This new store is prepared to serve you in a manner heretofore impossible in Greensboro. You will be welcome at all times to visit the store, making it your meeting place, using the writing room and other conveniences provided for your comfort and pleasure.

Should you desire your folks at home to see any article or garment you see in the store, we will send it by express for their approval. We pay express to your home on purchases.

We can serve you now with everything ready made. In the spring we will be ready to make things for you

Contents.

Entered at the Postoffice at Greensboro. N. C., as second-class mail matter.

RECORD OF THE FIRST FOUR CLASSES TO GRADUATE FROM THE STATE NORMAL AND INDUSTRIAL COLLEGE.

BERTHA M. LEE.

The class of 1893 numbered ten young women, who made Dr. McIver an honorary member of their band. Now—half in jest, but all in earnest—"Ninety-three" says to the younger classes: "No matter what you do or say, our honorary member makes our class outweigh yours."

Mattie Lou Bolton, of Franklin County, taught in the country for five years, studied Literature in this College for a year, married Mr. John Calvin Matthews, of Spring Hope, became a mother to her orphan brother-in-law, and besides being her own cook and house-maid, has taught four public schools since her marriage.

Maude Fuller Brodaway, of Forsyth County, taught Physical Culture here for one year, and became Mrs. E. McK. Goodwin, of Morganton. Home-making is her first business, but she adds her influence to literary and church societies, and is President of the State Normal College Association of Burke County. She has four daughters, and one little son has "fallen asleep." Two years ago I visited her in company with a European gentleman and great teacher. He told me he had never had a more gracious host and hostess, and that nowhere in America had he met such well-trained children.

Mary Rebekah Hampton, of Iredell County, taught seven years in Greensboro and married Mr. William Eliason, of Statesville, where, unembittered by sorrow—she has fought with sickness and death—she is leading a brave, useful life as wife, mother and citizen.

Zella McCulloch, of Alamance County, taught four years with great success. She is now Mrs. T. J. Cheek, and lives in Greensboro with her husband and two daughters.

Margaret Rockwell McIver, of Chatham County, taught two years and became Mrs. Bowen, of Rougemont. In the training of her son and daughter, we know the Shorter Catechism is not neglected.

Carrie Melinda Mullins, of Wake County, taught three years in Greensboro and married Mr. W. H. Hunter. They live on a beautiful farm just outside of the city, and Carrie's "most strenuous efforts are directed toward starting five young Americans on the right paths."

Lizzie Lee Williams, of Gates County, is Mrs. G. W. Smith, of Capron, Va. She tersely sums up her duties of thirteen years as those of "a chicken raiser, teacher, housekeeper, wife and mother."

Annie May Page, of Burke County, after studying one and a half years in Europe, has taught in Greensboro Female College, Peace Institute, and Winthrop College, S. C.

Bertha Marvin Lee, of Davie County, has never left her Alma Mater.

Margaret Clement Burke, of Davie County, taught at Gulf, in the Statesville public schools and College, and at Peace Institute, studied at our University and taught in San Antonio Female College. Two summers ago she passed beyond our sight, but—

> "I can not say and I will not say
> That she is dead. She is just away."

The class of 1894 numbered eight.

Mary K. Applewhite, of Halifax County, taught in the Greensboro Schools, was principal of the school at Scotland Neck, and returned to this city as principal of the Davie Street School. As writer for magazines and educational journals, worker in the Woman's Association for the Betterment of

Public School Houses, and in various literary and religious societies, all her work tells.

Rachel Cuthbert Brown, of Craven County, was for several years a Secretary in the Indian Department at Washington, D. C. She is now Mrs. Clarke, and still lives in Washington.

Gertrude Bagby, of Craven County, taught in the Wilmington High School before her marriage to Mr. W. M. Creasy. She now teaches private pupils and, with her husband, continues her studies. They have a daughter and a son.

Mary Lewis Harris, of Cabarrus County, for twelve years a primary teacher, writer, teacher of music, club woman, and church worker, is "so busy and happy that she would not change places with any one on earth."

Susan Ellen Israel, of Buncombe County, having taught for some years in Asheville, now devotes her time to home duties.

Annie Lee Rose, of Johnston County, taught five years before entering upon "intensive" home education. As Mrs. V. Ottis Parker, of Raleigh, her life is given to her husband and daughter.

Virginia Taylor, of Guilford County, taught ten years. She is now Mrs. H. N. Griffith, of Menola.

Mary Callum Wiley, of Forsyth County, has taught every year since graduation save one, while studying here for the degree of A. B. A zealous church worker, a writer of strength and charm, a true daughter of Calvin H. Wiley, she will leave her mark on the Old North State.

The class of 1895 numbered thirty-one.

Nettie Marvin Allen, of Vance County, taught one year in Wilson and ten years as Supervisor in our Training School.

Mary Jones Arrington, of Nash County, was one year our Registrar. She has taught ten years, now being principal of the Brooklyn School in Raleigh.

Elizabeth Battle, of Durham County, has taught since graduation more than 1,750 children. She is now in the Greensboro

Schools and is President of the State Normal College Association of Guilford County.

Mary Allie Bell, of Transylvania County, taught one year in the Oxford Orphan Asylum, and married Mr. E. W. Blythe, of Brevard. Always interested in literary and religious work, she is training her very own Normal Alumnæ-to-be. The first of her trio is "Ninety-five's first daughter."

Lucy Antoinnette Boone, of Hertford County, after teaching for several years, is now Mrs. B. E. Copeland, of Suffolk, Va.

Mary Bradley, of Gaston County, was a successful bookkeeper until her marriage to Mr. Frank G. Wilson, of Gastonia. They have one daughter.

Martha Carter, of Wake County, has been teaching. Her home is now in Spencer, West Virginia.

Alethea Collins, of Hillsboro, has made a brilliant record as a teacher in Tennessee, New Jersey, Maryland, Connecticut and Pennsylvania. Her work is now at Haverford.

Lucy Dees, of Pamlico County, taught four years in the public schools and one year in Bayboro Academy. She is now Mrs. Davenport, and lives with her husband and three fine children in Morehead City.

Margaret Amy Nash, of Burke County, taught a year in Brevard. For years she has been engaged in Library work—at Pratt Institute and in the Brooklyn Public Library. She is in constant and close touch with Social Settlements, Boys' Clubs and Newsboys' Homes.

Sallie M. Grant, of Northampton County, has taught eleven years. She is Secretary of the Woman's Association for the Betterment of Public School Houses in Northampton County.

Maude Harrison, of Wake County, taught until her marriage to Mr. P. D. Gray, a merchant of Cary. At first she kept her husband's books, but now devotes herself to the larger and finer work of making a home for him and their two daughters.

Lina Verona James, of Pasquotank County, after teaching several years, became Mrs. R. H. Welch.

Maria Davis Loftin, of Duplin County, has taught since graduation. She is Lady Principal of the James Sprunt Institute, in Kenansville.

Alvenia Barnette Miller, of Mecklenburg County, having been Instructor at Mt. Holyoke and Vassar, Fellow of the Baltimore Association for the Promotion of University Education, graduate student at Bryn Mawr and Columbia University, is shortly to receive the degree of Ph. D. from Columbia.

Jessie Wills Page, of Moore County, having taught seven years and helped to erect in Henderson a very fine school building, still cherishes the hope of founding a retreat for desolate spinsters.

Annie E. Parker, of Hertford County, taught five years. Her address is now Mrs. A. T. Cook, Georgetown, S. C.

Margaret Lillian Parker, of Gates County, has taught enthusiastically for eleven years. Having been the prime mover in the establishment of a graded school in her own home, and the principal of two others, she is now teaching English in the Suffolk High School, Virginia.

Ethel M. Parmele, of New Hanover County, after a brilliant record as a teacher, married. From her peaceful home-nest in Savannah, Mrs. Cardwell looks with pitying eye upon her single sisters who are denied wise husbands "to learn of at home" and precocious children of their own to love and work for.

Margaret Gray Perry, of Iredell County, one year assistant in the Latin Department here, has taught with marked success in Lumberton, Statesville, Limestone College, S. C., Graham and Kinston. She returned to this College to win the degree of A. B., and often when her teachers marveled, she "wist not that her face shone."

Nannie E. Richardson, of Johnston County, has taught eleven years. Her home is still in Selma.

Henrietta Rider Spier, of Wayne County, has taught eleven years in Goldsboro. An active worker in the library department of the Woman's Club and in the Association for the Bet-

terment of Public School Houses, this College can not claim a more loyal daughter, and it loves her well.

Ruth Sutton, of Lenoir County, besides working in a bank, has taught in her native county and in Deerfield, Mass. She is principal of a grammar school in Fairfax, Vermont.

Annie Ruffin Smallwood, of Bertie County, is now Mrs. John Baugham, of Rich Square. A busy wife and fond mother, she still gives music lessons and spends and is spent in any cause that is for the uplift of her community.

Laura Switzer, of Carteret County, for years a public school teacher in Florida, is resting at Port Tampa.

Mariaddie Turner, of Iredell County, has found her way to Florida, where she is now teaching.

Daisy Bailey Waitt, of Wake County, has taught steadily since her graduation. As teacher in the Raleigh schools, club woman, citizen and church worker, her labors are abundant and all her work is good.

Iola Lacy Yates, of Wake County, taught two years and married Mr. G. R. Parker, of Raleigh. Both parents think their daughter and two sons are "far above the average."

Mrs. Ida Fields Rightsell taught before her marriage in Lenoir, Pitt and Wayne counties. She died in LaGrange.

Mrs. N. C. Newbold, whom we remember as Mabel Wooten, died in Ashboro.

Annie Williams taught until failing health drove her to Colorado. After a brave fight, she came home to die.

We remember the three, and—

> "When the strife is hard, the war-fare long,
> Steals on the ear their distant triumph song
> And hearts are brave again—and arms are strong."

The class of 1896 numbered twenty.

Nettie Asbury, of Gaston County, is now Mrs. J. A. Yoder, of Vale. The parents are making ambitious plans for the education of two daughters and two sons.

Maude Coble, of Richmond County, taught until she entered upon the duties of a minister's wife. In her widowhood Mrs. McIntosh has bravely resumed her work as a teacher in the Laurinburg High School.

Laura Hill Coit, of Rowan County, excepting one year's work in Salisbury, has served her Alma Mater since her graduation. For six years she had been Secretary of the College.

Sallie Joyner Davis, of Guilford County—a name of which we are justly proud. Her work at Oxford, High Point, Greensboro, in Trinity College, the University of Pennsylvania and Greensboro Female College needs no comment.

Iva C. Deans has taught since graduation in her native town, Wilson.

Cornelia Deaton, of Iredell County, taught one year in the public schools and four years at Barium Springs. As Mrs. Chas. Hamilton, of Davidson, she is training her daughters, teaching patriotism and religion to all the children about her, and inspiring the youth of her community with a thirst for higher things.

Jeannie Ellington, of Rockingham County, having taught for six years in Reidsville, is Mrs. B. W. Allen, of Sanford.

Hattie Garvin, of Catawba County, has taught since graduation and always with this aim—a strong mind in a strong body, a beautiful spirit ruling both.

Blanche Harper, of Lenoir County, is Mrs. W. T. Mosely, of Kinston. She has a daughter and a son, and is always useful and busy.

Emma Harris, of Northampton County, is Mrs. R. M. Davis, of Tarboro. She has a daughter and son. She, too, is always busy.

Mary Ellen Lazenby, of Iredell County, after a brief time spent in teaching, became a clerk in Washington City.

Tina Lindley, of Guilford County, now Mrs. Coy C. Jordan, of Newbern, tragically exclaims, "I haven't learned to *sew yet.*" We doubt not that she, who wrestled successfully with almost

every grade of school work and was principal of one school, will come out more than conqueror in her present struggle with the needle.

Stella Middleton, after seven years of teaching—one year here—married Rev. George N. Cowan. She lives in Bristol, and, besides, having the care of a little daughter, is shepherdess of a flock divided between Tennessee and Virginia.

Annie May Pittman, of Edgecombe County, five years teacher in the Greensboro Schools—two years Supervisor in our Training School—now Mrs. W. K. Hartsell—is making a happy home in Randleman for her husband and their daughter.

Emma Lee Reid, of McDowell County, after an unusually successful career as a teacher, is now Mrs. James H. Maxwell, of Roanoke, Va. Her one aim is to train her son to be in the highest sense a man.

Elsie Weatherly, of Guilford County, left "the profession" not that she loved teaching less, but that she loved Mr. T. Gilbert Pearson more. They have a charming daughter.

Carrie Weaver, of Guilford County, has taught in Albemarle and Burlington and spent two years in Baltimore.

Mary Milam, of Guilford County, after teaching in the Kinsey Female Seminary, the Salisbury Public High School and this College, was happily married to Prof. Edward Farquhar, of Washington City. She fell a victim to the great white plague.

Katherine L. Moore, of Iredell County, taught in Statesville and in Colorado. Earnest and able to the end, her work lives after her.

Mary Sanders, of Union County, was assistant Latin teacher in this College until her marriage to Mr. Frank Williams, of Waxhaw.

> "She has wandered away to that unknown land
> And left us dreaming how very fair
> It needs must be, since she lingers there."

These women have taught over twenty thousand pupils. They have attended the Teachers' Assembly in this State, the National Educational Association, and the best summer schools of the North and South. Several have visited New England

and the far South. Several have traveled in the great West—one through thirty states in our Union, in Canada and Alaska. Two have returned here to win a degree, eight for post-graduate study on various lines. Five have done graduate work with such institutions as Trinity College and the Universities of North Carolina, Pennsylvania, Chicago, Harvard and Columbia. Three have studied in Europe. Yet I know only one of these teachers—all save two have taught—who has ever drawn a salary equal to that given to a man for precisely the same work. Twenty-two, "not for the hope of gaining aught, or seeking a reward," but for the joy set before them of increasing opportunity for service, have studied Greek, Mathematics, Music, the Modern Languages, Drawing, Anglo-Saxon, History and English Literature. I believe no sixty-nine men in North Carolina would, under the same conditions, have made a better professional record. These four classes have founded thirty-five homes, in which fifty-five children are being trained for citizenship.

A short time since, these women were asked for suggestions as to how their Alma Mater might be made a more useful institution. The answers show a loyalty to the man whose great heart, broad vision, and tireless energy created their College and a faith in his conscientious Faculty that are simply beyond exaggeration. But *true* love is *not* blind. Jealous for the continued success of their College, its best lovers have written thus:

"Emphasize Domestic Science. It is of equal importance with Latin and Algebra."

"By far the best of all I gained in college came from my close contact with my teachers."

"The class-room work, good as it was, was little in comparison with the personality of those teachers whom we knew to be our *friends*."

"We were always appealed to on the highest grounds and, of course, the best in us responded."

"Do not *add* to the present course of study! There is great danger of emphasizing professional routine to the neglect of vital issues."

"The individual must not be lost in the mass."

"All teachers need to get their students' point of view."

"Over-worked teachers can not *always* give their *best.*"

"Never let the girls forget that the finest of all Fine Arts is the making of a beautiful home."

That was an inspiring scene the other day in Alabama, when a scholarly Southern bishop and the Vice-President of these United States—each an alumnus of the Ohio Wesleyan University—stood side by side as loyal servants of a great church whose founder said: "The World is my parish." Not less significant is a band of womanly women persistently teaching the duty of this State to all her children, irrespective of sex, creed, or color, and gladly giving *themselves,* as "the messengers of the churches," the glory of Israel.

EDITOR'S NOTE ON MISS LEE'S PAPER.

Inspiring as is the record contained in Miss Lee's admirable paper, it should be borne in mind, and cannot be too strongly emphasized, that in it we have presented the labors only of those who *graduated* during the *first four years*. Of the large number who spent one, two and three years in the College, nothing is said; nor is mention made of the much larger number who, since 1896, have gone forth a light to State and Nation. The Institution is now just fourteen years old. Since its doors were first opened in 1892, it has taught 3,254 young women, two-thirds of whom have become teachers in North Carolina, and have taught more than 200,000 North Carolina children. This is said, not in a spirit of boastfulness, for humility becomes a teacher no less than a woman, but because this is a State Institution and it is but just and fair that the people to whom it belongs should know of its labors and of the dividends yielded by their investment.

We may add that the author of the paper, with characteristic modesty, but with injustice to herself and her Alma Mater, has passed all too lightly over her own services. She has studied at home and abroad, and with a loyalty and fidelity unsurpassed is devoting herself to advancing the mental, social and spiritual life of the College. It may be safely said that no one of the sixty-eight other women mentioned in the paper is doing more to promote intellectual advancement and civic righteousness than Bertha M. Lee.

W. C. S.

SOME CHARACTERISTICS OF A TEACHER

COMMENCEMENT ADDRESS BY O. T. CORSON, OF COLUMBUS, OHIO.

[*Stenographic Report by the Misses Byrd.*]

Members of the Class and Ladies and Gentlemen:—I shall make no attempt to refrain from expressing my hearty appreciation of the splendid summary to which we have just listened. To a stranger who knows nothing of this Institution, except as he has learned of it through the work that it has done, that story is of intense interest. To the young women before me, to the students and alumnae of this Institution, to the friends who have come here it ought to be an inspiration that will go through a lifetime. It seems to me if your Legislature could hear that story you never again would need to ask for any state support for this State Normal College. Some people get the strange idea that the only person who benefits from an educational institution is the person who attends it, when the fact is that as a rule the person who attends it gets the least benefit in comparison with the benefit that he gives to the state that trains him.

I cannot refrain, I shall not attempt to refrain, from expressing my appreciation of the essays to which I listened last night. I have attended so many commencements where visionary subjects were discussed, I have heard so much about the Alps and the Italy beyond that it was really refreshing last night to hear the young women standing on this platform discuss subjects that they themselves understood, in language that the audience could appreciate.

I am to talk this morning, I believe, upon some characteristics of a teacher. I have one favor to ask of this audience and that is that I shall be judged this morning by what I say, not by what I omit to say. Not long since I listened to one of the

best sermons I ever heard and being enthusiastic (and I never try to keep from being that way, although I understand it is not in good form in this country to be enthusiastic)—I shook hands with a man who was not a regular church goer and said to him, "Was not that a grand sermon?" He said, "Yes, but I wish he had said so and so." I said, "Dear friend, come to church once more and maybe you will hear the balance." I have had a little experience of speaking in public and know very frequently that an address is judged far more by what is omitted than by what it contains.

Now I shall not take any time this morning to try to talk to these teachers regarding the importance of character. I think we have reached the time in this country when it is a direct insult to stand before a body of young women going out to teach and talk to them to any extent regarding the necessity of character. I would just as soon go before a ministerial assembly and tell them they ought to be good as to tell teachers they ought to behave themselves. If there should happen to be in the audience at any time a teacher who does not recognize the importance of character in her work then her conscience will be in such a condition that anything that anyone should say could not reach it.

Neither shall I take time this morning to discuss the importance of scholarship. I am frank to confess that my greatest difficulty has been what I did not know, for if I knew a subject reasonably well I could teach it reasonably well. Everybody who teaches recognizes the importance of scholarship, and it is no exaggeration this morning to say that no class of people in the Unitel States today is working harder to keep abreast of the times in a scholastic way than the young men and young women who are teaching the public schools of this country, and nobody has a harder task to perform. As a rule, the college man is a specialist. He has to keep abreast upon one line of thought, but the public school teacher has to keep abreast of all. He not only has to teach a course of study but he has the harder task to inspire the entire community to take any interest in the thing he teaches. If there be in the audience a teach-

er who does not recognize the importance of scholarship then his intellect is in such a condition that anything anyone might say could not reach it. So please do not go away this morning and say that the speaker has forgotten that the teachers ought to have character and ought to be intellectual when he discusses some of the natural characteristics of the true teacher.

In the first place, as I look at it, the teacher who succeeds in any place must be an optimist—he must have faith in humanity. I would like to drive every pessimist in this world where he belongs, and in the worst part of that future world he ought to have a special department set aside for his special use. I heard him defined the other day in language that was impressive—"A pessimist is an egotist"—always mark that—you never saw one that was not—"A pessimist is an egotist who thinks the sun sets every time he shuts his eyes." That is his trouble—centered in self absolutely—and the selfish individual never can teach school successfully. The teacher might as well understand at the outset that his life must be one of unselfish devotion to a great public cause.

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Did you ever come in contact with that kind of individual who goes about the world telling he isn't appreciated? Oh, my young friends, as you go out to teach school never permit yourselves for one moment to think that earnest, honest effort in this world along any good line ever goes without appreciation. I am talking this morning to patrons of education as well as teachers and I would like to throw in just a word here to them and say that to my mind the crime of the day almost is the lack of expression of appreciation which we all feel. Teachers forget it. Oh, a struggling boy or girl sometimes in the schoolroom who is simply dying for a word of appreciation and does not get it! A few years ago when I was superentending a school in Ohio a father came to me one morning and said, "What a magnificent teacher that is you have in the eighth grade! I said, 'What do you know about it?" "Well," he says, "I had a boy that we didn't know what to do with at home.

He seemed to have lost all interest in anything that pertained to school and we didn't know what to do with him, but that teacher went into that building this fall and in three weeks she had such control of my boy and aroused such an interest in him as the home never could bring about." I said, "I am glad of that, but have you told her?" And he hung his head and said, "I never thought about it." I say, my friends, the crime of the age with all of us is the lack of expression of appreciation which we all feel. But it is there. You young ladies may sometimes go out to teach and you may be discouraged (I know you will, there is no work but has its discouragements,) but it will help you to remember that there is genuine appreciation all through the community you are serving whether they tell you or not. Oh, occasionally some great calamity comes in this world and the great heart of humanity is stirred and we know then it is a good world. A few weeks ago I was down in Baton Rouge with the honored President of this Institution and there came a message of the awful calamity at San Francisco, and how the heart of this good old world throbbed in sympathy! People poured their millions to the stricken San Franciscans. I don't want anybody to tell you that it is a bad world we are living in. It is not. I believe as much as I am standing here this morning that today is better than yesterday and that tomorrow is going to be better than today. Someone will say, "You don't read the papers, do you?" Yes. You read there, you say, every morning a catalogue of crime and sin. Yes, but please remember it is the business of the newspapers to publish the rarely exceptional thing. Why occasionally a newspaper in my own State publishes an account of some difficulty that a teacher has and it is such a rare morsel of news that they often take three or four columns of space for something that didn't amount to anything originally. What would you think of a newspaper that would attempt to publish some morning all of the good in the world? Take your own community and let an editor undertake to publish all the good that we know exists, in a paper? It would take a larger edition than it would to publish the society notes of a woman's

magazine. Oh, the fact is, my young friends, as you go out today you must let your hearts just be full of faith in humanity and go out with the feeling that you as teachers have the best opportunity of anybody in all this world to make the good world a better world. If you find that you cannot for any reason believe that it is a good world I would advise you never to teach. A bright, happy, innocent, joyous child ought never to be compelled to come in contact with a teacher who does not believe in the goodness of humanity. Then I would have every teacher have faith in boys and girls—faith in them. Don't you believe in them? Oh, I realize some pessimistic statements have been made recently by a high authority regarding childhood. Not long since I read a statement to this effect—that all children are liars. I always believed that the man who made that hadn't investigated beyond his own family,—and he evidently forgot to give due consideration to hereditary tendencies in that household. All children common liars! My experience is that they are almost too truthful for practical purposes. You never know what is going to happen in the home or in the school if you press truth too far. We older people are the ones who deceive. Did you ever hear of a boy who could go to a reception and be worn out for four hours and then go up and tell the hostess that he had had the most delightful evening he had ever had in his life? The forms of society demand that we do that sometimes—but a boy—never. Ask him if he has had a good time and if he has he will tell you and if he has not you will know it. No, boys are not common liars—have faith in them, have faith in them.

