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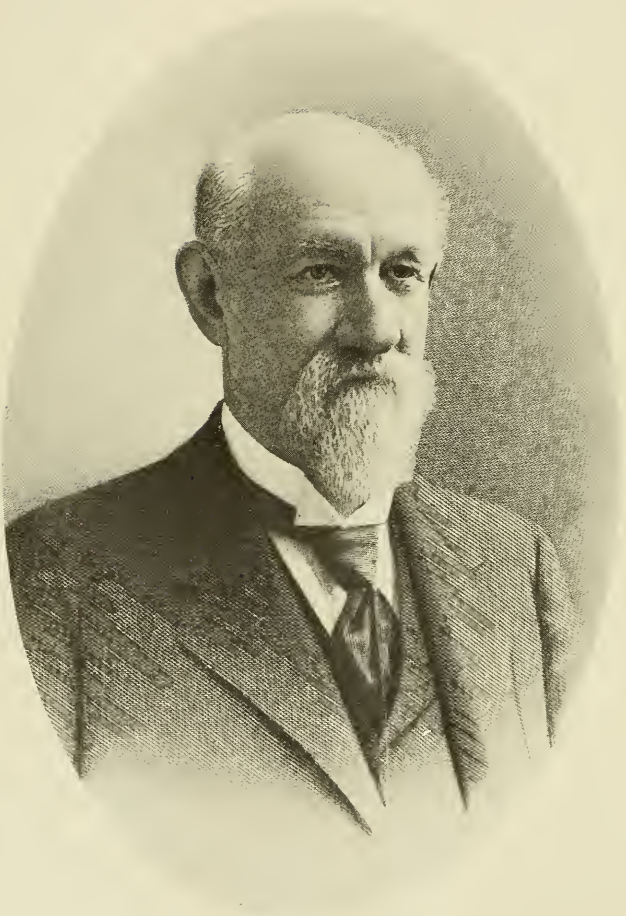
Quarterly



July, August, September
1915

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The Training School Quarterly

VOL. II.

JULY, AUGUST, SEPTEMBER, 1915.

No. 2.

Thomas Jordan Jarvis *1836-1915*

“His life is as an open book.”

THE name Jarvis has appeared in the history of Eastern Carolina from early colonial days, when one Thomas Jarvis bought from the Indians a strip of land between the Perquimans River and Carolina Sound in what was then known as the Albemarle country. By 1691 this Thomas Jarvis had attained sufficient influence to be appointed Deputy Governor of North and South Carolina when Colonel Ludwell was appointed Governor. In 1734 one Thomas Jarvis was a leading member of the Assembly. During the Revolutionary War Samuel Jarvis was a general in command of the Albemarle militia. According to the Federal census of 1790 the heads of three different families bore the name of Thomas Jarvis. It was the grandson of one of these men, Thomas Jordan Jarvis, son of Bannister Hardy Jarvis, who so endeared himself to the people of North Carolina by his wise and constructive statesmanship as to win for himself, in his declining years, the title of the “State’s Grand Old Man.”

Born at Jarvisburg, in Currituck County, on January 18, 1836, the early years of his life were spent on his father’s farm where he gained such training as could be had at home and attended such country schools as the neighborhood afforded. Not the least important influence during this period of his life was the influence of his mother who instilled in him the characteristics which so marked his later career.

At the age of nineteen he entered Randolph-Macon College, then at Boydton, Virginia, from which he was graduated in 1860, and received the degree of M.A. the following year. His college career had been made possible through teaching at intervals and loans received through a friend.

A few months after graduation he began teaching in Pasquotank County, where he was when the war between the States was declared. He immediately enlisted as a private, but in 1861 was commissioned as first lieutenant of Company B, Eighth North Carolina Regiment, and a few months later was promoted to the rank of captain. For three years Captain Jarvis acquitted himself with credit in the field, but at the battle of Drewry’s Bluff in May, 1864, he received a wound in his right arm. The character of the wound necessitated a resection of a part of the bone and he was confined to the hospitals in Richmond and

at Petersburg and was on parole when Lee surrendered. From the wound received at Drewry's Bluff Captain Jarvis never recovered, but carried always a lifeless right arm as a reminder of his war record.

Those who served under him during that time testify to his courage, faithfulness, persistence and prudence. At the close of the war Captain Jarvis went to Tyrrell County, where he opened a small store in the town of Columbia, and began the study of law. In 1865 he was elected to the Andrew Johnson Convention by the people of Currituck, his native county.

He continued to read law, received his license from the Supreme Court in 1867, and entered upon the profession that he was to follow the rest of his life.

In 1868 he was chosen by the people of Tyrrell County to represent them in the General Assembly, where he began a public career of service to his State that lasted until his death. Few men have had the privilege of so long a period of public service.

In 1870 he was Speaker of the House, in 1875 a member of the Constitutional Convention that relieved the eastern counties of negro rule.

In 1874 Captain Jarvis married Miss Mary Woodson, a daughter of Judge John Woodson, of Petersburg, Virginia.

In 1876 he was elected Lieutenant-Governor on the ticket with Vance, and in 1879, when Governor Vance became United States Senator, Lieutenant-Governor Jarvis became Governor. In 1880 he was elected to serve a full term. