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EDUCATING  
FOR  
DESIRABLE ATTITUDES IN CONDUCT

*THE JUNIOR HIGH SCHOOL*

1926

Prepared by the  
TRAINING SCHOOL STAFF  
STATE TEACHERS COLLEGE  
Moorhead, Minnesota

BULLETIN  
of the  
Moorhead State Teachers College

EDUCATING FOR DESIRABLE ATTITUDES  
IN CONDUCT

THE JUNIOR HIGH SCHOOL  
CHILDREN'S PAGEANT-SERVICE  
(Continuation of the July, 1926, Bulletin)

TRAINING SCHOOL STAFF  
STATE TEACHERS COLLEGE  
Moorhead, Minnesota

Published Quarterly  
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Series 22

No. 3

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as Second Class Matter

**FACULTY**

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Ella A. Hawkinson	.....	Principal of the Junior High School Department
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W. C. White	.....	Associate in the Junior High School Department
Blanche Loudon	.....	Principal of the Intermediate Department
Agnes Carlson	.....	Associate in the Intermediate Department
Rhoda Maland	.....	Teacher in the Intermediate Grades
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Alice C. Jones	.....	Associate in the Primary Department
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Margaret McCarten	.....	Supervisor of Art
F. G. Leasure	.....	Supervisor of Industrial Arts
Joan Johnson	.....	Secretary in the Training School Office

**CONDUCT EDUCATION IN THE JUNIOR HIGH SCHOOL**

**Ella A. Hawkinson—Principal of the Junior High School**

**The Plan of Organization.**

It was impossible to undertake the problem of conduct education lightly or with bold assurance. A preliminary survey showed a maze of difficulties throughout the program. These appeared emphasized in the Junior High School where the appeal to child interest must be combined with the dignity of adult participation. For this department the program revolved itself about the question, "Shall our teaching be cautiously indirect, or shall we boldly make it a cooperative procedure with the students to discover 'What is character?'" Out of a careful study of the problem grew the realization that the communal idea of service provided the richest core for the plan.

Dr. Rugg states in the Superintendents' Third Yearbook: "Education for citizenship demands training facilities in a miniature social community which the school can provide." Many schools have met this need by organizing self-governments or pupil-participation governments. In the Junior High School such an organization became effective in the fall of 1925.

Six weeks were required for initiating the project:—two weeks for study of types of organization by class representatives, one week for presentation of plans before the assembly by representatives, one for election of a committee to draft a form of constitution, another for the presentation of an honor point system which was put on trial for two weeks, and the last one for the discussion and adoption of the scale for trial. A copy of the honor point scale follows:

**JUNIOR HIGH SCHOOL CO-OPERATIVE CLUB**

A school letter can be earned through honor points gained on this scale. A wearer must earn 1500 points for the year. The high point winners among the girls and among the boys will have their names engraved on a permanent tablet each year.

**I. Good Workmanship:**

- 5 No record below "C" for six weeks.
- 10 No record below "B" for six weeks.
- 20 No record below "A" for six weeks.
- 1/4-5 Article or poem worthy of publication.
- 2 All work complete on time for each week.
- 1/4-3 Extra work beyond assignments.

**II. Co-operation or Team Work:**

- 2 Obeying captain's orders or rules of line (per week).
- 1/4-2 Readiness in criticisms, corrections, additions in classes each week.
- Quiet in assembly.
- Orderly conduct in hallways.
- No loitering or loud talking in washrooms.
- Care of gymnasium and grounds.
- 5 Perfect attendance for grade for six weeks.
- 3 Perfect attendance for individual for six weeks.
- 5 No tardiness in grade for six weeks.
- No tardiness of individual for six weeks.

**III. Service:**

- Faithful execution of work as officer of:
- 1-2 Club organization.
- 1/2-1 Campfire.
- 1/2-5 Junior High School Paper (three months).
- 3 Satisfactory work on committee.
- 1 Participation (actively) in all meetings of school organization.
- 2 Contribution to club or school program.
- 1/4-2 Extra service work for good of school.
- 2 Playing in school orchestra or band (six weeks).
- 2 Membership in school glee club.
- 1 Extra service in care of plants, flowers, bookcases, and tables.
- 1/2 Cleanliness of person and dress.

**IV. Beauty:**

- 1/2 Personal neatness.
- 1/2 Neatness about one's own desk and its surroundings.
- 2 Neatness in all board and written work.
- 1/2 Contribution to beauty of surroundings.
- 2 Correctness of speech.

**V. Self-Reliance:**

- 2 Standing and speaking clearly to class on all topics.
- 2 Courteous and open criticism of work in class.
- 1/4-2 Leader or chairman of class or group activity.

**VI. Reliability:**

- 1 Marking rating scale in accordance with teachers and service men.
- 1 Following rules of study period without checks.
- 1/4-1 Continuing class work in absence of teacher.
- 1/4-1 Handling school property carefully and honestly.

- 1 Obeying regulations for use of gymnasium without check from teacher.

**VII. Good Sportsmanship:**

- 5 Playing upon one school team (six weeks).
- 1/4 Support of school teams by attendance at games.
- 1 Support of school teams by yell leadership.
- 1/4 Cheering good plays of either visiting or own team.
- 1 Obeying rules of game and referee.
- 1/4 Refraining from indecent language or derogatory remarks.
- 1 Boosting for teams by advertising games, selling tickets or collecting.
- 1 Receiving and treating visitors with all possible courtesy.

**VIII. Courtesy:**

- 1 Meeting, greeting (Boys tip caps)—(Time of day).
- 1 Avoid passing between or in front of people. Boys permit girls to precede in and out of classrooms or building. Boys do not sit down until all girls are seated. (One point for each.)
- 1 Respect—Boys provide chairs if missing. Stand until older or honored person is seated. Do not interrupt person who is speaking by raising hand or rising until he is through. (One point each.)
- 4 Address—"Thank you" for service or kindness even if very small. "Yes, Miss———" or "No, Mr.———" is the proper reply. In case of failing to hear request repetition by "Pardon?" All tones in criticism are courteous and helpful.

**IX. Kindness:**

- 1 Respectful attention in classes and in programs.
- 1 No playing with paper or pencils in class.
- 1/4-2 Readiness to help others:
  - (a) Opening doors.
  - (b) Directing visitors.
  - (c) Carrying books.
  - (d) Helpful suggestions.
  - (e) Care of new people.

**X. Health:**

- 1/2 Cleanliness of person and dress.
- 1/2 Cleanliness in habits.
- 1/8 Washed hands.
- 1/8 Pencils and keys out of mouth.

$\frac{1}{8}$  Covered sneezes and coughs.

$\frac{1}{8}$  No wet fingers in turning pages.

The scale was self-rating. Each pupil reported to a student helper appointed by the president each week; the helper in turn reported to the league secretary who kept the permanent records. The defects of the scale were noticable as the administration of it was carried on; the number of honor points required for awards was too large; the final reward was too far removed for continued motivation; and the bookkeeping became rather heavy for the secretary.

Some of the worthy activities of the self-governing league were weekly club programs arranged by pupil committees, announcement and publication of six week honor rolls; control and arrangement for athletic contests and games; handling all school parties, and recreations; drafting a pupil's self rating report card; acting as hosts for visiting schools on play day; securing athletic material for department; and fostering standards of good workmanship, cooperation, service, and courtesy in daily school relations.