That doesn't mean that you must expect to meet angels when you go into the schoolroom. I should dislike to attempt to teach a school of angels. I should be very much out of place. Sometimes I hear people who get very ethereal notions of things—talking about what they would do in this world if they could only have ideal conditions. I sometimes hear teachers say—"Give me an ideal board of education, an ideal superintendent, an ideal course of study, an ideal community and ideal homes and then I could teach school." Oh, do we stop to think what

these conditions would necessitate? Ideal conditions would necessitate ideal teachers and there would not be a teacher in America who would have anything to do this year. Teachers frequently have to deal with adverse conditions but it is their business to go into a community where conditions are not ideal and help to inspire that community to higher ideals—that is the great work of education, especially public education.

And then the teacher who has faith in boys and girls will have a sensible love for them—I say, a sensible love for them. Sometimes we hear of a spurious article. It is said that Heaven protects children and I think that is true. You cannot deceive a boy or girl in school. And going back to this expression of appreciation let me say, my young friends, that as you teach be absolutely certain that if your duty is done as it ought to be done you will certainly have the appreciation of the boys and girls and in that, of course, the great joy of the work has been found. Sometimes parents may misunderstand, sometimes school boards may fail to appreciate, but boys and girls are always just in their estimate of the teacher—almost invariably that is true. A sensible love for them. Pardon a personal reference here. When I was a boy seventeen years old I was going out five miles in the country to teach my first country school. My sister, who was a primary teacher, happened to be at home for a Sunday. She was reading from the great author, Charles Dickens. I don't know what prompted her to do it but she came to me and said, "I think that as you go out today to commence your school Monday morning here is a little sentence that will help you. I want you to put it in your heart.—"I love little children." And it is no slight thing that they so fresh from the hand of God love us, and I never go into a school, especially a primary school, and look down into the faces of forty or fifty children and they in turn looking up into the face of a teacher whom they respect and admire and reverence, without thinking, "How can anybody who does not love childhood ever attempt to stand in the presence of children and teach." Now it is almost impossible for everything to be pleasant in school. I have taught school and love

to hold up even that phase of the work for your attention. Stormy days will come in the schoolroom, but at the same time it has always helped me as a teacher when I have worried over what I would do with one of the pupils perhaps that was giving me trouble—it has helped me to turn over in my mind the thought of the forty who never gave me any trouble. The expression of appreciation of a teacher by a child is a marvellously beautiful thing.

Now the teacher who loves childhood in the right sense will have a sensible love for the work. You say, "Does that mean that I must love everything about it?" No, not at all. I talked not long ago with a man, a pastor in the city of Columbus. I said to him, "Are you ever discouraged? (I didn't see how he could be.) He said, "Sometimes on a Sabbath morning when I sit down after having delivered my sermon I feel that I am not fit ever to go into the pulpit and preach again." And yet I know the keynote of that man's life is love for the work he is doing, and that ought to be the keynote of the teacher's life—love for the work. Discouraged? Certainly, at times, but ever ready to rise above discouragements and think of the glorious opportunities before you. Now this does not mean, young women, that you should teach school for love pure and simple. I have heard that doctrine taught and I have noticed that the man who teaches it always accepts an increase in salary every time it comes along. I know of nothing that is more inspiring to a greater love for one's work than a substantial increase in the pay for doing it, and it is my honest judgment today that public schools in America have grown just about as far as they ever will grow until public sentiment in America sees to it that these better trained teachers receive better pay for the work they do. It is a simple business proposition and there is a business side to education that sometimes some people forget; but as I would have nothing but contempt for the minister who preaches simply for the salary that he gets so I would have nothing but contempt for the teacher who is never happy except when pay day comes. Now that doesn't mean that that

ought not to be the happiest day for I confess that it is, but that ought not to be the ruling motive.

Now may I say to you teachers, confidentially, that the teacher who loves children and loves his work will never permit himself to grow into what I think is the worst thing that ever entered the schoolroom and that is a growling, grumbling, stormy school teacher. I mean that. No teacher ever scolds without making a dunce of himself. You ask me how I know—I will tell you—I have tried it. I want to be honest, there have been times in my experience when I have lost control and I have forgotten to be a gentleman, and oh, as I look back those are the saddest days in my life as a teacher.

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Oh, go back in your experience to the time when you were in school. I used to belong to a band of desperadoes in Southwestern Ohio, whose business it was to test the new teacher. Many a time I have sacrificed myself—my very body—on the altar for the public good. We would go before the school and and we had two classes of teachers: first, the teacher who made a long speech on the first morning, telling what he would do if we did so and so, and what he would do if we didn't do so and so, and that was our opportunity to test him. Sometimes we carried it too far for personal comfort, but we were always willing to risk something to find out. And then there was the teacher who came in in a truly dignified, womanly way, though she might not have weighed a hundred pounds. You know some people think that government in a public school is a matter of avoirdupois, but some of the greatest successes ever made in the public schools as I have seen them, have been made by little women who weighed less than a hundred pounds. She came in in a truly dignified, womanly way—said nothing practically but "Go to work." Then the danger signal was hoisted—"Go slow. Be careful."

As I look back over my life today, there is not a single teacher who influenced me for good that was not strong in the control of himself or herself. Let me refer to Charles Dickens

again. Many of you remember Bleak House. You remember their trip over that great building with its queer architecture and its many rooms, and finally they came to the last room, a strange-looking place, and the little girl looked up to her friend and said, "What's this?" And then he said, "There are times when the wind blows from the east and I am in a bad humor and I feel that I have to growl and when I find a bad spell coming on I go in here and growl it out, and we call it a growlery. I told a friend recently that a room of that kind ought to be in every school house in this country so that when the teacher feels this spell coming on and he feels that he cannot quite do what he would do with his equals in society he could just go in there (provided it was not already occupied by another teacher) and lock himself in and growl it out. And then if he could only have a talking machine to report what he says and take that to his home and when he feels out of sorts turn the crank just a little and hear the statements that he makes when he loses self-control. I believe he would act more wisely in future. I want you to have faith in the children—why they are the best people in the world that you are going to teach.

And then, in the last place, let me urge upon every teacher to have faith in herself—faith in herself. I believe, after spending these years in preparation, you have a right to believe that you can go into life and teach school and succeed in the process. I know that we Americans are accused of having a little too much over confidence. I think we will all agree that perhaps one of the most disgusting personalities that we ever come in contact with is that of the egotist.

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But did you ever notice the opposite kind of egotist. The egotist that overestimates is not half so bad as the egotist that pretends to underestimate. Now please remember that I am not talking of that earnest, honest soul who goes out into life feeling, as I think everyone does, "I am hardly equal to the emergency." That sort of an individual when once placed in the front of opportunity shall measure up to it. But I am talking about the individual who, (to use a phrase common among

the good old women of the neighborhood where I grew up) is "fishing for compliments." You ask him to do something and he begins to say, "Oh God never intended me for anything. I know I am a failure in life, please excuse me." When you meet that sort of an individual, if you are brave shake hands with him, tell him you are so glad he has discovered himself—I guarantee you will have an enemy as long as that man lives.

Between this egotism that overestimates and this pretended humility I believe there is the middle ground on which the teacher who is prepared for the work ought to stand—that middle ground of sensible self-confidence which will lead the young person going out into any avenue of life to say, "I have done the best I could to prepare, and, God helping me, I have a mission to fulfil and I am going to fulfil it." I like that spirit in the young person. But deliver the world from the young person who has an opportunity for an education and then goes out into the world and does nothing with his education. But thank Heaven for the souls all over this world who have gone out from this Institution and other educational institutions believing in themselves, and as the result of that belief have done a great work.

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Now I have given to you this very homely message—faith in humanity, faith in childhood, faith in yourself as teachers. I know I have but expressed the sentiment of every person here to these young people now going out that it is my earnest prayer that you may be the embodiment of the expression in regard to this question of faith.

"Talk happiness, the world is sad enough without your woes,
Look for the places that are smooth and clear and speak of them
To soothe the weary ear.
The world is better off without your ignorance and morbid doubts!
If you have faith in God or man or self, say so; if not, push back
upon the wall of silence all your thoughts
Till faith shall come.
No one will grieve because your lips are dumb."

INDUSTRIAL LIFE IN NORTH CAROLINA DURING THE PROPRIETARY PERIOD.

RENA LASSITER.

When Amadas and Barlowe visited North Carolina in 1584, they were impressed by the wonderful fertility of the soil and the abundance and variety of fruits, vegetables, grain, flowers, trees, and animals which they found there. All of the early explorers of this section seemed to consider it a desirable place for a settlement because of its pleasant climate and rich lands. But as yet civilization had not left its impress upon the wild, free country. The broad fields and thick forests were traversed only by Indians and the wild beasts and birds which they hunted.

Nearly a century passed before the white man gained a permanent stand upon our shores. And then we are told that the Lords Proprietors in their zeal for establishing a settlement, offered inducements to immigrants, which in many instances brought to the colony undesirable settlers. The province is called an "Alsatia for needy and profligate adventurers." (Doyle: Va., Md. and the Carolinas, Vol. I., p. 340.) We are called the poorest and meanest of the colonies and classed as indolent and inefficient farmers in days when agriculture was almost the only industrial pursuit. (Fiske: Old Va. and Her Neighbors, Vol. II., pp. 313-314.) We are further told that the first laws of North Carolina made the colony a safe refuge for insolvent debtors. (Lodge: History of the English Colonies in America, p. 130.) Col. Byrd, in writing of his survey of 1729, gives an amusing picture of the indolence and lack of industry among the Carolinians, doubtless forgetting that the line was running north of its supposed position and that many of the people with whom he came in contact were just being transferred from Virginia into the wilds of Carolina. He notices, too, that most of the houses were of logs, covered with

long, broad shingles of pine and cypress. There was very little iron work about them, even the hinges and bolts being made of wood. Brick chimneys were rare, and the man who aspired to such a luxury was considered extravagant.

This condition of affairs, however, was not universal. In Dr. Smith's History of Education in North Carolina, p. 14, we find that there were men of wealth, education, and culture scattered throughout the province. "Sturdy, honest, and hospitable agriculturists gathered around themselves elements of large future development, and their premises showed wealth, industry and care." An inventory of 1676 mentions a framed house forty feet long and twenty feet wide, made entirely of sawed timber. Among other articles are enumerated silverware in the form of cups, bowls, spoons; also carpets, mirrors, large leaved dining tables, tea tables, bed curtains, and books. These things show that only thirteen years after its founding Albemarle had attained a degree of wealth not usually attributed to it. (Hawks: Hist. of N. C., Vol. II., p. 575.)

Besides those who may be said to have constituted the aristocracy of our State were those who by "shrewdness, thrift, and superior intelligence" had become proprietors of large estates, and maintained themselves in a manner which brought them not only material prosperity and good credit, but occasional recognition by the Lords Proprietors and elevation to places of trust. (Hawks II., 512). Below these were the ordinary unskilled laborers who probably formed the mass of the population. There were also a number of slaves and white convicts who had been bound to servitude for a term.

Having gained some idea of the conditions of the people who laid the foundations of our State, we turn to the pursuits in which they were engaged. Agriculture first claimed their attention. But owing to the very great productiveness of the land little labor brought large returns. It is said "that the first colonists happened to plant themselves in a region where their labor brought into cultivation rich lands only. All around the Albemarle Sound were streams making in at no great distance from each other, the banks of which needed but to be

cleared and opened to the sun, to repay the planter's toil with most abundant harvests." Lawson says that great plenty is often the ruin of industry and that the mildness of the winters and the fertility of the soil seemed to furnish everything by nature, "leaving the husbandman free from those fatigues absolutely requisite in winter countries." He pictures the life on the farm in the following words: "The planter sits contentedly at home, whilst his oxen thrive and grow, and his stocks daily increase; the fatted porkers are easily raised to his table, and his orchard affords him liquor, so that he eats and drinks away the cares of the world, and desires no other happiness than that which he daily enjoys."

The principal articles cultivated by the planters seem to have been tobacco and Indian corn. Much wheat was also raised, but we are told that the cultivation was careless. Rice culture was introduced in South Carolina, but it spread northward and became an important product of this State. That cotton and flax were grown at an early period is shown by the fact that Lawson states that the women often kept large families neatly apparelled with cloth made from their own cotton, wool, and flax. He adds rye, barley, oats, buckwheat, "sundry sorts of pulse," hemp and indigo to the list of products.

The farm laborers were divided into three classes. First there were negro slaves, brought to us by the English. Next were Indian slaves. In the will of Seth Sothel, one of the early governors of Carolina, mention is made of Indian slaves, and it is probable that there were many more. A third class of laborers were white men—English convicts, whom the mother country had sent out to build up strong settlements in the new land. These were usually sold to planters for a certain number of years, after which they regained their freedom.

The domestic animals necessary for carrying on the work of the farm were brought by the first settlers. The colony from the Barbadoes took with them to the Cape Fear horses, cattle, hogs, and poultry. The Albemarle planters got many animals from Virginia. Sheep were found during the early times, but not in so great numbers as were the other animals. The tem-

perate climate and the abundance of natural pasturage made cattle raising very easy. Indeed so profitable was this industry that it was one of the chief attractions to immigrants. Lawson thinks that there was no English colony on the continent so rich in hogs and good pork as Carolina. The great quantities of nuts and acorns in the woods made pork raising inexpensive, and produced a fine quality of meat. Pork and beef were exported to Virginia and other colonies.

Tallow, hides, butter and cheese were among the articles exported by the settlement. The making of butter and cheese would seem to show the existence of dairies. And notwithstanding the fact that Doyle has said that the managing of a dairy was beyond the skill of the housewife, we seem justified in saying that dairying was one of the occupations engaged in in connection with the farm.

Besides agricultural products, Carolina made large quantities of naval stores. Tar, pitch, turpentine, rosin, masts, yards, planks, boards, staves, cypress shingles, pine lumber, and timber are mentioned as exports. We have little definite knowledge of the way in which these products were obtained or manufactured, but it seems that tar was obtained in much the same manner as it was in more recent times. The "lightwood" of the long-leaved pine was cut into narrow strips, piled up so as to form a circular heap with a slope toward the center, surrounded by a fence and the intervening space as well as the top covered with earth. Fire was then applied to the wood, but was allowed to burn very slowly. The tar ran out through an underground trough into a square hole dug for the purpose.

The making of planks and staves indicates the presence of mills, though we have not been able to ascertain their number or location during the proprietary period.

The settlers engaged in other pursuits as well as in agriculture and the production of naval stores. Before the planter could settle himself comfortably he must be preceded by the carpenter, whose services were needed not so much in the construction of the first rude houses as in the fashioning of much of the furniture. He made chairs, stools, bedsteads, tables,

corner cupboards and looms. He was soon, however, employed in building framed houses. A description of a church erected in 1705 shows a building twenty-five feet long, ceiled with planks, with a floor, and with benches for pews. At first there were no glass windows, but provision was made for securing some. (Church History of North Carolina, p. 119.)

Following closely on the track of the carpenter was the mason, who also served in the capacity of plasterer. His materials were made in the province. Lime was obtained by burning oyster shells, and very good bricks and tiles were made. The chimneys of the better class of houses as well as the ovens, were built of brick.

The services of a blacksmith were considered so important that during the Indian War of 1711 he was exempt from military duties. (Hawks: II., 243.) He made and repaired farming implements, hinges, gunlocks, and in fact, everything requiring iron work.

Two other industries in which our worthy fathers engaged were tanning and shoe-making. Often the same man converted hides into leather and then further changed it into shoes, harness, and saddles. We have evidence of the existence of tanneries very early and sometimes leather was shipped to sister colonies. We are told that in the whole country the number of shoe-makers was greater than that of smiths and weavers combined.

The abundance of wild animals, besides making tanning a leading industry, caused some attention to be paid to the exportation of furs. The salary of the first Governors was paid by granting them a monopoly of the fur trade; so this must have been a lucrative business. Then, too, furs could be purchased from the Indians very cheaply and sold at immense profits.

The potter found employment in Carolina until England, fearing that the manufacture might prove injurious to herself, prohibited it. The services of a tailor were rarely called into requisition since the women wove most of the cloth and converted it into garments. But Dr. Hawks tells us that cloth was

imported from England for the use of the wealthy and he supposes that a tailor might find occasional employment even in the wilds of Carolina, where no "gentleman" from London or Paris came to put the "rustic beau" to shame.

Since there were no railroads and almost no roads in those early days stream afforded the chief means of transportation and boat building was absolutely necessary. Canoes hollowed out of great trees were used to pass over the streams and to transport goods and lumber from one river to another. Some were large enough to carry thirty barrels. Others were split down the bottom and enlarged by the addition of another piece of timber; these were large enough to carry eighty or a hundred barrels. Several have gone out of our inlets on the ocean to Virginia, laden with pork and other produce of the country. Sometimes curious pleasure boats were made. Once a man attempted to sail for the Barbadoes in a canoe, but the custom house official prevented him. Vessels other than rude canoes were probably made in North Carolina. The custom house returns of Port Roanoke during the proprietary period show a fair proportion of "plantation built" vessels, and although some of these were doubtless built in New England, it is probable that many were constructed on our own shores. The materials for ship building were good and abundant. Canvas and rope were imported, and also most of the iron work, but oak affording planks of considerable length and durability and pines for masts and spars could be had with little inconvenience.

A summary of the industrial pursuits engaged in by the early settlers of Carolina would not be complete without the mention of those things in which women formed the principal laborers. Even Col. Byrd admits that the women were industrious, and Lawson tells us that women were almost alone in engaging in manufactures. Of course this was only on a very small scale and each woman manufactured articles for home use. But we find several allusions to looms, and "homespun" goods of cotton, wool and flax. Naturally women were almost the sole operatives. When we consider the fact that imported

goods were scarce and expensive, we must see that much manufacturing was done and a great many people were employed in this work, although there were no large plants established by capitalists.

Besides making the cloth, our worthy grandmothers converted it into garments for themselves and their families. We are told that in many instances they "did the larger portion of the work of the household, not only within-doórs, but also without." Then, too, they became independent enough to leap into a light boat and paddle off with ease and skill, without the assistance of an escort. We learn from the journal of George Fox, that on one occasion, when he could not bring his boat to shore, the wife of the secretary of the province, seeing his condition from the land, immediately stepped into a lighter craft and went to his rescue. Thus we see that the colonial dames of Albemarle knew other stitches than those of fancy embroidery, and did not depend upon the minuet for exercise.

But notwithstanding the natural advantages of North Carolina there were several things which hindered her growth, and made her industrial development slow. Col. Saunders, in his preparatory notes to the Colonial Records, gives as one of the first reasons for the tardy development of the colony, the neglect of the Lords Proprietors. After the settling of Charleston, the southern colony promised to be so much more profitable than the northern one, that the Proprietors turned their attention largely to South Carolina, thus leaving the northern province to care for its own affairs with little encouragement from its owners.

Another misfortune which befell the colonists during the proprietary period was the Indian war. Hundreds of the inhabitants were massacred, and their homes destroyed. When the country was thinly settled the loss of a few hundred men weakened the colony to an extent hardly realized today.

The want of mills proved a serious drawback to the people. This compelled the use of flour brought from New England or some other colony. Wheat grew in abundance in Albemarle and the manufacture of flour by the colonists would have saved

the profits which fell to the New England trader. An act passed in 1715 shows that want of mills was a public loss. This statute provided that any man who would, might put up a grist mill, whether water mill or wind mill, upon a suitable site if the owner of the site failed to do so. Wheat and corn were plentiful, but lack of mills made meal and flour scarce in quantity and poor in quality. Consequently the diet of the country was what has since been called "hog and hominy." The hominy was made in mortars, and pork was a staple food. De Graffenreid states that in 1710 "there was only one wretched water mill in the whole province." Handmills, however, were used by the wealthy, while the poor contented themselves with wooden mortars.

A hindrance to commercial activity and one which early made itself felt was the want of ports. Without these there were neither towns nor commerce except coast trade, which was monopolized by traders from other colonies. Robert Holden, collector of customs in Albemarle, in writing to the Lords Proprietors about North Carolina, says: "It hath barred inlets into it; which spoils the trade of it and none but small vessels from New England and the Bermudas trade there. The soyle is more lusty than South Carolina. It produceth tobacco, Indian corn, English wheat in abundance, beef, porke, hides, tarr and so consequently pitch, and furs, as beaver, otter, fox and wildcat skins, deare skins; tanned lether, tallow, &c." But with all these articles that might be easily exported, North Carolina had no ports, and Virginia embargoed tobacco, the great money crop. In 1728 Gov. Everard writes the Proprietors that the two great causes destructive of trade in the colony are the lack of a free port on the Nansemond river and the Virginia embargo act. In the same year the North Carolina commissioners who ran the line between Virginia and our State regretted the "loss of the Nansemond river, as it would have given a port for shipping tobacco, which the Virginians, by their hard tobacco act, have restrained."

But possibly the cause most destructive of commercial activity and hence of industrial energy, was the policy pursued

by Great Britain. The commerce of the colony was in the hands of enterprising New Englanders, who with their small vessels, furnished the Carolinians with rum, sugar, salt, molasses, hardware, and other necessities, and took in exchange the tobacco, lumber, and cattle of the settlers. This trade, humble though it was, would have been of great benefit to the planters if Great Britain had allowed it to go unmolested. But the English navigation acts were to be enforced. These acts provided that all such products as English merchants desired to purchase should be shipped to no other country than England. The next provision demanded that the carrying trade be confined to English built ships, manned by English sailors. Another act compelled the colonists to buy all their supplies from England. This enforcement of these destructive measures would have brought commercial ruin upon the colony.

Bancroft in writing of the commercial relations between the colony and the mother country says: "Never did national avarice exhibit itself more meanly than in the relation of English legislation to North Carolina. The district hardly contained four thousand inhabitants, a few fat cattle, a little corn, and eight hundred hogsheads of tobacco formed all their exports. Their humble commerce had attracted none but small craft from New England, and the mariners of Boston guiding their vessels through the narrow entrances of the bay, brought to the doors of the planters the few foreign articles which the exchange of their produce could purchase. And yet this inconsiderable traffic, so little alluring, but so convenient to the colonists was envied by the English merchant. The navigation Law was to be enforced. The traders of Boston were to be crowded from the market by an unreasonable duty; and the planters must send their produce to England as they could." (Bancroft: History of the U. S., Vol. I. pp. 424-425.)

Among the "enumerated articles," or those which England especially wished to control were tobacco, the only crop which could bring the settlers much money, and cotton. In 1706, rice and molasses were added, but afterwards rice was taken

from the list. In 1721, copper ore was added; in 1728, tar, pitch, turpentine, masts, yards, and bowsprits were enumerated. Naturally smuggling was very common and the nature of our coast made it easy.

This hindrance to commercial activiey caused by the British Navigation Acts continued until the Revolution, but the beginning of the royal government shows an improvement in the industrial condition of the colony, and from that time the development of the province was more marked.

SOCIAL LIFE IN NORTH CAROLINA DURING GOVERNOR TRYON'S ADMINISTRATION. (1765-71.)

CLARE CASE.

The social conditions in 1765, when Gov. Tryon began his administration were very different from what they are today. In fact, they were so different that could Gov. Tryon, himself, return to North Carolina now, he would never realize that this is the same State of which he was once governor. Rev. John Douglas, in his "History of Steele Creek Church," writing of the year 1762 says:

"Think of this whole section of country as one unbroken, uncultivated forest, which had long been the home and undisputed hunting grounds of the red men of the forest. Its virgin soil had been but little disturbed by the rude implements of the pioneer husbandman. No market roads intersected its hills; no barren fields or red clay hills worn into gullies; no noise of mills was heard on the water courses; no railroad whistle aroused the sleeper from his morning repose. Everywhere the quiet of the Sabbath seemed to prevail. Naught to disturb it save the woodman's axe or the sharp crack of the huntsman's rifle. The honey bee had not then found its hive, nor was the quail found following in the footsteps of civilization. The wolf and deer roamed at large with almost none to make them afraid. The white inhabitants were then few in number; yea very few, and strangers in it. To the west of Morganton a great, silent forest stretched away to the Smoky mountains."

At this time there were in the colony six struggling Hamlets—Wilmington, Newbern, Edenton, Hillsboro, Halifax and Salisbury—ranging in population from 700 downward, which had reached the dignity of boroughs. "In 1764," says William Few "Hillsboro was the metropolis of the country, where the courts were held, and all public business was done. It was a small village, which contained thirty or forty inhabitants, with

two or three small stores and two or three taverns, but it was an improving village. Several Scotch merchants were soon induced to establish stores that contained a good assortment of European merchandise, and a church, court house, and jail were built. Newbern, which was the second town established in this State, was founded by the Germans, and at this time was the largest town in the colony. It had 150 houses and was the center of trade and commerce.

Having seen something of the country at large we may now turn our attention to the people themselves. They were 125,000 in number. "It was a composite population, embracing the strongest strain of many stocks and uniting every type of race, and character, and every shade of political belief in Northern and Western Europe—Teuton, Celt and Saxon. Men of English birth came over from Virginia and seated themselves along the Tar, the Albemarle, and the Neuse. The sturdy Scotch-Irish had been pouring over the mountains from Pennsylvania and Virginia into the middle and Piedmont sections for a generation."

A populace free and independent inhabited the hills and valleys of the middle section of North Carolina. They were bold in demanding and bold in defending what they deemed their rights. Unfortunately a large, a very large element among them was wholly illiterate and filled with all the passions and prejudices of the unleavened. As a whole, then, it was a free and unenlightened democracy, vaguely conscious of its power, peculiarly sensitive to the appeal of the artful demagogue and when aroused, very dangerous to its foes. Over against this democracy was the smaller but more influential priviliged classes—the landed gentry, members of the professions, merchants, etc., including all who did not live by the labor of their hands. From this class all or nearly all of the county officials were selected by a central authority, so that they were not at all responsible to the people. In many instances the officers were adventurers, men who had their fortunes to make and were not very scrupulous in the means used to acquire their fortunes.

The people were struggling with the difficulties that arose from an insufficient circulating medium and no market for the surplus farm products. The fact that these people were bold in defending what they deemed to be their rights is shown in their successful defiance to the "Diligence," a ship loaded with stamps. This was a deed similar to that performed by the Boston Tea Party, but more bold, and more daring and a deed which we should be proud to remember. Rev. James Maccartney preaching to a troop of soldiers took as his text:—"He that hath no sword, let him sell his garment and buy one."

These people were by no means united, especially in the middle districts. "The wealthy educated dwellers on the coast, the shrewd land owners of the low-lands, the sturdy German individualities of the middle country, and the isolated pioneers of the pine forest had not yet been fused even into partial unity by the cohesive energy of war and invasion. Remaining thus separate and distinct, each adhering to his own traditions, habits of thought, speech, and action, the people of one section knew little about the other." "Doubtless on the 20th of May, 1775, there were scarcely more than a dozen men in all Mecklenburg who had been east of the lower falls of the rivers, including those who had been to New Bern as members of the Legislature." The Eastern settlers also seldom went more than one hundred miles from the coast. Owing to the coasting trade, the people of the East were in closer touch with Boston than with the people of the interior. It has also been said that "all roads from Albemarle led to Virginia." In 1771, there were twenty-nine counties and seven towns entitled to representation in the Lower House of the Legislature. Of the counties and towns thus entitled to representation, five of the towns and twenty-one of the counties were Eastern and six of the counties and two of the towns were Western. Of the eighty-one delegates in the Lower House, sixty-seven were from the East, and fourteen from the West. Thus means of learning anything about each other were slight. The unequal and unjust taxation was rendered insufferable in the interior by the lack of a circulating medium with which to pay taxes and fees, sat-

isfy executions, and carry on business generally. The sufferings of the people of the West were tolerated by the people of the East, seemingly at least, while the sufferings of their fellow subjects to the north of them, at Boston, for instance, speedily excited them to the highest pitch." However, there was not an utter lack of sympathy in the East for the people of the West. During the trouble with the Regulators, Gov. Tryon found it no easy matter to get the people of Craven to join the Alamance expedition; and in Dobbs, Caswell's own county, there was no little trouble.

Inadequate mail facilities may be considered another cause why these people did not know each other any better. In the Colonial Records we find this statement: "The directions communicated to you to carry the post (though but once a month) to Virginia will be beneficial to the colony." Whether it was carried more frequently within the boundaries of the State I cannot say, but think it probable that it was hardly carried at all to the Western counties, since the men from the East never went more than one hundred miles inland. At the beginning of Tryon's administration, there was only one paper, the *North Carolina Gazette*, in circulation. This was succeeded by the *Cape Fear Mercury*. With the mail facilities of those days these leaflets had but little circulation anywhere. The Legislative journals and enactments were printed in pamphlet form and in numbers about sufficient to supply the members of the Legislature.

While these people had many excellent traits, there were many sections in which were committed deeds of lawlessness, and even of positive immorality. "There were some morganatic marriages (mere consent unions), some concubinage, and some adultery. Marriage through want of a clergyman was performed by every ordinary magistrate. Although Hillsboro was not an immaculate town, it was one of those towns over which the Presbyterian ministers held sway and exerted influence for good, and was one of the most moral communities in the whole section of country. There were, too, in nearly every section, men and women and families law-abiding, God-fear-

ing, honest, and upright folks. Here, however, particularly at quarterly court, there were drinking, gambling, horse-racing, cock-fighting, man-fighting and gouging. The people, as a rule, were poor. "The province had neither gold nor silver, and naturally enough, for it had neither mines nor mints, and the balance of foreign trade was not in her favor to such an extent as to bring coin here from other countries."

As to the question of marriage heretofore referred to, Mr. Weeks says: "It was one of the most important questions demanding the attention of the Friends. The initial step was by the parties, who declared in meeting their intentions. The women's meeting was appointed to see if the woman was 'clear' from other 'marriage entanglements.' The men's meeting did the same for the man, and when this was settled the parties were 'left to their liberty to take each other,' which was done by calling on the congregation as witnesses: 'Friends, you are my witnesses that, in the presence of you, I take my friend, Elizabeth Nixon, to be my wife, promising to be a loving and true husband to her, and to live in the good order of truth so long as it shall please the Lord that we live together or until death.' It seems that the North Carolinians after being married once did not believe in remaining unmarried long, for in 1776, among the Quakers, it was ordered that no widower should propose or widow receive proposal until nine months after the death of their "better half."

Some of the practices of the people are shown in the things the Friends were warned against. They were warned against costly attire, new fashions, smoking, drinking, and such "vain and vicious Proceedings as Frollicking, Fiddling, and Dancing.

Very little has been said of the women of this period, due, perhaps, to the rather low position which they occupied. However, Tryon's wife and his sister-in-law, Miss Esther Wake, were held in high esteem by the people, notwithstanding the fact that it was perhaps in a large measure to satisfy their vanity that the people were burdened with taxes.

Although a number of the people were illiterate, many on the other hand were well educated. The governor, an English-

man by birth, was a diplomat, a statesman, and soldier. He was a fine writer and a fearless one. He wisely sought to inform himself as to the conditions of the people and of the Province, which it must be remembered was not done in palace cars, but on horseback. Edmund Fanning, a college-bred man, son of wealthy parents, is represented as a weary pauper when first wending his way to North Carolina, but he had not been here long before he acquired considerable means, much of which he probably got by charging exorbitant fees. Wm. Hooper, who came here from Boston in 1767, was 25 years of age, "a son of Harvard thrilling with the eloquence of Otis and Samuel Adams, familiar with the methods of town meetings, happy in the choice of a home, blessed with youth and vigor in the brilliant dawn of the revolutionary era." Wm. Hunt, a preacher of the Friends Church, traveled a great deal. In 1768 he visited New England. In 1770, in company with Thomas Thornburgh, his nephew, he visited Europe. Among other prominent men were Griffith Rutherford, Thos. Polk, Richard Caswell, Robert Howe, Hovell Lewes, Needham Bryan, John Campbell, and Cornelius Harnett.

As to the homes of these people and the entertainment of guests we find very little information except the description of the governor's palace and the entertainment of ministers. Gov. Tryon's palace was the finest on either of the American continents. Besides serving as a residence for the governor, it was also a capitol and state-house, having a hall where the Assembly met, a council chamber and public offices. This house was built of brick and trimmed with marble. It cost about £14,710, and including furniture, one or two thousand pounds more. The main building was three stories high with a frontage of eighty-seven feet, and with a depth of fifty-nine feet. On each side was a two-storied building connected with the central edifice by curved galleries. "Between the galleries, in front of the palace, was a handsome court yard. The rear of the house was fashioned in the style of the Mansion House or Lord Mayor's residence in London. Not only the exterior of the house, but the interior was beautiful. It was built and decorated by

workmen from England." Such was the home of the chief magistrate. Of the people themselves at whose expense this mansion was provided, Attorney General Robert Jones writing to Edmund Fanning, says: "The people are hospitable in their way, live in plenty and dirt, are stout, of great prowess, and in private conversation bold, impertinent and vain." In 1771 two Quaker preachers, Zane and Stanton, speaking of North Carolina, say: "We stopped at a house to enquire for entertainment where was a woman with several children. She gave us liberty for house room, and their being no bed for us, we laid on the floor, and it being cold and snow falling, we were sometimes obliged to get to the fire-side to warm." In 1765, John Griffith gives a report of the religious work which was gloomy and discouraging.

From the foregoing it appears that our ancestors were a free, liberty-loving people, ever ready to withstand the power of oppression and at the same time loyal subjects to the king. Although they lived in very humble circumstances and endured many severe hardships, they were showing the spirit which characterized them in that great struggle for independence and prepared the way for our peace and prosperity.

A LAMENTABLE LAY.

Lonesome now the College,
All the girls away,
Seekers after knowledge
Resting from the fray.

Absent is the Bursar,
Absent is the Dean,
Go and get the hearse sir,
Things are too serene.

President sits lonely,
An exile in his den,
Visited now only
By watermelon men.

Secretary friendless,
Secluded and retired;
Isolation endless,
Liveliness expired.

Musty is the book-room,
Dusty is the hall,
Spiders in the cook-room,
Silence over all.

Mouse within the chapel,
No gathering up of skirts
In his search for apple
His pilgrimage diverts.

Solitude, tranquility,
Seclusion, isolation;
Lonesome immobility,
Silence and stagnation.

I heave a sigh of weariness,
And, in search for something merry,
Bid farewell to this dreariness
And seek the cemetery.

—W. C. S.

BRIEF COURSES FOR TEACHERS.

A neat little pamphlet prepared by the College for general distribution bears the following on its title page:

"The North Carolina State Normal and Industrial College. Brief Courses for Teachers. Professional Equipment for Better Service. J. I. Foust, Professor of Pedagogy, Director. Charles D. McIver, President, Greensboro, N. C."

The College authorities would be glad to see a copy of this pamphlet in the hands of every white woman teacher in the State, and of all others who may be interested in the professional training of women teachers. The College is a part of the public school system. To supply that system with its most needful asset, professionally equipped teachers, and to so strengthen, enlarge and improve that system that it shall become a universal factor in the promotion of intelligent and useful citizenship, and the effectual agent in dispelling illiteracy—male and female, black and white—now and forever—this is the chief mission and most cherished ambition of the State Normal and Industrial College.

With this end in view it has provided regular degree courses whose admission requirements, curriculum of instruction and standards of scholarship are in keeping with the requirements of the best colleges for men and women in the South. Keeping ever in view the needs of the public school system, it has provided in its course of study some things valuable in the preparation of teachers, but not commonly offered in Southern colleges. Among these may be mentioned a department of pedagogy with courses in the History and Philosophy, the Science and Art of Education, with opportunities for daily observation and practice in a Training School for Teachers; well equipped departments of Manual Training and Domestic Science, offering instruction in those arts now being introduced as part of the regular curriculum in public schools; and practical courses in such subjects as drawing and vocal music, designed to meet the requirements of the school-room. These newer courses of

instruction added to the subjects of recognized worth in the older curriculum—Ancient and Modern languages, Mathematics, Science and History—provide courses of study which, properly mastered in the four years allotted for their completion, should be the means of supplying the State with women teachers amply capable of doing the work called for in the training of its citizens.

But, desirable as are these courses, not all are in a position to profit by them. Some there are, doubtless, now engaged in teaching, who though unable to spend four years at College, might avail themselves with profit of an opportunity to pursue a course of one year's advanced work. To others, even this might seem denied, yet they would, perhaps, willingly spend two months in fitting themselves for better professional service.

For these ambitious women, desirous of securing that strength and power that come from even a brief course of professional study, the College has sought to make provision. Hitherto it has offered a one-year course in pedagogy and a course of one month's instruction in the May School for Teachers. This spring a two-month's course was offered. Henceforth these two month's courses will be offered in both the fall and spring terms, and a special one year's course, including, besides pedagogy, work in English, History, Science and Drawing will also be regularly provided.

The pamphlet describing these courses reads as follows:

BRIEF COURSES FOR TEACHERS.

The State Normal and Industrial College desires to render every possible service to the educational interests of the State. In the hope of quickening the educational life and rendering more effective the public school system, the College in addition to its regular four-year courses leading to degrees, offers to women teachers three brief courses of instruction specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the full courses of four years each.

Two of these courses are of two month's duration, one beginning at the opening of the Fall Term, September 20th, and ending about November 15th; the other beginning about August 1st, and closing with the College year. A third course, embracing a full year's work, is open to those whose general education and pedagogical experience have been such as to enable them to undertake the work with profit.

All the advantages of the College will be available to students pursuing these courses. In the Department of Pedagogy, lectures on the best methods of teaching all the common school studies are given, and the students have an opportunity of spending some time in the Practice and Observation School. In addition to the work of the Pedagogical department, lectures and laboratory work are offered in the several departments of science and special teachers' courses are given by the departments of English and History.

TWO MONTHS' COURSES.

September 20 to November 20, and April 1 to June.

REQUIREMENTS FOR ADMISSION.

Teachers who are eighteen years old and who hold a "first grade" certificate are eligible for registration.

EXPENSES.

Tuition is free. A fee of $5.00 will be charged for registration, use of text-books, and the College Library. The only additional expenses will be for board and laundry. Board, including room, may be had in private families at $12.50 a month. Laundry charges are about $2.00 a month.

COURSES OF STUDY.

1. *Pedagogy.* Lectures on best methods of teaching the common school subjects.
2. *English.* The essentials of grammar and composition with readings in American Literature.
3. *History.* Topical study of United States History.
4. *Science.*

5. *Drawing.*
6. *Observation in the Training School.*

ONE YEAR COURSE—REQUIREMENTS FOR ADMISSION.

1. A "first grade" certificate or a diploma from a College of good standing.

2. Two years' experience in teaching or College diploma as in (1).

3. Students must be twenty years old.

4. Examinations must be passed in the following subjects: Arithmetic, United States History, and English Grammar and Composition.

EXPENSES.

Tuition is free. Board in the college dormitories is furnished at actual cost, but the number of students that can be provided for is limited and hence some students are obliged to board in private families. Applications for places in the dormitories should be made as early as possible. If board is secured in the dormitories the yearly expenses are as follows:

Board in the dormitories (not to exceed)		$79.00
Laundry		18.00
		$97.00
Fuel and Lights	$ 10.00	
Dormitory Fee	2.00	
Registration Fee	4.00	
Medical and Physical Culture Fee	5.00	
For use of Text-books and Apparatus	5.00	
Library Fee	2.00	
Total		$125.00

The payments for the regular charges and fees, will be due as follows, in advance:

September 20th	$40.00	
November 15th	30.00	
January 15th	30.00	
March 15th	25.00	$125.00

If the student boards in a private family, the cost for the annual session will be increased by an amount ranging from $10.00 to $20.00, according to price paid for board. Board in private families must be paid monthly in advance.

The College fees of free tuition students who do not board in the dormitories are due as follows:

September 20th	$15.00	
January 15th	5.00	$20.00

COURSE OF STUDY.

1. *Pedagogy.* Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's Empirical Psychology.

History of Education. Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories, Williams' History of Modern Education, etc.; special study of Bacon, Comenius, Locke, Rousseau (Emile), Pestalozzi (Life and Works by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

Science and Art of Education. Rein's Outlines of Pedagogy, McMurray's Method of the Recitation; special study of methods of teaching the subjects ordinarily taught in the public schools—McMurry's and other books on special method are read.

2. *English.* The student will be assigned such work in English composition and literature as her entrance examination indicates that she is prepared for.

3. *History.* Work will be assigned in United States History or in English History in accordance with the needs of the student as indicated by her entrance examination.

4. *Science.* Work to be provided after consultation with the student.

5. *Drawing.* Practical course for teachers designed to meet the requirements of the school-room.

6. *Observation in the Training School.*

Women teachers who may wish to register for any of the foregoing courses are invited to correspond with the President of the College. Applications should be made at least one month in advance of the time when regular work is to begin.

For information in regard to the courses leading to degrees write for catalogue to

PRESIDENT CHARLES D. MCIVER,
Greensboro, N. C.

COLLEGE RECORD—A COMPLETE CARD CATALOGUE OF FORMER STUDENTS.

It is a source of no small gratification to know that the Secretary, Miss Laura Coit, assisted by Miss Annie Lee Shuford, Registrar, is engaged in preparing a complete card catalogue of all former students of the College. The names of these able and conscientious workers is a guarantee of efficiency. The system of classification adopted is two-fold, each student's name appearing on two cards arranged in distinct catalogues, the first catalogue constituting a record arranged alphabetically according to name, the second a list of former students arranged according to counties.

In both catalogues a separate card is assigned to each student and only her name and record appear upon that card. Under the first system of classification, that according to name, the student's name, county and address are given as they appeared upon the register while she was yet a student at the College. Below this, provision is made for her married name,—for college women will marry and provision must be made for the inevitable—and for her present address and county. The number of years spent in college with the particular sessions in which she was in attendance, also appear. The card further shows whether the subject was a free-tuition or a tuition-paying student, and if the former, the extent to which she has fulfilled her pledge by teaching. This latter information is given in detail, the number of months' teaching in each particular year being separately designated. If the obligation has been discharged in full, record is made of it with the date of fulfillment. If the student, though not under pledge to teach, has yet taught in the public or private schools, record is made of the fact. In all cases, when obtainable, the approximate number of children taught is also recorded.

Thus, in the first catalogue, we have in epitome, the individual record of each student since the foundation of the College—

and all so arranged and so readily accessible as to facilitate the work of consultation whether the search be for individual data or for collective information.

The second system of classification, forming a second catalogue, is by counties. Here again, on separate cards appear the names of all students that have attended the College. By means of this catalogue one can tell at a glance just what students and how many have come from a given county.

Apart from merely official purposes the uses to which this card catalogue may be put are manifold. It is a sort of encyclopedia of essential facts, a question answerer for those who desire definite information concerning former students. Imagine, for example, a visitor wishing to ascertain something of the influences exerted by the College in Forsyth County. Reference to the county catalogue will give the names of all the students that have registered from the county in question. With these names the record of each student may be traced in the name catalogue where will be found the length of time and the year each attended, the present name and address, with the number of years she has taught, and the approximate number of children instructed.

The cards now in the catalogue contain the names of 3,254 students. Much of the desired information is to be had only from the students themselves and, in the hope of securing it, information blanks have been sent to all living former students whose addresses are known. These blanks, sent out from the president's office, read as follows:

President's Office.
THE STATE NORMAL AND INDUSTRIAL COLLEGE.
Greensboro, N. C.

To Former Students of the State Normal and Industrial College:

Please be kind enough to answer the questions on this sheet.

I shall appreciate any information, or suggestions, that you may be inclined to make, in addition to that asked for. It may seem to you that it is a matter of little importance whether or

not you answer these questions, but it will be worth a good deal to us if you answer them, and I know you will gladly put yourself to a little trouble to do this service for your Alma Mater. Please fill out the blanks promptly. I should be glad to have the information by return mail if possible. The registrar is trying to complete the records of the College, and the information asked for is necessary. At some time the College will wish to publish in a single volume a complete list of its former students with other interesting information. Please aid the College by prompt attention to this request. The College record is not complete without yours.

CHARLES D. McIVER, President.

July, 1906.

1. Give your name and address when you registered as a student of the Normal and Industrial College.

   (Name) .....

   .....

2. This College frequently desires to send printed matter to its former students. Please keep us informed of a change in your address so that printed matter sent to that address will be sure to reach you. What is your present address?

   (Name) .....

   .....

3. When did you first become a student of The State Normal and Industrial College?

   .....

4. How long were you a student of the institution?.....
5. Where have you taught since you were a student here? How many months?

   .....

   .....

6. Approximately, how many children have you taught since you were a student here?

   .....

7. If you do not object, I should like to know about what has been your average salary.

.....

8. Is there improvement or prospect of improvement in the public school sentiment and in the public schools in your community?

.....

9. Have you attended any other school or college since you were a student here? If so, where and how long?

.....

10. Did you take the obligation to teach in North Carolina and secure free tuition when you were a student here?

.....

11. Have you discharged that obligation?.....

Note.—Additional information may be given on back of this sheet.

The magnitude of the task imposed upon those who are thus endeavoring to secure and record the information necessary to the proper filling out of these cards can only be faintly conceived. Occasion is here taken to invite the co-operation of all the students, each of whom is especially urged to see that her own record is duly sent in. Circular information blanks may be had upon application to the College.

WITH THE FACULTY.

Some mount the mountains, some see the sea,
Some keep to their beats like the drummer,
But, wherever they be, in this summary,
Is the sum of their summings this summer.

Since the last issue of the MAGAZINE President McIver has delivered addresses at the closing exercises of the graded schools of Lexington and Oxford. Official correspondence, which at this season of the year is unusually heavy, has demanded much of his attention. He attended the session of the North Carolina Teachers' Assembly at Raleigh, where he delivered two addresses, one before the Woman's Association for the Betterment of Public Schools, and one to the County Superintendents of Public Instruction. More recently he delivered a series of addresses before the Summer School of Alabama at Tuscaloosa, and spoke in behalf of Local Taxation for Public Schools at Tifton, Georgia. On his way home he attended, by appointment, an educational conference at Atlanta. In company with State Superintendent Joyner, he spent the latter days of July in the Western part of the State delivering educational addresses at Bryson City in Swain County and at Clyde in Haywood County and holding conferences at Asheville and Waynesville. At the time these lines are written he is at Lake George, New York, where, at the summer home of Mr. George Foster Peabody, he is attending a meeting of the Southern Education Board.

Professor J. I. Foust, of the Department of Pedagogy, attended the session of the North Carolina Teachers' Assembly at Raleigh. He was a member of the Executive Committee of the State Summer School for Teachers and served as one of its Faculty. His geography of North Carolina, a supplementary volume to the Tarr and McMurry series published by the Macmillan Company, appeared in July. He has ready for publica-

tion a spelling book designed for use in the lower grades. During the latter part of the summer he is to conduct Teachers' Institutes in Bertie, Columbus and Davie Counties.

Miss Viola Boddie, of the Latin Department, has been prevailed upon to engage in a work in the interests of the general enrichment of the rural life of our State. Under the auspices of the State Agricultural Department, Women's Institutes are to be held at various points in the rural districts of North Carolina. These Institutes are conducted in the interests of the home life, and Miss Boddie's particular work consists in talks to the women on Educating our Daughters, Co-operation of Mother and Teacher, Literature for the Farm Home, and kindred subjects. Her itinerary includes Pittsboro in Chatham County, Shopton and Hickory Grove in Mecklenburg, Sharpe's Institute in Rockingham, Occoneechee Farm in Orange, State Test Farm in Iredell, Hickory and Newton in Catawba, Lincolnton in Lincoln, Dallas in Gaston, Maxton and Lumberton in Robeson, Elizabethtown in Bladen, Wadesboro in Anson, Scott's Farm in Alamance, Rockingham in Richmond, and some points in Scotland County.

Professor E. J. Forney of the Commercial Department, with occasional visits to look after the business affairs of the College, is spending the summer with his family at their mountain summer home in Ashe County.

Near by, at Glendale Springs, Mrs. Mary Settle Sharpe, of the Department of Reading and Elocution, is gathering ozone and huckleberries and other good things found in our mountain region.

Professor W. C. A. Hammel of the Department of Physics and Manual Training is one of the Instructors in the University of Virginia Summer School for Teachers at Charlottesville. Miss Julia Raines assistant in the Department of Manual Training is also one of the Instructors there.

Dr. E. W. Gudger, of the Department of Geology and Biology, through appointment of the United States Bureau of Scientific Inquiry, is engaged in research work at the Fisheries

Laboratory at Beaufort, North Carolina. Dr. Gudger's appointment is for the months of July and August.

Miss Gertrude Mendenhall, of the Department of Mathematics, and Miss Melville V. Fort, of the Department of Industrial Art, will spend some time visiting Dr. Anna M. Gove, Resident Physician of the College, in her New Hampshire home.

Miss Sue May Kirkland, Lady Principal, relieved of the care of her numerous family of students, is spending the summer at Atlantic City.

Miss Minnie L. Jamison, of the Department of Domestic Science, spends part of the summer at Chautauqua, New York, and some weeks in Canada. During her stay in the North she will visit the leading schools of Domestic Science.

Miss Cora Strong, Assistant in Mathematics, has been granted a year's leave of absence. She will do special work with Dr. Tanner, Professor of Mathematics in Cornell University, and will assist him in the preparation of a series of textbooks.

In this issue of the Magazine we are publishing a paper read at Commencement by Miss Bertha Lee, of the Department of German. No feature of the entire Commencement program was more enjoyed than this paper. Miss Lee took an active part in providing for the meeting of the Alumnæ Association, of which she was the President, and was one of the leading spirits in perfecting the plans of organization for the Normal College Association. She is now, we believe, at her home in Mocksville.

Miss Anna Lewis, of the English Department, has accepted a position in Winthrop Normal College, Rock Hill, South Carolina. In Miss Lewis, our sister Institution gains a woman of scholarly tastes and ambitions, an able and conscientious worker, and a teacher of varied and successful experience. At Winthrop she will prove, as here, an accession of strength to the teaching force of the College. We trust that the lines may fall to her in pleasant places and wish her the success which her ability and labors are sure to merit.

Professor W. C. Smith again assumes charge of the Department of English. He is devoting part of his summer vacation to the reorganization of this Department, a work made necessary through the resignation of Miss Lewis and Miss Dameron and through the introduction of the new courses of study. Apart from this Mr. Smith is giving some hours to preparing lists of books for the Library and in familiarizing himself with the work incident to editing a College Record which the authorities hope to issue henceforth quarterly. Some time he is also devoting to literary work of a minor nature. He has ready for publication a brief history of the College, two biographical sketches, and is engaged in preparing two other historical articles. In the absence of the student editors he has prepared for publication this issue of the Magazine. He will, as usual, look after the incoming papers of those who take the competitive examinations for county appointments.

Miss Julia Dameron has given up her position as Assistant in English. She is succeeded by Miss Mattie Winfield, a graduate of our College and a teacher of several years' successful experience. Miss Winfield is devoting the summer to special study in subjects relating to her future work under the general direction of the head of the Department of English.

Miss Nellie A. Bond, Instructor in English, with soul athirst for more and more knowledge, writes the College for books relating to her work. She is spending the summer at the home of her brother near Windsor, N. C.

Miss Christina Snyder, Instructor in English, is at her home in Newark, New York. She is too far removed from us for the exercise of a diligent and parental watchfulness, but she may be safely trusted to observe all the proprieties incident to the dignity of her position.

Miss Nettie Leete Parker, hitherto assistant in the Department of Biology and Geology, will take Miss Strong's work in Mathematics during the coming year.

Miss Cleone Hobbs gives up her position as trained nurse to engage in professional work in the city. She is succeeded by

Miss McAdams, who has for some time been a resident of Greensboro.

Miss Mary Taylor Moore, assistant in the Latin Department, is, we believe, engaged in Institute work in the interests of the Woman's Association for the Betterment of Public Schools.

Miss Leah D. Jones, of the Teachers' Training School faculty, is engaged in a like work at Tarboro, Elizabeth City and possibly elsewhere in the Eastern part of the State.

Miss Laura L. Brockmann, of the Music Department, is spending the holidays at her home in Greensboro. Mr. Charles J. Brockmann, of the same department, is at this season, perhaps, most interested in the series of free musical concerts given at the Park for the enjoyment of those tired workers whose fate it is to remain in the city during the summer months.

Mrs. Myra Alderman Albright closes her piano for the summer, and at Wrightsville, views "Old Ocean's grey and melancholy waste," or hearkens to the music of the wild sea waves.

Miss Julia Hamlin, assistant in the Music Department, has given up her position and will teach next year at Lenoir.

In spite of the announcement contained in the alliterative gem which heads these reportorial gleanings, the scribe has been unable to secure authoritative information as to the summer activities of Miss Mary M. Petty, Miss Nena Morrow and Miss Elizabeth Waters. He dare not, therefore, even hazard a conjecture relative to their vacation employments, but leaves the mystery of their doings "to be recorded in our next."

Miss Nettie Allen, for rest and recreation, severs her connection with the Training School. This makes necessary the appointment of another teacher, which is supplied in the person of Professor R. A. Merritt, who comes as Training Instructor and assistant to Superintendent Foust. Mr. Merritt is a graduate of the University. He has for some time been Superintendent of the Smithfield Graded Schools. He will move his family to Greensboro and will reside on Walker Avenue.

Other changes to be noted in the Training School faculty are the resignation of Miss Frances Nicholson, who goes to the Mooresville Graded Schools, and Miss Mary Davis, who will teach in the graded schools of Monroe.

Miss Laura Coit, under whose able direction so many wheels more frictionless, is as usual busy in the interests of the College. In addition to her regular and self-imposed duties as Secretary, she is engaged in preparing a complete Card Catalogue of all the former students of the College,—a description of which is given elsewhere in this issue. In this work she is ably assisted by the Registrar, Miss Annie Lee Shuford. We are wondering as these lines are written if it is ever vouchsafed Miss Coit to get a Pisgah glimpse of her serviceableness to the College and to mankind. Six hundred daily—we had almost said hourly—beneficiaries of her kindly thought and service. She would not have us write it here, but already it is written, and the printer man will print it, and every soul that reads the lines will gratefully endorse it.

W. C. S.

ALUMNAE NOTES.

Onward and upward striving as you go,
Living and giving the very best you know,
The love of Alma Mater is yours from day to day,
So rightly and brightly going on your way.

In the Columbia University Bulletin of Information for Teachers College, issued May 26, 1906, appear the names of several of our former students. Laura Falls, holder of one of the Macy Scholarships, is listed among the second year candidates for special diploma in Manual Training. Meta Eloise Beall, also holder of a Macy Scholarship, is a first year candidate for special certificate in Kindergarten. Lelia Judson Tuttle, whose major is English, is classed with the Senior Professional Students candidates for the Bachelor's Degree and Diploma; and Mattie Livermon, candidate for a like degree, appears as a Junior Student with Mathematics as her major subject. The name of Mary K. Applewhite is included among those attendant upon the summer session of 1905.

Barnette Miller, candidate for the Degree of Doctor of Philosophy at Columbia University, writes that her thesis entitled "Leigh Hunts' Relations With Byron, Shelley and Keats," will appear in book form this fall.

As residents of the city of Greensboro and members of our own West End college community, Lillie Boney, now the wife of Rev. R. M. Williams, and Emma Parker, whose future mission it is to preside over the home of Rev. Charles E. Maddry—are cordially welcomed to our midst. Rev. R. M. Williams comes as pastor of the new Walker Avenue Presbyterian church; Rev. Charles E. Maddry as pastor of the recently organized West End Baptist Church. We trust that these brethren, sons-in-law of the College, will not be unmindful of our spiritual needs, and that their good wives will be found so diligent in affairs domestic as to provide the morning meal in am-

ple time to enable their husbands to be present with us at the opening exercises and to conduct our devotional services.

Mary K. Applewhite, class of 1894, has resigned her position as Principal in the city schools of Greensboro to become head of the Department of Pedagogy in the Baptist University for Women, Raleigh, N. C.

Sue Ethel Porter, class of 1899, recently of the faculty of the Virginia State Normal School, at Farmville, will next year have charge of the Training School in the Baptist University for Women, Raleigh, N. C.

Kate Davis, class of 1899, gives up her position as teacher of Domestic Science in the Greensboro Schools to become Matron at the College.

Mary L. Jones, class of 1904, has been elected to succeed Miss Davis as teacher of Domestic Science in the Greensboro Schools.

Maggie Burkett, class of 1904, has given up her position in the Greensboro Schools and is now Circulation Manager on the staff of the Greensboro *Daily Record.*

Ellen Saunders, class of 1897, now Mrs. Fraps, of College Station, Texas, was a recent visitor to the College. On this, her first visit since graduation, she was accompanied by her two children, son and daughter.

Annette Morton, class of 1902, who for two years has been teaching in far away Oregon, was also among the recent visitors to the College. She will teach at Wilmington, N. C., next year.

Bertha Herman, class of 1901, another of our graduates who has been teaching in the West, gives up her place in the schools at Cottonwood, Idaho, to accept a position in the schools at Mead, Washington.

Mary de Vane, who has been teaching at James Sprunt Institute, will teach next year at Faison.

Mary Best Jones gives up her work at Goldsboro to teach in the Wilmington Schools.

Florence Ledbetter, class of 1904, A. B. 1905, will teach next year at Lenoir. She was at Edenton last year.

Maria Loftin, class of 1895, has resigned her position as Lady Principal of James Sprunt Institute. She will teach next year at Kenansville.

Nettie Beverly, class of 1905, will teach next year in the Durham County Schools.

Lettie Spainhour, class of 1905, who has been teaching at Morganton, goes to Statesville next year.

Among recent visitors to the College were Oeland Barnett, class of 1898, now teaching at Savannah, Georgia; Catherine Nash, class of 1904, teacher of Mathematics in Lucy Cobb Institute, Athens, Georgia; and Maude Coble, class of 1906, now Mrs. McIntosh, of Laurinburg, N. C.

THE CLASS OF 1906.

Stella Blount will teach at her home, Roper.

Willie Brown, at the Presbyterian Orphanage, Barium Springs.

Daisy Donnell, in the city schools of Greensboro.

Elizabeth Hicks, at James Sprunt Institute Kenansville.

Carrie Glenn, at Gastonia.

Sallie Hyman and Meta Liles, at Williamston.

Florence Terrell, at Louisburg.

Jennie Todd, at Pomona, near Greensboro.

Mattie Winfield, at The State Normal and Industrial College.

Josie Doub, at Hickory.

Mary Hampton, in the Training School for Teachers.

WEDDING BELLS.

"The honor of your presence at
The marriage of their daughter,"
Is havoc playing with our roll;
Behold its ruthless slaughter.

Fannie McPherson: Mr. A. W. McIntyre.
Clio, S. C.

Effie May Whitsett: Mr. J. Henry Joyner.
Whitsett, N. C.

May Stewart: Mr. Sidney Glenn Brown.
Greensboro, N. C.

Mary Lacy: Mr. Rufus Y. McAden.
Raleigh, N. C.

Myrtle Detwiler: Mr. J. Claude Sales.
Fletcher, N. C.

Celeste Marbut: Mr. William Clinkscales.
Spartanburg, S. C.

Mary E. Cox: Mr. Roy H. Jones.
Greensboro, N. C.

Hattie Hollowell: Mr. Howard S. Byers.
Harrisonburg, Va.

Kate F. Kearns: Mr. G. T. Cochran.
Raleigh, N. C.

Annie Belle Hoyle: Rev. John Edward Ayscue.
Greenville, N. C.

Emma Cloud Sharpe: Mr. W. M. Avery.
Greensboro, N. C.

Mary Lee Joyner: Mr. W. M. Daughtridge.
Rocky Mount, N. C.

Jessie Wills Page: Mr. L. R. Gooch.
Henderson, N. C.

Lucy J. Ingram: Mr. William P. Hixon.
Augusta, Ga.

Beulah Allen: Mr. A. M. Stevenson.
New York City.

Susie E. Bryan: Mr. William Allen.
Greensboro, N. C.

Emma Parker: Rev. Charles E. Maddry.
Greensboro, N. C.

Minnie E. Ray: Mr. Ennis Brogden.
Rogers' Store, N. C.

Mattie Grace Smith: Mr. Charles O. Forbis.
Greensboro, N. C.

Iola Green: Mr. Jesse Ray.
Rogers' Store, N. C.

"The Lord grant you that ye may find rest, each of you, in the house of her husband."

A MATRIMONIAL DIRGE.

And such are the fruits of our toil,
  Striving from day unto day,
Recording your name and erasing the same,
  Mattie, Myrtle and May .

Miss Fannie McPherson I know,
  But not Mistress A. McIntyre,
A thing of ill omen—to thus change your nomen,—
  And O men! it raises my ire.

I look for the name Effie May,
  And J. Henry comes into view,
J. Henry avaunt! your name we don't want,
  We never taught *amo* to you.

May Stewart has taken a Brown,—
  Nay, Brown has taken our May;
But 'tis one and the same, for under that name
  She appears on our roll from today.

Mary Lacy no longer remains,
  For Mary takes Rufus as mate,
O lamp of Aladdin! Changed to McAden
  She thinks she has bettered her state.

No Myrtle we meet on the mart—
  Though she's daily attending the Sales;
And hear me protest as I check off Celeste
  To balance with William Clinkscales!

Mary Cox as a Jones we record,
  Hattie Hollowell goes to the Byers,
While Katie F. Kearns on the list of returns
  For Cochran gives way and expires.

How sweet were the musical charms
  In the chimes of our own Annie Belle,
But it makes my blood boil to find that Miss Hoyle
  Hath succumbed to a John Edward spell.

Shyly shunning the Sharpe in her notes,
Emma writes, plays and sings Avery,
While Mary Lee Joyner, a new name to coin her,
Says "Daughtridge I henceforth will be."

For Jessie Wills Page you may seek
But you'll not find her resting in P's,
Persist in your search and you find her a Gooch
Nine pages behind with the G's.

And Lucy J. Ingram, Alas!
Sly Cupid has played his old tricks on,
O shame Lucy J.! to desert in this way
And form an alliance with Hixon.

Beulah Allen with matronly pride
As Stevenson sends her regards,
While Susie E. Bryan, whose taste we rely on,
Takes the Allen that Beulah discards.

Emma Parker a Maddry becomes,
And a Brogden Miss Minnie E. Ray,
While deserting her kith and the rare name of Smith,
Mattie Grace is a Forbis today.

And last on this list of the lost,
Arousing my rythmical wrath
Is Iola Green, unheard of, unseen,
Since a Ray shed his light on her path.

W. C. S.

OUR CAROLINA POET.

W. C. S.

Songs, Merry and Sad. By John Charles McNeill. Charlotte, N. C. Stone & Barringer Co. $1.00 net; $1.06 including postage.

This little volume of songs has been waited for and glad welcome is given it among our books, where we place it, not with the poets, but by the side of Avery's Idle Comments. And this position is assigned it not because it is not eminently worthy of a place among our English and American writers of song, but from a friendly fancy of our own. Books to us are more than things. They have a personality; they are our friends,—and some of them our very close and personal friends. For this latter class, to which choice company we are now welcoming "Songs, Merry and Sad," we are disposed to discard formal classifications, and, disregarding the librarian's distinction between Biography, Essays, Poetry, Criticism and other catalogue divisions, to provide a special home itself, where, as in life, choice spirits, unmindful of formal distinctions, may feel truly at home in the congenial atmosphere of friends.

And why, in our private libraries, observe these formal distinctions? Why, for example, because both are poets, doom Holy Herbert to keep perpetual company with Byron? Why indeed, unless fired by missionary zeal we have a laudable, but it is to be feared hopeless, desire to convert the author of "*Don Juan*" into a writer of "*Sunday's.*" Or, in like manner, why because forsooth she is a woman poet, divorce Mrs. Browning from the side of her husband, and placing her with Eliza Cook, leave Robert Browning to consort with Wordsworth? Think of it, a duet sung by the author of "*The Ring and the Book*" and the author of "*Simon Lee!*" No, place John Charles McNeill with Avery and if perchance he find other companions in Henry Van Dyke and Hamilton W. Mabie and Robert Louis Stevenson and quaint old Charles Lamb and fiercely exclamatory Car-

lyle—he will feel no more ill at ease than if restricted exclusively to the society of the poets.

Meanwhile we have our more intimate friends in a group to themselves, where the eye often rests upon them, and where, when all else in the house is still, we may glance up from book or paper and commune with them saying—"Hello! good fellows, still wide awake? What think you of this author," or, if we be writing, "Give us your candid opinion of this paragraph." We may even wish for closer contact—and laying aside pen and paper may seek the familiar shelf to rest one hand confidingly upon some friend and say—"Come, old man; how would you put this? Give us a suggestion from that clear head and friendly heart of yours."

But we had intended to say something about this poet of ours and not to make known to an indifferent world the oddities and infirmities of a book-worm.

John Charles McNeill, as most of our readers doubtless know, is on the staff of the *Daily Charlotte Observer*. In a column of that paper bearing the same heading as the title of the present volume of poems, appeared many of the songs now first printed in book form. Others appeared originally in *The Century Magazine* and in *The Youth's Companion*. Mr. McNeill is a ready and fluent writer and his literary contributions to the journals named, particularly to the *Observer*, have been numerous. The little volume now appearing represents a careful—we are tempted to say rigid—selection of his best verse, and contains all told fifty-nine tuneful lyrics. The modest title and the simplicity and good taste of the appearance of the book are an index to the excellence of its contents.

Here, as the title indicates, are songs both merry and sad, but the term sad is not to be interpreted as suggesting morbid melancholy or mental and spiritual dejection. Tender pathos there is, and even the tragic is not wanting, but it is the pathos and the tragedy of familiar daily life and the feeling expressed is both simple and sincere.

Take, for example, the first and last stanzas of the opening love song, "The Bride":

The little white bride is left alone
With him, her lord; the guests have gone;
The festal hall is dim.
No jesting now, nor answering mirth.
The hush of sleep falls on the earth
And leaves her here with him.

* * * * * *

For days that laugh or nights that weep
You two strike oars across the deep
With life's tide at the brim;
And all time's beauty, all love's grace
Beams, little bride, upon your face
Here, looking up at him.

Who can read these lines and fail to be touched by the beauty of the sentiment or remain unmoved by the pathos which they breathe? And what poet of recent years, in the realm of the pathetic, has given us finer stanzas than those found in "To Melvin Gardner; Suicide"?

To have seen the sun come back, to have seen
Children again at play,
To have heard the thrush where the woods are green
Welcome the new-born day,
To have felt the soft grass cool to the feet,
To have smelt earth's incense, heavenly sweet,
To have shared the laughter along the street,
And, then, to have died in May!

A thousand roses will blossom red,
A thousand hearts be gay,
For the summer lingers just ahead
And June is on her way;
The bee must bestir him to fill his cells,
The moon and the stars will weave new spells
Of love and the music of marriage bells—
And, oh, to be dead in May!

Rev. Hight C. Moore, in the North Carolina Booklet for October, 1905, expresses the opinion that the prettiest, purest and most polished of Mr. McNeill's love songs is "Oh Ask Me Not."

Of this poem he further says: "It is lofty throughout and its closing stanza touches the warmest heart-chords struck by a Carolinian. The author considers it his best production thus far."

Mr. McNeill has a soul responsive to the beauties of nature. Many of his songs have a local setting, but none are without charms that appeal to all. Returning spring brings longings for the old home and he sings:

A few more friendly suns will call
The bluets through the loam
And star the lanes with buttercups
Away down home.

Then come with me, thou weary heart!
Forget thy brooding ills
Since God has come to walk among
His valleys and his hills!
The mart will never miss thee,
Nor the scholar's dusty tome,
And the Mother waits to bless thee,
Away down home.

Only one example of blank verse is given a place in the volume and that, Alcestis, is of such poetic quality as to make us yearn for more. Other fine lines are those addressed to his mother, the verses entitled Oblivion, the nature poems, Gray Days, October, Dawn, and Sundown, and the beautiful Easter Hymn, which latter, with many others, voices the noblest spiritual aspirations.

We wish that into every North Carolina home there might go a copy of "Songs, Merry and Sad," and that it might prove but the precursor of other volumes by the same author. May time long spare to us John Charles McNeill and may he continue to cheer and inspire us by the music of his song.

SOME RECENT BOOKS BY NORTH CAROLINIANS.

W. C. S.

The following notes in no sense aspire to the dignity of reviews. They but seek to give a list of the books that have come to our notice since June, with accompanying comments designed to show the nature of their contents and to give a word of information relative to their authors. In this way attention, it is hoped, may be directed to the fact that North Carolinians are making no inconsiderable contribution to the world's storehouse of recorded knowledge. This is a just cause for congratulation, and we owe it to ourselves and to the authors to take note of what they are doing in the world of letters.

Cotton. By Charles W. Burkett and Clarence H. Poe. Doubleday, Page & Co. New York. Net $2.00; (Postage 20 cents).

This volume of 331 pages is handsomely bound in decorated cloth and contains 63 pages of photographic illustrations. The publishers announce that it is the only interesting, readable, practical, specific guide to the whole great subject of cotton. Professor Burkett has for two years or more been a member of the faculty of the State Agricultural and Mechanical College at Raleigh. With two of his faculty colleagues, Professors F. L. Stevens and D. H. Hill, he is the author of a timely volume on Agriculture for Beginners, which made its appearance a little more than a year ago. His name also appears elsewhere in this list as one of the joint authors of a series of school readers published by Ginn & Company, of New York. Mr. Clarence H. Poe is editor of *The Progressive Farmer* and an occasional contributor to *The Review of Reviews* and *The World's Work*.

The scope of the volume is indicated by the following table of contents.

I. History.
II. Acreage and Production.
III. Structure and Botanical Relations.

IV. Classification of Varieties.
V. Improvement of Cotton.
VI. Climate and Climatic Conditions.
VII. Soils and Their Improvement.
VIII. Restoration of Worn-out Cotton Lands.
IX. Cotton Demands on the Soil.
X. Home-made Cotton Manures.
XI. Manuring Cotton.
XII. Home Mixing of Fertilizers for Cotton.
XIII. Cotton Farmer's Equipment of Tools.
XIV. Culture of Cotton.
XV. Cotton Diseases.
XVI. Troublesome Cotton Insects.
XVII. Harvest Time in the Cotton Field.
XVIII. The Work of the Gin.
XIX. Cost of Cotton Production; Total Value of the Complete Cotton Crop.
XX. Manufacturing Development.
XXI. The Rise of Southern Cotton Manufacturing.
XXII. The Use We Make of Cotton.
XXIII. Cotton Seed.
XXIV. Cotton Oil.
XXV. Cotton Seed Meal and Hulls.
XXVI. Marketing Cotton.
XXVII. Cotton Futures.
XXVIII. Cotton Statistics.
XXIX. Prices.
XXX. Cotton and Its Future.

In reviewing the work the *Charlotte Daily Observer* says:

"These gentlemen have handled the great subject with efficiency, from every point of view. It is very little burdened with tables of statistics, but carries enough of them to meet the need of cotton specialists, while it is no trouble for the ordinary reader to skip them. The history of cotton and the intimate description of its production, comprising the first six or eight chapters and evidently written by Mr. Poe, furnish as good reading as heart could desire and information which

every Southern man, if, indeed, not everybody, should possess. The remainder of the book would be Dr. Burkett's contribution. He treats cotton as a scientist and industrialist and keeps the farmer and the manufacturer in his mind's eye."

That the book is both interesting and readable the following quotation taken from the conclusion will show:

"We have now followed the progress of the cotton plant—followed it in history from the time the ancient disciples of Brahama in the Orient first began its use; followed it in growing from the time the seed is put into the cool, fresh earth in the spring until its snowy harvest is gathered in December; followed it in marketing and manufacturing from the time it passes through Whitney's gin until the once-rejected seed are turned to a thousand growing uses of mankind and the lint is set to its task of making prince's palace and beggar's body more comfortable; followed it in commerce from the sunny fields of Texas or Mississippi to the frozen regions of the Arctic or the sleeping empire of the Celestials, or to our new-caught, sullen peoples in far-away Asia or Africa.

