewart . . . . .	91
Guidance Through the Teaching of High School Biology . . . . .	91
Music in Junior and Needham Broughton High Schools . . . . .	98
Student Coöperative Association, Needham B. Broughton . . . . .	100
History of Parent-Teacher Association . . . . .	102
Athletics . . . . .	106
Recreation . . . . .	107
The Raleigh School Board . . . . .	108
Science in Raleigh High School . . . . .	109
Errata . . . . .	110









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