

SCHOOL CONFERENCES.

Their Origin and What Has Been Accomplished.

With the hearty endorsement of the State Board of Education, the State High School Inspector invited the high school teachers of the State to meet in conference in Columbia on May 5th and 6th, 1910. To this meeting 27 teachers came. The entire time for two days and one night was given to informal round-table discus-

the most exalted, one of the most exacting of its adherents. In the abstract teaching is a profession, whether it is one concretely is dependent upon the conformity of its followers unto its rigid requirements. If there had been only one teacher, the one who spoke as never man spake, teaching would be incomparably the highest callings—the unattainable and unattainable profession. Men judge a profession by the fitness of those who follow it. It depends upon teachers, therefore, whether or not teach-

lore. Reduced to this absurdity it is easy to see how preposterous the proposition is; but many fall because while simply telling, they fondly fancy that they are teaching. Telling is not teaching, because it does not cause one to know. Teaching requires not only that the teacher must cause one to know; but that he must cause one to know something that one did not know before. One may waste much valuable time, it matters not how graphic his presentation or how faithfully he may follow the

up and down in their tracks; the more noise a train makes the more slowly it moves. Electricity is perfectly silent; but power follows in its wake. Gravitation is absolutely noiseless; but it is the only instantaneous force in nature. A noisy teacher makes a noisy class-room and his pupils progress inversely as the amount of noise. To attain to the ability to govern one should study the experience of others. He who fails to do this misses an opportunity to receive benefit from accumulated knowledge and must learn solely from his own experience, which is always a dear teacher. While studying the experience of others one should profit by his own mistakes. One is sure to make mistakes and he redeems himself only as he derives profit thereby. This requires close and constant introspection—not that introspection that makes one gloomy and morbid and morose; but that habit of self-examination that causes one to know his weaknesses and tendencies and enables him to get that grip upon himself, which we designate self-control—a very great virtue and its greatness makes it to be eagerly desired. For after all the whole essence of government of others has its being in that supreme control—the mastery of self.

To give sweetness to one's ability to govern, it must have a saving sense of humor. One should not take himself too seriously; should not think that, whenever he closes his eyes, the sun sets. He must be able to see a joke. He must know that even he has to others a side that may evoke a smile. He must not let the opening of his lips be a prohibition upon the barking of dogs. He must smile often and most frequently at himself. The consciousness of his profundity should not make him obtuse, as was the Englishman who, when asked if he had heard of that collector of curios who showed the skull of St. Paul when he was a boy and when he was a man, eagerly replied, "No, tell me about it." Humor saves many a situation, hence its name—the saving sense.

Back of these qualifications and above them—Scholarship, Teaching Power, and ability to govern—is Character. Without it, all three are but as sounding brass and a tinkling cymbal; with it the three may blend into a perfect whole giving a resultant whose force will be forever felt and when multiplied indefinitely each devoted to the cause espoused, teaching will come back into its own and one need not ask if teaching be a profession; but all shall know that it has always been such and that all who profess to teach have at last realized its true dignity and grandeur and the influence of this realization upon the adherents of teaching will be so markedly effective that men reasoning objectively shall do belated but unstinted homage to that profession whose ideals have no superiors and few peers.

Enrollment up to Date.

The reports of the teachers in the schools for the month just passed show an enrollment in the white public schools of the city as follows:

	Boys	Girls	Total
1st year . . . . .	44	27	71
2nd year . . . . .	31	31	62



GIRLS' HIGH SCHOOL.

3rd year . . . . .	30	24	54
4th year . . . . .	17	23	40
Total . . . . .	122	105	227

Of this number only four boys and four girls have for any reason stopped school, so that 118 boys and 101 girls, a total of 219, are in the high school today.

Directory of City Schools of Sumter, South Carolina, 1911-1912.