"It is indeed a rich heritage that we have—a monopoly of the American export crop which not only surpasses any other in value, but is worth more than all others combined; a monopoly of the one great crop of the world for which Nature has provided no substitute; the basis of a commerce whose influence is measured only by the rising tide of enlightenment and whose condition is the thermometer of civilization; the crop which, when properly handled, is of all our crops the one least exhaustive of the land's fertility and which yields a seed which would in itself make cotton worth cultivating if it had no Fleece of Gold to keep its tens of thousands of modern Argonauts upon our every sea; yielding the richest of cattle feeds, it will yet dot the hills and valleys of the South with a million flocks and herds, and so restore our famished 'old fields' to virgin richness and beauty; our manufacture of cotton, now only begun, will also grow in the Piedmont South until the hum of our spindles shall be heard as far as those of England herself; and the Panama canal will soon for the first time open full the

doors of the Orient to our commerce, and Southern industry will throb, afresh, as if new blood had been poured into its veins. Then, indeed, shall we have a section sunny in climate, in people, in prospects; we shall add to the chivilary and courage of the old South the progress and prosperity of the new—and in the coming literary awakening some more gifted author will at least write the real Epic of the Cotton, and in American letters the South's own snowy fields will become as famous as New England's gifted sons and daughters have made the ice fields of the colder North."

From the Cotton Field to the Cotton Mill. A study of the Industrial Transition in North Carolina. By Holland Thompson, Ph. D. The Macmillan Company. New York. $1.50 *net;* by mail $1.62.

This book, unlike the first named, is a sociological and historical study of the cotton worker rather than a scientific discussion of the culture and manufacture of the staple. To adopt the words of the author, "it is an honest attempt to tell the truth, and the truth only, about industrial conditions in the South, and in North Carolina particularly. Its purpose is neither to attack nor to defend these conditions, but incidentally many hysterical or imaginative accounts are sharply corrected."

The contents of the work are as follows:

I.The Problem.

II. The State and Its People.

III. Domestic Manufactures and the Beginning of the Textile Industry.

IV. The Growth Since 1861.

V. The Present State of the Industry.

VI. The Real Factory Operative.

VII. The Operative at Work.

VIII. Wages and Cost of Living.

IX. Social Life and Agencies for Social Betterment.

X. The Development of a Class Consciousness.

XI. The Relations of Employer and Employed.

XII. The Child in the Mill.
XIII. The Negro as a Competitor.
XIV. Conclusions.

We have pleasant recollections of the author as a student at the University of North Carolina. He graduated in 1895, taught for a year or more at Concord, where his brother, Walter R. Thompson, is now Superintendent of Schools, and later took his Ph. D. degree at Columbia University. He served as one of the associate editors on the staff of The New International Encyclopædia and is now, we believe, Instructor in History in the College of the City of New York. His studies in history and economics, his interest in sociological problems, his familiarity with the conditions prevalent in his own State, and his sympathetic appreciation of the problems confronting employer and employee, admirably fit him for the authorship of the work now appearing. In view of the distorted accounts that have appeared in some of our popular magazines on this very subject, it is a special pleasure to welcome a book by a sympathetic yet clear-seeing Southerner, who announces that his chapter on "The Child in the Mill" tells the whole story of the much discussed question of Southern child labor.

The Principles of Wealth and Welfare: Economics for High Schools. By Charles Lee Raper, Ph. D., Professor of Economics, University of North Carolina. The Macmillan Company, New York, $1.10 *net.*

This is, we believe, the sixth published volume that Professor Raper has given us. His first little book, The Church and Private Schools of North Carolina, was written while he was Professor of Latin in the Greensboro Female College. His North Carolina, A Study in English Colonial Government, appeared in 1904. An historical thesis, North Carolina, A Royal Province, and two studies in economics, Banking in North Carolina, and a Financial History of North Carolina, were issued from the local press at Chapel Hill. The present volume will doubtless appeal to a larger audience than have the works previously published, and, as there is a distinct need for a book of its kind,

will probably command a wider sale. Moreover, a thing not to be despised, it is likely to prove more remunerative to its author.

North Carolina: Supplementary Volume to Tarr and McMurry's Common School Geography. By J. I. Foust, Professor of Pedagogy, State Normal and Industrial College, and Nettie M. Allen, Supevising Teacher in Training School, State Normal and Industrial College. The Macmillan Company, New York. Thirty cents *net*.

This little supplementary volume will doubtless be gladly welcomed by the many teachers of geography in our North Carolina schools. Of its authors little need be said in the pages of this Magazine. As a mere matter of record we may state that it was at the solicitation of the publishers that the work was undertaken. All who know Professor Foust and Miss Allen and all who shall read or teach their book will, we believe, agree that the publishers were wise in their selection and that the authors are to be congratulated upon their work.

The Beginnings of Freemasonry in North Carolina and Tennessee. By Marshall DeLancey Haywood. Alfred Williams & Company, Raleigh, N. C. $1.00, postage prepaid.

The very excellent work already done by Mr. Haywood, notably his Life and Times of Governor Tryon, and his several sketches in The Biographical History of North Carolina, is an earnest that this contribution from his pen will be of value not only to members of the Masonic fraternity, but to students of history in general. The volume gives a brief history of the Masonic fraternity in the Province of North Carolina from 1735 down to the time of the reorganization of the Grand Lodge of North Carolina in 1787, with biographical sketches of the following Grand Lodge officers of the colonial period: John Hammerton, Thomas Cooper, Joseph Montfort, James Milner, Cornelius Harnett, and William Brimage. At the end of this work is a list of all the elective officers of the Grand Lodge of North Carolina from 1787 to 1906.

Biographical History of North Carolina, Volume III.

Samuel A. Ashe, Editor-in-chief, Charles L. Van Noppen, Publisher, Greensboro, N. C. Sold only by subscription.

This work, admirable both in its design and execution, will, when completed, number ten or twelve volumes. Bound in full Russian morocco, printed in large, clear type, on deckle-edge paper and liberally illustrated with full page steel engravings and photogravure portraits,—the handsome octavo volumes are a veritable delight to the book-lover's heart.

The scope of the work is as comprehensive as we could wish, the design being to include biographies of all men and women whose services have been such as to merit the title,—makers of North Carolina history. On the other hand it is no mere "catch all," only the deserving—those who, in the estimation not of editor and publisher alone, but of an advisory board as well, a committee representing all sections and the varied professional interests of the State—only those thus selected are to be admitted. The work is therefore a real gallery of worthies, and will be for our own State what the scholarly Dictionary of National Biography is to the Nation.

The three volumes that have thus far appeared contain a total of 1,445 pages, 227 sketches and 131 portraits. Seventy contributors are represented. Among these latter may be mentioned Samuel A. Ashe, Hon. Kemp P. Battle, L. L. D., Professor of History in the University of North Carolina; John S. Bassett, Ph. D., Professor of History in Trinity College and author of "The Federalist System" and other books; John B. Carlyle, A. M., Professor of Latin in Wake Forest College; William E. Dodd, Ph. D., Professor of History in Randolph-Macon College and author of the Life of Nathaniel Macon, Judge Robert M. Douglas, LL. D.; Marshall DeLancey Haywood, author of Life of Governor Tryon; Herman H. Horne, Ph. D., Professor of Philosophy in Dartmouth College and author of The Philosophy of Education and other books; Edwin Mims, Ph. D., Professor of English in Trinity College and author of Life of Sidney Lanier; Right Reverend E. Rondthaler, D. D.; Edward W. Sikes, Ph. D., Professor of History in Wake Forest College and author of the Transition of North Carolina

from Colony to Commonwealth; C. Alphonoso Smith, Ph. D., Professor of the English Language in the University of North Carolina, author of Englissh Language, Old English Grammar and other texts; Stephen B. Weeks, Ph. D., L. L. D., author of Southern Quakers and Slavery and of numerous other works relating to the history of North Carolina; Woodrow Wilson, Ph. D., L. L. D., President of Princeton University, author of History of the American People, Life of Washington and several other volumes; George T. Winston, L. L. D., President of the State College of Agriculture and Mechanic Arts; Mrs. Cornelia Spencer, L. L. D., author of First Steps in North Carolina History; Miss Adelaide L. Fries, A. M., author of a History of Forsyth County and several historical monographs, and Mrs. George T. Winston.

This, as the names of the contributors indicate, is no mere compilation of hack writers but, as President Winston has well said, "a real work of history, of literature and of art." Scholarly, it is not dry; entertaining, it is not unreliable; while the lessons of patriotism which it fosters and the literary charm which it reveals are sources of inspiration and delight to young and old. We hope that through the libraries of the State the Biographical History will be made accessible to every man, woman and child in North Carolina.

The Psychological Principles of Education. By Herman Harrell Horne, Ph. D., Professor of Philosophy in Dartmouth College. The Macmillan Company, New York. $1.75 *net.*

That Herman Harrell Horne should win distinction in the field of letters is no surprise to those who were his fellow-students at the University of North Carolina. The youngest man in his class, if we remember aright, he graduated with highest honors in 1895, taking both the A. B. and A. M. degrees and winning the Willie P. Mangum Medal and the Worth Prize in Philosophy. After serving his Alma Mater two years as Instructor in Modern Languages, he resigned his position to enter Harvard University. There, too, his record was an enviable one. Upon receiving his Doctor's degree he was called to

Dartmouth College where, for four years past, he has been Professor of Philosophy.

His first book, The Philosophy of Education, was published a little over two years ago. It won quick and well-merited recognition, not only from students of philosophy, but from leading schoolmen generally and was the recipient of many flattering press notices. *The Outlook*, among other journals, spoke of it as "A choice book, distinguished both by breadth and depth of view."

The present book of 435 pages may doubtless be regarded as a companion volume to the first. Between the two Professor Horne makes this distinction: "The first was mostly theory with some practice, this is mostly practice with some theory."

Songs, Merry and Sad. By John Charles McNeill. Stone & Barringer Company. Charlotte, N. C. Price $1.06, including postage.

Of this delightful little book a word of appreciation is said elsewhere in these pages. Let us hope that the kindly reception accorded this first published volume of Mr. McNeill will warm his heart to the tuneful utterance of yet other melodies. Meantime, we trust that our readers may be enabled to turn a deaf ear to the siren song of the book agent—the man who sells *de luxe* editions that are not *de luxe*, on the convenient payment plan which is not convenient—until they are owners of copies of the poems of John Henry Boner, Henry Jerome Stockard and John Charles McNeill.

Studies in English Syntax. By C. Alphonso Smith, Professor of the English Language and Dean of the Graduate Department in the University of North Carolina. Ginn & Company.

This book, the price of which is not given in the catalogue announcement, is thus described by the publishers:

"The aim of this work is to treat an old subject in a new and original way, to interest the reader in the structure of the English language, to show him the wide reach of syntax, and to discover by a scrutiny of all periods of the language some of the natural laws that underlie English speech. Though in-

tended primarily for advanced students of English, the book is written in a popular style and does not presuppose a knowledge of Old English or of Middle English."

Two notices of the work appear in *The Bookman* for July, 1906. The first of these, too long to quote here in full, says in part: "There are a good many people who think, or at least say, that the English language has no grammar. We should recommend to such the three papers on English Syntax just published by Professor C. Alphonso Smith. * * Professor Smith's work in grammar has for some years been aimed at a determination of some definite principles which govern and have governed the use of the English languages by English-speaking people. The three papers now published are suggestive rather than systematic. They do not present a grammar of the English language, but only some principles on which such a grammar may be founded. * * The aim and the general treatment of the papers are admirable. * * We think there will be a good many interested readers for the little book."

Our Language. Book II. By C. Alphonso Smith, Professor of the English Language in the University of North Carolina. B. F. Johnson Publishing Company, Richmond, Va. 45 cents *net*.

This is the second of a series of three volumes, two of which, the first and third, have already appeared. Dr. Smith is a burner of the midnight oil and much of his time spent outside of the class-room is given to literary criticism and to the preparation of educational texts. His first published work, Repetition and Parallelism in English Verse, appeared in 1894. In 1896, his Old English Grammar, a text-book for beginners in Anglo-Saxon, was published. He was Associate Editor of The World's Orators appearing 1901, and joint author of Kruger-Smith's German Conversation Book, published in 1902. The first volume of this present series to appear was Book III., the Grammar, issued in 1903. The elementary number of the same series, a joint production of Dr. Smith, Lida B. McMurry and

F. T. Norvel, appeared, we believe, in 1905. The series is thus completed by the publication of Book II.

From the Charlotte *Observer*, in its issue of July 12th, we clip this notice:

"Dr. C. Alphonso Smith's 'Studies in English Syntax' was noticed only a few weeks ago in this paper and here already is another book of 240 pages, and prepared with great care and efficiency.

"Says the author in his preface: 'In preparing this book the author has borne in mind Shakespeare's words, 'No profit grows where is no pleasure ta'en. If the pupil finds no pleasure in his text-book, he will get no profit from it. In every section, therefore, the effort has been made to interest and attract the pupil by meeting him on his own level, by recognizing his own individuality, and by calling into play the powers of expression with which every normal child is endowed by nature. The author has always believed that language and literature should be studied together. He has tried, therefore, to inspire in the pupil a love of good literature, as well as to impart a knowledge of correct expression.'

"A perusal of the body of the book will show that the author fulfilled his purpose, as set out in the preface. At every stage of its progress definitions and generalizations are followed by suggestions and material for exercises and by illustrations.

"Pupils will certainly find pleasure in it, and their masters will find it the most teachable treatise on the subject that has yet blessed them."

Hernani. By Victor Hugo. Edited by James D. Bruner, Ph. D. Associate Professor of the Romance languages in the University of North Carolina. The American Book Company, New York.

Dr. Bruner has, before this, edited at least two French Classics designed for class use in high-schools and colleges. One of these was published by D. C. Heath & Company, the other by The American Book Company. Of this latest work the June issue of *Book News* says:

"This French classic receives in this volume from the associate professor of Romance languages in the University of North Carolina, a careful analysis of its theory, versification, language, treatment, stage presentation and history. The notes are comparative as well as statistical. An effort is made to connect the play with the general criticism of dramatic art which began with Aristotle. The vocabulary at the end is reduced to the briefest of definitions."

The Hill Readers: First, Second, Third, Fourth and Fifth. By Daniel Harvey Hill, Frank Lincoln Stevens and Charles William Burkett, of the North Carolina College of Agriculture and Mechanic Arts. Ginn & Company, New York.

These volumes, designed for use in our public and city graded schools, we have not seen, but find them announced in one of our State daily papers. They are described as containing well selected matter, wisely graded and presented in good and pleasing form.

A new system of copy books for school children has just been placed on the market by Mr. Edgar D. Broadhurst, former superintendent of the Greensboro City Schools; Prof. J. A. Matheson, Superintendent of the city schools of Durham, and Mary I. Tinnen, formerly a teacher in the Greensboro Schools. The book contains sentences of a historical nature and are especially adapted for use in the schools of North Carolina. The authors feel that their series will fill a long-felt want, as time and again teachers have expressed to them a desire for books with sentences that are interesting and instructive. There are different numbers, suited to primary and advanced pupils.

The State Normal Magazine.

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EDITORIALS.

THIS ISSUE OF THE MAGAZINE.

W. C. SMITH.

A word, perhaps, ought to be said in explanation of the decided monopolizing of these pages by one writer. One more number of the MAGAZINE was due, but inquiries sent out from the President's office revealed the fact that all the manuscript material collected for the issue had been lost. Reviews, commencement notes, history, song, current comment,— all were gone past recall. But a magazine there must be, and to untried and inexperienced hands the task was assigned. "Fond Memory" tried in vain to bring the light of Commencement days and their numerous happenings. Hampers of old papers were ransacked in an effort to secure some account of commencement proceedings. The college Secretary, the one monarch to be found gliding ghost like through deserted halls was appealed to with Hamlet like earnestness.

"Stay, Illusion!
If thou hast any sound, or use of voice
Speak to me;
If there be any good thing to be said
That may to thee do ease and grace to me
O, speak!

Editor, reviewer, compiler, rhymester, reporter, proof-reader, —the duties of all these fell thick and fast upon the one lone *"we"* so monotonously taking prosession of these pages. Hence the MAGAZINE as it is, with unfilled departmental gaps, and the sameness of tone marking much of its contents.

MRS. RANDALL'S RETURN.

We are glad to announce that Mrs. Annie G. Randall is to return to the College and will again become supervising editor of the MAGAZINE. In a publication of this kind, with a staff of student editors elected annually, many of them without experience even in college magazine work and all of them so occupied with college duties as to leave little time for editorial labors, it is important that some one properly qualified for the task should act as directing head. Better than any one else known to us Mrs. Randall is qualified for this work. We have tried the Magazine with her and it was our pride; we have tried the Magazine without her, and we do not care to repeat the experiment. Yes,—the Magazine needs Mrs. Randall—and we hail her return with delight.

EDUCATIONAL AIMS.

Among the many good things given us in that admirable Uplift Number of The World's Work is an editorial on The Two Clear Aims in Education. In it the editor, while advocating schools for the trades and professions, takes occasion to sound a note of warning which many of us, teachers and stu-

dents, may well take to heart. The fear is expressed that in the increasing demand for purely utilitarian study we may lose sight of a vitally important aim in education. Our zeal for practical training, we are told, "goes astray when it seeks to modify or discourage that high culture of the spirit which makes a man put the public good before his own gain and which fires him with an ambition unselfishly to serve our democracy."

This is well said, but may we not go yet farther and say that no scheme of education is perfect which takes into consideration only the hours of a man's labor? In our business activities, in our social pleasures and philanthropic work, in home, school, church, state and society, there is a feverish unrest born of an insatiable appetite for working at things. The danger is, not that we shall undervalue work, but that we shall forget that work is a means to an end. In truth we may be said to be in danger of making the end impossible by our emphasis of the means. Life is more than meat, and hustling is not synonymous with creativeness. This much, doubtless, we may say and still remain without the pale that shuts in the narrow classicist and the one sided disciple of Matthew Arnold.

In this matter the Greeks were wiser than the children of our generation. Busy people they were, and of an inquiring frame of mind, yet in their labors and their investigations they did not lose sight of the larger ends. "We work," says Aristotle, "in order that we may have leisure," and again,—"Nature herself requires that we should be able, not only to work well, but to use leisure well."

To work well and to use leisure well—these things education should make not only possible but inevitable. The first essential our schools and colleges appear to bear in mind; but what of the second? How many students are there that really profit by a holiday? How many teachers are there that wisely employ their vacation? And the world in general, its workers in every calling and profession, what are they doing with the time not given to routine tasks? We will not pursue the subject farther lest we be accused of moralizing. This post-script,

however, permit: the "House of Mirth" has been written and our daily papers record more than enough of suicides, murders, divorces, lynchings and other spawning products of misspent leisure.

Yes, education should give us possession of ourselves; make us neither machines nor idlers, but, in work and in leisure, enable us to turn "a clear, untroubled face, home to the instant need of things."

THE NORMAL COLLEGE ASSOCIATION.

In the account of Commencement given elsewhere it will be noted that on Tuesday evening, May 29, there was held a meet- of alumnae and former students for the purpose of forming State and County Normal College Associations. For a number of years the College has had its State Alumnae Association the membership of which has been restricted to graduates of the Institution. The necessity of another organization, one which should include in its membership not graduates only but all former students, has been felt for some time. Last year, at the meeting of the Teachers' Assembly in Greensboro, the desired organization was in part effected. The meeting at Commencement this year was to further perfect the plans of organization, to consider suggestions for the framing of a suitable constitution, and to take steps leading to the formation of local associations in each county. Since Commencement two meetings of the State Association have been held at Raleigh. The constitution is now in the hands of a committee for revision. Details relating to the purpose and work of the Association with reports describing the formation of county organizations, will doubtless appear, from time to time, in the pages of this Magazine.

Some of the purposes of the Association as given by the President, Miss Annie Meade Michaux, are, to preserve college spirit, to keep the members in close touch with their Alma Mater, and, through organized effort, to promote the best interests of the College.

The officers for the ensuing year are:

Annie Meade Michaux, Greensboro, *President.*
Sethellė Boyd, Barium Springs, *First Vice President.*
Emma Blair, High Point, *Second Vice President.*
Hattie Bunn, Rocky Mount, *Third Vice President.*
Mary Arrington, Raleigh, *Secretary.*

GROUNDLESS APPREHENSIONS.

A misconception seems to exist in regard to the new course of study. "Do not add to the present course of study" writes one of our old students as recorded in Miss Lee's paper, and from other friends of the College come inquiries indicating fear that the Faculty is adding work to requirements already burdensome. The fear thus expressed is doubtless natural, but happily it is also groundless. No effort has been made to increase the work, but, on the contrary, the prime purpose in reorganizing the old course of study was to reduce both the number of subjects taught and the number of recitation periods required. A comparison of the present catalogue with that of 1902-1903, will reveal to what extent the object sought has been attained. In Course I, for example, there were, in the Freshman year, eight required studies representing a total of twenty-four recitation periods a week. For the same year the new course requires six studies and eighteen recitation periods. Formally the Sophomore work represented nine required subjects and twenty-four recitation periods. In the present course there are five subjects and eighteen periods. In the Junior year, where before were seven subjects and twenty-two periods, there are now six subjects and nineteen periods: and in the Senior year, seven subjects and twenty-four periods give place to four subjects and eighteen periods. A like simplification and a like reduction make the other courses offered. Thus every Freshman, Sophomore and Senior taking one of the new courses finds her requirements lessened by six periods; every Junior by five periods. Not only has the required work been thus materially lightened, but the maximum number of recitation periods allowed has been reduced to twenty. In other words even the most ambitious student who voluntarily adds

to her work all the hours permitted, has, under the new system, four periods less a week than she was *required* to take by the old.

What then is meant by the statement that one year's work has been added to the course of study? And why should degrees be awarded for the completion of less work than was required when no degrees were given? The statement included in the first question is practically true but unfortunately worded. It were better expressed, perhaps, by saying:—we have added to the requirements for admission thereby advancing one year the course of study. We have risen with the rising of the foundation upon which we rest,—the public schools. The old course of study was organized to meet conditions as they existed twelve or fifteen years ago. Since that time a wonderful advance has been made in the public schools. Subjects not then taught at all are now a part of the regular curriculum, and subjects in which the mere beginnings were made, are now satisfactorily completed. The school term is longer, the classification better, the teachers are more thoroughly qualified and, as a result, pupils now come to college prepared to begin a course of study at least one year in advance of that formerly provided. After four years of satisfactory work they are entitled to degrees; entitled to them not because at the expense of health and happiness they have studied more subjects and recited more periods than did their predecessors, but because they have done college work, a work made possible through better preparation under an improved system of public schools.

THE COMING SESSION.

August is here, and already we begin to look forward to the reopening of the College, which event takes place on Thursday, September 20th. The prospects for a large enrollment of students are most encouraging. The few vacancies remaining are rapidly being filled and the applicants thus far enrolled appear from their letters and reports to be unusually well prepared. It is encouraging to know that all the Junior class will return.

With so large a number of the old students returning and with such good material represented by the new; the fifteenth annual session of the College bids fair to be the most satisfactory in its history.

THE TEACHER AND PUBLIC APPRECIATION.

