

STATE NORMAL
MAGAZINE
NORTH CAROLINA

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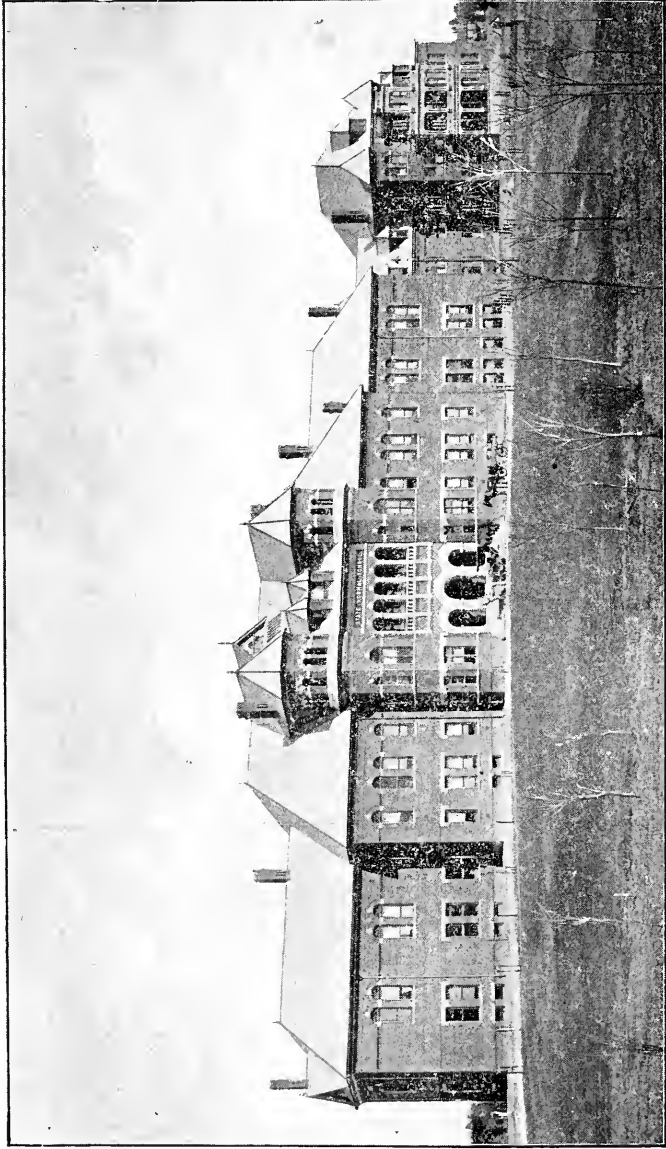
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THE STATE NORMAL AND INDUSTRIAL COLLEGE.

STATE NORMAL MAGAZINE.

VOL. III.

GREENSBORO, N. C., APRIL, 1899.

NO. 3

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THE HIGHER EDUCATION OF WOMEN.

BY PRESIDENT GEO. T. WINSTON,
of the University of Texas.

The movement for the higher education of women is a part of the larger movement for popular education, emancipation, and elevation that has marked the nineteenth century. The wonderful extension during this century of man's dominion over nature, the discovery of new forces and their utilization in all departments of human activity, especially in manufactures and transportation, and the resulting enormous increase in wealth, have made possible in progressive countries the amelioration of the condition of mankind beyond the dreams of any preceding age. Especially is this true of woman, who in every civilized country has always been the chief portion of the population, needing better opportunity and better preparation for life. It

would be strange if the woman's movement, reaching down to the foundations of society and affecting even the life of the race, had not been accompanied by extravagance of thought and utterance. At times froth and scum have covered it over so completely as to conceal the deep strong current flowing far beneath. But the real movement, going forward with wonderful sweep and power, has already declared its significance and proved its beneficence. The real woman's movement has been not for woman suffrage, nor for the legal emancipation of woman from "male subjection", but for *woman's better education*. Its significance is that it aims to prepare woman by adequate training to accomplish for herself and for society what cannot be secured through legislation nor by the aid of man. It recognizes a truth which should scarcely need to be stated, to-wit: that women as well as men must make their own careers, and that they need for this purpose as well as men the broadest and most thorough training possible. The beneficence of the woman's movement is already manifest by its arousing the interest and active support of men and women everywhere conspicuous for philanthropy and broad-mindedness. Its advocates are no longer masculine-feminines and feminine-masculines but manly men and womanly women. The movement is now directed by the very best type of American and English mothers and wives, conspicuous for gentleness, refinement, culture, and domestic virtues, as well as for intelligent and sympathetic grasp of the great problems of life.

Until the present century scant provision existed for the education of women, even among the most civilized and refined nations; but a marked and rapid change has taken place, especially during the latter half of the century. Not only have women's colleges been established with large equipment of faculty and teaching apparatus and with patronage exceeding the expectations of their founders, but colleges and universities established and long conducted exclusively for men have been opened to women both in America and in Europe. In England the University of London is open as freely to women as to men, while the universities of Oxford and Cambridge are actually, though not nominally, open also to women, for whose especial benefit at the latter have been established two endowed colleges, and at the former three endowed halls. The universities of the following countries are open to women and men on terms of equality: Scotland, Ireland, Norway, Sweden, Denmark, Holland, Belgium, Switzerland, France, and Italy. In the United States the establishment throughout the country in all large and many small cities of free public high schools open alike to girls and boys; the general establishment of women's normal and in-

dustrial colleges; the endowment of such colleges as Vassar, Smith, Bryn Mawr, and Wellesley; the opening to women of the doors of Cornell University and of nearly every college and university in the North Central and Western states and the partial admission of women to Harvard and Columbia Universities in imitation of Oxford and Cambridge, all indicate the real need, the wisdom, and the power of the woman's movement during the present century.

Within the present decade women's clubs have been organized in large numbers throughout all sections of our country. It is interesting to note the character of the work which these clubs are undertaking. One scarcely observes in any of them agitation for woman's political rights, and rarely for legal rights. The Federation of Women's Clubs in Texas at its first annual meeting, after carefully considering the whole field of endeavor, unanimously resolved to devote its energies to the establishment of Free Public Libraries in Texas; and the machinery and power of the clubs are now working this direction. The first President of the Federation has established at her own expense in the county where she resides sixteen free traveling libraries. Another member of the Executive Committee has secured a building site for a public library in her home city, and many others by personal effort and philanthropy are pushing forward this movement. The Woman's Literary Club is developing into the Woman's Department Club with larger aims and better organization than the Literary Club. Department Clubs are organized into convenient sections for work along various lines. Among the lines already followed may be mentioned education, philanthropy, social economics, home, art and science, literature, and philosophy. Much has been done and more will be done to improve the condition of public schools through the agency of these clubs. Work along all these lines is entirely in harmony with the most conservative ideals of woman's duties in life. The fitness and usefulness of this work need no demonstration, but it is worthy of the most careful consideration that for this work women need better preparation than they have hitherto received. They need for it the best training furnished in our best colleges and universities: training in political economy, sociology, philosophy, mathematics, languages, literature, history, and the sciences. They need for it all the fine sentiment of their sex, sympathy, love, compassion, unselfishness, but properly directed and controlled by broad and accurate knowledge of the laws of life and nature. The old education alone will not fit woman for these additional duties. She must have training as broad and thorough as man.

From its very foundation the doors of the University of Texas have been open

to women. During the fifteen years of its life their enrollment has been as follows:

| YEAR | WOMEN STUDENTS | WOMEN GRADUATES. |
|----------------|-----------------------|------------------|
| 1883—1884..... | 56 | 0 |
| '85..... | 50 | 0 |
| '86..... | 38 | 1 |
| '87..... | 48 | 3 |
| '88..... | 41 | 2 |
| '89..... | 49 | 2 |
| '90..... | 41 | 2 |
| '91..... | 56 | 0 |
| '92..... | 104 | 4 |
| '93..... | 77 | 2 |
| '94..... | 73 | 7 |
| '95..... | 114 | 8 |
| '96..... | 124 | 9 |
| '97..... | 137 | 17 |
| '98 | 168 (estimated) | 21 |
| | 1176 | 78 |

The enrollment at the present time of 150 is likely by the close of the session to be the largest in the history of the institution. Of those now enrolled 85 are freshmen, 32 sophomores, 13 juniors, 10 seniors, and 8 post-graduates; 19 are candidates for the degree of Bachelor of Arts, 30 for Bachelor of Science, 49 for Bachelor of Literature, 8 for Master of Arts, while 41 are special students not candidates for degrees. Of the teaching and administrative force in the University 9 are women, as follows: One Lady Assistant in the Faculty, 2 instructors, 1 tutor, 4 fellows, and 1 assistant in the Library. The youngest woman student is 16 years old, the oldest 36, and the average age is 20 years and 6 months. 92 women students are graduates of high schools, 28 of colleges or universities, 31 have been teachers, and 33 are self-supporting. 36 per cent of all students now enrolled in the Department of Literature, Science and Arts are women. It is evident from these facts that a real demand exists in Texas for the University education of women.

But the problem of woman's education is by no means settled. We have abandoned the mediæval idea that ignorance is good for woman, and have placed her beside man as a student of life and nature in the school, the academy, the college, and the university. She is invited to share with man on equal terms all his opportunities for education. While the general principle involved in this departure

from the past may be regarded as already established and accepted by the world, yet the working out of its details will involve time, study, experience, and especially the faithful, patient, and intelligent correcting of errors which necessarily attend so great and radical a reform. It may be doubted whether a system of education originally planned for men is equally valuable for women. Let it be granted that mental culture is the same for each sex and obtainable in the same ways. There are many things, however, in education beside mental culture. There is physical culture which now among men consumes, and properly too, so large a portion of college time, interest, energy, and enthusiasm. There is also character culture in the clash of interests and desires and ambitions through the varied activities of fraternities, literary and scientific societies, social clubs, class organizations, and the like, which make up the social-political side of student life in our large universities, and which furnish training most helpful to success in the larger world. There is also the technical school for the manual as well as mental training of mechanics, engineers, architects, and the like; and the professional school with its special training for the several professions. In short, there is provided for man in our best equipped colleges and universities such mental, physical, and character culture as will fit him generally for any career in life, and also such special technical culture or professional training as are demanded in trades, occupations, and professions specially adapted to men, and, as a rule, followed only by man. All these facilities for education are now thrown open to women. But are they all useful to her? and do they include all facilities that may be useful to her? It is aimed to give woman equal opportunities of culture with man; but equal opportunities are not necessarily identical opportunities. Equal opportunities are those which offer to each sex equal training of their respective powers and faculties, affording to each equal preparation for life. This principle implies no theoretical limitation of woman's culture nor of her sphere of activity in life. Woman, as well as man, needs all the culture she can profit by and is entitled to do anything in life that she can do well. Until recently her education was in schools and colleges established and arranged exclusively for woman. Now she is received into schools, colleges, and universities whose systems of education were established and arranged exclusively for men. In many respects the change has operated most beneficially. Under its influence schools and colleges for women have enlarged and strengthened their systems of instruction and greatly elevated their standards of scholarship. They have, in short, sought to utilize in their work whatever seems best in the colleges for men. Meanwhile colleges and universities

open to both sexes follow the education designed primarily for men. Women that come to these institutions do not find in them all the educational advantages offered in colleges for women, even though they find many advantages not offered in such colleges. The case is somewhat as if colleges for women should open their doors to men without change or modification of their curricula. The ideal college for the co-education of the sexes is one that offers to both sexes all the educational facilities that may be of use to either—a college, in short, that combines in itself equipment and instruction offered in the best colleges for men and the best colleges for women. Anything short of this is not to offer equal opportunities to both sexes.

For fifteen years women have been received into the University of Texas and into most of the colleges and universities of the Western States upon the same requirements as men for admission and graduation. No special rules have been made for their government, nor has any necessity therefor ever arisen. The records of the University of Texas abundantly demonstrate the ability of women students to pursue all lines of study as successfully as men. The highest general average of scholarship in this University last year was reached by a woman, and high honors have been won by them annually in all departments. But notwithstanding these facts the women students in the University of Texas and in most co-educational colleges and universities are not enjoying educational opportunities, as a rule, on equal terms with men. They suffer serious inequality in the three important items of expense, health, and culture.

1. Expense.—For a woman of limited means, or dependent entirely upon herself it is far more difficult to obtain an education in the average university than for a man similarly situated. The man finds on the university campus dormitory buildings erected for his especial benefit, and accommodations for board at very reasonable rates. If he seeks cheaper accommodation he can obtain it in humbler quarters almost at cost. If too poor even for this expense, he may obtain board and lodging in return for three or four hours daily manual work about the yard, house, or stable of some private family. There are men students in most universities who earn money enough during their course to pay for clothing and books as well as board. Such opportunities are not ordinarily accessible to women students, nor can they secure comfortable living at the same money cost as men. A woman without property must earn the money to pay her university expenses, and after entering the university must usually pay for the same accommodations fully 25 per cent. more than a man. It should be otherwise. The accommodations should be equal, or

the discrimination, if made at all, should be made in favor of women; for she has usually less property, less credit, and less opportunity to earn money than man; her opportunity to reach the University is very much less than his, and after reaching it her expense is far greater. To remedy this inequality, at least in part, colleges and universities admitting women as well as men should provide for women even better and cheaper accommodations than are provided for man. The women's buildings should be constructed according to the best hygienic and sanitary principles, and equipped with such appliances for health and physical culture as are found in the best colleges for women. Every state might well afford to construct and furnish such buildings and appropriate them to the education of its girls free of charge for rooms and with board at actual cost, thus training for its service as teachers, as authors, as artists, as intelligent mothers of each succeeding generation, and as active beneficent forces in the social, moral, religious, industrial, and educational life of their communities, those of her daughters whom nature endowing with intellect, energy, character, and nobility of soul has intended for the great work of uplifting humanity.

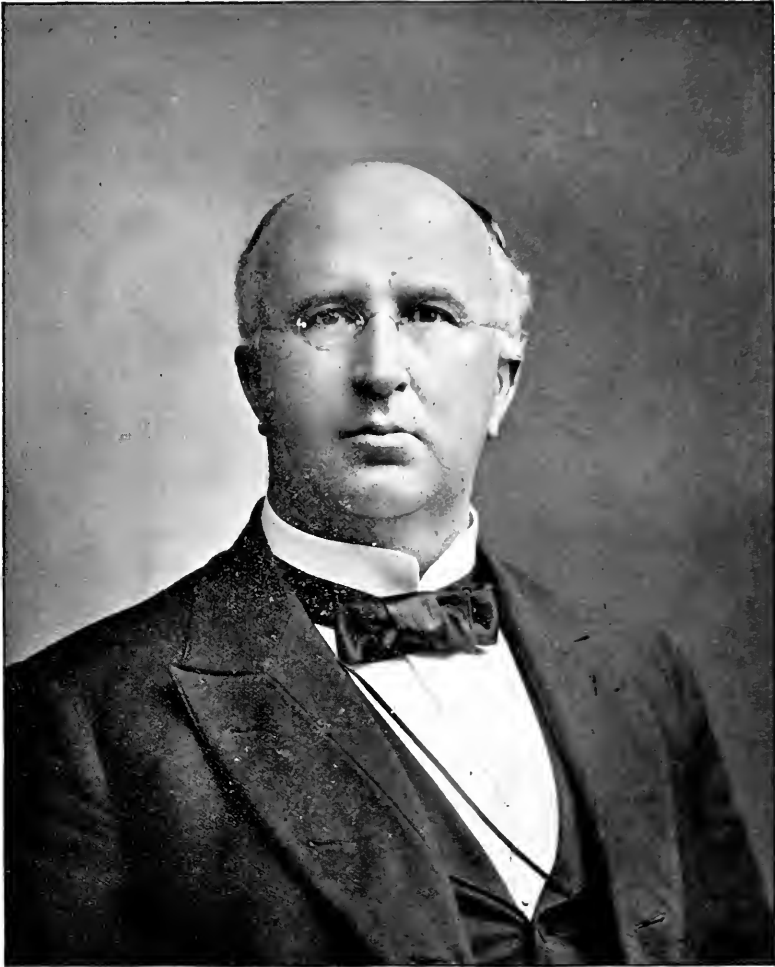
2. Health.—The Department of Physical Culture in Wellesley College, Massachusetts, has observed a marked difference between the physical condition of its students according as they receive the benefits of physical culture. Out of eighty-three women selected for observation, 20 received no physical training, 20 were trained in the gymnasium, and 43 received athletic culture in the open air, besides training in the gymnasium. Experiments were made at the beginning and at the end of the period of training with reference to the following points: growth of chest, capacity of lungs, strength of chest, strength of back, depth of chest, and breadth of shoulders. Those that had athletic training in the open air made a total gain in all these points of 9 per cent. Those that had only gymnastic culture gained 7 per cent., while those that had no physical culture at all lost $3\frac{1}{2}$ per cent. There was thus a difference of $12\frac{1}{2}$ per cent between the physical condition of girls who received the best physical culture and those that received none.

The question of health is of the greatest importance to all University students. Indeed, brain and nerve workers everywhere, especially those leading sedentary lives, need to make intelligent provision for systematic physical exercise. Young men in colleges and universities, especially the most faithful and ambitious workers, often weaken their constitutions and thus shorten or destroy their careers in life by neglect of physical culture. The temptation is still greater for young women who

are naturally inclined to sedentary and indoor life, and are cut off from the free enjoyment of out-door sports, such as hunting, fishing, swimming, and the like. They need, therefore, more than men, provision for systematic physical training in schools, colleges, and universities.

3. Culture.—The culture offered to women in universities designed originally for men is in many respects as valuable to women as to men. Training in literature and language, in mathematics and the sciences, in history and philosophy is neither masculine nor feminine, but human, serving to enlarge and strengthen the mind and to elevate and ennoble the soul. As this culture makes man a better father, so it makes woman a better mother, and each a better citizen. But there is other culture equally as valuable to woman which is not provided in our University. It is the culture that is especially intended to fit woman for such duties as must be performed mainly, if not exclusively, by woman: duties connected with domestic and social life; with the rearing of children and their education both at home and at school; with the alleviation of sickness and poverty; with the elevation of moral and aesthetic standards, with the exercise of sympathy and kindness to all living things, to servants, animals, plants, and flowers; with the rescuing of sons from vice and daughters from folly; in short, with all those higher, more sacred, and more difficult duties that enable her to “carry the torch of life from generation to generation,” and walk among men as the great “high-priestess of life with her body as its temple.”

The new education with its broader scope and its greater thoroughness will possibly open for women new lines of activity and usefulness, and this possibility has chiefly attracted public attention. But the greater merit of the new education is that it prepares woman to do better work along the lines that she has followed through all the ages. The experience of mankind, working with unerring instinct through the centuries has evolved woman as its best instrument for the creation and preservation of the home and of all domestic virtues. The evolution of humanity began with the first mother and of civilization with the first home. The home is the unit of society, and the home is what woman makes it. The noblest elements of civilization, justice, mercy, love, self-sacrifice are due not to the father but to the mother, and the perpetuation of these virtues, with ever increasing applications in all the myriad lines of human activity, must still be due to woman. As in the beginning she was the creator of the higher and better life, so in the future she must still be its chief custodian and fosterer. To fit her for this lofty mission she needs not only intellectual and physical and moral culture, but also æsthetic and social



Geo. T. Winston

culture, especially in all things pertaining to the home. Her fine nature, her sympathy, her sensitiveness to beauty in life, nature, and art, her social talents and longings, her domestic instincts, her yearning to serve, her household handicraftness, must all be fostered, developed and improved along with the cultivation of her mental and physical powers.

The plea here made is not for the contraction but for the enlargement of female culture, or rather it is a plea against contraction. The new education of woman cannot afford to neglect any culture that makes for the development of womanliness. The new woman will hope not to lose any of the womanly graces, talents, tastes, instincts, and powers that have already enabled her to create human homes and human civilization; but rather she will hope to retain and increase and multiply all these forces, and to apply them to activities extending beyond the home. Strengthened by her higher training in colleges and universities she will apply herself with clearer intelligence, larger wisdom, and better zeal to the education of her children, not only in her own home, but also in the public school and in the general life of the community. She will be a reformer because she is a mother, and will reform more wisely and more zealously, and even more sympathetically because of her broader culture and larger knowledge. She will see further into the mysteries of life, but will still see as a woman, as the mother of all the living, of all that have been and all that will be. Her culture, therefore, while giving her manly strength and power must carefully and zealously foster and develop those womanly qualities and powers which are the chief strength, glory and majesty of her sex.

EDUCATION IN GERMANY.

T. W. LINGLE, PH. D.

I am sure there is no true American who regards it as showing a lack of patriotism to appreciate what is good and noble in other peoples; for it is the genius of the American nation, to an extent that is true of no other, to glean and appreciate the good and the practical among whatever peoples such things are to be found; while the continental countries of Europe as a rule are exceedingly conservative and slow to adopt ideas that come from a foreign nation. An American student

abroad is bound to see many things that he wonders at, though there are few, if any, other countries that offer on the whole such opportunities and the enjoyment of so many free institutions as the United States of America. Still there are many nations that surpass our own in the general education of her people. Of all the lands of the world it is in Germany that the public school, the college, the university, the conservatory of music and the academy of art have recorded completest success.

The common school is of all public institutions the one that most affects the great masses of people. One striking observation is the extent to which public education is encouraged in Protestant lands as compared with Catholic countries. In so-called "enlightened" France nine and a half per cent. of the population past the age for entering school are unable to read or write, in Austro-Hungary twenty-six per cent., Italy forty-two per cent., while in European Russia and the Balkan states only one-fifth of the people are capable of recognizing their own names when written. These facts become astonishing when we observe that right in the midst of these countries is situated the German Empire, more densely populated than either of the countries mentioned except Italy, and far inferior to France in wealth, with a people of whom only one-half of one per cent. are illiterates. In the eastern part of Germany just on the Austrian frontier is the little kingdom of Saxony with an area of 5,846 square miles, with people huddled together at an average of 641 to the mile. But the public school has scored such a success in Saxony that only one-fifth of one per cent. of the people are illiterate. The most common-place street-sweeper or workman in a factory or peasant with his oxen is capable of reading his newspaper. Such figures as these are more nearly approached of course in Scandinavian countries and in England and Scotland than in any other portions of the world. In the United States such progressive sections as New York and Illinois have an illiterate population of more than five per cent., while the proportion in some of our Southern States rises to a fourth and even a third of the entire population. Owing to the fact that America is a new country and has vast resources of every kind, the people of the United States, with an enterprising Anglo-Saxon spirit, have outstripped the world in all practical demands. In Europe the case is entirely different. The natural resources of the country have been drawn on for thousands of years and are to some extent exhausted. The population is so dense that the great masses of people must always remain in very humble circumstances. Labor is cheap and competition keen at every turn. Under such circumstances the

nation that educates the great masses of her people naturally comes to the front. As a result the name of Germany has become synonymous with "the home of learning" throughout the world, and her institutions are frequented by students from every quarter of the globe. The military discipline of the German army is imitated in nearly every land that maintains soldiers. Her manufactures and foreign trade, even with British colonies, has increased at such a rate during the last decade that English merchants are almost compelled to share with the Germans their supremacy in the commercial world. They are enabled to hold firmly under one government whole provinces in which German blood and language are almost entirely lacking. It was not the genius of General von Moltke alone, but rather the faithful work of the humble school-teachers of the different German states that in 1866 and again in 1870-1 wrested such magnificent victories from the enemies of Austria and of France, as those at Sadowa and Sedan, and established Bismarck at the head of a mighty empire as dictator of peace to the nations of Europe.

Among the fifty-two million people of Germany there is a school on the average for every 874. Out of one hundred people there are a little more than sixteen in school. In every peasant village, even in mountain districts the children are seen in the mornings gathering into the schoolhouse. 106,000 men and 14,000 women are engaged in teaching in these schools. A much larger sum of money is spent on education than on the army; while in Russia for every eight dollars spent on the army only one is spent on public education.

Each town of any importance has its "Gymnasium" (High School and College combined) preparing students for the universities. These Gymnasien are as numerous as really first-class High Schools or Academies in America. But strange to say, the higher education of women here comes to an end and no further provisions are made for them. In all Germany there are only three Gymnasien for women (in Berlin, Leipzig and Karlsruhe) in which the curriculum is of a high order, preparing for work in the universities. At these three there are no buildings as the men have, but the professors who teach the young men agree to teach the women privately the same subjects they teach the men. In the majority of the universities women are permitted to attend lectures, provided they can secure the consent of the professors concerned. Of course they are required to have the same preparation as the men, but no provisions are made for such a preparation, therefore German women are practically excluded from the universities. The number of German women attending lectures of the universities certainly does not exceed seventy, and

the most of these are at the university in Berlin. No woman is allowed to matriculate as a regular student at any university, they are only allowed to attend. At two universities, but only two (Heidelberg and Gottingen), women are allowed to take their degree, provided the professors concerned are willing to give them their examination. In case one refuses, which happens perhaps half the time, the women go to one of the Swiss universities (one in which the German tongue is used) where they are allowed to take their degree. The only degree given at any of these universities is the doctor's degree, in this respect differing from American institutions.

At the twenty universities (usually erroneously said to be twenty-two) there are to-day about 29000 German and 2000 foreign students, of whom over 400 are from the United States. There are no separate medical colleges or theological seminaries, but all subjects of study are comprehended under four faculties in an university, theology, medicine, law, and philosophy (including languages, literature, science, etc). The population of Germany as compared with the United States is in the ratio of 5 to 7. Still the statement may be ventured that there are in the United States to-day not more than 15000 students engaged in university work, if we mean by university students all who have graduated from a first-class literary institution with the Bachelor's degree and are now regular students in a theological seminary, medical college or some other professional school, or in the graduate department of a university, for this is what is meant by a university student in Germany. In other lands it has become impossible to pursue advanced studies without reference to the remarkable research-work of German professors in nearly every branch of study, and even in American universities the reading of German books with readiness is indispensable to every student who desires to come to the front in scholarship. Even in the department of English philology, at least three-fourths of the literature has been contributed by German scholars, and we go to Germany to-day to study English, though we study it entirely in the German language. The city of Leipzig has become the center of the publishing business and book trade of the world, and has been without a rival for 150 years. In no other country are books so plentiful and so cheap as in Germany.

It is also the home of music and of art. Only in Paris and Vienna have the music and the art schools reached such a high point as in Germany. In Dresden, Munich, Leipzig, Berlin, Weimar, Hanover, Stuttgart and a number of other cities are schools of music that the far-famed New England Conservatory in Boston cannot surpass and in many respects cannot equal. In Munich, Dresden, Berlin, Dussels-

dorf, Karlsruhe and elsewhere are schools of art with which nothing in America can compare. These schools are crowded with lovers of these arts from all enlightened lands. The galleries of paintings and sculpture that equal or surpass even the Metropolitan Museum in New York can be numbered almost by the score. Very excellent music may be heard occasionally in several of the great cities of America, but the cost is so great that the masses of the people cannot afford to enjoy it. In Germany as fine music as this world is capable of producing may be enjoyed even by the poor, it is so cheap. The result is that the average German has an appreciation and fondness for music that the Englishman or American who goes over simply cannot comprehend. The business man will leave his office or place of business to hear concerts or motets every week when an American man would declare he had no time, and there he finds the workingman, the student and all other classes crowding in with the same eagerness as himself. Even in the small towns and peasant villages, though fine classic music is not to be had, still the people must have music of some kind, and some German martial airs or other music of that grade may be heard almost any evening.

Many ways can be pointed out in which Anglo-saxon civilization is superior to any Continental civilization; still it must be acknowledged that the development of the instinct of the average person to such an appreciation of the fine arts is no mean attainment. But when we acknowledge German superiority in education and the fine arts it must be remembered that America is still in her infancy. In only a century we have outstripped the world in the utilitarian demands. As Senator Douglas of Illinois once said on the floor of Congress, "When we have time we will excell also in the ornamental."

Union Theological Seminary, Richmond, Va.

WHAT OTHER STATES ARE DOING IN HORTICULTURE,
WHAT NORTH CAROLINA SHOULD DO.

THOMAS L. BROWN.

Read before the annual meeting of the State Horticultural Society in February, 1899.

In order to do justice to the first part of the subject, assigned to me, namely: What are the other States doing in Horticulture, would require the help from officials in the Department of Horticulture, at Washington.

Whether from the fact of asking for such information during the holidays, or from the fact that such statistics are compiled at the close of June or December, (I was disappointed in getting a reply to my letter,) I know not; the looked-for tables did not make their appearance, and perhaps it is just as well that they did not come, or our efforts to improve the conditions in this state might receive such a shock from the comparison that further effort might be crippled.

Pomology relates to the growing of fruit, Agriculture, of farm crops, Arboriculture, of Shrubbery, Viticulture, of the Grape, Forestry, of Forests, Gardening, of Gardens, Floriculture, of Flowers; but Horticulture embraces all of these different branches, and has for its meaning, "The art of cultivating the soil."

For this reason a Horticultural Society is generally composed of the most progressive men in the State engaged in husbandry, and in other pursuits, allowing as it does, specialists in the different branches, as well as those who embrace several branches. It admits to its ranks the ladies and the amateur, and is obliged to have Botanists, and Entomologists; it occupies the broadest field of usefulness, it is the most unselfish organization on the face of the earth, it tells the City man how to prepare his grounds, what kind of grass to sow, the trees and shrubs to plant, the fruit for his back yard, the preparation of the soil and the maintenance of its fertility, how to build walks and roadways; it takes in the amateur and prepares him for *commercial* life, it discusses every interest of the large grower and it makes a paradise out of a wilderness.

Through the free distribution of Horticultural miscellany, which liberal State

aid has rendered possible in the State of New York, New York City and its suburbs have made rough places beautiful, the farmer has been enlightened, and the country has become a leader in all its rural life.

About twenty years ago the State of Michigan was in very animated controversy about the name of the Grand River Valley Horticultural Society, some very prominent fruit growers had determined to have it a "Pomological Society", but that eminent worker for the cause, Hon. Charles W. Garfield, pointed out that Michigan should not settle down to any narrow ideas; he wanted a name that embrace the whole field of Husbandry. Thousands in Western Michigan are to-day thanking him for his broad views, for, under the present name, a large and wide awake membership has made, through the work of the Society, the valley of Grand River famous.

North Carolina has started out right, it has the proper name for a successful Society, all this society needs is enthusiasm, membership, and a small annual appropriation. One thousand a year for strictly horticultural work would do more for this State than a like amount could possibly do in any other direction.

Every man in North Carolina, who knows of the importance of Horticultural training, and will give information about anything that will lead to the better development of rural life is the greatest friend to his neighbor and to the general welfare of this commonwealth.

Notice how these friends of the State have worked for years; look at the constant labors of such men as Prof. W. F. Massey; he has spoken volumes concerning all the higher methods of Horticulture, and except to the few who attended the meetings, and the meager reports published by our State papers, words of advice worth thousands annually with all the accruing interest from the object lessons that might have been realized are practically lost.

What Prof. Massey has said about apple culture for our apple section could perhaps by this time have been the means of enough enlightenment to have stopped the importation of New York State apples. Such information should reach the people in book or pamphlet form in addition to the newspaper articles. The Secretary could place hundreds of copies outside of this State where good results would surely follow.

Michigan has attracted thousands of monied men, now happily situated in the great fruit belt of the western part of the State; you can find men from nearly every

State in the Union, and the forest has given place to orchards and taxable property. Michigan secured those people through the reports of her Horticultural progress.

Our own President, J. Van Lindley has always been very unselfish, and active in disseminating any news of a horticultural nature. He knows what this State is capable of doing, and he does not hesitate to spend money for the general good. In what other line of business can we find men doing any such work for the general prosperity? I might mention the work of plenty of others, good earnest men, who are doing a great general work in this line while engaged in other pursuits.

In the establishment of a Horticultural Department at the State Normal and Industrial College the Board of Directors has seen ahead of the general order of things. Who can estimate the value to the State that must come from the immediate object lessons of soil improvement? There is no wealth produced like the annual wealth of the soil; aside from this feature, the influence for higher training is only possible amid dignified surroundings.

Mr. Chas. McCarthy, who is now at Cornell University, was a man of great intelligence, and ambition; while in this State he diligently, and without regard to personal comfort labored earnestly, and left us valuable data in entomological work. He deeply deplored the fact that there were no funds to enable him to carry on properly the work of the State Society, and, while Secretary said: "I am truly mortified that there is no way to place these valuable papers in the hands of men who, I think, would be the means of changing the conditions of Horticulture in this State."

Every state has had a time within its history when a few energetic men stood sponsors for the rest of the toiling brethren, and those who have done much or little for the cause of horticulture here, are those who will some day stand out in history as the fathers of the general prosperity that is bound to come sooner or later to this state.

But why delay longer to organize a strong society? Georgia puts us to shame; Missouri is thoroughly organized; and the State of Colorado, that, only twelve years ago, knew nothing of her possibilities, is today producing the finest apples in these United States.

Twenty years ago Michigan produced no fruit for export, now, through organization and the published reports of its several horticultural societies, the State ships out as much as seven hundred carloads of fruit a week. Every town in Western Michigan feels the benefit that comes from the higher methods of soil tillage.

Jos. A. Pearce, President of the Grand River Valley Society, expressed volumes in a few words during a meeting of the fruit men last summer. This is what he said: "The products of every man's land are a reproduction of the product of his brains, our brains and progress depend upon the exchange of ideas brought out at these meetings. Gentlemen the soil is what you make of it."

The western part of this State is as fine an apple region as any in America, it lies today uncultivated and unknown. It is an easy matter to get good men to move to a progressive section, a section beyond doubt suited to the particular work they are seeking. But some one must make a start, some one with greater faith than the general public is possessed of, must back up his faith with performance. This has been done with much success by Mr. J. Van Lindley, and others at Southern Pines, but, mark you, these men who embarked in the fruit business at that place, were men of horticultural training. If such visible results follow a knowledge in this line, why not educate the people?

If a man seek to found a college, he must be an educated man to begin with; if a body of men set up a new Government, they must be capable of managing it; if a doctor invade a new territory, he must have had previous training and practice, or he would soon be known as a quack, and his career would be of short duration in that line.

If this State would be successful, it must do as other states are doing, it must get organized, it must have a good State Horticultural Society; it should pay its secretary as other states have done to collect the information the people want, and render it to them in modern and intelligent form.

I have said at some previous time that "North Carolina is an Empire in itself." One has only to live here a few years to be convinced of the great natural advantages all about us. From an almost snowless area on the East, to the snow-clad mountainous section of the West, a greater variety of horticultural pursuits is possible than in any other similar sized territory I know of; yet, with all these wealth producing lands, this state is still importing annually hundreds of car loads of apples and potatoes from New York State and from Michigan. Really there should be no inlet for these articles; the people of this state should do what they can easily do, not only stop the importation of apples and potatoes, and of nearly every manufactured article, but also have a surplus for export.

On my way to the State meeting at Southern Pines, some one on the train assailed me for my effort to change the conditions of the "Old North State", claiming that

it was just such fellows that spoil the happy hunting ground for our Northern brothers; that North Carolina ought to remain a wilderness, and a playground for the rest of the nation.

The higher development of Horticulture means better country roads, larger cities, easier taxation, better rural society, smarter men and women.

And now don't let the few good old men die before something is done. They who have labored for so many years to hold the state up in its weakest point ought to see in the closing years of their lives some fruits of their labors, some development; it might add a trifle to their lease of life; this is the least debt the state owes to these men. Aside from the personal contributions for sending notices of the State meetings, nothing can be done to bring before the people so much as even asking them to become members, and when they do become members, they are disappointed at the lack of any full published report. With all the various calls for money in church work and for charity, the Society can not flourish on the amount that comes from individual pockets.

It is high time that some aid should come to this most worthy cause. The people need teaching, through the distribution of information about every interest in Horticultural matters, gathered from all parts of the state, embracing failures and the causes as well as the successes of our people.

Then secure members in every section, and, instead of holding meetings in one place continually, go to the Eastern, Central, and Western sections. Soon there would be general interest manifest in the attendance. From a strong state society, many would seek alliance with the National Growers' Association, that meets yearly in the different states for a "round up" of intellectual food. I can count dozens of men, once poor farmers, who are to-day well-to-do fruit-growers—all through organization, and connection with a Horticultural Society.

I have briefly outlined "What North Carolina should do", and I sincerely trust that our Representatives will see the wisdom of giving the little aid we ask for a purpose that promises so much for the development of the most important industry of the State. It means more than most people are aware of. Success brings enthusiasm, enthusiasm makes men move, and one cannot move unprofitably, if guided by the men we have in our ranks, men who have made a success of life, and who have shown love for the general welfare and have stuck to this society and kept it alive.

ADNY AND "OL' MRS. MEDDERS."

LUCY GLENN.

One summer while visiting in a little village at the foot of the Blue Ridge mountains, I became acquainted with the queerest old couple it has ever been my good fortune to meet, Mr. and Mrs. James Madison Andrew Jackson Meadows, commonly known as "Adny" and "Ol' Mrs. Medders."

These old people live in a cabin once occupied by slaves in the good old days when the place on which it stands was a prosperous plantation, yielding wheat and corn and rosy apples and sweet cider. Since the war this village has sprung up, gradually stealing away the land until only the vegetable garden, orchard, and vineyard stand loyal to the old house that once ruled acres and acres of farm land. Adny is allowed to live in the cabin and share the produce of the lard for the work he can do about the place. If it were not for his thrifty wife, however, his larder would often be empty and his hearthstone cold, for Adny is one of those roaming spirits more given to hunting and fishing than to honest labor. On summer evenings when you see the old man with an ancient rifle and powder horn shooting bull bats, you think he must be closely related to Rip Van Winkle, and the conviction is deepened when you hear the shrill voice of his wife calling from the cabin door, "Adny Medders, what fer be you shootin' them pesky things what aint fitten ter eat? Come along home ter yer supper."

Adny's domestic life is not to be called tranquil at any time, but on Sunday morning there is much disturbance for his wife puts him through the ordeal of "dressin fur meetin'," using by way of persuasion torrents of sharp words and flourishes of her broom stick. Then she turns him out of doors that she may make her own toilette in peace. On these occasions Adny looks very much like a small boy whose mother has dressed him for company and told him to keep clean. The bald part of his head shines from scrubbing, while his hair is carefully soaped and twisted in two cork, screw curls. His Sunday suit consists of white and black striped trousers, blue velvet vest with brass buttons, and a shiny greenish black coat. From the crown of his rusty old derby hat to the soles of his high heeled boots he is a picture of misery, but when he walks with his wife down the village street he

puts on a bit of a swagger just as if he wore Sunday clothes every day. Mrs. Meadows is bowed down with a sense of her husband's short comings, for doesn't she know that he puts his clean shirt over his soiled one, and isn't it already reported that Adny is given to piling on shirts nine and ten thick, simply because he is too lazy to remove them weekly?

On Sunday evenings Adny sits before his cabin door singing camp meeting songs until bedtime. One evening I was surprised to hear him singing "me-re-do, me-re-do, sol" instead of the words. He explained to me that he had been a country singing master when he was young. "That is, yer know, when I war'nt a farmer, ner a soldier, ner a mail carrier." He then proceeded to lead me through the intricacies of his art. When we came to the terms "quiver" and "double dimi simi quiver," he found it necessary to use an every day song as an illustration. He began with great gusto.

"Come Philander let's be marchin,
Every one his true love a sarchin,"

but was interrupted by Mrs. Meadows, "Now look here Adny Medders, don't you be a profaning the Sabbath with yer week day songs. Come along ter bed."

The next evening he finished the song for me and many more besides, "Sech ez we uste sing when we wuz a courtin the gals," he said. After this I went to see him every evening, and was rewarded with stories of "bars and painters" and of "Pap's plantation in West Ferginny where any day yer could pick up a ol' common rock with twenty-five dollars worth o' gold in it." He also told of parties and dances given when he was a dashing young singing master. He met Mrs. Meadows at one of these and he said, "she wuz the likeliest gal in that community, but, lord, you never kin count on gals."

"Ner on singin masters nuther" retorted his wife from the cabin door. "Dont ye be a believin' all this tom foolery Miss, Adny's crack-headed, he is."

"Wal now" returned Adny, "I reckon you'd be crack headed too, ol' oman, ef your head had been busted by a cannon ball."

Then he proceeded to tell me how he had been in the war, and how his head had been blown off by a shell the very first morning after his enlistment. He said he was trying to get a pension, but he had not been successful so far, for that shell had deprived him of his "recollection" so that he could not remember the name of his colonel nor what regiment he was in.

"Yer see the Washin'ton folks wont do nothin fur me less'n I kin remember that, but it seems like they orter know how bad it is ter have yer head busted."

"Yes, Adny," said Mrs. Meadows, "folks say that any fool could see yer wuz crack-headed, but them Washin'ton folks aint no fools I don't reckon."

Adny always used his "busted head" as an excuse for not working on hot days. One memorable day, however he worked for a person down the street, and earned a whole half dollar. Wishing to give his wife a pleasant surprise, and at the same time add very materially to their supply of provisions, he invested the whole amount in pepper. Alas for Adny! The hot pepper was nothing compared with the hot time Mrs. Meadows gave him when he presented her with five pounds of it. He was so completely crushed by that irate woman that he has never earned a cent since that day.

Adny is very fond of entertaining the village boys by relating to them the marvelous feats of climbing, jumping, etc, he accomplished in his youth. One day to prove that he really had climbed a tree feet foremost, he began to do it again. What might have happened if his wife had not appeared upon the scene I can not say, but that good woman arrived just in time to pull him to the ground by the seat of his trousers and bear him away to dinner just as if he had been a small boy.

One cold rainy day I went down to the cabin hoping to be amused by Adny's bear tales. He was not at home, but Mrs. Meadows seemed to be in a very amiable frame of mind, so I stayed. The old woman was mending a very badly worn garment, indeed all the clothes she possessed had been mended until the neighborly patch by patch had given way to the beggarly patch on patch. I tried to amuse her with an account of the amateur theatricals the boys had been giving.

"Lord," she said, "I aint never seen no sort o' play, but I've allus thought I'd like to see one o' Shakespeare's plays."

"What in the world could that old woman know about Shakespeare's plays?" I thought. By questioning I found that she had read several of them, also some history and all of the books of the Bible.

When a child she had lived in the mountains and attended a little school near her home. Her mother died when she was ten years old so she was obliged to stop school and do all the scrubbing, washing, and cooking for her father and brothers. At the age of fifteen she became very much stirred up over religious matters, for her mother had been a Methodist while her father was a "Wash-foot Baptist." That year she read the Bible through to find the difference between the two faiths.

"I uster sit by the fire," she said, "after the others went to bed and read, but I never found no mention of 'Wash-foot Baptist' nor Methodist nuther, so I jes went to fust one and then to' ther meetin' house." One day after she had finished reading the Bible, she was sitting by the fire weeping bitterly, when a stranger stopped at the cabin door to inquire the way to the settlement. Seeing the girl in such distress he stopped to talk with her, and found she was grieving over not being able to go to school, and not having anything to read. He promised to send her some books as soon as he reached the settlement. He did send them, and all that winter she sat before the blazing wood fire reading Shakespeare's plays and ancient histories after the rest of the family had gone to bed.

She grew to be a woman, rather a good looking woman people said, in spite of the hard life she had led. Then Mr. Meadows opened a singing school in the neighborhood, and very soon afterward she married him hoping "ter git shet o' so much drudgery." "But I never done it," she added after a pause, "reckin I'll go ter the po' house this fall."

I went to see her several times and found, that in spite of her fiery temper and her bitter spirit, there was a lingering kindliness and amiability that could be awakened by sympathy. She sent me a huge tin-cup of sassafras tea one afternoon saying that she wanted me try it, for it was very good for people. As I sipped the bitter beverage I began to think of the poor woman's life and to wonder if she might not have been different under more favorable circumstances. Then I wished that Adny had been more kind and had helped her instead of having always been such a burden. My moral reflections were turned into laughter, however, by hearing the cracked voice of the old singing master shrilling through the "quivers" and "double dimi simi quivers" of

"Come Philander lets be marchin,
Every one his true love a sarchin."

REPORT OF THE LEGISLATIVE COMMITTEE THAT VISITED THE
STATE NORMAL AND INDUSTRIAL COLLEGE.

Senator Smith, for the Committee of Inspection, read the report upon the State Normal and Industrial College, which was very complimentary to the management and work of that institution. The following extracts are given from the report:

“ A visit to the State’s college for women at Greensboro will surprise any who have not previously visited that institution. Before our visit of inspection, probably not a member of the committee had a due appreciation of the magnitude of this enterprise.

“ The college owns 125 acres of land. Grouped on about ten acres of it are six buildings, four of brick and two of wood. Including about two hundred pupils in its Practice and Observation School its enrollment is more than six hundred. The main college building and the main dormitory are large and handsome structures, but even a casual inspection impresses one with the great need for more room. There is not a recitation room in the college which is not used every day by two or more members of the faculty, and the committee was thoroughly impressed with the crowded condition of the dormitories. In rooms none too large for two students we found three or four occupants. But even with this crowding, and with all trunks in the halls, there are boarding places for only 350 students, the other students who come from a distance being compelled to board in private families near the college.

“ There is no general faculty meeting room in the college building.

“ The library is only twenty by thirty feet in size, and consequently about one-fourth of the literature belonging to the library and the literary societies is in boxes and closets.

“ The room temporarily used for a gymnasium is only thirty by forty feet, and is not at all suited for the purpose, either in size, location or structure.

“ The Practice and Observation School is now taught in dormitory rooms. A new building for the purpose is an absolute and immediate necessity.

“ Records taken from the registration cards of students show that about 70 per cent of the regular students declare that they would have gone to no other North Carolina College if they had not entered the State Normal and Industrial College.

Thirteen per cent say that they would have attended some other North Carolina college and give the names of the respective colleges they would have attended, while seventeen per cent are unable to say certainly whether or not they would have gone elsewhere.

“The grounds of the institution are not enclosed, and there is need of considerable expenditure to make proper paths and roads over the premises.

“The committee spent a large part of the day visiting the offices of the institution, recitation rooms, dormitory rooms, dining rooms, kitchen, laundry, cattle barn, dairy, etc. The books of the Bursar and complete statements of the accounts were placed at the disposal of the committee and every facility offered for thorough inspection of each department.

“The members of the committee were most favorably impressed with all they saw and especially with the earnestness and spirit of the student body.

“It is a gratifying fact that North Carolina has an institution so well adapted to the educational needs of its daughters, an institution which offers the best opportunity for intellectual culture and industrial and professional training, and at such cost does not make these opportunities beyond the reach of the ambitious girl with limited means.

“About one-third of the students who have attended this institution each year have come without help from parents, paying their own expenses for board, etc., with money either borrowed or previously earned.

“Twenty students earn their living expenses by caring for the dining room, washing dishes, preparing tables, etc. No servant enters the college dining room.

“We recommend that, if possible, the State make provision for the following improvements :

“1. A Practice and Observation School building.

“2. A modern gymnasium with proper equipment for the best training in Physical Culture.

“3. A Library in keeping with the worth, dignity and necessities of the college.

“4. Fencing and improving the grounds.

“5. Increase of the dormitory room and recitation room.

“As all of the income, with the present appropriation, for the next two years, will be consumed in paying running expenses, salaries, notes and papers due for improvements in connection with a new steam laundry, power house, complete heat-

ing system, new kitchen and outfit and other recent improvements, we see no possibility of providing the additional improvements without a special appropriation by the Assembly.

“ We desire to emphasize especially the importance of supplying sufficient dormitory room for the young women of the State who desire to enter their college. It is evident that large numbers are prevented from attending because they cannot secure admission to the dormitories and their parents are unwilling to allow them to board in private families. With the improvements suggested it is the opinion of your committee that at least one hundred more students can be admitted and the efficiency of the work in every department would be greatly increased. The committee was impressed with the plain and unpretentious equipment of the college and with the lack of any evidence of extravagance in the management,

“ When all these facts are considered, and when the further fact is considered that this college is educating the mothers and teachers of the Anglo-Saxon race, we do not believe that the State can go amiss by making any reasonable appropriation to supply its needs. The State can make no better investment of its income. Moreover, the fact that all of the appropriation from the Federal Government for industrial training goes to the men of the white race and to negro men and women, and the further fact that only a few of the agencies in North Carolina for promoting higher education, through endowments and annual appropriations are available for the education of white women, ought to make it unnecessary to do more than state the needs of the State Normal and Industrial College. It cannot be true that the intelligence and generosity of North Carolina's manhood is willing to see the opportunities of culture and industrial training within her borders more difficult of attainment by her white women than by white men and negro men and negro women.

“ We recommend, therefore, that an appropriation of \$5,000 a year for two years be appropriated for making a part of the above improvements, and that the State Board of Education be directed to invest at such time as the amount may be called for within the next two years \$40,000 of the Educational 4 per cent. bonds and that the State Board of Education shall hold the title for the improvements so made in trust and the land on which they are made as to secure the annual interest of 4 per cent. which shall be paid as rental, and second to reconvey said property to the State Normal and Industrial College when the authorities of the Institution may decide to pay off the debt.”—Raleigh News and Observer, Feb. 22, 1899.

PRESIDENT GEO. T. WINSTON, LL. D., OF THE UNIVERSITY
OF TEXAS.

George Tayloe Winston, A. M., LL.D., President of the University of Texas, was born in Windsor, North Carolina, October 12, 1852.

His father, Patrick Henry Winston, was a leading lawyer and planter in North Carolina. During the late war he was financial agent between North Carolina and the Confederate States, probably the most responsible position in the State after the Governorship.

The Winston family is of English stock. Early during the last century it migrated from Lincolnshire, England, to Hanover county, Virginia, whence it spread out into nearly all the Southern States and some of the Northern. The family name is well known and distinguished in nearly every Southern State. The most eminent member of this family is the celebrated Patrick Henry, the orator of the Revolution, whose mother was Sarah Winston.

On the maternal side, President Winston's family is Scotch-Irish, his mother being a Miss Byrd, kinswoman of Col. Wm. Byrd, of Westover, Virginia, Colonial Governor of Virginia, author of the Westover Manuscripts, and said to be "the foremost scholar, wit, humorist and gentleman of the colony." Col. Frank W. Byrd of this family, President Winston's maternal uncle, of the Eleventh North Carolina Troops, led the charge of Pettigrew's Brigade at Gettysburg, and brought out of the battle the only flag that was saved in that brigade.

President Winston received his preparatory training at the celebrated Horner School in Oxford, North Carolina, being for three years and a half under the personal instruction of James H. Horner, who was universally conceded to be the most gifted and successful mind builder in North Carolina. From the Horner School, President Winston went to the University of North Carolina, where he received the highest honors in his class. On the down-fall of this institution during the dark night of the reconstruction period, he entered the United States Naval Academy at Annapolis as a Midshipman, having received at the request of President Johnson, a special appointment by the Honorable Gideon Wells, at that time Secretary of the Navy, where he remained two years, being the foremost scholar in his class. Find-

ing a Naval life disagreeable to his tastes, and injurious to his health, he resigned his commission, and entered Cornell University, Ithaca, N. Y., where he was a student three years, graduating in 1874 with highest honors. While at Cornell he was associated as fellow-student with some men now eminent as scholars, teachers, and in public life. Among them may be mentioned President D. S. Jordan, of the Leland Stanford University; John de Witt Warner, of New York; J. B. Foraker, of Ohio; J. C. Hendrix, of Brooklyn; Mrs. Irwin, then Miss Julia Thomas, Ex-President of Wellesley College; W. R. Dudley, Botanist; John Henry Comstock, Entomologist; A. O. Derby, Geologist; Dr. F. W. Simonds, Geologist; John C. Branner, Geologist; Richard Rathbun, Biologist; G. W. Kellerman, Biologist, and many others.

During his Senior year at Cornell University in 1874, President Winston was appointed Instructor of Mathematics in place of Professor L. A. Wait, who was absent for a year on leave of absence in Athens.

On the reorganization of the University of North Carolina in 1875, President Winston was elected Assistant Professor of Literature in that Institution, and in one year was promoted to a full professorship, which position he filled fourteen years. In 1890 he was unanimously chosen President of the University of North Carolina, and for six years managed that Institution with great success, doubling its income, and nearly trebling its roll of students. He canvassed North Carolina and adjacent States, addressing schools and popular audiences on various subjects connected with education, and arousing the people. He was identified with all educational movements in the State, being President of the State Teachers' Association and a frequent contributor to School Journals. He was also active in the campaign whenever school matters were in issue before the people. School men in North Carolina, both public and private, recognized his leadership in matters pertaining to education.

Besides his large and varied experience as a student and educator in the United States, President Winston has travelled and studied abroad three different times,—in 1870, 1884 and 1889. He has studied and travelled especially in Germany and Italy, devoting himself to Language, Art and Antiquities; and, of course, at the same time, studying educational systems and institutions.

As an educator President Winston is in sympathy with all progressive movements without being at all radical. He relies upon the wisdom of the past, while believing in possibilities and improvements. Although himself, for many years, a teacher of language, yet he is in full sympathy with the scientific spirit and

with scientific study. His record as a scholar in three great institutions shows that his mind is delighted with studies in every direction.

President Winston is now in the prime of life, being forty-six years old. In 1875 he was married to Miss Caroline S. Taylor, of New Hampshire, whose family is one of the oldest in New England. Miss Taylor was a fellow-student of his in Cornell University in 1871 and 1872. They have four children; a son 21 years old, who is about to graduate from the United States Naval Academy at Annapolis, Maryland; a daughter, Isabella Byrd; a son, Patrick Henry, now a student in the University of Texas; and a son, Louis Taylor, now in the Public Schools of Austin, Texas.

In 1896 Doctor Winston was called to the Presidency of the University of Texas. His leaving North Carolina was a distinct loss, not only to the teaching profession, but to the entire State. For certainly North Carolina has not produced since the Civil War, an abler man, a more accomplished scholar and gentleman, or a more useful, patriotic citizen than George T. Winston.

Texas, however, was willing to pay twice as much for his services as North Carolina had been paying, and his new field offered him many other attractions.

Since his election to the Presidency of the University of Texas, President Winston has been actively engaged in completing the organization and equipment of that institution, and in extending its patronage. He has raised the list of students to 800, exclusive of 250 in the Summer Schools; has enlarged and strengthened the courses of study, and has greatly increased the teaching force.

Under his administration the University of Texas has become the foremost University of the South in patronage, and equal to any in scholarship.

President Winston has found time, amid his executive duties and his work as an organizer in a comparatively new field, to deliver addresses upon educational and social problems before leading bodies of educators and investigators. His address before the National Prison Reform Association on "The Prevention of Crime", and especially that portion of it relating to negro crime and negro education, attracted national attention, being published and discussed by papers in all sections of the country, and furnishing a line of thought destined to prevail in negro education.

His address before the National Educational Association on "Higher Education in the South", also attracted widespread attention, setting forth as it did the chief strength of Southern civilization as embodied in its educational system.

Under President Winston's administration the University of Texas is destined to take rank among the great Universities of America.

THE MAKING OF LITERATURE.

An Address Delivered at the State Normal and Industrial College March 10, 1899, by WALTER H. PAGE, of Boston, Editor of The Atlantic Monthly.

Ladies and Gentlemen.:—I should be inappreciative indeed if I did not most heartily thank you for your cordial greeting ; and I beg you to make sure that it is an uncommon pleasure to be with you again. What I shall speak to you about to-night, in answer to your kind invitation, is not a subject like the last subject that I had the honor to discuss before you. My subject to-night, although it is fundamental, is not a pressing problem that confronts our civilization in our every-day life. It has to do rather with what might be called the crown and bloom of civilization. I shall talk to you somewhat of the great craft that I have the honor to serve in an humble way ; and I shall talk to you very frankly, taking you into my confidence. At the end of all I have to say, you will probably go away feeling that you have heard nothing that you did not know before. But, if I succeed in impressing upon you one or two facts about literature that grow plainer in my mind and more serious in my life as I grow older, I shall not count the hour lost.

For of all concerns of men, of all kinds of work to which they turn their minds, of all arts to which they turn their skill, the one thing, the one supreme art, that marks the highest reach made by the intelligence and skill of the race is, of course, the great art of literature. We can never fix our lives right with reference to the things that have gone before, nor with reference to the great forces that shape us while we live and labor, unless we fashion them by the help of the wise and great men who have written our literature. Most of the things that concern us are transitory, most of the things that we worry about pass with us, and most of the things that we do and have, as the Scriptures put it, perish with the using ; but, from the very dawn of civilization to our own time, the one great and stable thing whereby we may measure men and civilizations is great literature. Fortunately for us no race of men has ever risen in any land or in any time, that has left so long, so varied, and so noble a literature as the race to which we ourselves belong. The great

literature of Greece, the noble literature of Rome, the meditative literature of Asiatic civilizations,—all these we could afford to see perish without regret, if the alternative were that our English literature should perish. It is almost a thousand years, to a year, since King Alfred died who made it safe, you will recall, for a woman to go from one end of his kingdom to the other. He devoted his life not only to the establishment of his kingdom, but to learning and to the fostering of literature. From that time, a thousand years back, there has hardly been a year that great Englishmen have not wrought great deeds and great Englishmen told the story of them. In every land, circling the world with their prodigious activity, reaching into every branch of expression, they have spoken, they have sung, they have written ; and we are the inheritors of the richest treasures that any men ever had. (Applause.)

This literary activity has been continuous, and it has been native. Chaucer wrote in the language in which men of his time spoke every day ; and he wrote of commonplace things that teach fundamental truths. There is, perhaps, not a word in Shakespeare which was not instantly intelligible to the miscellaneous audience that gathered in his theatre. Almost every great piece of our literature has come from English soil direct.

The first lesson, then, that will be learned, in any good literary workshop, is this,—that all literature, especially English literature, is a thing that was made at home, of homely products, homely qualities, and not a thing that was separate from the every-day life of the people of the time in which it was made, or of any artificial thought, or any far-off conscious influence of any sort. If you study literature in its making to-day, you will find that that which is best worthy of consideration is that which is made round about us, out of the commonest material. Sometimes we get the notion from our too exclusive dependence on books that literature is a thing of books. Literature existed before books. It would exist if every book were burned. It is independent of books except as they preserve it. It is a thing that has nothing to do with a far-off manner of speech, with a stilted vocabulary, or with anything that is remote from our common human life.

If any of you are so blessed by God that you make one piece of literature, you will not take the essence of it out of anything you have read in any book, or out of anything that lies far off in some other land. You will probably make it out of things here in Greensboro in the year of grace in which you write or that grew at some time out of this soil that you know. When you apply this test to the whole wide range of literature, you may say that there is an exception in poetry and in much

romance. Apparently yes ; really no. For whenever a great English poet has taken a subject that has not been English in its origin, he has cast it into English thought and English idiom, made it English by his genius. Every literature is really the expression of a race-feeling, of a race-opinion, of a race-trick of speech, and trick of thought, or it is nothing.

Now if I am right in asserting that literature is generally made of plain material, is made in the vernacular, and is made of those human qualities that have an eternal interest, I will make certain illustrations of the working of this principle. Remembering that almost anything that is well enough said is literature, you have to remember only a second fact to have a clear grasp of what literature is—viz : Any subject is a good subject that has an abiding human interest, and that lends itself to a good form. By an abiding human interest I mean this :—there are some things which every one here has in common with every other one. Many things we have not in common with each other. One has a taste for one thing, and one a taste for another thing. One has a wide horizon in his intellectual life, another a narrow one. All gradations and all variations of taste, almost all variations of intelligence, almost all gradations of culture exist. Nevertheless, there is a wide sweep of emotions and of thought and of experience that is common to every one of us. Now the man or woman who makes our literature seizes upon these things that are universal, so that when the great product is put before you, you see that it appeals to you as if it were spoken or written for you alone. Such are the subjects that great artists take for literature, and a literary subject may be almost any of the multitude of subjects that concern universal human life. To go back to an early period, read the series of stories that Chaucer wrote. He wrote about men and women and for men and women who had the same passions, the same humor, and the same feelings that we have. When we master his vocabulary, we see that he might almost have walked the streets of Greensboro and told his stories here—so far as their definite human interest goes—instead of writing them in England. When we remember that literature is made of common things, of universal things, and that it is literature because it was so well said, there is only one other consideration that we need have, namely : its form. You may see and feel subjects, you may express yourself satisfactorily for your purpose in your every-day conversation or in every-day writing, and yet not produce literature, falling short of it only because you have not the mastery of form which distinguishes those things that are permanent from those things that are transitory. But whenever a great writer comes, he has this difference

from you and me and the most of mankind—that he will say a thing in such fashion that, whereas if I said it you would forget it to-morrow, when he says it, you forget it never ; and you find yourself instinctively returning to it and repeating it because he has said it once for all. Consider Kipling. He throws into bold form the feelings that Englishmen have round the whole earth, and every man the instant he reads it, says to himself, “I knew that before”. But nobody had said it in that direct ringing way ; and somehow it gets into our very marrow and sticks. That is the form-work of what we call genius.

Now I will tell you how some of the successful literary workers in our day, whose acquaintance it has been my privilege to have, do their work. You must remember, however, that I am taking you into my confidence, and I am sure that you will not betray me.

There is one great man now finishing his series of volumes of the history of our country, into whose method of work it is an inspiration to look. I mean Mr. John Fiske. He was born with a sense of form. Many other men can write narratives, and put facts in their proper chronological order ; but he takes them and groups them as an artist, so that there is the proper shading here and the proper emphasis there ; and his facts and groups of facts march in a conquering way. He spent, as you know, the laborious first half of his life in general preparation for his great task, and steadily laid the foundation for a permanent fame, first, as a philosopher, getting ready all the while for the philosophical treatment of the great series of events which led up to the development of our life in the American democracy. The story of that development is one of the most inspiring stories of man’s work done thus far in human history. Seeing that he had a subject which will live and forever move men because it is a story that carries along with it the hope of the whole human race, he did not begin the actual composition of his series of great books until he had almost reached what we call middle age. Even when he went to work, having mastered all literatures, and seen the bearings of the scientific study of history and of all the other great departments of science, he went to work first to put together in proper proportion that great series of pictures, and that great march of events which he has put down in “The Discovery of America.” He was not content to tell in the old way the story of Columbus coming forth over a great waste of ocean, stumbling on what he thought to be India. What he did was first to make a picture of the whole world as it existed before that event, of civilization as it had bloomed and almost



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withered. Then he made a picture of the savage continent on this side of the ocean, where red men had grown up developing certain beginnings of civilization, roaming over great forests and waging war to no purpose with one another. Then out of the push and restlessness of religious, social and political life in Europe, as if ordained by God, he explains how and why the mariner set forth. As the story proceeds it gathers up almost all history in its background, showing the condition of the whole world. You read of Columbus very much as you read of Ulysses in Homer, and at last you see opening up before you the prospect of the civilization that we have built and a new epoch in the development of the whole human race. These facts, almost all of which were known before Dr. Fiske was born, he has had the genius to take in hand as an artist; and we have in panorama all the great facts of the Old World before this prodigious discovery, and you feel in the event a premonition of the great things that were to come; and when you put the book down, you say, or you feel, "Here is indeed a great story greatly told." Such pieces of great literature, you will observe, are not produced by divine inspiration; they come only by endless and prodigious toil. There is no man on earth who toils so hard or so conscientiously as the producer of great literature.

I know another great master of historical facts, whose career will illustrate to you by contrast how historical literature is made. He knows the history of our country perhaps as thoroughly as any man ever knew it. There is hardly an unfamiliar or important fact in our career since the early landings till to-day that he has not catalogued and indexed; and he can put his hand on every fact almost instantly. He is a supreme master of his subject. But when he comes to write, one fact is of the same importance as the preceding fact or the succeeding one, and he has no greater knowledge of art than to set down these facts in order, laboriously on a level; and when you come to read what he writes, it produces a sensation of walking endlessly and wearily over cobble stones. He has no perspective. He groups nothing; he emphasizes nothing. He omits nothing. There is no movement nor rush of events in what he writes. It is a chain—a mere succession of links, as dull as death, as endless as time. There is toil in putting these things together, but it is the toil of a man who takes bricks and puts them in an endless row. If he take time enough he can make his row as long as from here to San Francisco. But there is no literature in that. Every sentence weighs a ton. Any man who is doomed to read it will no doubt be instructed in facts, but his life will be depressed, and he may be pardoned for regretting that America was ever discovered.

Now the difference between these men is the difference between a man who can make literature and a man who cannot. The difference is something like this: I might perhaps succeed in telling you the mathematical facts about a wonderful landscape that I saw the other day in Tennessee, which artists go long distances to see,—the rolling country in the blue grass region, the beautiful forest stretching out with an undulating effect, I might even tell you so that you would recognize it. I could say over and over to you, "Here is a show worth going a hundred miles to look upon." But you would not get any joy from my catalogue of facts and exclamations. If you say to me, "Paint it," and give me a brush and canvass, I could not do it—I could not give you the slightest idea of it. The difference between a man who is a literary artist and a man who is not, is illustrated by the difference between a great landscape painter and me. I cannot convey the marvelous landscape to you but a great landscape artist may go there and come away and really paint it so that it would be reproduced to you and you could see it on his canvass. A very few men can do this, but most men cannot. Whenever God marks a man or woman who can do a corresponding task in literature then He marks a spokesman for our race, and sets him apart for the highest calling that men may have. (Applause.)

The form of literature that is in our generation the most popular, and one of the most useful as well, is the novel. It must be carefully spoken of, for I am never sure who is writing a novel. My next door neighbor, the first man I meet in a railway train, or on the street, or my most intimate friend, whose other private affairs I know perfectly well, may be writing a novel, without my having suspected it. All men in their youth determine that they will and most of them do try; and all women. (Laughter, applause.) I have on feverish nights seen successions of long express trains winding from the South, coming from the West, train after train, all focusing at the publishing house that I have the honor to serve, and all loaded with novels in manuscript. It is a universal industry, a secret sin that all people practise and nobody confesses except to us poor priests. Nevertheless, it is not in vain that they all write, for now and then one tries it who was called to do it, and it is a valuable exercise on anybody's part, provided he does not get the wrong opinion of its value. Now, to write a good novel is perhaps the most difficult thing, next to one other task, that any man can select to do. Some men can found communities; others can build railroads; some can carry through great financial schemes; others can win naval battles, and conquer distant peoples; we have men who can rule us successfully; but all these tasks are easy in comparison with writing a great story.

And anybody who writes a really great story does a benefit to the rest of us in comparison with which these other tasks, or most of them, are small.

I happen to know the definite method with which one of our successful story writers works—a man whose stories you have read, and I wonder if it would interest you if I were to tell you his method. First of all, he finds his story. He goes about the world listening, looking, thinking, until somehow he finally finds it. Then he ponders over it, lets it settle, thinks about it; and after a while he reaches a stage where he buys a blank book. I have seen a blank book in which the framework of one of his most successful novels was first written out. He works as an architect works. The first thing that he does is to write down all the most important facts about his hero—his name, his age, the color of his hair, the color of his eyes, his disposition, his height, his weight, are all as completely described as if he had taken physical and psychical measurements of him. Then he lives with him. He said to me: "I take that man and I go into the country with him; I see how he behaves himself on the soil. I take him into town. I put him under all sorts of conditions and in all sorts of places, and see how wisely he will act under certain conditions and what a fool he will make of himself under others. I never leave him; I come to know him better than I know any living human creature; I know at last what he will do under any given condition. I know how he will look under any given conditions. Finally I become so intimately acquainted with him that he can never trip me up, and he will be sure to do the right thing at the right time, because I know him so well. You can know a fellow that you have created a great deal better than you can ever know any other man."

Then he takes his heroine and tries her under all conditions of life. He sees her grow up. He dresses her in different fashions. He sees what kind of gowns suit her best, how best to arrange her hair. He even makes love to her. Then he takes her and puts her with his hero to see what they will do together; and so he carries them about under all conditions until as he says, "I have these two in my hands."

Then he takes the dog. The dog is of a certain breed, and has a certain pedigree. He is so many inches or feet long or, so many inches high. He has a habit of barking at certain provocations. He will sleep on a rug of a certain color, but not on a rug of another color. Thus when the novelist goes about there is a great company around him of dogs, women, and children. And he is constantly playing with them. When he is riding on the train, he sees a lover make love to a girl. He

watches them closely till he sees some characteristic thing, or some pretty scene fashions itself in his mind, and he writes them all down.

Then he begins to study and to develop the action of the story. As it moves forward to the culmination, he studies his people to see how they will do under all sorts of conditions. Then he begins to write the scenes in his book. He describes the surroundings, telling all about the weather and situation and whatever is absolutely necessary for the writing of a book; and he writes each scene down on a separate page, so that whenever he takes up the book he has at a glance the skeleton of the story so far as it has unfolded itself. Then he goes to work by his architectural plan. His real work is now just beginning. He writes and rewrites, and writes again, sometimes writing the last chapter first or the middle one first. He goes through it again to see that all the scenes come in the proper order. Then he takes a separate little book for each chapter. After he has written each chapter he throws it into play-form to see that something really happens in every chapter—that every chapter has action. After working more than a year in this fashion, he goes at last to his publishing house and says, “I have another story.” Then it comes the publisher’s turn to serve him. You take the book and it reads so easily and people march through it so naturally, that you imagine that the author might have sat down Sunday afternoons and dictated it; but that book represents nearly two years of the most diligent and patient labor.

Stories used to be told to show the great difficulty and uncertainty of getting a good book published if the author were an unknown writer. If such stories were ever true, they are true no longer. Such an experience as I shall tell you is the rule, not the exception. Last summer one of the gentlemen associated with me in the publishing house that I serve came into my office and remarked: “I think this is a good story—a capital story.” “Who wrote it?” I asked. “I never heard of the author before,” said he. Nobody connected with the publishing house had ever heard of her. So far as we knew or could find out she had never before written anything. She lived more than a thousand miles away in a city where nobody had ever written a novel. So far as I know, nobody in the State where she lives had ever written a successful novel. Her manuscript was accompanied with a very modest note wherein she said simply that she submitted it for publication—nothing more. I read it and I agreed with my associate. The publishing house at once offered to publish it. This is the whole simple story of the way that Miss Mary

Johnston found a publisher for "Prisoners of Hope." This romance of colonial life in Virginia proved to be an immediate success.

Last week I had the pleasure for the first time of seeing the author. She told me that nobody had read the manuscript before she sent it to the publishers, and she was surprised when they accepted it because they did not know who she was!

There is not in the whole range of literature a happier example of the homely quality of the material of which great literature may be made than the material that went to the making of "Uncle Remus." This is so great a piece of literature that if all histories and all records of slave-life in the South were blotted out, a diligent antiquarian thousands of years hence could reconstruct it in its essential features from the three human figures that Mr. Harris has used—Uncle Remus, the little boy, and Miss Sally; and Miss Sally is a mere shadow-figure and the little boy is only a part of the simple machinery of the book. In these three are the essential elements of the old Southern life, so universal and so common to all experience is every incident, attitude and tone chosen by the great master who made them. The substance of the immortal book itself is nothing but simple folk-stories, some of which if not all are thousands of years old and in some form or other had long ago been written down. But Mr. Harris put them in the Georgian idiom, gave them the twist or turn of thought that marks them as indigenous—made them native—and gave them the setting that will forever hold them in our English speech.

I am sure that I have taken enough of your time, telling these experiences, in a workshop. But they show something of the material of which great literature is made and give some hint of the methods by which it is made. The superstition sometimes grows up in great educational centres that somehow learning has to do with the making of literature. It has to do with its interpretation but very seldom has to do with its making, because when men become wise in books they are likely to get too far away from life. They do writing indeed, but they seldom make literature. They write learnedly but not well. They generally write a language that is not the language in which we speak. It is likely to be a speech that is far removed from the vernacular. There is no vehicle that can carry great literature except now and then when a Milton arises—there is no vehicle, I repeat, that can carry great literature except those plain words that roll out of our mouths when we suffer great emotions, when we weep, when we pray, when we laugh, when we play around our mother's knees, or when we come to plight our troth, or to lie down and die. Those words we speak in the earnest moments of our life, those ioidms that

we use then—they are the clothing that takes the common thought and in the hand of a great master immortalizes it. In all your literary studies keep close, close, close to the idiom, because your speech is the very speech that the greatest men that ever used any language have used in making the literature that is so rich an inheritance to make us literally the heirs of all the ages.

Here, as I said, in Greensboro, in North Carolina, by you, nobody knows by which of you, out of the homeliest universal material, there may be a great story written, if you have the art, the patience, the skill to do it, just as well as by any one else on earth. As to the talk about literary centres and literary atmospheres, I assure you, that of all the nonsense bandied about the world this is the greatest. But it is true, that people have their attention turned to this supreme art, generally in communities where they read and cherish literature. One thing that is needful and helpful for the production of literature is the universal habit of appreciating literature. There is nothing mysterious or difficult about it, as, of course, you are taught every day. It is not a matter always of great learning, it is not always a matter of great preparation; it is a matter of coming face to face with life, of reading and of contracting a habit of reading. If you could choose between the inheritance of a great fortune, of a great name, or of great power—between any of these things and the cultivation of the habit of reading, and you should hesitate which you would take, you would right then and there make the blunder of your life. For solace, for inspiration, for growth, for everything that makes life noble, the habit contracted, in youth at your age, of reading persistently the best words of the greatest men is worth more than anything that can be given to you. (Applause.) Now in a community where that habit becomes general, it is in such a community, of course, that the literary art is most likely to flourish, because it is a thing which all the surroundings suggest. Reading has other justifications and other rewards; but, also, if you wish deliberately to go about the business of producing literature, the best course to pursue is to produce a reading community. No man, as I said before, can say that in the sound of my voice there may not be the greatest literary artist of the next fifty years. Who can predict anything about it?

Moreover, this is one art in which, if there be any sex distinction, in some forms of literature at least, the advantage is with women. I pray you to persevere in cultivating the love of literature, in thinking of the possibility of its production, in trying to produce it yourself. Why not? What harm is involved? If you write a

novel you commit no greater sin than all the rest of mankind, and it is good exercise. Yours may be the great one.

But in reading for your pleasure or in reading for suggestion, I assure you that one good method is to take one great author—an author that you read not as a task, that you take up not from a sense of duty, but because you love him. Take one great master, whether he be old or modern, whether he wrote in verse or in prose, whether he wrote fiction or history, or poetry, select him, (you know the one you like best.) Make sure that he is a great one. Live with him. Turn to him every day. Read him, re-read him until he is a part of your permanent equipment; and then whatever overtakes you, in every experience that you have, you will find consolation when the experience is depressing and inspiration always; and you will have the satisfaction of knowing that one at least of the divinely appointed leaders who have spoken and written our conquering tongue, lived and lives to guide you as if he had lived for no other purpose at all. (Applause.)

WALTER H. PAGE.

Mr. Walter H. Page, of Boston, was born at Cary, Wake Co., N. C., in 1855.

He is of a family characterized by intellectual vigor, aggressive business energy, and clear, independent thinking. His father, Mr. Frank Page, is a distinct figure in the commercial life of North Carolina, having built railroads, and created wealth which he has wisely invested in various enterprises in the State.

Mr. Page was educated at the Bingham School, Trinity College, Randolph-Macon College, and the Johns Hopkins University. He afterwards spent some time in travel and study in Europe. He became first an editor of newspapers in St. Joseph, (Mo.), New York, Raleigh, (N. C.), and again in New York. All of his newspaper work was striking for its independence and fearless statement.

Leaving the newspaper work he became an editor of "The Forum", and under his editorship it became a successful and influential review.

In 1895 he was invited by the publishers, Messrs. Houghton, Mifflin & Co., of Boston, to enter the service of their Literary Department, where he is literary adviser and editor of The Atlantic Monthly, the leading literary magazine of America.

It is generally admitted that his connection with *The Atlantic Monthly* has raised its standard and added greatly to its popularity. Since he has become its editor it has reached its highest circulation. He has written for the magazines he has edited—seldom for others.

While Mr. Page is by profession a writer and an editor, he occasionally delivers lectures and makes addresses. In this field, too, he is a decided success. Everything that he writes or says is characterized by native vigor and the touch of the artist.

His lecture on *The Forgotten Man* delivered at the State Normal and Industrial College two years ago was a very remarkable address, and created a profound impression upon the educational thought of North Carolina. Frequent calls for copies of it have come from other States.

Mr. Page has lectured for a number of the leading colleges and universities of the country, and in next July he goes for a week to Chautauqua, New York, to deliver a course of lectures on *The Making of Literature*.

Such is a brief outline of Mr. Page's literary life, which has, for twenty years, been one of almost incessant toil rewarded by constantly growing success. Socially he is a charming and delightful companion. He has a happy home in which there are four children—one girl and three boys.

Mr. Page is in the prime of life, being only forty-three years of age. North Carolina appreciates her gifted son, and will continue to watch with pride and admiration his successful career in the field of letters.

IN MEMORIAM.

Born - - - March 19th, 1847.
Married - - - May 13th, 1875.
Died - - - Feb. 13th, 1899.

March 22, 1899.

WHEREAS, The Faculty of The State Normal and Industrial College have learned with profound sorrow of the death of Mrs. W. P. Carraway, for six years the beloved and efficient matron of the College;

Resolved:

1. That they desire to express their appreciation of her long, faithful, and valuable services to this Institution, and their admiration of her unflinching kindness and cheerfulness, her unflagging energy and resolution, and her great patience and fortitude.
2. That a copy of these resolutions be spread upon the records of the Institution; that another copy be furnished to THE NORMAL MAGAZINE for publication; and that a third copy be sent to the bereaved family of the deceased.

J. Y. JOYNER,
P. P. CLAXTON,
C. R. BROWN,
MISS D. L. BRYANT,
MISS LAURA H. COIT,
DR. ANNA M. GOVE,
Committee.

EDITORIALS.

Our Contributors. It is not often that a North Carolina periodical has the privilege of publishing two such articles as THE STATE NORMAL MAGAZINE presents in this issue. They come from two of the most gifted and accomplished men that the state has produced.

The people of North Carolina have learned to appreciate whatever comes from the pen of George T. Winston or Walter H. Page.

Moreover, those who fail to read the article by Mr. Lingle on Education in Germany will be the losers.

It is hoped that every reader of THE MAGAZINE, who has not already done so, will make some contribution to The Students' Building, in which it is proposed to provide halls for the Cornelian and Adelpian Literary Societies, a room for the Young Women's Christian Association, and an office for THE STATE NORMAL MAGAZINE.

The committee has secured subscriptions, largely from among the students now in attendance and from the Faculty, amounting to nearly \$3,500. When the subscriptions reach \$5,000, as it is hoped they will do during the month of April, plans will be made for special exercises in connection with the corner stone laying at the approaching Commencement.

Subscriptions are payable one-half November 1st, 1899, and the other half November 1st, 1900. The subscriptions, so far, have ranged in amount from fifty cents to one hundred dollars.

If every former student will undertake to raise \$10 for this purpose, a sufficient amount will be secured to erect one of the handsomest buildings in the state.

The State Superintendent of Public Instruction. Hon. C. H. Mebane, the State Superintendent of Public Instruction, is receiving many compliments from people of all shades of political and educational opinion for his singleness of purpose in administering his high and responsible office.

It is not often that any kind of public official in an office that has been regarded as political or semi-political receives hearty endorsement for

a continuance in his position from political opponents. Yet that compliment has been paid to Mr. Mebane.

It is also a striking compliment to his faithfulness and fairness that he has the good will and support of the extreme state aid and anti-state aid people. The denominational colleges and the State colleges recognize in him their friend and well-wisher.

Mr. Mebane has certainly been a true and unswerving friend to The State Normal and Industrial College, as we believe that he has been to all the other educational interests of the State.

The chief reason for the practically unanimous endorsement of his course is that all well-informed people know that he makes everything else secondary to the great question of the education of the people of North Carolina.

The following is quoted from the North Carolina Journal of Education:

“Superintendent Mebane’s great letter to county boards of education, unfortunately for our readers comes too late for publication in full in this number of the Journal. We would like to aid in putting it into the hands of every citizen of North Carolina. No more patriotic letter has come from the pen of a North Carolina official in many years. It marks Mr. Mebane as a statesman of the best type. ‘The work of public education in North Carolina is bigger than any set of politicians or any political party,’ should be the motto of every public man in the State.”

The General Assembly of 1899 made many minor changes in **The Legislature and Education.** the public school law. It retained the most important feature of the law of 1897; namely, the township unit. It also passed a general local taxation law allowing local option in education. Any township in the State where one-third of the free-holders petition for an election may vote upon the question of local taxation for schools for an amount not to exceed 30 cents on the \$100 of property, and 90 cents on the poll.

It is hoped that many townships during the next two years will avail themselves of this opportunity to make their public schools what they ought to be. In no other way except by local taxation can we hope for this to be done in North Carolina, just as it has been impossible to secure that result elsewhere without local taxation.

The most significant act of the Legislature touching education was the appropriation of \$100,000 direct from the treasury to the public schools of the State.

While this amount will probably increase the public school term only a little more than a week, yet it is a renewed pledge of the people to the idea of universal education, and an acknowledgment of the principle of civil ethics that strong communities ought to help weaker communities.

It is also a significant fact that this Legislature, like all of its predecessors for the past decade, has shown a friendly disposition towards the State's high schools and colleges.

In addition to the regular appropriations, a loan was made to the Agricultural and Mechanical College at Raleigh, a special appropriation of \$5,000 to the State Normal and Industrial College for Gymnasium and Library purposes, and a special appropriation of \$7,500 for water works at the University; all of which indicates that the representatives of the people believe in supporting all the State's schools from the lowest to the highest, and that they do not consider an appropriation to one part of the State's system of education an act of hostility to any other part of the same system.

We are all familiar with the old expression, "It is better to be **Luck or Grit?** born lucky than rich," and there are none of us who have not applied it to some one who seems to have gotten more of this world's goods than his associates.

In a great many instances a man's successes, as viewed by his fellowmen, can be accounted for only in this way, but the greater number of men whom we call "*lucky*", can trace their prosperity and success back to a far different source.

What this source is, we see when we look carefully into the life of a man who has risen by his own efforts from low estate and "makes by force his merit known." 'Tis not luck, but determination in the accomplishment of a purpose, fixed and immovable.

He who has a definite aim in life, to which all things else are subservient is the man who reaches the goal. But that all other things are of less importance does not mean that they are to be wholly neglected. The really *great* man is he who "knows something of everything and everything of something."

**Yesterday, To-day,
To-morrow.** How strange it is that the real present dwells so little in our minds, that our thoughts are so little occupied with the concerns of to-day !

It is true that the present is the time of action. Most of us are active,—working in one way or another, but we dwell far more upon the past or future than upon the busy to-day. It is always the past summer, or day after to-morrow that we think of most. The work that engages our attention has little to do with to-day. It is but a means to some grand end which we dream of accomplishing in the future.

Why should we spend our thought upon the shadowy pleasures and labor of the past? Why should we be constantly peering blindly into the future, all absorbed in the effort to overcome dangers which may never arise, to solve problems whose solution may never be required of us? Was the past more pleasant, more active than the present? Can we hope for greater opportunities in the future?

It may be that our present is sad and unattractive, still it is here. It must be spent, well or ill. The past, however great its pleasures, has joined the "eternal ages"; the future, we may never see. The present alone is ours, to use as seemeth to us best.

It is a pleasure to remember the past when all the bitter worries that troubled us then have been forgotten, and a pleasure of which we need not deprive ourselves. Yet, it is only a pleasure and unworthy to replace our duties of to-day or make us sad or discontented with the happenings of the present. Let us rather remember that the business of our lives is to live as best we may the *to-days* of our lives, having no fear for the yesterdays and to-morrows.

Think, for a moment, of the men and women who have done good service in some crisis of the world's history. Have they been men who were constantly dreaming of the past, or building their hopes upon the events of the future? Were they not rather, men who were so completely occupied with the pressing duties of the present as to have little time for building glorious air castles?

So will we ever find it. The man who will be best prepared for to-morrow's emergency will be the man who is doing most faithfully and completely his duty of to-day.

“A beautiful soul in a beautiful body,” was the motto of a great race many years ago; but this race passed with the centuries and in its place rose two classes of people, those striving for brute strength, these for dry intellectuality. It is with this latter class that we have to deal. For some years, no longer did the body receive equal training with the mind, but was neglected as a “carnal” drawback to the soul. Preceptor and pupil were so engrossed with mental gymnastics that no time was left for physical culture.

But public opinion is an ever vibrating pendulum, and for the last years the swing has been in the right direction. Boys, with the self-assertion characteristic of their sex, were first to claim their right to a fuller life. Girls suffered longer, and their pale cheeks, hollow eyes and bent forms made the term “higher education” a reproach to womanhood.

But verily these are enlightened days! For not only have woman’s mental necessities been recognized, but even her physical needs have obtained a hearing and the athletics and gymnasium work are an important part of every college course. And to this end the Normal is slowly but surely approaching.

The work is not finished when we have well equipped gymnasiums and grounds for out-of-door exercise. These are indeed of little avail when the average student contents herself with a few hasty exercises after the light is out, nor can class work twice a week correct physical defects or develop muscle. If we wish to attain any degree of physical perfection we must exercise systematically not only in our rooms and the crowded gymnasium, but in the open air.

“He lives most life, who breathes most air,” writes Mrs. Browning, and the truth applies no less strongly to women.

In this number of THE MAGAZINE, Dr. Winston emphasizes this necessity and by accurate statistics from various colleges shows the improvement in the student’s physique due to regular physical culture. We would call the attention of all of our readers to this article, “The Higher Education of Women,” and especially that portion of it relating to physical culture. Those already interested in the subject will receive fresh enthusiasm, while those to whom the subject is new will determine to strive for a better physical development. There has been recently organized in this school an “Athletic Association,” of which every student should be an active member. While training our minds, let us not forget the means by which grace and health, both mental and physical, are promoted and retained.

The Oread Institute, a school of Domestic Science, located in the city of Worcester, Massachusetts, began its work a few weeks ago.

The Oread Institute. Some generous friend of the institution made it possible for a scholarship, giving tuition, room, and board free, to be placed at the disposal of the Governor of each state in the Union. Governor Russell appointed to the place to which North Carolina was entitled Miss Pearl Eugenia Wyche of Vance county. Miss Wyche has been a student of the State Normal and Industrial College and had the strong recommendation of the President and Faculty of the College. Miss Wyche gives glowing accounts of her new home, and considers herself very fortunate to have secured the appointment.

Kind Words From a Friend. The following, copied from the *Charlotte Observer*, of March 19, 1899, over the signature of C. L. C., contains a tribute to our MAGAZINE for which we are very grateful.

“The North Carolina STATE NORMAL MAGAZINE, for February, is as usual an interesting number. The first article is historical, an account by Capt. W. M. Wiley, of his visit to the Waldenses of Burke county. Another interesting article is on the subject, “What Can a Woman Do to Earn a Living?” by Mr. T. M. Robertson, Bureau of Labor, Washington, D. C. There are other articles and reviews of more than passing interest notably one by Mrs. W. G. Randall on Peele's Lives of Distinguished North Carolinians. In some respects however, the account of the recent visit of the Legislative Committee and the unique entertainment held at the College in honor of the committee, is the most notable feature of the new MAGAZINE. The writer of these lines has noted with pleasure the increasing literary and educational worth of this periodical for some time. It can be said with truth that the North Carolinian who fails to read this periodical will fail to keep pace with a movement that is now such a power in North Carolina that it commands the attention of every thoughtful man. All praise to the State Normal School. All honor to the men and women who are doing work there. All hail and everlasting benedictions on the success of the idea for which it stands. Let THE MAGAZINE continue to herald abroad the work at Greensboro.”

ALUMNÆ AND OTHERS.

Miss Lessie Gill, '97, is teaching near Louisburg, N. C.

Miss Bessie Sutton has a position in the Kinston Graded Schools.

Miss Ida Beardsley has charge of a public school in Middleburg, N. C.

Miss Mabel Wooten, '95, is principal of the school in LaGrange, N. C.

Miss Keith Covington is spending the year at her home in Wilmington, N. C.

Misses Fannie Copeland and Mabel Turner are at their homes in Statesville, N. C.

Miss Elise Fulghum is in charge of the primary grade in the High Point, N. C., Graded School.

Miss Mary Arrington, '95, is teaching in the public schools of Rocky Mount, North Carolina.

Miss Lois Boyd, a former member of '99, is assisting her sister in a school at Cornwell, S. C.

Miss Annie Land is devoting herself to the study of music at her home in Whitaker's, N. C.

Miss Sethelle Boyd is one of the teachers in the Presbyterian Orphanage at Barium Springs, N. C.

Miss Hattie Arrington is at her home in Rocky Mount, N. C., her father having moved to that place recently.

Miss Johnsie Coit, formerly of '99, is teaching in the public schools of Salisbury. Miss Coit has a poem in a recent number of *The Presbyterian Standard*.

MARRIAGES.

Aldridge-McClees—At her home in Durham, N. C., Miss Bertha McClees was married to Mr. F. S. Aldridge, June twenty-ninth, 1898. Mr. and Mrs. Aldridge are living at Trinity Park, where Mr. Aldridge is teaching in Trinity High School.

Baugham-Smallwood—On the fifteenth of March, 1899, Miss Annie Ruffin Smallwood, '95, was married to Mr. John R. Baugham. Mr. and Mrs. Baugham will make their home at Rich Square, N. C.

Cardwell-Parmelee—On the evening of October twenty-sixth, 1898, in Grace Church, Wilmington, North Carolina, at half after six o'clock, Miss Ethel Parmelee, '95, was married to Mr. Guy Adams Cardwell. Mr. and Mrs. Cardwell make their home in Wilmington.

Saunders-Hankins—Cards of invitation have been issued to the marriage of Miss Annie Royal Hankins, '97, and Mr. Marcellus Garnett Saunders on the evening of April nineteenth, 1899, in Grace Church, Wilmington, N. C.

AMONG OURSELVES.

Dr. H. D. Harper, of Kinston, was with us at chapel exercises recently.

Mr. Frank Brown, of Mocksville, was with us on the 16th, visiting his daughter, Isabelle.

Rev. A. J. McKelway, editor of The Presbyterian Standard, conducted our opening exercises recently.

Miss Ava Clendenin, of Graham, spent some time in March with us, visiting her sister, Esther Clendenin.

Dr. Frizell, of Hampton Institute, Va., was our guest recently. He made an interesting talk to the students at the opening exercises.

On the evening of March 12th, Rev. T. M. Johnson, of the Methodist Protestant church, was with us. We remember his sermon with grateful pleasure, full as it was of practical helpfulness.

On the evening of Feb. 26th, Rev. A. D. Thaeler, of Winston, preached to the students. We are always glad to have our Moravian friends with us, and Mr. Thaeler's visit was a source of pleasure to us all.

Among our friends who were with us at the time of Mr. Page's lecture were Mrs. John A. Brown, of Winston; Miss Emma Page, of Aberdeen; Miss Tempie Parker, of Reidsville; Misses Sue May Harris and Mary White, of Mebane.

The British Guards Band, under the leadership of Lieut. Dan Godfrey, gave an entertainment in the chapel of Greensboro Female College on the evening of March 9th. Quite a number of Normal people attended and were delighted by some of the numbers of the program. Especially did the Normal girls enjoy the patriotic airs, chief among which, was Dixie.

While reading some letters of Robert Louis Stevenson recently we were especially struck with the fact that "the weather" was frequently mentioned. This fact and the unusual severity of winter just passed gives us boldness to notice it here. The deep snow we enjoyed very much, and some of us who always look for the bright side of things, thought it probable that we would not have school during the coldest days. But that "Normal bell" rang, loud and long, a declaration of independence to the storming elements. To the chapel we went,—the most sanguine of us, thinking surely our faculty would be too prudent to come out in such weather—but they were not. So we realized once for all that though Macbeth's witches "untie the winds and let them fight against the churches, tho' the yesty waves confound and and swallow navigation up * * * even till destruction sicken"—we are to answer whenever the faculty calls.

One of our first visitors in the early spring was roseola. The patients were put in rooms together, and were kept as exiles for some time. The inmates of one of these rooms placed the following notice on the door, "Daughters of Rest; new members received most any old time; pass-word, 'Roseola'." One young lady was known to poetize on the matter in this manner:

Sweet Rose Eolar, my dear little Rose,
She's a dear little malady, most everyone knows;
Some day she will get you, how happy I'll be;
I have Rose Eolar, and Rose Eolar has me.

Would "Among Ourselves" be complete without mentioning that new figure in the Normal world, who recently has been the observed of all observers, and if

only temporarily, has changed the *course* of many a Normal girl? We say Charlie's goat must be duly reported. In our social and intellectual world he plays no mean part. Socially he is quite a success, having access to some of the dormitory parlors, where he samples the quality of curtains and other dry goods and notions. But his great triumphs are of an intellectual nature; for where is the Senior who can compete with him when he chooses to have the attention of the Practice School children? For much it pleases his goat-ship to meet his bitter antagonist, the sheep, in the Practice School play grounds. We have heard that this goat is liable to die at any time, and we would not be surprised if he did.

Mrs. W. H. Hunter, Misses Page and Lee, '93, Miss Allen, '95, Misses Weatherly, Sanders and Coit, '96, and Miss Hanes, '98, met in the Library on March 18th to plan for the annual meeting of the Alumnae Association on May 20th. Miss Allen, secretary of the Association, reported that a copy of the Constitution and Minutes of the last meeting, together with a personal letter containing several matters of importance, was to be sent to each member of the Association. Arrangements will be made for the entertainment in the College dormitories of all who return at Commencement to their Alma Mater. An interesting program has been planned and it is hoped that an unusually large number of Alumnae will be present at the meeting of 1899.

We had in March a visit from our friend, the Rev. A. D. Mayo. We are always glad to see him and to hear his kind, hopeful words. As he spoke to us of the wonderful development of our country in the last few years and of the peculiarly important part that woman must play in the progress of the race, we were glad to be touched by the spirit of such a man. As one of our teachers justly said, he brings with him a benediction. We would like to see him oftener.

Much has our great need for athletics been discussed, some girls complaining of how "pokey" we are not to have games, many grumbling about that stupid walking period, still others giving vent to their feelings and energy by writing spirited editorials on "Our Need for Athletics;" but it remained for the Class of 1900 to take the first definite steps in this matter. This energetic class was up and doing while many of the "suggestors" were still suggesting. The members of the other classes were invited to meet the Juniors in the chapel, where the matter was forcibly presented. The co-operation of each class was soon secured, and we are now proud of a well organized Athletic Association, with the following officers:

President, Lily Keathley; Senior Vice-President, Nell Whitfield; Junior Vice-President, Woodfin Chambers; Sophomore Vice-President, Phœbe Sutton; Freshman Vice-President, Laura Kirby; Secretary, Alice Daniel; Treasurer, Kate Smith. Tennis, basket ball and cricket are to be the games for the spring.

THE MAGAZINE hopes that the Athletic Association will be a permanent and prominent factor in future Normal life, and wishes to congratulate the Class of 1900 on the outcome of its undertaking.

"Beautiful is the tradition,
The old classic superstition."

Sometimes the school girl may have sighed, and lamented her hard fate that she is not allowed to content herself with the history, the problems, and—the romance of her own time and age. She perforce must acquaint herself with the wars and rumors of wars, and the love affairs of people whose story the intermingling of history and mythology has made such a beautiful part of literature. But on Friday evening, March 3rd, we felt that we no longer looked through the mists of centuries, but in the light of Normal gas jets, under the kind guidance of Mr. Forney we gazed upon the battle fields of ancient Troy, and saw its heroes in flesh and blood.

The occasion was an entertainment composed of scenes from the Iliad, and of several papers giving the story of the same. Late in the afternoon the only stage fittings to be seen were three sheets, procured from the laundry through tears and supplication. But when eight o'clock arrived we were ready to make our journey to Troy.

Several of our best readers had been selected to read the papers prepared by Mr. Forney, which gave the general summary of the story. All the young ladies acquitted themselves with credit.

We hardly recognized Miss Patterson and Miss Nash, posing as Ajax and Hector in deadly combat. If in modern times Hector seemed to have the advantage, it was probably due to the fact that Ajax was not accustomed to having his feet wrapped in swaddling clothes. Peaceable Miss Bagby in impersonating the august Jove, assumed such a look that even the beautiful Helen drew more closely her drapery, and must have sighed for her Paris.

They were all there—our old friends Achilles, Patroclus, Andromache, Ulysses, and even queenly Juno descended to earth. But since all friends must part, we too

had to bid the immortals goodnight, and it is supposed that they enveloped themselves in a cloud, and speedily withdrew, for none save mortals now walk the Normal campus.

The annual election of marshals occurred March 31st. The following were elected marshals:

CORNELIAN.—Emma Lewis Speight, Chief, Edgecombe; Emma Bernard, Buncombe; Wilhelmina Conrad, Durham; Lillie Keathley, New Hanover; Sue Nash, Orange; Miriam McFadyen, Bladen.

ADELPHIAN.—Woodfin Chambers, Alamance; Clara Gillon, Cabarrus; Bessie Hankins, New Hanover; Lizzie Howell, Edgecombe; Myrtle Scarboro, Randolph.

We remember with pleasure Sunday, April ninth, on account of the visit to the College of Mr. John Pullen, of Raleigh. His address on "The Word of the Most High God" was a beautiful expression of many words of comfort and good counsel. At the close of the service Mr. Pullen gave to each of us a beautiful pocket copy of The Psalms, Gospels, or Proverbs, which, perhaps, more than anything else would have done, will preserve in our hearts the words of his good counsel. We appreciate his kindness to us, and extend to him our most cordial sympathy and good wishes for the work which he is doing toward the ennoblement of mankind.

IN LIGHTER VEIN.

CARPE DIEM.

(HORACE, ODE IX).

The mountains tower to the cold gray sky,
Crowned with their glittering wreaths of snow,
The river is still in its coat of mail,
And snowy burdens bend the tree tops low.

To drive away the winter's cold,
Heap high the wood, O comrade mine!
And from my ancient Sabine jars,
O scruple not to draw the wine.

And leave all cares to that God,
 Who stills the whirlwind at his will,
 Who makes the cypress cease to shake,
 And bids the mountain ash be still.

What ever the morrow may bring forth,
 And what be the fate of the coming day,
 Shun not the youthful dance and love,
 Oh friend of my heart, be glad while you may!

For it is in youth, when man meets maid,
 In the park when the moon is brightest,
 And the coy maid hides to be caught and kissed,
 That life is sweetest, and hearts the lightiest.

YE MODERNE LOCHINVAR.

A ballade settinge forth how ye gallant came to his liege ladye in her dyre
 distress; a guage to all trew knights.

Ye mayden faire in ye moderne time
 Went to ye Normal Colledge,
 And we can notte showe in fittyng ryme,
 Her paine in acquiring knowledge.

Ye mayden fair, ye Latin tooke,
 Which thyng she did regrette,
 And oft she bewailed it, loude and longe,
 For it caused her worrye and frette.

“And now” she criede, “ye exammes are here,
 Grette Scotte! How ye lyfe does bore me,
 I can passe on Math, and Science and Ped,
 But ye Livy is sure to floore me.

And oft she syghed for ye days of eld,
 For a younge Lochinvar come outte of ye West,
 With leal, loving hearte and steede fleete and stronge,
 To take her and bear her to peace and to rest.

Now it happed that ye mayde was loved fulle well
 By a youthe who dwelte at a naboring college,
 And well he knew how to boote ye "profs"
 And alle shorte cuttes to knowledge.

So he to his Ladye's rescue came,
 Tho notte withe ye steede from oute of ye Weste,
 Yet he brought her a horse of a different color,
 Ye ponye that translated Livy ye beste.

And on it she rode through ye Colleege course
 While maydens forlorn, who lovers had none,
 Said, "Behold she flirteth while we bone harde,
 Yet we have a four, she getteth a one."

MORAL:

Ye maydens who to College go,
 And find Latin and Livy to be your fate,
 If ye fain would ascend such slippery heights,
 Be ye sure that your knights are all up to datte.

 THE ESSAYIST.

(AFTER K-G-P'S VAMPIRE).

A senior there was, who once could write,
 (Even as you and I!)
 Pencil and paper were all she required,
 Then she could write as if inspired,
 Write and write, and never get tired,
 (Not so with you and I!)

Oh the things she said, and the things she read,
 And the best of her head and mind,
 She gave to the essay she thought she could write,
 But now she knows she never could write,
 And she can not be resigned.

But a girl must write, though the strain be great,
 (Even as you and I!)
 And her senior essay must be up to date,
 Or she won't be allowed to graduate,
 For the Faculty mustn't be asked to wait,
 (Not so with you and I.)

Oh, all that she thought and all that she wrought,
 And the various things she schemed,
 These belong to the days when she tried to write,
 Pitiful days when she thought she could write.
 But now she knows she dreamed.

The essay she wrote, and though she cried,
 (Even as you and I).
 When she sent it in, she said with pride,
 Though as she spoke, we knew she lied,
 "I don't care. for I havn't tried."
 (Not so with you and I).

And it isn't the failing and her fond hope paling
 That stings like the vaccine's dart,
 It's the money she gave to have it type-written
 The coin she wasted to have it type-written
 That pains the maiden's heart.

GREEN?—AYE, GRASS GREEN !

First Freshman.—What's a *sculpturer* ?

Second Freshman.— A man who makes sculps, of course.

Practice School Teacher, (startled by the ringing of the new electric bell).—
 That's an innovation isn't it ?

Pupil (reassuringly).—No'm t'aint; it's just the new bell.

Teacher.—What is hard water ?

Pupil.—Ice.

Freshman Query.—How many are in the Senior quartet ?

Methodist girl.—Who were Ananias and Sapphira ?

Presbyterian (disapprovingly).—Where have you been raised ? They were
 men in the Bible.

Nervous girl.—Dr. Gove, I want water all the time. What do you think is the matter with me?

Dr. Gove.—You are thirsty.

Probably one Practice School teacher merely meant to ask the other how long she was going to make her pupils write the word ice, but it sounds a little alarming expressed this way, "I say, J—, how long are you going to keep your children on ice?"

Physics Teacher.—What is necessary for the action of a suction pump?

Bright Junior.—A spout and a handle.

Teacher.—Where is the thermal equator.

Physical Geography student.—In the vicinity of any direction.

EXCHANGES.

Very few magazines have come to us for March, but we hope they are only delayed and will reach us before the month is over.

In the University Magazine is a thoughtful article on the great problem of the South,—the negro—showing that on the men of to-day rests the responsibility of freeing the Anglo-Saxon race from the stain of a rule of ignorance. The "Book Notices" show that the University keeps abreast of the literature of the day. Very interesting reviews of *Cyrano De Bergerac* and *Prisoners of Hope* are given. "The Least of all Lands" gives us a glimpse of the Holy Land, its geographical features and influences on the Israelites. An analogy between Scotland and Judea is drawn. Both are small and rugged, but have given to the world some of the strongest of God's sons.

The March number of the Trinity Archive contains well written character sketches of two of North Carolina's noble sons—Dr. Jesse A. Cunniggim and General Thomas Clingman—the one a leader in the cause of Christ, the other in The Lost Cause. The Literary and Editorial Departments are well conducted, as are the other departments also, making The Archive one of our best exchanges. The

fiction, however, in it this month is of very little merit. Engravings of two of the buildings of the Trinity Park High School add to the attractiveness of the magazine.

We are always interested in the Emerson College Magazine, and in what is being done in this college of oratory. The February number is up to the usual standard of merit, containing an engraving and interesting sketch of James Russel Lowell. The frontispiece is a half tone cut of William J. Rolfe, the great Shakespearean scholar. Dr. Rolfe is a member of the faculty of the Emerson College of Oratory. "The Child and the King" is a lovely little poem written by George Henry Galpin. We are glad to see that this magazine does not print anything merely to fill up a certain number of pages.

TWILIGHT.

Dew dropped and fresh is the morn
But sweeter far
Is the golden day declining
And the evening star.

And sweeter than youth's bright morning
And manhood's noon-tide glow,
Is the rest, when twilight falling,
The long day's work is o'er.

Then zephyrs that kiss the tree tops
And lull the flowers at night,
Steal into the soul with a message
Of love from beyond the light.

To comfort for hopes departed
To whisper of watchful care
To point us beyond the star light
To a loving Creator there.

—*Clemson College Chronicle.*

POSSESSION'S TRUE VALUE.

Boast not thou of what thou havest
Saying proudly, "These are mine."
Value's not in mere possession
But in using well what's thine."

—*Clemson College Chronicle.*