- Board of Education.  
 R. I. Manning, Chairman  
 J. A. Mood,  
 Neill O'Donnell,  
 A. D. Harby,  
 L. D. Jennings,  
 C. M. Hurst, Secretary and Treasurer.  
 Superintendent of Schools—S. H. Edmunds.  
 Principal of Boys' High School and

- Commandant—W. M. Scott.  
 Director of Music—L. C. Moise.  
 Supervising Principal, Washington School—Miss E. W. McLean.  
 Director of Art—Miss Marion Satterwhite.  
**Primary School, Washington Building**  
 Miss A. D. Richardson, 1st grade boys.  
 Miss A. M. Graham, 1st grade girls.  
 Miss Lillier Stevens, advanced 1st grade boys.  
 Miss S. H. Nelson, advanced 1st grade girls.  
 Miss Mary Lowry, 2nd grade boys.  
 Miss L. L. Jennings, 2nd grade girls.  
 Miss Ruth Harrington, 3rd grade boys.  
 Miss Lydia Richardson, 3rd grade girls.  
 Miss W. M. Wise, 4th grade boys.  
 Miss Arrie Stuckey, 4th grade girls.  
**Grammar and High Schools, For Girls, Hampton Building.**  
 Miss Kathleen Wright, 5th grade.  
 Miss Edna Tobin, 6th.  
 Miss Margaret Brunson, 7th.  
 Miss L. C. McLaurin, 8th.  
 Miss K. Moses, 9th.  
 Miss Clara Welborn, 10th.  
**Grammar and High School, For Boys, Calhoun School Building.**  
 Miss J. H. McLeod, 5th grade.  
 Miss L. E. Robinson, 6th.  
 Miss Elizabeth Hepburn, 7th.  
 Miss E. A. Wilson, 8th.  
 W. M. Scott, 9th.  
 L. C. Moise, 10th.

COUNTY SCHOOL DAY.

Committee Announces Prizes for Contest Between Pupils of County Schools—Saturday, April 13th, Basket Picnic and All Day Frolic to Be Feature; Information Can Be Obtained from Committee.

On the 15th of last April, there was held in the County Court House, what is familiarly known as "Field Day." There were gathered together more than one thousand pupils, teachers and patrons from Sumter County. The occasion was one of the most delightful and beneficial of its kind that has ever been held in the State. It was unanimously decided to make this an annual affair, and if possible, it is hoped by the committee in charge to make this year's "County School Day" even a greater success than was the last.

The date set for our next "County School Day" is Saturday, April 13th, beginning promptly at 10:30 and the place will be the County Court House. The public is invited to attend. Every child, every teacher, every trustee and every patron are urged to be on hand to see, and be seen.

All are requested to bring their lunch baskets, as the exercises will be continued for a short time in the afternoon. A committee of ladies will be on hand to help with dinner and take charge of the baskets. Dinner will be served on the grounds to the rear of the building at two o'clock, and in old picnic style. Just after dinner, the athletic contest will be held, and judging from last year, this event will be very exciting and full of interest.

Competent committees will be on hand to select the best in each department and award prizes accordingly.

Below is a list for which the prizes are to be offered, and all necessary information pertaining to same.

**Arithmetic**—One prize offered. Open to boys and girls. Wentworth's Practical Arithmetic will be the book used.

**Algebra**—Two prizes offered. Open to boys and girls. Wentworth's New School Algebra will be used. One examination will embrace all subjects for "simple" Intermediate Equations" on page 205; the other, beginning with page 205 and completing the book.

**History**—Two prizes offered. Open to boys and girls. One examination will be on South Carolina History, and the other on United States History. No pupil allowed to stand both of these.

**Geography**—One prize offered. Open to boys and girls. The contest will be map drawing of South Carolina with counties. Pupils should be supplied with colored crayons.

**Spelling**—Open to boys and girls. Each grade will be given an examination and the prizes are offered—one for each grade.

**Grammar**—One prize offered. Buchers Grammar used. Open to boys and girls.

**Oratorical Contest**—Two prizes offered. Open to boys only. Any selection by standard author will be accepted. \$10 gold piece has already been offered as first prize.

**Best Loaf of Bread**—One prize offered. Open to girls only. The girls entering this contest should begin practice at once. Bring in on April 13th what you consider the best loaf. Be prepared to state that no assistance was given. Should be brought to Court House before 10 o'clock, April 13th.

**Best Biscuit**—One prize offered. Open to girls only. See instructions for bread.

**Best Pound Butter**—One prize offered. Open to girls only. See instructions for bread.

**Best Cake**—One prize offered. Open to girls only. See instructions for bread.

**Best Axe Handle**—One prize offered. Open to boys only. The axe handle must be made without assistance and of durable material. Should be brought to Court House before 10 o'clock, April 13th.