We are glad to note on the part of the public a growing appreciation of the teacher's service in state and national life. The teacher's labors must in a measure ever be marked by self sacrifice. But this should not mean, as unfortunately in the past it often has meant, that the teacher is to be regarded with the half-pitying, half-contemptous recognition formerly accorded the Greek pedagogue. The Greek pedagogue was a slave, frequently an old and worn out slave unfit for the active duties of life. Often he was a foreigner, or as the ancients would designate him, a barbarian; frequently he was an illiterate person; and he was never a teacher in the strict sense. That the word should survive and be applied to teachers is not in itself a matter of regret, for, the pedagogue was a child leader as well as a servant, and the true teacher must ever be both. But it is unfortunate that with the preservation of the old term in its modern application there should survive some of the disdain so frequently shown for the position and duties of a Greek pedagogue. Nor is it fitting that the teacher of today should be classed with the mediaeval schoolmen nor with the Dominie Sampson's, the Squeers' and the Ichabod Crane's of fiction. The cloistered and impractical scholastics of the Middle Ages and their successors as they were supposed to exist in the schoolmarms and schoolmasters of more recent times have, as in other fields of the world's effort, given place to a new order of workers. And this change the world is beginning to realize. The teacher is no longer an unconsidered factor in State and Nation. The present wide spread, almost universal, educational awakening is bringing about a readjustment of the standards of thought and judgment. Presidents, governors, statesmen, public speakers generally in their public addresses bear witness to this change. The new order of things is also re-

flected in the popular magazines. Never before has there been so much said and written about the teacher. Educational numbers of our magazines are not uncommon, and few are the issues that do not contain one or more articles relating to teachers and their work. This is as it should be, for teachers, no less than those engaged in other callings and professions, are of the world's workers and merit the sympathy and the respectful consideration accorded to worthy and successful effort in other fields of endeavor. The change may be due, no doubt is, in part, to the increased efficiency of the teacher both as a professional worker and as a citizen. But whatever the cause, we welcome the new day, not unmindful meanwhile of the responsibilities which it brings, for, "unto whomsoever much is given, of him shall be much required."

OUR LITERARY AWAKENING.

Elsewhere we are publishing an article on "Some Recent Books by North Carolinians." Our readers will perhaps be quick to observe the omission of names and titles that should have been included. Had the article not been prepared on short notice and at such fragments of time as could be snatched from proof-reading and the preparation of other material, it might be more worthy of printing. But a reading of it and of the "Magazine Notes" will at least show that our people are beginning to do their part towards supplying the world's ever increasing demand for literature. Better still, a reading of the books and the magazine contributions themselves will show that we have good reason to be proud of their literary excellence. Indeed one of the most surprising as well as gratifying revelations of the new Biographical History—and we speak of this because its list of contributors includes scores of names that as writers are almost unknown to the general public—is the uniform excellence of the sketches. It is a delightful revelation to see how well our people can write.

Call it provincialism if you will, this glorying in the work of our North Carolina writers—there are worse things than provincialism, and less admirable forms of it than that here

referred to. North Carolina has had all too little cause to exclaim with Job, "Oh * * that mine adversary had written a book." The books have been written from the days of our infancy when that witty Virginia gentleman, Colonel William Byrd, of Westover, indulged in some pleasantries at our expense, or down to this good day when Professor Albert Bushnell Hart, in Vol. XVI. of The American Nation Series, page 21, writes: "Not a single Southern State, previous to the Civil War, set up a general system of free public schools." To what end then did Calvin H. Wiley labor? But perhaps no pickaninnies attended our schools and therefore the system was not general? Oh that our friends would write a book! And the prayer is answered, for here the books come, books by our own sons and daughters, biography, poetry, essays, philosophy, history, literary criticism, and educational texts, for primary, elementary, grammar-school and high-school grades, and for the colleges and universities.

And the end of good things is not yet. We know that Dr. Stephen B. Weeks has in preparation a Life of Willie P. Mangum, a Bibliography of North Carolina and a complete index to the twenty-five volumes of the Colonial and State Records; that Dr. Kemp P. Battle is putting the finishing touches to his History of the University of North Carolina, that Leonard C. Van Noppen has about ready for the press a volume of poems, and that Samuel A. Ashe has ready for publication at least one volume of his History of North Carolina, a work that will be handsomely bound and richly illustrated.

It is a joy to be living in these spacious times, and to welcome day after day some contribution to the world of letters from a North Carolina pen. We trust that the crime spoken of by Dr. Corson in his address, the lack of expression of appreciation, may not be one to which we shall have to plead guilty in this case, but that as far as our circumstances will permit, even at some personal sacrifice, we will see that these good books go into our homes, our schools and our public libraries.

VERSE.

WHEN I AM DEAD.

When I am dead, if men can say
"He helped the world upon its way.
With all his faults of word and deed
Mankind did have some little need
Of what he gave"—then in my grave
No greater honor shall I crave.

If they can say—if they but can—
"He did his best, he played the man.
His ways were straight; his soul was clean;
His failings not unkind nor mean.
He loved his fellowmen and tried
To help them"—I'll be satisfied.

But when I'm gone, if even one
Can weep because my life is done
And feel the world is sometimes bare
Because I am no longer there,—
Call me a knave, my life misspent—
No matter, I shall be content.

—From the New York Press

THE NE'ER-DO WELL.

He was gentle and kind; he would plan half the day
For an unlooked-for act that would please you some way;
He would sit up all night with a friend who was ill,
And to do you a favor would work with a will—
But he never amounted to much.

There was something about him that got to your heart;
It was plain that he never was playing a part,
But that all that he did he was doing for you,
And that he was a friend who was lasting and true—
But he never amounted to much.

All the boys he grew up with went rising to fame;
There were some who made money, and all made a name;
Art and music and letters, the law or finance;
Every one of the lost made the most of his chance—
But he never amounted to much.

Why, there wasn't a child but would come to his arms,
For of jingles and stories he knew all the charms;
Yes, and even the dogs in the street used to leap
At his hand with a bark that was laughingly deep—
But he never amounted to much.

And nobody could tell why he had such a hold
On the rich and the poor, and the young and the old;
He was always on hand for some kind little deed,
He instinctively knew when a friend was in need—
But he never amounted to much.

They have folded his hands, they have laid him to rest—
And the church couldn't hold all the friends he possessed;
And fair memories mingled their smiles with the tears
Of the ones who recalled the good deeds of his years—
But he never amounted to much.

—Chicago Tribune.

LEONA.

(By James G. Clark.)

[The following poem appeared several years ago in one of our Southern papers—the Nashville Gazette we think. Its beauty entitles it to a place in our anthologies, but we find it in none accessible to us. Nor can we find anything about the author. Perhaps some of our readers can give us information about James G. Clark.]

Leona, the hour draws nigh,
The hour we've waited so long,
For the angel to open a door through the sky,
That my spirit may break from its prison and try
Its voice in an infinite song.

Just now as the slumbers of night
Came o'er me with peace-giving breath,
The curtain half-lifted revealed to my sight
Those windows which look on the kingdom of light,
That borders the river of death.

And a vision fell solemn and sweet,
Bringing gleams of a morning-lit land;
I saw the white shore which the pale waters beat,
And I heard the low lull as they broke at their feet
Who walked on the beautiful strand.

And I wondered why spirits should cling
To their clay with a struggle and sigh,
When life's purple autumn is better than spring,
And the soul flies away, like a sparrow, to sing
In a climate where leaves never die.

Leona, come close to my bed,
And lay your dear hand on my brow;
The same touch that thrilled me in days that are fled,
And raised the lost roses of youth from the dead,
Can brighten the brief moments now.

I thank the Great Father for this,
That our love is not lavished in vain;
Each germ in the future will blossom to bliss,
And the forms that we love, and the lips that we kiss,
Never shrink at the shadow of pain.

By the light of this faith am I taught
That my labor is only begun;
In the strength of this hope have I struggled and fought
With the legions of wrong, till my armor has caught
The gleam of Eternity's sun.

Leona, look forth and behold,
From headland, from hillside, and deep,
The day-king surrenders his banners of gold;
The twilight advances through woodland and wold,
And the dews are beginning to weep.

The moon's silver hair lines uncurled,
Down the broad breasted mountains away;
Ere sunset's red glories again shall be furled,
On the walls of the west o'er the plains of the world
I shall rise in a limitless day.

O! come not in tears to my tomb,
Nor plant with frail flowers the sod;
There is rest among roses too sweet for its gloom,
And life where the lilies eternally bloom
In balm-breathing gardens of God.

Yet deeply those memories burn,
Which bind me to you and to earth;
And I sometimes have thought that my being would yearn
In the bowers of its beautiful home, to return,
And visit the home of its birth.

'Twould be pleasant to stay,
And walk by your side to the last;
But the land-breeze of Heaven is beginning to play—
Life's shadow's are meeting Eternity's day,
And its tumult is hushed in the past.

Leona, good-by; should the grief
That is gathering now, ever be
Too dark for your faith, you will long for relief,
And remember, the journey, though lonesome, is brief
Over lowland and river to me.

MAGAZINE NOTES AND ABSTRACTS.

"The Achievement of a Generation" is the subject of an address delivered by President E. A. Alderman at the Conference for Education in Lexington, Kentucky, and published in the July number of the *South Atlantic Quarterly*. The field of activity considered is the South, the generation—that since 1875, and the achievement, fundamental things, chiefly educational, worked out and agreed upon during the period under consideration.

Among the things that President Alderman thinks have been settled are the following:

1. The chief business of a Democratic State is to educate its children at the common cost.

2. The benefits of the public schools open to all, regardless of class, sect or race, but the white and black races taught in separate schools.

3. To distribute school funds raised by taxation to the two races on the basis of the amount contributed by each, is undemocratic, un-economic and un-American.

4. The education of the country child and the general improvement of rural life undisputed tenets of public education.

5. Public schools subject to the legislative power in each State.

6. Emphasis upon community effort rather than upon individualism.

7. Unity of purpose on the part of Church and State to build up an adequate school system, free from sectarianism and partisan bias.

8. A growing appreciation of the absolute need of the high school. It is plain, though not entirely settled, that the public will not be satisfied until there shall be established a public high school within reasonable distance at least of every white child.

9. A University, and a Normal College for each race practically free in every Southern State.

10. A technical College for each race in each State.

These things have a familiar sound to our ears, but are well worth recording for the element of encouragement contained in them. If thirty years ago none of these accepted fundamentals were part of our educational creed, they bear testimony to a truly vigorous growth in educational sentiment and give hopeful promise of a satisfactory solution of the problems that yet confront us.

Of these unsolved problems, President Alderman is not unmindful, and we submit for the consideration of our readers a list of the yet unsettled things, which, in the opinion of this educational leader, deserve the thought of every earnest man and woman. Some fundamental things yet unsettled he finds to be:

1. A proper conception of the unity of the educational process. It is not clearly comprehended that education is one thing and not many things, that it is not elementary and then secondary, and then higher and then still higher, but *one* thing. Higher education means just more education.

2. The inter-relations between the public schools and the private schools, between the State Colleges and private and denominational colleges are not understood. It is absurd for them to be hostile to each other.

3. There is not yet any adequate understanding of the relation of school life to the other activities of social life, nor of education as a great social factor modifying and affecting civilization as a whole.

4. It is not well agreed that the parent who keeps his children away from school for other than unavoidable hindrances is guilty of a crime against the child and against the State.

5. Neither is it well agreed, notwithstanding much splendid growth in our normal schools and in professional spirit, that teaching is a profession, and that expert training is indispensable for the duties of the teacher's office.

6. There is no adequate understanding of the vastly increased compensation that must be paid to teachers before they can be erected into a body of men and women capable of rendering the service to the State that society demands of them.

7. It has not been settled that economic waste in higher education shall be decreased or abolished by the unification of higher institutions of learning. No great corporate concern in this world, in its single-minded fight for expansion, would permit for a moment the enormous waste that goes on in the realm of higher education through repetition and duplication of effort. The principle of consolidation must come into higher education as well as lower. Instead of atomism and raw individualism there will be unity and power of service for the whole State.

8. The question of just how much intelligent participation shall be used by the white man, individually and collectively, in the training of the negro for life in this republic, has not been settled.

9. The attitude of the States towards the education of women may fairly be described as in an unsettled condition, especially as their education is affected by the higher institutions of learning. I do not refer so much to co-education as to co-ordinate education. The advent of woman as a citizen, largely in pleading for this very movement of popular education is a very striking fact, and the most striking thing about that fact itself is the energy, the enthusiasm, the common-sense, the patience and the power that women have brought to this cause.

10. There is not an adequate understanding of the true relation of helpfulness, of guidance, and of support that a State university should maintain towards the State which has established and maintained it. No cry for guidance in its complex development should come up out of any American State, which is not met with immediate answer by its State university.

11. We have not yet settled either in State or Nation that taxation considered as a source of power for the development of education shall be put upon a scientific and equal basis. The whole scheme of taxation is empirical, and the returns from the present methods are not proportionate to the wealth of the State or communities, and the burdens of it are not borne equally.

Such, very briefly reviewed, are the stepping stones of intellectual progress laid in the South during the last quarter century, and such are the unsolved educational problems yet confronting us, the fundamental things unsettled, which President Alderman submits for the earnest consideration of thoughtful men and women.

On our part we should be disposed to include sections 5 and 9 of the second group among the settled things. Certainly the latter, the recognized duty of the State to provide for the education of women, is a thing no less universally agreed upon than the demand for the establishment of a public high school within reasonable distance of every white child. As we view it, the attitude of the states toward the education of woman is not in an unsettled condition. On this vital matter, if on any, the State appears to have announced its decision. The real question at issue here we believe to be: What is higher education? or, more properly, What shall be the higher education of woman?

If higher education, as President Alderman well says, means just more education, and the "more" be interpreted to mean more than is provided for by the State in its public schools, then the determination on the part of the State to provide for the higher education of woman is no longer a matter of speculation. State colleges for women, providing, as for men, for four years of higher study have been established. If we go farther than this and consider opportunities for graduate study, it cannot be said that the Southern States have settled this question for men. No one would, we suppose, claim that in our Southern States or in anything like a majority of them, adequate provision has been made for graduate work in the male colleges. It is settled that the States will provide for four years' additional work for men and it is also settled that they will provide for four years' additional work for women. More than this, we think, cannot be fully claimed in either case

The details of this higher work—the subjects taught, the courses of instruction—these the State in no case prescribes. If the University of North Carolina and the State College of

South Carolina find that a young man may profitably give a part of his four years to the study of Economics, and the State Normal College and Winthrop College find that a young woman may profitably give a part of her four years to Domestic Science, who shall say that the latter is a less legitimate subject for higher study than the former? A differentiation in the courses of study must, we think, exist, just as a difference now exists between Art courses and Science courses in Colleges for men. Higher work each, and similar in quality, but differing in content in accordance with the needs of the student. That the higher education of women shall be the same as the higher education of men—this the State has not decided, doubtless will not decide, and, we think, ought not to decide. The Colleges for men should provide courses of higher study suitable for men; the Colleges for women, courses suitable for women. If wisdom and experience and common sense dictate that these courses for men and women be in part similar, in part different, let the similarity and the difference prevail. But let us not meanwhile, infer that the attitude of the Southern States is unsettled, their decision unannounced in the matter of woman's education. This, we repeat, the States have settled. It is for women and those engaged in the teaching of women to determine in what this higher education, which the State pledges itself to provide, shall consist.

"Education in a Democracy," an address delivered by Hon. Joseph W. Folk, Governor of Missouri, at the recent Conference for Education in the South, is printed in full in the July issue of the *South Atlantic Quarterly*. In the same number are two papers of special interest to students and teachers of literature. The first of these, "Literary Fashions," is by Bliss Perry, editor of the *Atlantic Monthly* and author of "A Study of Prose Fiction." The second article, "Fiction and Social Ethics," is by Erskine Steele. We wish "Erskine" would give us his real name. A few years ago there began to appear in the Charlotte *Observer* a series of articles on Francesca da Rimini, Bernard Shaw, and Ibsen, that marked the advent of a new writer in our local world. These articles were signed "Erskine

Steele." A second reading of the first article convinced us that the author was in reality a scholarly young professor whose ordinary diet was supposed to consist of delicacies no less substantial than plane and solid analytic geometry. But, as Kipling would say, that is another story.

"Aspects of Contemporary Fiction," by Archibald Henderson, Ph. D., of the University of North Carolina, is the leading article in the July number of the *Arena*. Dr. Henderson is a frequent contributor to this magazine and no abler articles appear in its pages than those from his scholarly pen. In the same issue appears an elaborate review of an address delivered before the University of Pennsylvania by Chief Justice Walter Clark. The article is entitled "A Distinguished Jurist's Statesmanlike Plea for a Constitutional Convention." Its opening sentence is as follows: "Not in years have we read an address that impressed us as being clearer, stronger, saner or more instinct with the high moral idealism and true statesmanship that marked the men who wrote and supported the Declaration of Independence, than that delivered by Chief Justice Walter Clark, of North Carolina, before the University of Pennsylvania, at Philadelphia, on April 27th of the present year."

It is perhaps not too late to say that the May issue of the *Southern Educational Review* contains at least two articles that should be read by those interested in woman's education. The first of these, "Education of Woman," is by Dr. John F. Goucher, President of Baltimore Woman's College; the second, "What kind of Education is Best Suited for Girls?" by Anna J. Hamilton, Principal of Semple Collegiate School, Louisville, Kentucky.

The "Uplift Number" of *The World's Work*, July issue, is worthy of its title. The following sentence from its editorial on "The Power of a Book," is worth remembering: "The pen of a man who knows how to use it is stronger than any trust and all its organs and all the critics of mere literary art." "Two Clear Aims in Education" is another editorial rich in suggestiveness. "Two Leaders in Educational Statesmanship," gives brief sketches of two North Carolinians, Dr. Edwin A.

Alderman, President of the University of Virginia, and Dr. David Houston, President of the University of Texas. The issue might almost be called a North Carolina number, and therein perhaps lies the explanation of its more than usual goodness—for besides the editorials mentioned Mr. Walter H. Page contributes an exceedingly interesting article on "A Comprehensive View of Colleges," while another paper, "Is Our Cotton Monopoly Secure?" is by Clarence H. Poe, Editor of the *Progressive Farmer*, and Charles W. Burkett, Professor of Agriculture in the North Carolina College of Agriculture and Mechanic Arts.

Publications of the Southern History Association contains in its July issue a brief article on "Paul Jones" by Stephen B. Weeks, a review of Dr. Edwin Mims's "Sidney Lanier" by Geo. S. Wills, and a review of the "Biographical History of North Carolina," by Dr. Weeks. Of special interest to all students of North Carolina history is the announcement that Dr. Weeks hopes to get all the copy of the General Index to the twenty-five volumes of Colonial and State Records into the hands of the printer during the summer.

The August magazine issue of *The Outlook* may well be called an educational number, as the following from its table of contents will show: The New Commissioner of Education, Educational Progress, Religious Life in American Colleges, Augustine Birrell (Minister of Education, Great Britain), The School in the Camp, The School in the Park, A Western College and Its Ideals, Two Leaders in the New Reconstruction (appreciative sketches of Mr. Robert C. Ogden and Mr. George Foster Peabody), and An Old Craft in the School-room.

"The Abolition of Academic Degrees" is the title of an article by Edward E. Hale, Jr., in the July *Bookman*. Professor Hale attempts to show—to our mind most inconclusively, that the granting of degrees should be abolished. In the August number of the same magazine Paul E. More makes reply to Professor Hale by writing of "The Value of Academic Degrees." The July *Bookman* also contains a review of "American Poems" by Augustus White Long. Professor Long is a

native of this State and a graduate of our University. He is now Preceptor in English at Princeton. With Professor Parrott he is joint author or more properly editor, of "English Poems from Chaucer to Kipling"—a book that has met with very favorable recognition in high schools and colleges. His later book we did not include in our "Recent Books by North Carolinians," because it appeared several months ago.

The *Review of Reviews* for August contains an excellent article on William Torrey Harris, late United States Commissioner of Education. There is also a brief sketch of Dr. Elmer Ellsworth Brown, the successor to Dr. Harris. "Wealth and Democracy in American Colleges" is a review of a paper contributed by President Hadley, of Yale University, to *Harper's Magazine.*

"The Trend of American Education" in *Appleton's Magazine* for August, is a thoughtful contribution from Dr. Andrew S. Draper, Commissioner of Education, New York State.

President Hadley of Yale University, discusses optimistically the influence of wealth in its relation to the spirit of democracy in our American Colleges. His article appears in the August number of *Harper's.*

The National Geographic Magazine for June contains a well written paper on "Where the Wind Does the Work," by Professor Collier Cobb, of the University of North Carolina. There are numerous illustrations of points on our North Carolina coast.

Paul M. Pearson writes interestingly of the Chautauqua movement in the August number of *Lippincott's.*

"College Students as Thinkers," by Professor Charles F. Thwing, of Western Reserve University, suggests some of the causes why College men are today less zealous than formerly in carrying forward the labor of thinking.

The North Carolina Booklet for July contains three valuable papers relating to our State History. "The Indian Tribes of Eastern Carolina" is by Richard Dillard, M. D. Dr. Kemp P. Battle writes instructively and entertainingly on "Glimpses of History in the Names of Our Counties," and Mr. James

Sprunt on "A Colonial Admiral of the Cape Fear." The *Booklet* is published quarterly by the North Carolina Society of Daughters of the Revolution. Its object is to aid in developing and preserving North Carolina history, and well and nobly is the work being done. Our readers, if they have not already done so, should hasten to subscribe for this publication. The price is one dollar a year, and the proceeds arising from its publication are to be devoted to patriotic purposes. Subscriptions may be sent to Miss Mary Hilliard Hinton, Midway Plantation, Raleigh, North Carolina.

We had hoped to prepare an article for this issue on the "Autobiography of a Southerner" now appearing in *The Atlantic Monthly*. Indications are not lacking that this Southerner has in boyhood and in young manhood trod the soil of the Old North State. An anecdote or so, some local descriptions, the military school—the most famous in that part of the South, the Methodist College, and above all, the account of educational institute work in rural counties—these things sound strangely familiar to one acquainted with the last quarter-century of our State's history. Indications are not wanting, however, that this "Southerner" is a composite gentleman—but of that we cannot now speak. "Professor Billy," by the way, is an interesting character.

MANY THINGS FROM MANY SOURCES.

At the recent Commencement of Columbia University, 1,147 degrees were conferred.

Princeton University has received during the past year about eight hundred and fifty thousand dollars in gifts.

From some educational statistics prepared by Charles L. Coon and published in *The News and Observer*, we take the following:

For the year 1904-1905 the total expenditures for schools in North Carolina amounted to $1,955,776.90. The amount expended for each child enrolled was $4.12; for each rural child $3.38, and for each city child $12.04. The total school population (both races) was 696,622, and the total school enrollment 474,111. The total white school population was 469,646, and the enrollment 325,290. The number of teachers employed (both races) was 9,687, of which number 8,673 were rural teachers, 1,014 city teachers. The number of white teachers was 7,005. The percentage of white teachers, women, was 66.4 per cent. The average number of white children enrolled with each teacher was 46. The average time rural schools were in session was 85 days; city schools 162 days. The average monthly salary of all teachers was $30.96. The average annual amount paid each white teacher was $148.22.

In no other particular has there been more improvement of the rural educational conditions of North Carolina during the past five years than in the number and character of school houses built. Within this time the number of districts has been reduced from 8,042 to 7,697, but the number of school houses has been increased from 7,082 to 7,377, so that whereas there were five years ago 960 districts in the State without houses, now there are only 320. Five years ago the number of districts having log houses was 950; now it is 557, a reduction of 78 a year for the five year period. Since these log houses were practically no houses at all for school purposes, there

were 1,910 districts in North Carolina in 1900 that had no homes for their schools; in 1905 this number had been reduced by 1,031. During the year 1900 only 108 school houses were built in the State; during the year 1905, 440 were built. During the five year period from 1900 to 1905, there have been built in the State 1,567 new school houses and the average value of these houses during this period has been increased from less than $150 to $425. In 1900 the amount spent for building and repairing school houses was $40,011; in 1905 $197,690.99 was expended for the same purpose. During this same period of five years the value of public school property in the State has increased from $1,151,316 to $1,664,345, an increase of $513,-029.—*From Raleigh News and Observer.*

The State Board of Education of North Carolina has just approved loans from the State public school loan building fund aggregating $119,643, to be expended in twenty-seven counties for building new school houses and improving old ones. By the making of these loans the State Board assures the expenditure of not less than $239,073, as loans are only made to something less than half of the total amount to be expended in the building or improvement. Up to date the State Board has loaned $636,068 since the loan began three years ago. It is a notable fact that not a single school district that has borrowed money has ever failed to meet a payment of either interest or principal when due. Four per cent. interest is charged.