In the attempt to measure the growth of pupils in character qualities during the year all student teachers checked the children in specific activities each week, and conferred with them personally upon improvements made and needed. To say that our ideals were realized in a year's experimentation is impossible, but the plan was based upon principles of habit formation and it has gone farther in conduct and character building than the usual training school.

The plan might have become formal if the teaching had stopped with the self government club and the honor point scale, but with this organization, the teaching materials in history, civics, and English were particularly selected and considered for the ideals and qualities which we aimed to stress.

It is claimed that the functions of social science teaching are to foster good citizenship and to develop habits of cooperation, devotion to duty, service, toleration, fair play, and sacrifice. Can problems in history and civics be formulated and material organized so as to stress these qualities along with acquisition of information? The problems which follow show a part of such effort to organize the history and civics materials to this end.

## Selection and Organization of Civics—History Problems: History, 7-B

### I. Workmanship, Service.

Problem: The best of early civilization was nearly lost in the Middle Ages. Devotion to duty, self-sacrifice, and service in the name of religion led the monks to preserve learning, spread civilization, and Christianize mankind.

#### References:

Stein, Gabriel and His Hour Book.  
Elson, Life of the Middle Ages.  
Greenwood, Our Heritage from the Old World.  
Haaren, Famous Men of the Middle Ages.  
Tappan, Old World Hero Stories.  
Terry, History Stories of Other Lands.  
Green and Kirk, Heroes of Chivalry.  
Archer and Kingsford, The Crusades.

#### Activities:

Construction of a monastery.  
Construction of three vows with modern application:  
devotion to duty, self-sacrifice, service.  
Illumination of one page of manuscript.

### II. Love of home and devotion to a purpose.

Problem: Compare the ideals of service and the personal qualities of the Spanish, English, and French explorers as illustrated in the stories and concrete material selected from supplementary readings below:

#### References:

Johnson, Pioneer Spaniards of N. A. pp. 67-71; 219-253; 257-299; 77-87.  
Chronicles of America, Vol. I and II, pp. 154 to end.  
Bacon, English Voyages, pp. 62-76; 197-226; 227-284; 150-175; 143-149; 285-307; 308-381.  
Tappan, In Days of Queen Elizabeth, pp. 208-226; 227-231-244.  
Barstow, Explorers and Settlers, pp. 133-144; 122-123; 78-83; 156-161.  
Catherwood, Heroes of the Middle West, pp. 1-43; 44-101.  
Gordy, American Leaders and Heroes, pp. 31-40; 103-115.  
Pratt, De Soto, Marquette, and LaSalle, pp. 87-156.  
Johnson, Pioneer French in N. A.  
Parkman, Pioneers of France in the New World.

**Activities:**

Floor talks on "Why I admire this explorer."  
 Class listed qualities possessed by the explorers.  
 Class ranked the qualities as they believed present society demands them.

**III. Courtesy.**

**Problem:** Study of life on the southern plantation with its traditions of courtesy. List qualities and specific acts characterizing a gentleman as Washington, Lee, or Jefferson in a Southern home.

Country Life in America, Vol. 29, pp. 23-26, Vol. 30, pp. 31-33.

St. Nicholas; Vol. 12, pt. 2, pp. 715; Vol. 17, pt. 1, 395-400.

Earle. Two Centuries of Costume in America. pp. 99-136.

Ford, The True George Washington.

Gilman, Robert E. Lee.

Chronicles of America, Vol. 9 and 10, pp. 45-69.

Smedes, Social Life in the Old South, pp. 149-162; 194-196; 160-166; 171-179.

Coffin, Old Times in the Colonies, pp. 234-240.

**Activities:**

Construction of "My Rules of Conduct" based on Washington's rules.

Class dramatization of incidents in the lives of these southern patriots to illustrate courtesies and conduct; these were handled by groups of two or three.

**IV. Reverence and respect.**

**Problem:** What made Pennsylvania the ideal colony? The colonies of the New Wor'd were compared with Pennsylvania to evaluate the idealism in the establishment of the government, and the affairs of the latter. These qualities were emphasized: trustworthiness as shown in the treaty; industry as revealed in the Great Law; simplicity and exactness in the daily life of the colonists; democracy revealed in brotherly love.

**References:**

Tappan, Letters from Colonial Children, 92-97.

Drake, Making of New England, 146-157-160, 188-195, 195-207.

Rhodes, Philadelphia, 18-26; 26-30, 36-41.

Holland, William Penn.

**Activities:**

Drafting a code of brotherly love:

L—loyalty and cooperation.

O—obedience to higher law.

V—valuable work every day in every way.

E—exactness.

**History—Grade Eight.****I. Fair Play.**

**Problem:** To develop an appreciation of differences in viewpoints, and to lessen prejudices often given by texts in struggle between England and her American colonies:

**References:**

Hart, Source Book of American History, 119 ff.

Barstow, The Colonists and the Revolution.

Lefferts, American Leaders, Vol. I.

Becker, Eve of the American Revolution.

Fiske, War of Independence.

Elson, History of the United States.

Fisher, Struggle for American Independence.

Lecky, American Revolution 109-121.

**Texts:**

Beard and Bagley, History of the American People.

Burnham, Making of Our Country.

**Teacher's references:**

Beer, British Colonial Policy.

Schlesinger, New Viewpoints in American History.

Turner, The Frontier in American History.

Alvord, British Politics in the Mississippi Valley.

**Activities:**

Weighing of American and English arguments on principles of taxation, navigation laws, representation, and other specific acts; comparing English and colonial activities.

Accounting for divergence in views through geographical and historical development (based on Schelsinger's and Turner's expansion and frontier ideas).

Debate: Resolved that the American colonies were as much to blame for the Revolutionary War as was England.

**II. Responsibility in democracy.**

**Problem:** Americans have inherited a principle—that of freedom and liberty, but our Revolutionary forefathers

felt that it involved a serious responsibility. Our self-government likewise places upon us a great responsibility.

1. The struggle of the radical or liberal element versus the conservative element for a separation was evidenced by the quiet determination in the serious step. (Contrast with fallacious ideas of celebrations, etc.)
2. Dramatization of events on June 7th and July 1, 2, 3, and 4, in 1776.
3. Organization and presentation before Club of parliamentary procedure and plea for assuming responsibilities.

#### References:

Becker, *Chronicles of America*.  
 Fisher, *Struggle for Independence* 206-12, 436-44, 322-31.  
 Bancroft, *History of the U. S.* 254-270.  
 Stevenson, *Dramatized Scenes from American History*.  
 Robson, *Dramatic Episodes in Congress and Parliament*.  
 St. Nicholas Magazine, Vol. 36, pt. II, 798-809; Vol. 21 pt. II, 817.  
 Hosmer, Samuel Adams.  
 Cook, Virginia 410-421.  
 Franklin, *Autobiography*.  
 Leffert, *American Leaders*.

### III. Self Reliance.

**Problem:** The Revolutionary Fathers were outstanding for their self-reliance and service. Pupils attempted to prove their favorite character outstanding in these qualities. Characters included were: Patrick Henry, Samuel Adams, Thomas Jefferson, Alexander Hamilton, Benjamin Harrison, J. Dickinson, John Hancock, Benjamin Franklin, Thomas Paine, George Washington, Robert Morris.

**Foreign volunteers:** Lafayette, Von Stuben.

#### References:

Atherton, *the Conqueror*.  
 St. Nicholas, Vol. 36, Part II, 798-809, Vol. 21, part II, 817 ff., Vol. 33, part II, 804 ff.  
 Hosmer, Samuel Adams.  
 Stevenson, *Dramatized Scenes from American History*.  
 Mentor, *Cradles of Liberty—B. Franklin*.