**Best Single Tree**—One prize offered. Open to boys only. See instructions for axe handle.

**Best Cotton Basket**—One prize offered. Open to boys only. See instruction for axe handle.

**Best Hog Handle**—One prize offered. Open to boys only. See instructions for axe handle.

**Best Ear Corn**—Three prizes offered. Open to boys who are members of corn club only. Taken from father's crib.

**Best Runner**—Three prizes offered. One for best boy runner between ages of 12 and 16; another for boys between ages of 8 and 12; another for girls between ages of 8 and 14.

**Best Standing High Jump**—One prize. Open to boys only.

**Best Running High Jump**—One prize. Open to boys only.

**Best Broad Running High Jump**—One prize. Open to boys only.

**Best Broad Standing High Jump**—One prize. Open to boys only.

The prizes in this contest are valuable and warrant keen competition. Any pupil in the county will be allowed to compete for one or more prizes. The school winning the greatest number of prizes will be presented a flag.

Every pupil desiring to enter the contest should notify the chairman, W. M. Scott, Sumter, S. C., of his or her desire, giving name, address, name of school, and most important of all, the prize or prizes for which he or she desires to compete. These requests for permission to enter contest must be in by April 1st.

The committee is very desirous of having a strong representation from every school on "County School Day." Teachers and parents are urged to ally themselves with this movement and help make this occasion a greater success, if possible, than it was last year. Praise of this movement has been heard on all sides, and other counties will soon pattern after Sumter.

Let all remember their baskets on this occasion, for the dinner will be a special feature as is usually the case.

This is the season of the year when mothers feel very much concerned over the frequent colds contracted by their children, and have abundant reason for it as every cold weakens the lungs, lowers the vitality and paves the way for the more serious diseases that so often follow. Chamberlain's Cough Remedy is famous for its cures, and is pleasant and safe to take. For sale by all dealers.

WHO'S RESPONSIBLE?

Is This Town What It Ought to be? Is it all that it could and should be?

Yes or no? Can I answer yes to these questions or can I not?

If not, why not? Who's keeping it back? Who's responsible?

Isn't this town equal to the sum of all its parts?

Am not I a part?—just as much a partner as Jones is?

You bet.

Then who's responsible?

I AM..... Yours truly,

(Sign here, cut out and return for publication.)

Blamed a Good Worker.

"I blamed my heart for severe distress in my left side for two years," writes W. Evans, Danville, Va., "but I know now it was indigestion, as Dr. King's New Life Pills completely cured me." Best for stomach, liver and kidney troubles, constipation, headache or debility. 25c at Sibert's Drug Store.

Street Commissioner White had a force of hands at work Friday morning deepening the ditch along railroad avenue which was recently closed. With the opening of this ditch the conditions of Bee and South Main street will be partially improved.

Foley Kidney Pills will cure any case of kidney or bladder trouble not beyond the reach of medicine. No medicine can do more. Sibert's Drug Store.

Books for Willard School.

The members of the U. D. C. and of the D. A. R. who have school books, primary books, or magazines to give to the Willard School are requested to send them to Mrs. S. C. Baker by the first of March.

For a sprain you will find Chamberlain's Liniment excellent. It lays the pain, removes the soreness and soon restores the parts to a healthy condition. 25 and 50 cent bottles for sale by all dealers.



BOYS' HIGH SCHOOL.

sions of a few definite high school problems especially applicable to the schools of South Carolina. The subject to which was given the largest allotment of time was the organization and articulation of high school courses of study, including the scope, quantity and arrangement of the staple high school subjects. The discussions revealed the fact that among the high schools of the State there was little unity in either the subject matter or its arrangement. For instance, some schools were giving nearly twice as much time to mathematics as other schools were giving; some schools were giving more time to Latin than to English; still others were giving no time to any kind of science work. All present realized that there ought not to exist such chaos. Supt. Swearingen asked that a committee be appointed by the High School Inspector to make a complete report on high school courses of study. This was done. Supt. Edmunds of Sumter was one of the committee. After more than six months of deliberation the committee made a report recommending five 4-year courses—classical, modern language, scientific, commercial, and agricultural. Later the State Board of Education adopted these courses as the standard of the State. Perhaps ninety per cent of the high schools of the State have accepted one or more of these courses, with very little variation, if any.

During the scholastic year 1910-1911, nine similar conferences were held at convenient points throughout the State. To these were invited not only the high school teachers, but high school boards, county superintendents, and such other persons as felt interested in the discussions. These nine conferences were attended by 258 high school teachers, 37 grade teachers, 13 college professors, 7 county superintendents, and 10 trustees—330 in all. At all these meetings the chief topics for discussion were the function of the high school itself and the functions of the humanitarian subjects in the high school.