Mr. P. H. Winston, son of Judge Winston, of Durham, North Carolina, a Rhodes scholar in the University of Oxford, stood the best examination during the past year in the Law Class at the University and received a prize of $150. This is a distinguished honor, as the Rhodes scholars came from all over the world, to say nothing of the other students in the institution.

An event of much interest, and one unique in the annals of the negro race, took place at Roanoke, Virginia, on July 29th, when a memorial window to General Thomas J. (Stonewall)

Jackson, C. S. A., was unveiled in the Fifth Avenue (colored) Presbyterian church, the leading negro church of that denomination in the vicinity. The services were attended by the Confederate camps of Roanoke and Salem, and by delegations from the chapters of the Daughters of the Confederacy. Addresses were made by ex-Confederates and leading white citizens of Roanoke.

The services witnessed the realization of the ambition of Rev. L. L. Downing, pastor of the Fifth Avenue church, and a colored minister of wide reputation, to pay a fitting tribute to the memory of the Confederate commander who was the Sunday-school teacher of Downing's parents, his father and mother having been members of a large class of negro slaves Jackson taught at Lexington, Virginia, before the war.

The window is a large and handsome one, in rich colors artistically blended and worked in heavy leaded glass, the conception of the picture presented being literally based on the last words of the gallant soldier and Christian hero:

"Let us cross over the river and rest in the shade of the trees."

The scene is one of the most beautiful in the famous Shenandoah Valley of Virginia. In the background appear the Blue Ridge Mountains, out of which flows a wandering stream, widening as it courses its way toward the sea. On the left bank, a short space from the gently rising foothills, is seen a typical Virginia log cabin, in the door of which stands the farmer's wife with milk and delicacies for the sick, typical of the hospitality for which every true Virginian is known. Near the cabin are tents: guns are stacked, soldiers are on the inside, some praying, all weeping. Before another tent officers are seen in consultation. Sentinels are solemnly measuring their charge from post to post. There is an officer's tent with flaps closed, but hanging on the outside is the famous "White Signal." Platoons are seen as they vigilantly scan the roads, fields and hillsides. Across the river are a profusion of shade trees,

the maple, the beech and the oak, whose luxuriant foliage invite the weary traveler and soldier to a refreshing repose.

Not one penny of the money raised with which to purchase the memorial was contributed by white people.

According to the report of the Commissioner of Education for the fiscal year ended June 30, 1903, there were in the United States at that time 22,655,001 children between the ages of 5 and 18, of whom 18,187,918 were enrolled in public or private schools or colleges or in special institutions of a more or less educational character. Thus, during the period mentioned, more than 22 per cent. of our entire people were at school or college, and their education cost for that one year $251,457,625, or $3.15 per capita of population. Today our educational system is even larger, and the expense of maintaining it greater still.

That more money is being taken to the South for investment in factories than to the New England States is shown in the startling comparison just made by the Department of Commerce and Labor, which states that four times as much capital was invested in the Southern States since 1900 as in New England.

In North Carolina, where $68,000,000 was invested in 1900, there is now engaged in manufacturing industries over the State the sum of $131,000,000, showing an increase of 106 per cent. The total amount of wages paid out was increased $7,000,000, and where the cost of materials used in 1900 was $44,000,000, last year it amounted to $80,000,000. The reports of the twelfth census show 7,227 establishments in the State, with 70,570 wage earners and products valued at $94,919,663.

The manufacture of cotton goods was the most important industry in the State in 1905 and 1900, and at each of the censuses North Carolina ranked third among the cotton manufacturing States. There were 212 establishments (243 according to the *Manufacturers' Record*) in the State of this kind in 1905, as compared with 117 in 1900. During the five year period

capital increased $24,401,902, or 73.9 per cent., and the value of products $18,881,256, or 66.5 per cent. Wage earners increased 6,083, or 20 per cent., and wages, $2,376,425, or 46.4 per cent. In 1905 the value of the products of this industry was 33.2 per cent. of the total value of all manufactures of the State, and the average number of wage earners employed represented 42.6 per cent. of the total number.

The number of producing spindles reported in the cotton mills of the State in 1900 increased from 1,334,432 to 1,880,950 (2,465,982 according to the *Manufacturers' Record*) in 1905. During this period the number of looms increased from 25,469 to 43,219.

Since 1900 this industry, as represented by the number of spindles and the capital invested, has more than doubled, and but for the scarcity of labor which has prevailed for the past year or two it is quite probable that many more spindles would have been added. The surplus of population seeking employment, so pronounced up to 1900, has now been changed, and in place of a surplus we have a shortage. Throughout the South there is a cry for more labor. While some mills are under construction and old mills are to some extent being enlarged, we have reached a point where there can be no great increase in cotton mill building until we have solved the question of how to provide a more abundant supply of labor.

In an editorial appearing in the August *World's Work*, the total gifts of the past year to worthy objects of American benevolence are estimated at $132,000,000, or $11,000,000 a month. Church collections, private gifts for local purposes and generous responses to the calls of suffering humanity as in the case of stricken San Francisco, are not included. Among the items listed are the following: Education, $70,000,000; Art Galleries and Museums, $10,000,000; Hospitals and Dispensaries ,$12,000,000; and Homes and Orphanages, $6,00,000. One hundred and thirty-two millions of dollars and no gift of less than one hundred dollars included! "That," in the words of the editorial, "is a sum of generous gifts piled up day after day,

week after week, and month after month, that has never before been equalled in any other country."

That was a gathering of talented men and women represented by the North Carolina Teachers' Assembly in its great meeting of June 12-15 at Raleigh. If a more excellent program was anywhere else in this country presented the public press failed to record it. The value of this organization is well expressed by State Superintendent Joyner:

"The North Carolina Teachers' Assembly is one of the most successful and helpful organizations in the entire country. For twenty-three years it has been a potent and inspiring influence in North Carolina in elevating educational ideals, in securing organization and concert of action among educational forces for the advancement of the cause of education in the State, in inculcating a professional spirit among the teachers, in helping to make of teaching a real profession, in cultivating public sentiment for improving educational conditions in the State, and in obtaining needful and beneficial educational legislation. It brings together annually for interchange of ideas and experiences and for delightful social intercouse, hundreds of teachers from every part of the State, and gives them an opportunity each year to hear some of the leaders of educational thought of this and other States."

Two meetings of more than ordinary interest held in connection with the Teachers' Assembly were the annual sessions of the Woman's Association for the Betterment of Public School Houses in North Carolina and of the State Association of County Superintendents. "No single organization," says the Raleigh *News and Observer*, "has accomplished more for the cause of rural schools in North Carolina than the Woman's Association for the Betterment of Public School Houses in North Carolina. This Association was organized at the State Normal and Industrial College at Greensboro in the spring of 1902. The first members were students of the college, but since that time it has grown to include public-spirited women in all parts of the State. The work done by the Association

has attracted wide attention not only within the State, but throughout other States. A leading county superintendent of Illnois recently wrote that the report of this work 'reads like a romance.'"

The State Association of County Superintendents, of which State Superintendent Joyner, formerly our Professor of English, is president, is conceded to be one of the most potent organizations for the advancement of education and the uplift of rural life ever formed in our State. Its meetings on this occasion were well attended and from them new knowledge, sympathy and inspiration were gained.

The meeting of the Teachers' Association in Raleigh was followed, June 16th, by the opening of the North Carolina Summer School for Teachers. The Agricultural and Mechanical College, with its splendid equipment, the State Library, Museum, Hall of History—all Raleigh in fact—belonged to the teachers. The faculty was an able one, the course of study comprehensive and the instruction practical. A most attractive feature was the course of public lectures. Among those who delivered addresses were the following: President Edwin A. Alderman, University of Virginia; Dr. Redway, of New York; Dr. Woodward, of Richmond College; Hon. J. D. Eggleston, State Superintendent of Virginia; Hon. O. B. Martin, State Superintendent of South Carolina; Prof. W. H. Hand, of the South Carolina State College; Dr. Henry N. Snyder, President of Wofford College; Dr. W. J. Battle, of the University of Texas, and several able North Carolina speakers.

The English House of Commons has passed by a majority of 192 the Education Bill introduced in April by Augustine Birrell, President of the Board of Education. The educational system of England has for years been under church control, generally, of course, the control of the Established Church. The Nonconformists or free-churchmen have very naturally shown strong opposition to a system that gave to the Church of England over six thousand parishes in which it had the

privilege of teaching its distinctive doctrines in the one school supported by the tax-payers, which all children in the village are legally bound to attend. The opposition has not, however, manifested itself in anything approaching to mob violence. In fact the opponents are known as "passive resisters"—their opposition expressing itself in a refusal to patronize the schools or to contribute to their support. This passive resistance has been met on the part of the government by arrests, fines, in many cases imprisonment, and sale of property.

The present bill now goes to the House of Lords where, of course, it will meet opposition more pronounced than it encountered in the House of Commons. But the opposition of the House of Lords will in time be overcome, though a compromise measure may be accepted rather than prolong the struggle. Some features of the bill are as follows: Not a penny of public money is to be used in denominational instruction. Teachers will be appointed by the local authorities without any religious tests. Religious instruction may be given in the schools two mornings a week by arrangement with the local authority. Attendance on this religious instruction will not be compulsory.

The bill thus places the control of the public school system in the hands of the State and will remove from all State supported schools denominational instruction except such as the people of each locality may agree upon.

The trustees chosen by Mr. Andrew Carnegie to look after the administration of the fund of ten million dollars provided for teachers have been incorporated by an act of Congress. Dr. Henry S. Pritchett, formerly President of Massachusetts Institute of Technology, is president of the newly incorporated board. The purpose of the foundation is "to provide retiring pensions, without regard to race, sex, creed, or color, for the teachers of universities, colleges and technical schools in the United States, the Dominion of Canada, and Newfoundland, and to do and perform all things necessary to encourage, up-

hold and dignify the profession of the teacher and the cause of higher education."

The trustees have adopted the following definition of the term "College:" "An institution to be ranked as a College must have at least six professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the pre-academic or grammar school studies." In addition, a College to be ranked as such, must have a productive endowment of not less than $200,000.

Dr. William T. Harris, who for seventeen years has served as United States Commissioner of Education, resigns his position and is succeeded by Dr. Elmer Ellsworth Brown, Ph. D., Professor of the Theory and Practice of Education in the University of California.

MUSIC RECITALS.

The graduating recital of Miss Emma Harris McKinney, pupil of the Piano Department, was given Friday evening, May 18, 1906. The following program was rendered:

Beethoven.....SONATA PATHETIQUE

(*a*) Grave—Allegro

(*b*) Adagio

SELECTION FOR VOICE

Schumann.....ALLEGRO FROM CARNIVAL PRANKS

Romance in F major

Scherzo from Carnival

Rubinstein.....BARCAROLLE IN A MINOR

Polka Boheme

SELECTION FOR VOICE—

Liszt.....THE NIGHTINGALE

McDowell.....SELECTIONS FROM SEA PIECES

(*a*) "To the Sea."

(*b*) From a Wandering Iceberg"

(*c*) "A Song"

A piano recital by students of the Music Department was given Saturday evening, May 25, 1906. The program was as follows:

1. First Movement of Haydn's 1st Symphony
   Misses Lovelace and Howell
2. Mazurka.....*Saint Saens*
   Mabel Howell
3. Ronda Cappriccioso.....*Mendelssohn*
   May Lovelace
4. Song—Roses in June.....*German*
   Miss Mary Davis

5. { Murmuring Zephyrs.....*Jensen-Niemann*
   { Witches' Dances.....*McDowell*

Marian Moring

6. The Nightingale.....*Liszt*

Emma McKinney

7. La Morena, a Spanish Capice.....*Chaminade*

Mary Sanford

8. Piano Duett { Prelude.....*Tours*
               { Gavotte.....*D'Ourville*

Jean Venable and Julia Ervin

9. The Cascade.....*Pauer*

Blanche Cannon

10. Songs { The Curl
          { My Laddie } .....*Neidlinger*

Miss Ethel Harris

11. Air de Ballet. .....*Moszkowski*

Marian Moring

12. { Yesterthoughts
    { Punchinello } .....*Victor Herbert*

Emma McKinney

13. Valse Brilliante in A flat.....*Moszkowski*

Blanche Cannon and Mary Sanford

COMMENCEMENT.

Program of Commencement exercises: The North Carolina State Normal and Industrial College, Fourteenth Annual Commencement, 1906, May 26th, 27th, 28th, 29th:

SATURDAY, MAY 26TH.

4:00 P. M. Meeting of Alumnæ Association.
8:00 P. M. Meeting of Adelphian and Cornelian Literary Societies.

SUNDAY, MAY 27TH.

11:00 A. M. SERMON,

REV. EGBERT W. SMITH, D. D.,
Louisville, Ky.

MONDAY, MAY 28TH.

4:00 P. M. Library Building Open to Visitors.
5:00 P. M. Class Day Exercises.
8:00 P. M. Representative Essays of Graduating Class.

TUESDAY, MAY 29TH.

10:00 A. M. ADDRESS,

HON. O. T. CORSON,
Columbus, O.

Record of Classes 1893, '94, '95, '96.
Miss Bertha M. Lee.

ADDRESS,

GOVERNOR R. B. GLENN.

Awarding Diplomas to Graduates.
8:00 P. M. Reunion of Alumnæ and Former Students.

MARSHALS.

Mary Gallaway Carter, *Chief*, Forsyth.
Blanche Austin, Iredell
Mariam Boyd, Warren
Nettie Brogden, Wayne.
Mena Davis, Rowan.
Lena Leggett, Halifax.
Bright Ogburn, Union.
Nemmie Paris, Nash.
Martha Petty, Randolph.
Mary Thorpe, Nash.
Mamie Toler, Wayne.

The fourteenth annual Commencement of the State Normal and Industrial College opened with the business meeting of the Alumnæ Association Saturday afternoon, May 26th, at 4 o'clock in the faculty room of the library building. The most interesting features of the meeting were the reports from the different classes, thirteen being represented. The Association greeted with enthusiasm the intelligence that the loan fund of $15,000 had been completed. Dr. Charles D. McIver, President of the College, made an inspiring address, which was liberally applauded.

After the business meeting an informal reception was given by the President of the Association, Miss Bertha M. Lee.

THE BACCALAUREATE SERMON.

The Baccalaureate sermon was preached Sunday morning in the auditorium of the Students' Building by Rev. Egbert W. Smith, D. D., formerly the beloved pastor of the First Presbyterian church, of Greensboro, N. C., but now pastor of the Second Presbyterian church in Louisville, Ky. The spacious auditorium was filled to the limit of its seating capacity with the faculty and students, citizens of Greensboro and visiting Alumnæ and others from a distance.

In opening the exercises, Dr. Charles D. McIver, President of the College, stated that members of the graduating class assembled shortly after Rev. Dr. Smith left for Louisville last

winter and adopted a resolution asking that he be secured to preach the Baccalaureate sermon, and that in compliance with the request he had returned from his Kentucky home to carry out their wish. The audience then joined in singing the "Doxology" and prayer was offered by Dr. Smith. The College Glee Club, with orchestral accompaniment, then sang "Gloria," by Mozart, after which the audience sang "Holy, Holy, Holy," and Dr. Smith read as the Scripture lesson a few verses of the 4th chapter of John. After a prayer by Rev. Dr. S. B. Turrentine, presiding elder of the Greensboro District of the M. E. Church, South, there was a beautifully rendered sextette, Rossini's "Charity," by Mrs. B. C. Sharpe, Misses Blanche Austin, Ethel Harris, Julia Dameron, Minnie Jamison and Mrs. Myra Albright, with Mrs. Sharpe as the soloist.

Before taking his text Dr. Smith stated that he wished to express to the graduating class his most cordial appreciation of their kind desire that he should return and give them their final message. The text was taken from the 4th chapter of John, 34th verse: "Jesus saith unto them, my meat is to do the will of him that sent me, and to finish his work."

He said in part:

"There are two classes of people that make failures in life. They are those who have no aim in life, and those who have the wrong aim. The first lack ambition—a fixed purpose. They drift through life like a log in a stream, sinking at length to the bottom, or stranded on some mud bank of slothful self-content. The second class have the wrong aim.

ALL FAILED MISERABLY.

"The power of beauty has been the chief ambition of many a life, but it was that which gave Cleopatra to a life of pretentious shame and to death by suicide. Nor can the true aim of a life be luxury; for that showered upon Louis the Little and his Empress all it could give, yet eventually left one to die a despised and broken-hearted exile, and let the other linger childless, discrowned, and banished, the object of every kind heart's pity, and hard heart's scorn.

"These all failed utterly, finally, miserably, not from lack of gifts or culture, but because they aimed their lives at the wrong target. And since they had but one arrow to shoot, one life to live, their failure was irreparable. May God save us from the sin, the shame, the hopeless blunder of a misdirected life.

WHAT WAS CHRIST'S AIM.

"Since a mistake at this point is fatal, let us not risk a mistake. Let us go at once to Him whom the whole modern intellectual world delights to call the Great Teacher. The historian, Lecky, himself a rationalist, declares that the three short years of the active life of Jesus Christ have done more to regenerate and bless mankind than all the philosophers and moralists of the world put together. What then was Christ's chief aim? If we can have that and make it ours, then neither in this world nor any world shall we have the agonizing retrospect of a misdirected life. And we have it in His own words—'my meat,' He says, 'is'—that on which and for which I live—'is to do God's will and to accomplish His work.' That was the all-embracing purpose of Christ's life, and the beauty of it is that no place is too low or too lofty to be filled and glorified with this purpose.

"And now for one thing this chief aim will make your life simple and beautiful. A few years ago a French preacher wrote a little book and named it 'The Simple Life.' Its popularity was instant and immense, not so much from the beauty of its style, as because the ideal it held up was as refreshing to our duty-driven distracted twentieth-century world as a voice of green pastures and still waters.

SIMPLICITY NOT THE FOE OF BEAUTY.

"Simplicity is not bareness, it is not the foe of beauty and culture. Nay, it is the essential of both. The most beautiful and impressive architecture in the world is the Gothic. It lends itself with a lover's readiness to ornamentation the most rich and delicate. But it refuses to be loaded with it. Each ornament must serve the single purpose of the whole, and from this embracing simpleness of design comes its overpowering

beauty. From base to pinnacle every part of it is climbing and mounting upward, ever upward, and only upward.

"The beautiful life is born of the single heart. The true simplicity is that of Him who lived wholly and only to do God's will, and to accomplish His work.

EVERY FORM OF SIN A KIND OF LIE.

"And again this aim will make your life true. In his 'Autocrat at the Breakfast Table,' Oliver Wendell Holmes says that 'sin has many tools, but a lie is the handle that fits them all.' Every form of sin has some kind of a lie at its heart. The most insidious and successful foe of human character is pretense, the temptation *videri quam esse*. This is that upas tree under whose baleful shadow the whole of human society lies sick and suffering today.

"Yet the antidote is simple. Two Greek sculptors were engaged on the interior of a temple. While one of them was working on the back of a statue the other said, 'You are wasting your pains. That part of the figure is to be built into the wall.' 'Yes,' said the other, 'but the Gods can see in the wall, and I am doing this work for the Gods and not for men.' This is the principle that does away at one stroke with all eye-service, all insincerity, all falseness of every kind—the eye single to God's approval—the hand doing its work for Him.

SHOULD BE AGITATORS AND REFORMERS.

"I do not know what each one of you will be, but I know what each one of you ought to be. Every one of you ought to be an agitator and a reformer. The man or woman who is not an agitator and a reformer has never learned the first principles of Christianity. Every night when you kneel and say, 'Thy kingdom come, Thy will be done in earth as it is in Heaven,' you pledge yourself to an agitation for better things in yourself and the world about you, you commit yourself to a ceaseless effort to reform the abuses and lighten the burden of humanity. That is God's work, that is your work.

"For this work which is the life work of each of us, we need power to initiate, to preserve, to overcome. And how shall we

get it? By linking our energies to the immeasurable power of God—as Christ raised humanity up by linking His human will to the almighty will of God, by making ourselves God's agents to do His work among men. Into the single heart is poured a strange and heavenly patience, courage, and strength, and the lifting power of such a life is the lifting power of God.

THE PURPOSE OF YOUR LIFE.

"I told you once of a visit to the Cathedral of Milan, with its glowing windows and forest of spires pointing and soaring heavenward. It seemed the earthly manifestation of heavenly beauty and heavenly faith. But every spire, however massive or delicate, rested at last on the foundation. No pinnacle could mount higher than the foundation would permit. And just so your life must have underlying it a great purpose. What that purpose must be I have told you this morning. Build only and wholly on that and your life will be a structure of Christ-like beauty and trust and freedom and power that will stand long after the Milan cathedral has crumbled into dust, for 'the world passeth away and the lust thereof, but he that doeth the will of God abideth forever.' "

At the conclusion of the able and eloquent discourse, President McIver made the announcements of the remaining exercises of Commencement and the audience joined in singing "All Hail the Power of Jesus' Name," and the exercises closed with the benediction pronounced by Dr. Smith.

CLASS DAY EXERCISES.

The Class Day exercises took place Monday afternoon at 5 o'clock in the Auditorium of the Students' Building, and were witnessed by a large crowd who manifested great interest in every feature.

The rostrum was attractively decorated with evergreens and flowers. Seated thereon were the twenty-two 1906 graduates, becomingly gowned in white.

Promptly at the appointed hour the college bell rang as a signal for the student body to form a line at the left end of the

Students' Building. They soon gathered, formed and marched into the auditorium, the Junior class entering first, the Sophomores next, then the Freshman class, second preparatory, first preparatory and the students taking only the short hand course. When these classes had taken their position in the rear of the building, the graduating class entered, and as they did so were loudly applauded by the student body and the large audience. The graduates took their places on the rostrum. Miss Josephine Blake Doub, president of the class, in a felicitous speech, extended to the audience a hearty welcome. She introduced the class historian, Miss Meta Liles, who gave a very interesting history of the class. The history contained five volumes and was dedicated, as she said, to Dr. Charles D. McIver, President of the College, and the faculty. The first chapter contained a brief review of the four years, and the remaining four chapters told of the history of the class as it happened year by year. These were the closing words: "All is well that ends well." The reading of this history brought forth vigorous applause.

The class prophecy was read by Miss Helen C. Hicks, who carried her audience in imagination to another Commencement at the College six years hence. She told of the reunion of all the students and created great amusement with her prediction as to how time would treat each of them.

PRESENTATION OF CLASS GIFT.

The presentation of the class gift to the College was made by the class president, Miss Josephine Doub, who made a most appropriate, but brief speech on the desire of the class to leave behind it some taken which should awaken interest in the literature of the South. The gift was a bust of the poet, Sydney Lanier, which was accepted by Hon. J. Y. Joyner, Superintendent of Public Instruction, and President of the Board of Trustees, who was introduced by Dr. McIver, President of the College. Mr. Joyner spoke of Lanier as poet, idealist, and gentleman, and told how he kept his idealism unsullied in the midst of an age of commercialism. He spoke of the poet's hate of

hate, his love of love, and his scorn of scorn, and his inspiration, and thanked the class deeply for their gift on behalf of the Board of Trustees of the College.

A PICTURESQE SIGHT.

"The class song was then sung and the audience took their places on the border of the College campus near the class tree. Soon the most picturesque and beautiful sight of the Commencement was seen. This was the march of the students and the graduating class to the tree, and the burying of the class records.

First came the marshals, adorned with their badges of office, and following them were the classes of 1907, 1908 and 1909, as well as the two preparatory classes, all of which were ranged about the tree.