Scudder, George Washington.  
 Ford, *The True George Washington*.  
 Franklin, *Autobiography*.  
 Lefferts, *American Leaders*.  
 Muzzey, Thomas Jefferson.  
 Bachellor, *In the Days of Poor Richard*.  
 Ford, *Washington and his Colleagues*.

#### Activities:

Memorization of Kipling's "If."  
 Pupils prepare own poems entitled "If." (See *Moccasin* 1925 Fall p. 32.)  
 Preparation of self-reliance creed and printing it for display:

"In order that I may serve others best, I must be self-reliant. Therefore: I believe I should not be afraid to speak what I think. I will speak my thoughts courteously, clearly, and firmly. I believe it is my duty to learn from older people what is right, but I believe I should learn to think for myself, choose for myself, and act for myself."

### IV. Courtesy—service.

**Problem:** To find in the lives of great men and women incidents and stories that prove qualities of faithfulness, courtesy, and service. Selection of stories and incidents that emphasize courtesy, service, etc., as in:

**Surrender at Yorktown:** Washington and the sword.  
**Washington and Lafayette:** Comradeship in 1781.  
**Washington and Hamilton.**  
**Franklin and the French Court:** Courtesy in receptions.  
**Sacajawea:** faithfulness as guide.

#### References:

Coffin, *Boys of '76*.  
 Bolton, *On the Trail of Washington*.  
 Crowe, *Lafayette*.  
 Brooks, *True Story of Lafayette*.  
 Schulz, *The Bird Woman*.  
 Brooks, *First Across the Continent*.  
 Mentor Magazine—Lewis and Clarke.

#### Activities:

Preparation of talks for assembly programs.



## V. Qualities of equality, liberty and fraternity.

Problem: What ideals guided our forefathers in the making of the Constitution and in the establishment of our new government?

1. Equality—fair play for sections and peoples.
2. Guaranty of liberty.
3. Desire for peace and happiness.
4. Honesty in establishment of credit.
5. Neutrality—keeping out of quarrels.
6. Dignity (Washington's desire to set right precedents for later presidents).

### References:

Ford, Washington and his colleagues.  
 Leffert, American Leaders.  
 Atherton, The Conqueror.  
 Cook, Virginia.  
 Greene, American Ideals.  
 Hart, Formation of the Union.  
 Robson, Dramatic Episodes in Congress and Parliament.

### Activities:

Debate: Resolved that Constitution Week is deserving of our interest and support.

## VI. Courage to do.

Problem: What admirable qualities did the frontiersmen possess? The Westward movement in our nation called for men who had **courage to dare, power to do, the spirit of self-sacrifice and service.** They were marked by the pioneer qualities which appeal to us. What is their challenge to us today when no frontiers remain in the land?

### References:

Faris, On the Trail of the Pioneers.  
 Thwaites, Daniel Boone.  
 Sprague, David Crockett.  
 Meeker and Driggs, Ox Team Days on the Oregon Trail.  
 Altsheler, Riflemen of Ohio.  
 Hough, The Covered Wagon.  
 Driggs, Hidden Heroes of the Rockies.  
 Altsheler, Kit Carson.  
 Kellogg, Original Narrative of the Old Northwest.  
 White, The Forty-Niners.

Munroe, The Golden Days of '49.

Mentor, Feb. 16, 1920, Pioneers of the Great West.

## VII. Toleration.

Problem: How far was the Civil War due to economic and geographic differences between sections of the United States rather than to differences in moral issues? Aim—to correct prejudice against the South on erroneous idea that slavery was a moral issue; to teach that differences on the slavery issue were economic and geographical problems as seen in differences on tariff, revenue, internal improvements, expansion, balance in Congress, party affiliations, and state vs. national rights.

### References:

Olmstead, The Old South.  
 Chronicles of America, 29.  
 Hart, Romances of the Civil War.  
 Hale, Memories of a Hundred Years.

### Activities:

Lincoln-Douglas Debate staged.  
 Dramatization of views of Southerners and Northerners.

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## Citizenship—Grade 8.

### I. Health.

Visit to filtration plant.  
 Culture experiment with bacteria growing.  
 Microscopic work with bacteria.  
 Study of fly.  
 Posters and slogans.  
 Formation of Young Citizens Club.

### II. Cooperation and service.

The police and law enforcement.

1. Committee calls at department.
2. Securing ordinances and learning what ordinances we should obey.

Habits of personal safety.

1. Essay contest—Safety Habits I Should Form.
2. Posters, slogans.

Cooperation in fire prevention.

1. Visit to fire department.

2. Study of causes of fires, extent, and preventions.
3. Posters, alphabet of fire prevention.

#### Beauty of our school.

1. How it is made beautiful.
2. Removing marks (walls, desks, tables, order of books).
3. The system of parks, etc.—value of these.
4. Appointment of checkers on room conditions.

#### Safety campaign.

1. How can I aid others by my own information and action? How can I make myself a better member of society by learning fully from what my school offers me each day?

#### Workmanship.

1. What shall I do after this year? Aim: To arouse interest in further education.

#### Problem of delinquents, unfortunates, etc.

1. What can we do to reduce these groups?  
How can I cooperate as a citizen of Moorhead?

Our ideal of Service combined all these qualities. Selection of favorite historical characters for a hero catalog in the spring *Moccasin*, and for pantomime pictures in second act of play, "Knights of 1926," were the final tests of class appreciation of biographical materials read as a phase of the history courses.

#### Evaluation of Project in the Junior High School.

From the administrative standpoint, the year's emphasis upon conduct has raised the level of both pupil relationship and student-teacher relationship. It has created a school spirit far from perfect, but clearly considerate of courtesy, dependability, self-direction, and creativeness. It has helped to remove artificiality in the relationship between pupils and teachers; responsibility has been assumed as a corollary of freedom.

In the social sciences, the ultimate purpose of training for worthy citizenship by the reconstruction of the course would not have carried over into action had not the community organization in the school furnished a laboratory. If the junior high school experiment has produced any lasting effect, it lies in the recognition of the principle that **doing the right must be associated with knowing the right.**

## EDUCATING FOR DESIRABLE ATTITUDES IN CONDUCT

### JUNIOR HIGH SCHOOL ENGLISH

#### Emma Glaser

The work in English correlated somewhat with the work in history and civics and swung also about the year's periods of interest. Its basis was a wide range of selections in appreciation, silent, oral, and home readings. This furnished material for (1) class discussions, (2) analysis for character qualities, (3) floor talks, (4) special reports, (5) original poems, (6) two morality plays, (7) the spring number of the *Moccasin*, (8) our Catalog of Heroes. The interests of the seventh and eighth grades were closely interrelated.

In the following, (\*) marks appreciation, (†) oral reading, and (§) silent reading.

#### I. THE HOME—MOTHER UNIT

- †Dickens—The Cratchitts' Christmas Dinner
- \*Anon—Prayer for a Little Home
- \*Kilmer—The House With Nobody In It
- \*Longfellow—The Children's Hour
- †Norris—Mother (extract)
- †Shaw—A Pioneer Home
- \*Van Dyke—A Home Song
- \*Wagner—The Roof Tree
- \*Whittier—Snowbound (The Evening at the Fireside)
- \*Wiggin—Mother
- \*Study of Whistler's "Picture of His Mother"

#### II. MY NEIGHBOR AND I

- \*Burnett—The Land of the Blue Flower
- \*Duncan—Dr. Grenfell's Practice
- \*Duluy—Teaching Sanitation to the World
- †Dwyer—The Citizen
- \*Emerson—Each and All (first 14 lines)  
The Mountain and the Squirrel
- †Guiterman—Pull your Own Weight
- \*Hawthorne—The Great Stone Face
- \*Hugo—Jean Valjean  
Little Cosette
- †Lieberman—I Am an American
- \*Lincoln—Gettysburg Address
- \*Longfellow—Courtship of Miles Standish  
The Arrow and the Song
- \*Mackay—Little and Great  
Tubal Cain
- †Parkman—Our Lady of the Red Cross
- †Scenes from *Julius Caesar*
- †Scenes from *William Tell*
- †Rules of Conduct, Franklin, Washington, Jefferson

#### \* III. THE CHRISTMAS UNIT

- †Dickens—The Christmas Carol
- \*Tolstoi—Where Love Is There God Is Also
- \*Van Dyke—The First Christmas Tree  
The Other Wise Man
- †Christmas Carols and Poems

Love of  
home,  
Fellowship,  
Courtesy,  
Service

Kindness,  
Cooperation,  
Unselfishness,  
Loyalty,  
Courtesy,  
Service

Love,  
Fellowship,  
Kindness,  
Service

Read to class

## IV. BIOGRAPHY (home reading)

- Abbott—Daniel Boone  
 David Crockett  
 Addams—Twenty Years at Hull House  
 Andrews—The Perfect Tribute  
 The Counsel Called  
 His Soul Goes Marching On  
 Antin—The Promised Land  
 Bok—The Americanization of Edward Bok  
 Burroughs—Camping and Tramping with Roosevelt  
 De Monvel—Joan of Arc  
 Garland—Boy Life on the Prairie  
 Son of the Middle Border  
 Grenfell—Grenfell of Labrador  
 Hagedorn—Boy's Life of Roosevelt  
 Hawkes—Hunting the Dark Trail  
 Meadowcroft—Boys' Life of Edison  
 \*Markham—A Man for the People  
 \*Nicolay—Boys' Life of Lincoln  
 \*Lindsay—Abraham Lincoln Walks at Midnight  
 Richards—Florence Nightingale  
 —Joan of Arc  
 Keller—The Story of My Life  
 Robinson—My Brother, Theodore Roosevelt  
 Roosevelt—Letters  
 —The Long Trail  
 \*Tappan—Christopher Columbus  
 \*Miller—Christopher Columbus  
 Schultz—Sacajawea  
 Upton—The Maid of Orleans (Discussion after seeing Percy  
 Mackay's version presented by Senior Class)  
 Whitney—Maria Sanford

## V. PLAYING THE GAME

- †Burns—A man's a Man for a' That  
 †Conwell—Acres of Diamonds  
 †Crane—Boy Wanted  
 †Guest—Just a Job  
 †Hancock—The Story of Two Cleiks  
 †Holland—Gradatim  
 \*I Would Be True  
 \*Holmes—The Chambered Nautilus  
 †Hubbard—A Message to Garcia  
 †Hunting—Going After a Job  
 \*Kipling—If  
 \*Longfellow—The Builders  
 \*Lowell—The Heritage  
 †Malory—King Arthur and His Knights  
 †Oxenham—Promoted  
 †Parsons—Miss Jones Learns Her Job  
 †Pupin—Hardships of a Greenhorn  
 †Riis—Getting Started in Business  
 †Roosevelt—The American Boy  
 †Sarg—The Three Wishes  
 \*Sill—Opportunity  
 †Steiner—Early Experiences in America  
 †Finding Work  
 †Van Dyke—A Handful of Clay  
 \*Work

Initiative,  
 Self-reliance,  
 Service,

Ability to  
 "dream and  
 not make  
 dream the  
 master."

Courage,  
 physical and  
 moral,

Workman-  
 ship, doing  
 work well for  
 love of it,

Loyalty, to a  
 person or to  
 a cause.

Self-control,  
 Self-reliance,

Initiative,  
 Reliability,  
 Courage,

Workmanship  
 Perseverance,

## VI. KNIGHTHOOD AND CHIVALRY

## A. Stories

- \*Alden—The Knights of the Silver Shield (Curry-Clippenger, Children's Literature)  
 Book House, "From a Tower Window"—The Red Cross Knight  
 Greene—King Arthur and His Court  
 Greene and Kirk—Heroes of Chivalry  
 Guerber—Legends of the Middle Ages  
 Malory—King Arthur and His Knights  
 Sir Galahad  
 Plye—The Champions of the Round Table  
 King Arthur and His Knights  
 Sir Launcelot and His Companions  
 The Story of the Grail  
 Scott—Ivanhoe  
 Tappan—When Knights Were Bold

## B. Poems

- \*Lowell—The Vision of Sir Launfal  
 \*Tennyson—Sir Galahad

## C. General References.

## 1. Chivalry and Forms of Knighthood

- Bulfinch—Chivalry  
 Compton's Encyclopedia  
 Davs—A History of Medieval and Modern Europe, Page 102  
 Lamprey—In the Days of the Guild  
 Lansing—Page, Esquire, Knight  
 Munroe Selery—Medieval Civilization, Page 240  
 Robinson—Medieval and Modern Times, Page 244-7, 108  
 Smith—General History of Europe, Page 266, 267.  
 Tappan—England's Story  
 When Knights Were Bold

## 2. Heraldry

- Compton's Encyclopedia  
 Cole—Heraldry and Floral Forms  
 The Book of Kells  
 D. Study of the Holy Grail  
 The Chalice of Antioch—Ladies Home Journal  
 The End of the Great Quest, P. E. O. Record  
 Greenslet—The Quest of the Holy Grail  
 Pyle—The Story of the Grail  
 \*Abbey's Panels of the Quest of the Grail  
 Abbey's series in Art catalog—Boston Public Library  
 \*Watt's—Sir Galahad  
 \*Leonardo da Vinci's—"The Last Supper"  
 Pamphlets of the Boston Public Library

## JUNIOR HIGH SCHOOL PLAY

In the spring quarter the eighth grade wrote its second play. It was called "Knights of 1926." The interest in the Arthur stories had led into an extensive study of knighthood, which included medieval background and its need for chivalry, the qualities which characterized it, and the training for it. The story of Sir Roland, presented in assembly by Miss Lommen, made a strong impression. The ideals of this story and of *The Quest of the Grail* became the core of the unit and drew about it an appreciation study of da Vinci's "Last Supper" and of the Abbey panels of the Grail. It led to the listing and analysis of qualities necessary to knighthood.

These were many. They were judged as to their applicability to the great people the class had studied and to immediate class needs. The five outstanding qualities were unanimously selected to set up a class standard: service, cooperation, trustworthiness, workmanship, courtesy. After a study of heraldry it was decided to make a banner to represent these ideals. The plan resulted in a red cross, bound by a red circle, on a white background. At the close of the year this motif was used on badges presented in recognition of fine effort in any particular in character essentials. A study of the old vow of knighthood led to a definite statement of the class ideals:

To be of service to all our fellowmen;  
 To be trustworthy at all times;  
 To be courteous always;  
 To cooperate in every good cause;  
 To let our ideal be workmanship and to practice it at all times;  
 To let our motto be "Service to all."