So far this scholastic year, six conferences have been held. Three others, including the one at Sumter, are to follow. The six already held have been attended by 324 teachers and trustees. The topics receiving the chief attention this year are how to get into the high schools the boys and girls and how to keep them there four years, and the functions of the sciences in high school courses of study.

The objects of these conferences are to make clear the function of the high school, to stimulate an interest in the high school as a factor in a system of education, to aid high school teachers in approaching and solving their special problems, and to lend encouragement and inspiration to the teachers through heart to heart talks about their experiences, successes and ideals. The development of the high schools of the State can come about only through an intelligent and patriotic co-operation between those who manage and teach these schools and those who support them.

The Qualifications of Teachers.

Whether or not the teachers' calling is to be a profession depends upon those who compose the teaching force. Teachers have it in their power to dignify their calling by their worthiness. Teaching is a profession—one of the noblest, one of

will receive from men that recognition it so richly deserves.

Let us look then at some of the qualifications necessary in those who would do their part to contribute to the fund of the qualities that demand the homage and respect of mankind.

To be qualified to be a teacher one must know that which he professes to teach. In general terms this quality may be called scholarship. There is danger today of sacrificing matter for method. It is true that the ultimate end of education is the



PRIMARY SCHOOL.

development of power; it is true also that wisdom is transcendently higher than knowledge; but it is also true that one should know what he teaches—know it broadly and definitely and positively—so that he may teach as one having authority. It is also true that while "Knowledge and wisdom, far from being one, have often no connection," knowledge is the food upon which wisdom feeds, the fulcrum by whose aid it manifests its force. One should know his subject far more broadly than his pupils do, that they may have confidence in him and from him may get the inspiration that comes by catching constant glimpses of the lofty heights of knowledge which they may be able never to explore. These glimpses develop that divine discontent so desirable in a student and dispel self-compacency which means death. There is a danger here; one may know or may think that he knows his subject so well that he may succeed in doing very little teaching. This arises from two causes; first, he takes too much for granted. He cannot appreciate the difficulties of his pupils. He skips premises and leaps to conclusions. He has forgotten the base degrees by which he did ascend. Thinking that he needs no preparation there is no freshness in his teaching. He does not realize that even Arnold made daily preparation of the lessons that he had been teaching for years in order that his boys might "drink from a running stream, not from a stagnant pool."

One should know not only the branch of study that he professes to teach; but also how to teach it. On account of taking too much for granted and for want of freshness one may fail to teach; one may fail also because he lacks skill; because he does not know how to teach. Teaching is causing one to know something that he did not know before. Teaching is not telling. If it were, how easy would our task be. It would be necessary only to tell a child his alphabet or his tables in arithmetic and the problem would be solved. Tell a student of Latin all difficult paradigms and constructions and he would leap into the light of Latin

laws of pedagogy, if he spends it in saying over and over again only those things which his pupils already know. Unless you really cause one to know better and more broadly, you have taught nothing. Half knowledge is no knowledge and it is frequently necessary to employ repetition, the strongest rhetorical figure of speech, and employ it again and again before you may cause one to know; but never lose sight of this ideal; that teaching demands that you cause a pupil to know, either absolutely or in a different relationship, something that he

did not know before. There can be no teacher, where there is not also a learner.

To be a successful teacher one must know not only what he professes to teach and how to teach; but also how to govern. If one possesses the two qualifications mentioned above he is already on a fair road to the ability to govern his class room. One who knows and knows how to impart his knowledge inspires confidence and creates interest—two very important factors in the harmonious and effective management of



GIRLS' HIGH SCHOOL.

a class; but this is not all. One must know how to manage and must be a governor. No ostentation is necessary; but it must never be out of the minds of his pupils that power is there—reserve power it may be and better perhaps that it be in reserve; but that it is there, there should never be the slightest doubt. A teacher to govern as he should must be patient, firm, systematic, resourceful, consistent, and just. He must have common sense, so often called the most uncommon of all the senses. This goes a long way towards helping one ever may a rough place. He must be filled with that quiet calmness that presages power. Noise does not indicate force. A rocking-horse may rick the nerves of a boiler-maker; but it goes nowhere. There are horses of flesh whose noisy feet would lead the listener to believe that they are running away, but their riders know that they are simply jumping