Then the marshals ranged themselves in two rows, between which marched the gradauting class carrying great ropes of evergreen woven with white flowers. They grouped themselves about the tree, and after a short address, the class president, Miss Doub, presented to each of the other classes a gift as a remembrance of friendship. To the Junior class was given the trophy cup which the Seniors had won from them in the basket ball contest. To the Sophomore class a magnet was presented to attract friendship and success. The Freshmen received a lantern to light their wandering footsteps to their goal. To the second preparatory class, which will adopt the colors of the graduating class, a bank book was given with the wish that they might acquire a large bank account. The first preparatory class received a shovel to help them dig for knowledge.

The class records were then buried, wrapped in the class banner, and to each member of the class was given a piece of the banner staff, which the girls, marching two and two past the records' burial place, dropped one by one into the little grave. Then the class president filled in the dirt and the class grouped itself so as to form with their long green and white streamers, the figures '06, and the class song was sung, and the class

prayer recited. The class prayer was in verse, and was written and recited by the class poet, Miss Stella Blount.

After this the march was begun again back to the College, and with this disappearing from view of the white gowned graduates the most picturesque part of the Commencement exercises was over.

REPRESENTATIVE ESSAYS OF GRADUATING CLASS.

Monday night's session of Commencement was perhaps the most important from the students' point of view, for it included the reading of the representative essays of the class of 1906.

The auditorium of the Students' Building was filled to its utmost capacity and the scene was a beautiful one. The stage was banked with flowers and ferns, and in the midst of the greenery and color the group of white-clad young women made a strinkingly lovely picture. Back of the graduating class was grouped the College Glee Club and Orchestra, and on the stage were several of the distinguished visitors of the evening.

After the playing of the "Poet and Peasant" overture, Dr. McIver announced that it had been the custom of Dr. W. T. Whitsett, of Whitsett Institute, to award a prize each year to the young woman of the graduating class of the State Normal and Industrial College who should write the best essay. The prize for this year was a complete set of Ruskin's works.

Dr. McIver introduced Miss Doub, the president of the class. Miss Doub said: "As we, the members of the class of 1906, look into the face of the audience, we feel that we look into the faces of friends. Our stay in your city and our relations with you have been most pleasant, and we regret that we are to leave you. We are indeed glad to have the pleasure of your company on this occasion." She then announced the first number on the program.

The program was interspersed with delightful music by the College chorus and orchestra.

The first essay of the evening was "The American Woman as an Author," by Miss Janet Jeffries Austin, of Edgecombe

County. Miss Austin dealt most interestingly with the prominent position of women in the literary field of today. She told of the large amount of work done by them in magazines and books, and gave, by way of contrast, the names of the few women who were prominent in literature but a few years back. Now, said Miss Austin, women compare favorably with men in the literary field, both as to the number and popularity of their works. Miss Austin told of the splendid opening for women of North Carolina in literature, for, she said, the Old North State is rich in material for the writer's pen, and the work itself offers greater inducements than many of the other professions open to women.

The next essay was on "Civic Art," and was by Miss May Hampton, of Guilford County. Miss Hampton spoke of the advancement of North Carolina in everything but civic art, but pointed out its recent awakening to the new and important movement. She spoke of the number of societies devoted to various purposes, all of which are now fostering the growth of the new idea and encouraging it in every way. Miss Hampton told of how new cities may be made ideal by the following of a prearranged design in their building, while ugly cities may be improved immeasurably by the efforts of their citizens. The chief end of civic art, said she, is to make the utilitarian beautiful. Nothing is too humble in its purpose to be made attractive. Every citizen must be a factor in the advancement of civic art, for it is essentially a public art and must grow up in the lives of the people.

The following number on the program was the rendering of Schumann's "Gipsy Life," by the chorus and orchestra, who did their work excellently and spiritedly, adding much to the pleasure of the evening.

The third essay was by Miss Emma Harris McKinney, of Rockingham County, and was entitled "Music in the Public Schools." Miss McKinney told of the position given music in Germany, where it is placed with the three R's in importance, and of the benefits to the community resulting therefrom. The great composers, she said, came from countries where music

has been breathed in the common atmosphere. She told of the favorable beginning in the general teaching of music which has been made in North Carolina, and related the benefits, mental, moral, and physical, resulting from it. It develops the intellect and promotes health by the opening of the lungs. The time will come, said Miss McKinney, when it will be properly valued and hold its rightful place in all our schools.

"Manual Training in its Relation to the Industries," was the subject of an essay by Miss Florence Terrell, of Franklin County. In it she told of the recent adoption of such training in this country, and spoke of its beneficial effect upon industries. Manual training, she said, prevents inferior work and does away with the inferior workman. The training given to women improves such designs and art as come within the domestic range, and thus acts upon the industries whose output goes to supply domestic wants. Many foreign nations have greatly improved their industries with the introduction of manual training, and this State should not be behind in doing what the countries of the world have found of such great value.

The rendering of Pinsuti's Spring Song by the chorus followed, and was a bright and catchy number sung with sprightliness and vim.

"The Value of Forests" was the subject of an essay by Miss Elizabeth Witherington Hicks, of Duplin County. She told of the need of the Appalachain Park forest reserve, and the benefits which would accrue from it. The present rate of forest destruction, she said, means more than the mere depletion of the supply of standing timber—it endangers the health of the ground and the water supply as well. It influences the climate, for forests regulate the rainfall by distributing the moisture in the ground. They are a protection from storms and prevent floods, rendering their greatest service in this way. And in addition to all their benefit to the country at large—so great a benefit that the prosperity of a country can scarcely survive the entire destruction of its forests—they are absolutely necessary to the beauty of the landscape. The forests must be preserved now, or the land must be prepared to face ruin.

The sixth essay, "The Village Postmaster," by Hattie LaRue Martin, of Cleveland County, was omitted from the program owing to the fact that Miss Martin had been recalled to her home by illness in the family.

Following this the audience was requested to rise while "The Star Spangled Banner was sung. In addition "The Old North State" was sung by special request and aroused great enthusiasm.

The singing of the class song ended the program, after which a half hour's informal reception was given to permit the students to meet the visitors.

COMMENCEMENT DAY—GRADUATING EXERCISES.

Another large audience assembled in the Students' Building Tuesday morning to witness the graduating exercises. The weather was balmy and bright, an ideal day for Commencement, the temperature being just cool enough to be comfortable. The exercises were announced to begin at 10 o'clock. Seated on the rostrum, which had been profusely decorated with palms, ferns and flowers, were the speakers and invited guests. Just before the exercises began the graduating class entered, each bearing a large bouquet of white carnations, and took seats directly in front of the speakers. After the orchestra finished playing, President McIver arose and requested the audience to sing "The Doxology." The opening invocation was made by Rev. Harold Turner, pastor of Spring Garden Street M. E. Church, and the audience sang "The Old North State."

President Charles D. McIver then read the following statement showing what has been been accomplished in the institution during the year.

PRESIDNT M'IVER'S REPORT—PROGRESS OF THE YEAR.

The College year 1905-1906 will be remembered by the students, Alumnae, and other friends of the Institution as the date of an important change in its courses of study. When the present Freshman Class graduates its members will have earned the degree of Bachelor of Arts, Bachelor of Science or Bachelor of Pedagogy. Heretofore it has been necessary for those who

received its diplomas to remain a year longer to secure a degree. This change means a raising of the regular courses of study one year, the requirements for admission to the Freshman year and for graduation being equivalent to, though not identical with, those for men at the University and the leading colleges of the State.

For the sake of those young women out of reach of public high schools able to prepare students for the Freshman Class a preparatory course of two years is maintained, but it is earnestly desired that all who can secure the training necessary shall enter not lower than the Freshman Class of the regular College course.

In most of the cities and larger towns of the State there are public high schools and the pupils coming from a large number of these are admitted to the four-year College course without examination.

In order to meet the demands of the State, the special courses in the Commercial, the Domestic Science, and the Manual Training Departments will be continued and strengthened in every practical direction.

The one-year course of Pedagogy, including observation and practice in the Training School, will be continued as heretofore for the benefit of graduates of other institutions and for women of several years' experience in teaching and of approved scholarship. In addition two short courses to be given at the beginning and during the latter two months of each College year will be offered those teachers now engaged in the public service and whose conditions will not permit them to discontinue their work for a longer period of time and yet who earnestly desire to better equip themselves for teaching.

The Institution is a combination of a Woman's College, a Normal School, and an Industrial School. Its policy is to develop strength in each of these three directions by improving the quality of the training and equipment of young women for public and private contribution to the Commonwealth. The ambition of the College is to make as large an annual increase as possible in the army of trained, effective workers in North

Carolina's intellectual, moral, and material vineyard. It hopes thus to serve the State which has contributed to its establishment and support, and to serve it in harmony with the State's policy and spirit of development.

THE ALUMNAE LOAN AND SCHOLARSHIP FUND.

Three years ago the Alumnae, aided by the President and other members of the faculty, undertook to raise a Loan and Scholarship Fund of $15,000. The General Education Board agreed to contribute one-half the amount if the other half should be raised within three years. All the amount has now been raised except a few hundred dollars which balance is secured by good notes.

MATERIAL GROWTH.

The material development of the College during the past year has been much more important than appears on the surface. A library building costing $19,000, the gift of Mr. Andrew Carnegie; the completion of the laundry building and the power plant; a change in the heating system connecting nine of the college buildings with a central plant; improvements on the Students' Building, including the completion of fourteen music rooms and the Literary Society Halls; clearing away debris resulting from the burning of the old dormitory, grading the grounds, restoring the tennis courts, and planting more than two hundred trees on College Avenue are all a part of the record of the past year's progress.

NEEDS.

The urgent needs of the College are:

1. The completion of the Students' Building, including the Young Women's Christian Association Hall and the auditorium.
2. A gymnasium.
3. Additional land adjoining the College grounds.
4. Additional recitation and dormitory room.
5. Additional income with which to strengthen the faculty of the College.

RECORD OF FIRST FOUR CLASSES TO GRADUATE.

Miss Bertha M. Lee, of the faculty, and president of the Alumnae Association, then read a most interesting record of the classes of 1893, '94, '95, '96, being the first four classes to graduate from the College. As the work of each one of the 69 graduates was briefly epitomized the audience grew solemn with the realization of the great work of the Institution, and gave vent to its unexpressed feeling, when the speaker of the day, Hon. O. T. Corson, of Ohio, preluded his address with the statement that in listening to the record of what had been done and was being done by these graduates alone, he felt that the State was being so richly blessed, if the simple record could be read by all North Carolinians, it would be an inspiration to her representatives to such an extent that the College would never again need to ask for an appropriation for the enlargement of its field of usefulness, but that the only question of appropriation would be "How much can you use to advantage?"

HON. O. T. CORSON'S ADDRESS.

In introducing Hon. O. T. Corson, of Columbus, Ohio, Dr. McIver said: "I am glad that you are to listen to a man who is thoroughly acquainted with the educational work of our nation. Mr. Corson is ex-president of the National Educational Association, Superintendent of Public Instruction of the State of Ohio, and an editor and great worker for the cause of education."

Mr. Corson's address, which we are publishing elsewhere in this issue, was a friendly heart to heart talk, replete with practical advice and encouragement. He spoke on "Qualifications for a Teacher," emphasizing that a teacher should have faith in God, faith in humanity, faith in boys and girls, and faith in himself.

At the conclusion of the address the audience was requested to rise while "America" was sung, following which Dr. McIver announced that owing to the absence of Governor Glenn, who had intended to make the presentations of the Bibles and constitutions to the graduates, that feature of the program would

be omitted, the graduates distributing the books among themselves after the exercises.

Dr. McIver then read the names of the graduating class and the titles of their essays as follows:

The American Woman as an Author,
Jannet Jeffreys Austin, Edgecombe
Life Insurance in North Carolina....Mary Elizabeth Benbow, Guilford
School Conditions in an Eastern County,
Claudia Stella Blount, Washington
The Conditions of Domestic Service.....Willie Brown, Mecklenburg
The Destruction of Niagara Falls.....Estelle Davis, Cleveland
The Jew in America.....Daisy Weatherly Donnell, Guilford
Compulsory Education in North Carolina,
Josephine Blake Doub, Moore
A New Era in Agriculture.....Carrie Glenn, Gaston
Social Life in Rural Carolina.....Carrie Belle Graeber, Rowan
Civic Art.....May Hampton, Guilford
The Value of Forests.....Elizabeth Witherington Hicks, Duplin
Indian Industries.....Helen Clare Hicks, Duplin
Socialism in Russia.....Margaret Horsfield, Wayne
The Labor Problem on the Farm.....Sallie Norman Hyman, Martin
Clerking as an Occupation for Women,
Meta Swain Liles, Edgecombe
Music in the Public Schools.....Emma Harris McKinney, Rockingham
The Village Postmaster.....Hattie LaRue Martin, Cleveland
The Value of an Agricultural Education.....Hattie O'Berry, Wayne
The Kindergarten Movement.....Blanche Virginia Stacy, Union
Manual Training in its Relation to the Industries,
Florence Terrell, Franklin
The Village Lawyer in Western North Carolina.....Jennie Todd, Ashe
Immigration in the South.....Mattie E. Winfield, Beaufort

In awarding the diplomas, Dr. McIver said to the class: "We have been advising you and giving you all kinds of instructions for the past four years, and this is no time for me to give you advice. I pray God's richest blessings upon you. I have no doubt that you will become good and useful citizens and that God will love and bless you."

He then announced that the Adelphian Literary society had

purchased a handsome bronze tablet to be erected to the memory of the late Prof. Clarence Brown, member of the faculty, who died during the year.

He then announced that the W. T. Whitsett prize, a set of the works of John Ruskin, had been awarded to Miss Elizabeth Witherington Hicks, of Duplin County, for the best of the essays chosen as representative of the class.

The orchestra then played a selection and one verse of "The Old North State" was sung standing. The Rev. Sanders K. Guignard, Rector of St. Andrew's Episcopal Church, Greensboro, closed the exercises with the benediction.

CERTIFICATES IN COMMERCIAL DEPARTMENT.

Certificates were granted to the following young women of the commercial department for proficiency in shorthand:

For eighty words a minute, Miss M. Lila Bragg; for one hundred words a minute, Misses Elma R. Carson, Lottie Lawrence, Lucille Parker, Louise Manning Huske, Gilmer Mitchell, Annie Campbell Jackson, Jennie J. Austin, Edith McLean, Grace Rudisill, Norah Lentz, Lily Groves, Lola Alexander, Margaret N. Gray, and Clora McNeill; for one hundred and twenty words a minute, Misses Carrie Price, Clara Oettinger, Florence Pearson, Annie Hodges, Nellie McNeill, and Bessie Withers.

ALUMNAE RECEPTION.

The commencement exercises ended with the reception given by the Guilford County Normal College Association to the alumnae, the former and present students, the faculty, the board of directors, and the guests of the College.

The reception took place in the dining room of the Spencer Building, which was appropriately decorated with the class colors, green and white, the flag of the United States, and that of North Carolina, and numerous bouquets of cut flowers. Brockmann's orchestra played throughout the evening, adding decidedly to the pleasure of the occasion with its attractive music.

The reception committee consisted of Miss Anna Meade

Michaux, president of the North Carolina Association of former students of the College; Miss Elizabeth Battle, president of the Guilford County association of former students; and of Misses Hampton, Love and Lee and Dr. McIver.

Throughout the evening pupil and teacher, graduate, guest and parent mingled in a joyous throng and sociability reigned supreme. But through the whole occasion it was plain to be seen that the sweet girl graduate was the heroine of the evening, and as such she received the homage which was her just due. She accepted this adulation, however, with the same dignified grace and composure which have made her notable throughout the entire proceedings, and her farewell appearance in the halls of her alma mater made her, if possible, more beloved than ever.

There was no formal banquet to hamper the general good fellowship of the evening, but toward the close of the evening light refreshments were served.

There was no formal speech making, but expressions of good will and affection were numerous and eloquent, and added to the links which already bound institution and student together.

Before the exercises of the evening were opened many games were indulged in by the students to the satisfaction of all.

After this President McIver introduced Miss Michaux, president of the State Normal College Association, who extended greetings from the state association. She told briefly of the purposes of the organization, chief of which are self-culture, mutual helpfulness and bringing the members in closer touch with one another. Miss Bessie Battle, extended greetings in behalf of the Association of Guilford County. Mrs. B. C. Sharpe rendered a delightful vocal solo. Mrs. E. McK. Goodwin made a report of the Burke County association. Mr. Williams, of Charlotte, was called upon for a few remarks.

Dr. Charles D. McIver, President of the College, was next called upon. He said that he had nothing to say more than that he hoped their meeting together would prove great blessing to them, that fortunately for the audience the speaker of

the day at the morning exercises, Hon. O. T. Corson, had missed his train and was present and would make a few remarks.

Mr. Corson's talk while short was very much enjoyed. Among other things he spoke of the value of good, genuine friends in whom you can put full confidence.

Miss Minnie Jamison then sang a solo, after which one was sung by Miss Ethel Harris, both of which were well rendered.

About 12 o'clock the reception came to a close and everyone voted the occasion one of rare pleasure, and only regretted that such events do not come oftener.

STATE ORGANIZATION OF ALUMNAE.

Tuesday evening there was a meeting of the alumnae and former students of the College to organize the alumnae throughout the State, forming both one State body and county associations as well. In addition to this the alumnae held their yearly election of officers with the result that Miss Etta Spier, of Goldsboro, was chosen president; Miss Sarah Kelly, of Charlotte, vice-president, and Miss Annie Martin McIver, of Greensboro, secretary and treasurer. Miss Bertha Lee, retiring president of the Association, was chosen as the new member of the executive committee which the Society elects each year.

Before adjourning to the reception the alumnae gave a smaller reception to the graduating class to welcome them to their ranks.

THE STUDENTS' BUILDING ASSOCIATION.

The two literary societies, the Adelphian and Cornelian, had a joint meeting in the Students' Building Tuesday afternoon for the purpose of electing inter-society officers. This incorporation as one organization, while it will not interfere with the individuality of the Societies will enable them to become a legal body, capable of giving its own note and transacting business which was impossible to each as a separate body owing to their secret nature. The body formed is known as the Students' Building Association, and will undertake the furnishing of the society halls in the new edifice.

BOARD OF DIRECTORS.

The Board of Directors held sessions Monday and Tuesday transacting the usual routine business. The members present were J. Y. Joyner, and R. T. Gray, Raleigh; C. H. Mebane, Newton; A. J. Connor, Rich Square; T. B. Bailey, Mocksville; J. L. Nelson, Lenoir and T. S. McMullen, Hertford.

COMMENCEMENT VISITORS.

Among the visitors attending commencement were the following:

Rev. Egbert W. Smith, Louisville, Ky.; Mr. and Mrs. Albert R. Hicks, Faison, N. C.; Mr. A. B. Hicks, Faison, N. C.; Mrs. D. P. Faison, Warsaw, N. C.; Mrs. E. McK. Goodwin, Morganton, N. C.; Miss Hattie Garvin, Newton, N. C.; Miss Mary Williams, Newton, N. C.; Miss Mary Thornton, Salisbury, N. C.; Miss Johnsie Coit, Salisbury, N. C.; Miss Sadie Davis, Salisbury, N. C.; Miss Meta Fletcher, Fletcher, N. C.; Mr. A. L. Harris and little daughter, Tempie, Reidsville, N. C.; Mrs. Raeford Lyles and son, Tarboro, N. C.; Mrs. L. L. Boone, Wilmington, N. C.; Miss Cora Meredith, Wilmington, N. C.; Miss Nellie Fowler, Wilmington, N. C.; Miss Margaret Gash, Brooklyn, N. Y.; Miss Marguerite Crow, Raleigh, N. C.; Miss Andrews, Raleigh, N. C.; Mr. M. Brogden, Goldsboro, N. C.; Mrs. Williams, Faison, N. C.; Miss Eleanor Monroe, Goldsboro, N. C.; Miss Etta Spier, Goldsboro, N. C.; Mr. T. T. Terrell, Louisburg, N. C.; Mr. K. K. Allen, Louisburg, N. C.; Miss Annie Wilder, Louisburg, N. C.; Mrs. R. A. Bobbitt, Louisburg, N. C.; Miss Inez Flow, Monroe, N. C.; Miss Minta Bonner, Aurora, N. C.; Miss Margaret Weyler, Kinston, N. C.; Mr. R. C. Morrow, Mebane, N. C.; Miss Jessie White, Mebane, N. C.; Miss H. Mundy, Denver; Miss Sallie Griffith, Winston, N. C.; Miss Nettie Allen, Henderson, N. C.; Miss Mary L. Jones, Durham, N. C.; Miss Elizabeth Powell, Barium Springs, N. C.; Miss Miriam McFadyen, Waynesville, N. C.; Miss Redmond, Tarboro, N. C.; Miss Mattie Stancil, Tarboro, N. C.; Mrs. Elijah Meadows and daughter, Oxford, N. C.; Miss May Styron, Washington, N. C.;

Mrs. W. M. Transon, Jefferson, N. C.; Miss Louise Dixon, Hickory, N. C.; Miss Bertie McKinney, Hickory, N. C.; Miss Linnie Davis, Shelby, N. C.; Mrs. J. E. Blount, Plymouth, N. C.; Mr. E. P. Hyman, Hobgood, N. C.; Miss Edna Sedberry, Fayetteville, N. C.; Miss Nannie Doub, Jonesboro, N. C.; Master Peter Doub, Jonesboro, N. C.; Miss Helen Sallinger, Woodard, N. C.; Miss Nannie Mitchell, Wilmington, N. C.; Mr. Mitchell, Wilmington, N. C.; Miss Mary Price, Reidsville, N. C.; Miss Goley, Graham, N. C.; Miss Mary Coffee, Lenoir, N. C.; Mrs. J. E. Heath, Warsaw, N. C.; Miss Mittie Lewis, Goldsboro, N. C.; Miss Margaret Perry, Adley, N. C.; Mrs. R. H. Moore, Rocky Mount, N. C.; Mrs. A. C. McMillan, North Wilkesboro, N. C.; Mrs. Robinson, North Wilkesboro, N. C.; Mr. J. Leon Williams, Trinity College, N. C.

ORGANIZATIONS.

MARSHALS:

Chief—ELIZABETH W. HICKS, Duplin County.

Assistants:

ADELPHIANS.

JOSIE DOUB,	Moore County
HELEN C. HICKS,	Duplin County
MARY BENBOW,	Guilford County
FLORENCE TERRELL,	Franklin County
MATTIE WINFIELD,	Beaufort County

CORNELIANS.

DAISY DONNELL,	Guilford County
STELLA BLOUNT,	Washington County
WILLIE BROWN,	Mecklenburg County
HATTIE O'BERRY,	Wayne County
JANNET AUSTIN,	Edgecombe County

SENIOR CLASS.

JOSIE DOUB,	President
SALLIE HYMAN,	Vice-President
ESTELLE DAVIS,	Secretary
BLANCH STACEY,	Treasurer
ESTELLA BLOUNT,	Poet
META SIKES,	Historian
HELEN HICKS,	Prophet

JUNIOR CLASS.

Mena Davis,	President
Ethel Dalton,	Vice-President
Winnie Harper,	Secretary
Mary Robinson,	Treasurer
Marjorie Kennedy,	Critic

SOPHOMORE CLASS.

Blanche Hanes,	President
Marianna Mann,	Vice-President
Willie White,	Secretary
Mary Williams,	Treasurer

FRESHMAN CLASS.

Lizzie Propst,	President
Agnes Wacksmith,	Vice-President
Elizabeth Hayes,	Secretary
Fleida Johnson,	Treasurer
Edna Duke,	Critic

YOUNG WOMAN'S CHRISTIAN ASSOCIATION.

Meta Liles,	President
Mattie Winfield,	Vice President
Sallie Slocumb Smith,	Treasurer
Helen Hicks,	Secretary

ATHLETIC ASSOCIATION.

Vaughn White,	President
Jennie Todd,	Vice-President, Senior
Lillian Gray,	Vice-President, Junior
Nettie Brogden,	Vice-President, Sophomore
Eleanor Murr,	Secretary
Mary Reid,	Treasurer