Writing and presenting the play, "Knights of 1926," summarized the knowledge gained, stated the ideals set up, and set the desire of the class "to do their deed with the fine stroke and gesture of a king."

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### KNIGHTS OF 1926

*Time: The present.*

*Place: Our own town.*

*Characters: Twelve members of the eighth grade.  
 The seventh grade (any number may be introduced), (pose the pictures as described).*

The tableaux at the back of the stage gave color and completeness to the play. Against the high, dark paneling and the stained glass chapel window representing Service, the seventh grade posed "Abbey's "The Vigil," "The Departure," and the discovery of the Star on Roland's shield in "Knights of the Silver Shield." As each was called up by its story, the drop at the back of the stage was raised, disclosing thru an illusion curtain the picture as it had been vividly experienced by the children.

The shields and banners were planned and made by the members of the class, each child choosing his own emblem.

Knights' suits were made by members of the pageantry class and costumes assembled under their advice.

Student teachers participated in the pictures as priests, monks, and nuns.

## ACT I—The Inspiration

The scene is an ordinary living room. Karen, Barbara, Irene, Clarence, Genevieve, Wilma, and Donald are spending a rainy Saturday afternoon indoors. Karen is sewing at a small table. Wilma is setting the room to rights. Irene and Barbara are in deep chairs near a table reading. Genevieve is paging over a large book on the table. Donald is stretched at full length on the floor reading. Clarence is looking over books on the bookcase.

*Wilma (stopping to lean over Genevieve):* Oh, I wish I had something to do.

*Clarence:* Yes, or something new to read.

*Genevieve:* I wish it were not raining.

*Clarence:* I don't mind the rain when I have a good book.

*Barbara (hopping out of her chair, stretching her book aloft, and stepping pompously about):* Get a book of King Arthur and you will feel as if you were among the knights.

*Willis:* I have been trying to read just that kind of a book most of the afternoon, and it hasn't meant a thing to me. I don't know any more now than when I began to read it.

*Karen (rising to put away her sewing):* Oh, those stories interested me and stirred my imagination.

*Willis:* But I don't get anything from them. They don't interest me. They seem so far away. What are they all about or why should we read them?

*Genevieve:* You feel that way because you have not read enough of them or thought about them. You were ill and absent when we read and discussed them at school.

*Irene (Coming over and sitting on a low stool near Willis):* Many years ago there really were men in Europe who called themselves knights. They wanted to be of service whenever possible and were trained to be excellent fighters as well as gentle protectors of the weak. Many of them wanted to go in search of the Holy Grail, the cup Christ drank from in the Last Supper. Only the one perfect knight could do this and Galahad was the one to succeed.

*Karen:* It is the story of Sir Galahad I like best.

*Willis:* I wish I knew more about it. Will you tell me?

*Karen:* I shall be glad to, for I love it. (Karen tells the story clearly as she feels it. During the telling, a curtain rises at back of stage, disclosing Abbey's "The Vigil" in tableau, against the beautiful stained glass window representing "Service.")



*Karen:* When reading about him, I see distinct pictures. Most stories I read fade away in a little while. But these remain as beautiful pictures which I shall always enjoy.

The most interesting to me was "The Vigil" in which the artist Abbey tells a wonderful story. It says a great deal which is hard to put into words. You know how in olden days when men were to be knighted, they spent the night before the ceremony in prayer and meditation. Galahad, about to become a knight, did likewise.

As I remember the story, I can see candles burning on the altar of the chapel. They are very low, showing that Sir Galahad has been up all night praying and thinking of his plan. The nuns, who have cared for him and taught him, have come in to witness the ceremony. I see the light of their tall candles shining on their faces. They look weary but are happy and satisfied to think that the child whom they loved so well is ready for knighthood.

I can see Sir Galahad kneeling before the altar after he is made a knight. He wears a red robe, which stands for purity and courage and service. He has an impressive look as if he feels a great responsibility. It makes a person

want to linger over the picture. I feel a thrill when I see it in my mind. It is early in the morning, just as the light of dawn shows faintly through the window that the knighting is done, the vow is taken, and Sir Bors and Sir Lancelot buckle on the young knight's golden spurs.

(Curtain drops.)

*Clarence:* I can almost hear him earnestly repeating the vow: "To speak the truth and maintain the right; to protect the poor, the distressed, and all women; to practice courtesy and kindness with all, to maintain honor and the cause of God."

*Wilma:* I should like to have been there.

*Irene:* It makes me feel as if I had been.

*Barbara:* I love that picture.

*Genevieve:* I think I like it because it is so sincere. I wonder what great thoughts Galahad was thinking.

*Donald:* Certainly there was nothing selfish about it.

*Karen:* The nuns interest me, too. They must have wished great adventures and great deeds for the young knight.

*Wilma:* But how great the excitement must have been when the knights were all ready to leave on their quest. "The Departure" thrills me even more than "The Vigil." As I think this story over, the whole picture comes to my mind. Can't you feel the excitement in the air on the day when the knights of the Round Table were ready to go? Can't you see them all gathered in the chapel before their departure? (Curtain revealing picture of the departure.) They are kneeling before the bishop who is holding out his hands in prayer to bless them. The armor of the knights shines brightly. Banners are held high, because every one is feeling thrilled and anxious to go.



Galahad is kneeling in front with his red cross banner held high and his red cross shield beside him. Instead of armor he wears his red robe, with a gold band fastened around his waist to show further things he wanted to

do. His face is lit with his desire to find the Grail.

The women of the court are eager to have a share in the exciting moment. But they may only look through the iron fretted doors. I wonder how they felt. Several monks at the side look solemn.

But King Arthur kneels on the altar steps beside the bishop. He is sad, because he knows that most of his brave knights will not return. Some of them may come back discouraged because they did not find the Grail. He knows that many of them are not sincere enough. But for all of this it is not a sad leave-taking, for the knights are filled with the spirit which makes them eager to go.

*Donald:* (Has been listening—rises.) My choice of stories is neither "The Vigil" nor "The Departure," but "The Story of Roland." I found much to admire in him because of his honesty and bravery, but most of all for his trustworthiness.

He belonged to a group of knights who lived in a thick forest. They were called The Knights of the Silver Shield. The shields they carried were gray, but with good deeds they grew brighter and brighter, until at last a golden star appeared.

The knights were going out to fight the wicked giants in the forest. Someone who was very reliable was needed to stay and guard the drawbridge against intruders. Roland was chosen. He did not want to do this. His great desire was to go with the other knights and use his shining sword in battle. Oh, to leap on his wonderful horse and go out and fight the wicked giants! What was it to guard the castle? To him it was just a common thing to do. So the knights went out to fight but Sir Roland stayed behind.

You remember how when he was on guard, a little old woman came and asked to be let in and given something to eat. Sir Roland would not let her enter, but he sent a porter to get her some food. While she was eating, she asked him why he was not out fighting. She said that the giants were calling for victory and she begged him to take his place in battle. But he knew that he must be worthy of his comrades' trust.

After a while an old man came along and also taunted Roland because he was not fighting. He said that the knights were falling fast. He offered him a beautiful, shining sword which tempted Sir Roland, but he knew he must stay at his post.

"No, I cannot," he said.

And when the little man became a huge giant, Roland realized the importance of his duty.

When the king and the knights came marching towards the castle with banners held high, Roland knew that they had won the day.

(Curtain up.)

(See picture of the Knights—July Bulletin, p. 42.)

He told of his experiences and as he talked, lo! a bright star appeared upon his shield. He had done a greater deed in guarding the gate than he could have done if he had fought on the battlefield. He had kept the giants from coming in and ruining the castle. Besides, he had conquered himself when he had been tempted to leave.

*Willis:* That sounds great. But those stories are so far in the past. I want something I can do myself. One can't be a knight any more. You girls certainly can't.

*Karen:* Oh, yes, we can. It is not necessary for us to ride a horse, and wear heavy armor, and to start out on adventures.

*Irene:* We can do things in the way the knights did and in the same spirit. From my study of the whole subject it seems to me that even little people can be knights in spirit.

*Genevieve:* But what can we do? There are no great deeds for us to perform.

*Karen:* Why do we need to think of great, showy deeds? Sir Roland did

not think it was a great honor to guard the gate. Every day we have that same kind of opportunity.

*Wilma:* Karen is right.

*Clarence:* That gives us a good problem. How can we develop the qualities that make us knights?

*Donald (earnest and animated):* I believe I see it plainly. We are starting on a quest for our ideal—the qualities of a fine character. We will find as many great people as we can on the way to help us. Shall we call ourselves Modern Knights?

(All raise hands high. Move to left front. Sing their own song.)

Song: (Tune "America, the Beautiful.")

#### MODERN KNIGHTS

We love to live in days of old  
And think of lords and kings,  
Of wars when all the knights were bold,  
At which the world still rings.  
Oh, knights of old, in armor bright!  
Could you not come once more,  
And help to make us valiant here?  
Your doings we adore.

The strenuous days of old are gone,  
Knights will return no more,  
But your ideals we carry on  
Just as you did of yore.  
We boys and girls of modern days  
Can be as brave as you.  
We give our lives to loyalty,  
Fair play, and service true.

#### ACT II—On the Way

A schoolroom setting. At right-front stands the flag. The class is assembled about a table for a self-conducted discussion of favorite heroes of history.

(As each character is named, he appears at the back of the stage, behind the illusion curtains, in a dim light, as a memory picture—pauses, and passes on.)

*The Teacher:* Several weeks ago you decided to become knights. You found, I know, that it was not an easy achievement. You have read and thought a great deal since then. I am interested to know what people you have found most helpful. Suppose we make this recitation a hero meeting.

*Clarence:* I should like to begin with the pioneers. If they had not had the strength and self-control to start out and hold on, there would have been no chance for any one else. I admire their courage, whether they were Pilgrims coming to a vast new country, companions of Boone, or first settlers in Minnesota or any state. They had to have courage to give up home and friends and comfort and be willing to live in need and in danger.

*Viola:* What I admire them most for is their initiative.

*Masine:* The other day I came across an article written by one of our eighth graders last year. It thrilled me. I should like to read it to you. It is called "The Vision of the Pioneers."

"Gold! Gold! Gold!" The actual gold cry of our country is over, yet we hear it in another form—pleasure, business, school—in a word, opportunity. How do we meet the call when it comes? Do you receive it with the pioneer spirit? When these brave people crossed the wilderness, they had the

vision to see within these rough, wild prairies, opportunities, cities, homes, and gain for the'r children. If tomorrow you were asked to perform some barely possible deed, your answer would probably be "It is impossible," and there you would let it rest. What if all America said that—Where would we be today? It was only by the following of their visions that the pioneers accomplished what they did. Our cry of gold is the cry of opportunity. Effort may lead us up the blank wall of a mountain to the top! We have three chances: to climb and win, to lose our vision and to fall, to have no vision and remain where we are. Which choice is ours?

*Genevieve*: I like the part about vision and the determination to follow it. Aren't inventors and writers like that too? They all must "dream but not make dreams their master."

*Karen*: Do you remember Whitman's "Pioneers! Oh, Pioneers!" (*Recites first three stanzas.*)

*Irene*: It took red-blooded people to set out in that fashion.

*Donald*: When you say red-blooded, I think of Roosevelt. He knew how to go ahead. I can almost hear him: "I believe in honesty, sincerity, and the square deal, in making up one's mind what to do and doing it. I believe in fearing God and taking one's own part. I believe in hitting the line hard when I am right. I believe in speaking softly and carrying a big stick. I believe in a sane mind in a sound body."

*Mildred*: He showed his qualities plainly enough.

*William*: He has something definite to say to us too in his "The American Boy."

"We have a right to expect that the American boy shall turn out to be a good American man. Now, the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clear-minded and clean-lived, and able to hold his own against all comers. It is only on these conditions that he will grow into the kind of a man of whom America can be really proud."

*Karen*: The best part of it is he did not only preach that, but lived his own principles.

*Viola*: Jefferson was much like him in his self-reliance. When he believed a thing right he stood up for it even when people opposed him.

*Irene*: I'll tell you of another man who stood for what he believed but was clever to win the people to agree with him. That is Hamilton, the great statesman. He was a genius with vision and the power to make things come true. I think his greatest quality was workmanship.

*William*: But there was no one who had broader vision and greater power to do than Lincoln. He was more wonderful than all the others. He could forget himself and see the outcome of events far ahead. He stands for perfect service which was possible through his love of all humanity.

*Donald*: I think he did not know how to hate. He himself said once, "With malice toward none; with charity for all; with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in."

*Clarence*: I think this is a good place to stop in the discussion. There can be no finer person.

*Irene*: No one finer. But what of Lee? There was a man who had the courage to fight for what was right—up to the last. It is said that when he was considering his surrender to Grant, a Confederate said to him, "Surrender! How can you? What will the South say?"

He replied quietly, "The question is not, 'What will people say?' but 'Is it right?'"

*Viola*: I think we need to consider some of our women. I have always admired Clara Barton. She began by merely doing service which came near her in her day. Out of this grew her world known work which gave us our Red Cross.

*Irene*: There is another woman whom we should all know much better, our own Maria Sanford. She represents true service in every-day life. I wish I could have seen her—the quaint little woman with a giant's energy and courage. Like Lincoln she "held on through blame and faltered not at praise."

*Teacher*: You have chosen safe guides for your quest. What two outstanding characteristics did all these people possess?

*Mildred*: Self-reliance and initiative.

*Teacher*: Suppose we next list all the qualities which made these lives successful. Then we can decide which ones shall be our special aim.

(Class leaves—Teacher gathers her books—stands a moment while the entire group of characters appear at back.)

*Teacher*: Some one has called great people of our past, "great ghosts, that walk still in the annals of our country." Not only in the annals of our country, but in our minds and hearts.

Pause.

(Curtain.)

### ACT III—The Quest

This act represents the knighting after a period of study and application of knighthood qualities.

Simple indoor setting. At right-front stands the flag. Left-center a high, throne-like chair. Near it the class banner, the shield described later.

*Characters*: The class.

The leader.

A page.

Attendants.

Eyes-that-see.

Ears-that-hear.

Heart-that-does.

The leader is dressed in a long, flowing red robe, loosely fastened at the waist with a gold girdle.

The page is in page costume,

Eyes-that-see:

Ears-that-hear:

Heart-that-does: in light, dainty dresses.

Members of the class are in regular clothes, but wear capes lined with red, thrown back over shoulders, red caps.

*Curtain*: Enter the Leader with page and attendants. (Approaches chair. Sees banner. Goes up and caressingly runs hand over it.)

Oh, my dears, I see these stripling knights have made themselves a banner that is beautiful. I am most curious to learn how they explain it.

*Eyes-that-see*: I like the color.

*Leader*: Yes, child. Now it is time our company arrive. Run, page, and tell the candidates that all is ready.

(The page runs out. The Leader draws a little table forward on which are lying the red bands of knighthood. Seats herself on chair.)

(Enter page and class.)

*The Leader rises*: I greet you all. It makes me happy that you have remained sincere and earnest in your desire to find the best way to strong womanhood and manhood.

*Clarence*: We have learned much, but we have much farther to go.

*Leader*: Come, tell me what you've done. What are your claims to knighthood?

*Genevieve*: We just began by learning much of knights in stories and in pictures. We loved their daring and their strength and courage.

*Donald*: One day we analyzed their power, and listed all their qualities. The list was long. I think it numbered twenty-two.

*Leader (smiling):* Come, did you daily keep in mind these twenty-two?

*Wilma:* That would have utterly discouraged us. We chose the five which seemed to us the strongest and for us most necessary.

*Leader:* And they?



*Irene:* These were: cooperation, trustworthiness, courtesy, workmanship and last and greatest, service. We wished to have a shield that should represent these as our standard. (Approaching banner.) Service must always be in our mind. Therefore the red cross runs across the heart of the gray shield. But no true service can be complete without the other four, which make a circle and complete it. These are the things we stand for: Service, co-operation, courtesy, trustworthiness, and workmanship.

*Leader:* That is a worthy standard. I accept your ideal. What other evidence have you of your purpose?

*William* (stepping forward with roll, which he unrolls and holds before him): Our vow—we liked the old vow of knighthood. But we wanted one to state our ideals. This is it:

To be of service to all our fellowmen;  
To be trustworthy at all times;  
To be courteous always;  
To cooperate in every good;  
To let our ideal be good workmanship and to practice it at all times;  
To let our motto be "Service to all."

Our friend John has printed it for us.

*Leader:* That, too, is good. And now, what proof have you of your good faith in this undertaking?

*Genevieve:* Our record.

*Leader:* I have seen it. Checked by the teachers. The record shows a struggle but a purpose. You have done well. I send you gladly on your way. How many are ready?

(All hands up.)

*Leader:* Then I am ready now to dub you junior knights. Come, page, assist me.

(Class files past. Leader fastens red band over shoulder. Taps shoulder lightly. Group gathers—right.)

*Leader:* I send you forth, Modern Knights, in the quest of service. With

you shall go Eyes-that-see, Ears-that-hear, Heart that-does, and my little page. They shall be your reminders and help you keep the faith.

*Donald* (steps forward): Recites vow.

*Karen:* This knighting does not make us perfect. It is the beginning of the real quest. If only we may have strength and self-control. It makes me think of what Markham says of Lincoln:

Lincoln, The Man of the People  
The color of the ground was in him, the red earth;  
The tang and odor of the primal things—  
The rectitude and patience of the rocks;  
The gladness of the wind that shakes the corn;  
The courage of the bird that dares the sea;  
The justice of the rain that loves all leaves;  
The pity of the snow that hides all scars;  
The loving-kindness of the wayside well;  
The tolerance and equity of light  
That gives as freely to the shrinking weed  
As to the great oak flaring to the wind—  
To the grove's low hill as to the Matterhorn  
That shoulders out the sky.

And so he came.

From prairie cabin up to Capitol,  
One fair Ideal led our chieftain on.  
Forevermore he burned to do his deed  
With the fine stroke and gesture of a king.  
He built the rail-pile as he built the State,  
Pouring his splendid strength through every blow,  
The conscience of him testing every stroke,  
To make his deed the measure of a man.

(At the close of the poem, curtain at back rises, disclosing again, "The Departure.")

(Curtain.)



## THE CHILDREN'S PAGEANT—SERVICE

The Pageant entitled SERVICE was written and presented by Miss Flora Frick to give unity to the Conduct Curriculum as developed in the Training School in 1925-26.

The scene is the great hall of a feudal castle. For out-of-door production it may be depicted as a courtyard. At the left near the back, but in plain view of the audience, there is a throne on a raised dais. If the production is indoors an illusion curtain extends across the entire back of the stage.

### EPISODE I.

*Characters:* King.  
Queen.  
Chandler.  
Monk.  
Knights.  
Pages.  
Attendants.  
Guards.  
Heralds.  
A Little Boy.  
The Boy's Mother.

To strains of martial music enter first two heralds, followed by guards, the King and his attendants, the Queen and her attendants, a monk, and a chandler. In a slow, dignified manner they proceed to the throne. The King and Queen are seated, and the attendants take their places about them.

Enter Herald from the left.

*Herald:* Your Majesty, outside the castle wait a mother and her son. The lad wishes to become a knight.

*King:* Bid them enter! (Exit herald, re-enters with a woman and small boy. The Mother and Son cross to place in front of the throne and kneel, bowing very low.)

*King:* Rise, my good woman! What do you wish?

*Woman:* (Rising and courtesying.) Your Majesty, this lad is strong in body and alert and quick of mind. I have no other wish than this, that he shall serve your Majesty and in so doing serve mankind. I have taught him, as best I can, but now I bring him to your Majesty and pray that I may learn what more is needed that he may become a knight.

*King:* Herald, show this woman what things are needed before a youth may become a knight. Sit here, good woman, and the child as well. Look well and listen! (Woman and child sit at the foot of the dais.)

*Herald:* Before your son may become a knight he must first serve for a period of fourteen years. The trials and hardships are many. The training which he must receive is of the body and the mind as well. Look and you shall see what things he must learn to do.

(The herald claps his hands and there enters a group of pages. They march to the throne and bow low before the king. One sets up a target and they step back and shoot at it with bows and arrows. When a page makes a good shot those about the throne praise him. When one misses they laugh. At this the page shows no sign of anger, but tries again. One of the ladies attending the queen drops her kerchief. Quickly one of the pages picks it up and kneels as he returns it to her. One of the attendants gives each of the boys a roll of script and they all sit down near the throne and begin to study diligently. The herald claps his hands again. Enter a group of squires in black and yellow uniform. They also bow to the King and Queen. Two at a time they engage in fencing. As soon as one has disarmed his opponent he picks up the sword, returns it to him with a bow, they both bow to the king

and take their places, one on either side of the assembled court.)

*Herald:* Following seven years as a squire, years of tasks faithfully done, and brave and mighty deeds the young man is ready to become a knight.

(Enter a young man dressed for his vigil, a cape over his armor.) He is attended by two knights in armor. The young man kneels before the king and kisses his hand. The king raises him to his feet. The monk steps forward and blesses him with the sign of the Cross. Preceded by two pages carrying lighted candles the young man and his attendants take their places at the foot of an altar behind the illusion curtain. He is followed by two guards with upraised swords, the monk, the chandler, and two squires. The tableau is the one of the Vigil from the Abby prints of the Grail pictures. They hold the tableau for a short time. Then the young man rises and followed by the attendants returns to the foot of the throne.)

See p. 20 for tableau of the Vigil.

*Herald:* Now is the young man ready to become a knight!

*King:* Arise Sir Knight, (touches his shoulder with the sword). Remember thou must ever be ready for service, trustworthy, co-operative, courteous, good in workmanship, and let your motto ever be Service to All.

(The King gives the knight's spurs to an earl who buckles them on him. He, himself, buckles on the young man's sword.)

*King:* Be thou a good and faithful knight. (Monk again blesses the knight.)

*King:* (turning to Mother) You have seen what a knight must learn and do. Do you still wish that your son shall become a knight?

*The Woman:* That do I, your Majesty.

*King:* (To the herald) Take the lad and begin his training here at once. (The Mother embraces the child. Exit left. The child goes off to the right with the herald.)

### EPISODE II.

As these characters leave the stage the King, Queen, and attendants throw off their robes and stand in Greek costume. The King is State, the Queen is Education. The attendants of the Queen are Books: one Story, one History and Biography, and one Science.

Enter Herald.

*Herald:* Sir, outside the gate stand two young people, a young man and a young woman. They bring to you children entrusted to their care. These children are to become your citizens and the young man and young woman who bring them are their teachers.

*State:* Bid them come in.

(Exit Herald and re-enter followed by two student teachers each accompanied by several children. They bow before the figures on the throne and then take their places at the left of the throne.)

*State:* What do you wish?

*Student Teacher:* These children have been given into our care and we are charged to make of them worthy citizens for your state. But we are young and fearful of the charge. Help us. We tremble at this great responsibility.

*State:* (to Herald) Show them the training which these children must receive to make them worthy citizens.

*Herald:* This is Education. She will show you. (Queen steps forward with her attendants.)

*Education:* Much of the training is given by books, the teacher's greatest help and guide. First there is Story, and History and Biography, her older sisters, and finally Science.

*Story:* (Softly claps her hands.) (Enter the nursery rhyme children who play little courtesy games and dramatize their favorite characters: Fairies, Humpty-Dumpty, Old King Cole.) Even to the little children, too young to

read for themselves, these story friends bring lessons and training in the simple courtesy of daily life.



(Claps hands again.) (Enter the Dutch Twins and other children from foreign countries.)

*Story:* Kit and Kat and other little people from many lands teach of a brotherhood of all people and all lands. (Claps hands. Enter the favorite story children of pupils of various ages: Three Bears and Cinderella.)



*Story:* It is from these story friends that boys and girls learn to meet many problems and to answer many questions in their daily lives. (Story draws the group to her side and they remain near her at left.)



(History steps forward. She introduces a group of historical characters, heroes and heroines chosen by children of various grades: Clara Barton, Daniel Boone, Robt. Lee, Maria Sanford, Theodore Roosevelt. As each comes forward she introduces him with a quotation suited to the character and chosen from the memory verses learned in the grades. See July Bulletin, page 42. History and her group gather at the right.)

*Science:* I help you teach your charges how to do things. (Claps hands. Enter group wearing breast plates of cardboard. The leaders wear the "family" names; the children in the squad wear consonants. As Science calls them out they form the words with the "family" word: s (

st) and  
l (

h)

As they turn to leave the stage the backs of the "family" words are seen to spell the words: "This helps us to read."

A similar drill is done with the number combinations:  $3 + 4 = 7$ ;  $4 + 4 = 8$ . (Children quickly skipping into place and back.)

(Science again claps hands. Enter group showing various stages in the development of dress and the dress of different countries. Each tells the characteristic of his period. As they finish they group about Science.)

*State:* These things must you teach the children entrusted to you. The rewards you, too, shall see, at least in part.

(Children of the school who have achieved honor during the year are called forward and receive awards won for various achievements in the year: excellence in attendance, scholarship, school citizenship, courtesy, athletics, and others.)

*State:* You see your work and, in a small way, the rewards. This work has no end and the final reward we do not even know. Your work is never ended, but goes on forever until you take up a new citizenship in another country of which we have as yet only dreamed. Go forth, be leaders in Service to which I call you today!

The student teachers step forward and kneel before State and Education. They repeat the oath after State:

I pledge myself to Service. I promise that my workmanship shall be the best that I can make it; that I will teach myself to work with others in sympathy, with courtesy; getting another's view and still not losing my own; I will set up an ideal for myself so high that I can never reach it, but so fine and real that I shall never give up the striving for it. I promise to be loyal in spirit and in deed to those with whom I work, trustworthy always and in all things. I promise to be kind and to remember every day that I am truly molding as a potter molds, but my material is human life and happiness! I pledge myself to serve as best I can, knowing that while the reward is nothing, it is everything, my very life itself—Character!

Curtain. (If the performance is given out of doors the State raises the students to their feet and with them leads the procession from the stage.)

## NOTE:

- Illustration p. 20—The Vigil.  
p. 21—The Departure.  
p. 30—The Fairies.  
p. 30—The Three Bears.  
p. 31—Cinderella.

## A NOTE FROM A SPECTATOR

*"To Fashion a Gentleman of Noble Person in Virtuous and Gentle Discipline—"*  
—Edmund Spencer.

I suppose that there is no student, however casual his contact with medievalism may be, who has not felt at one time or another something of the glamour and pageantry of knighthood. I suppose, too, that every student has thrilled yearningly, again and again, at the thought of the spectacular and brilliant challenge which it offered the fortunate youths of its period. And, naturally, nearly everyone has decided that, in contrast, we moderns have fallen upon evil days,—days empty of all opportunity worthy of the "parfit gentil knight."

How beautifully the pageant with which the Training School recently culminated its courtesy project of the year has disproved this unhappy conclusion! In its every detail it has urged us to see and believe that modern life, too, offers its ordeals for the fashioning of a gentleman. It has pointed out to us that our jousts and tourneys are found in the complex group relationships of modern social life, where we must be ready to recognize and perform the courtesies essential to the well being of our group just as the knight of old had to train himself in the elaborately formal rules of the knightly order.

In carrying home to us its lesson the pageant pictured first the training of the medieval knight. Against the gay solemnity of a feudal background, a mother brought her young son to the court of the King, wishing him to become a knight. At the king's request the two were shown what the training of a knight must be. The boy's eagerness was not daunted by the difficulties which were revealed to him, and the mother's brave words, as she left her son in the command of the king, were, "Go, and be thou a good knight, my son."

The second episode of the pageant showed the growth and training of the modern knight. The court of Modern State displaced that of the medieval king, and to State appeared a young man and woman, entrusted as teachers, with the care and training of children who are to become the citizens of the state. These teachers asked that they be shown the way to train their charges worthily. To them State presented in tableau the training of the modern knight. Books, playing so important a part in this training, stood personified as Story, History and Biography, and Science. One by one the figures of story, whom the children so dearly love, appeared upon the stage. There were The Three Bears, Little Miss Muffet, Peter Pumpkin and his wife, the Old Woman Who Lived in a Shoe, and scores of other fascinating and picturesque nursery rhyme personages. Tom Sawyer, too, was there, and the Dutch Twins. Then History called up in review before us those heroes whose lives have particularly given us motives for the fashioning of fine, knightly qualities in ourselves. Jefferson, Lincoln, and Roosevelt came, and Florence Nightingale and Clara Barton and Maria Sanford represented the heroic women of history. Last of all, Science stepped forward to demonstrate to the prospective teachers her function in the training of the modern knight. With groups of children she showed how science contributes to their training in phonics, in numbers, and in practical projects.

The pageant closed with the giving of awards to the children for their various activities of the year and with the administering of the teacher's oath by State to the inquiring student teachers.

On the morning following the pageant I heard a college girl enthusiastically declare, "It is good for us to see such things." And my own mind earnestly echoed her words and the spirit of them. "It is good." I shall remember for many, many years the loveliness of the pageant as a spectacle, and I shall never forget the significant lesson which underlay its external beauty.

THE SPECTATOR.

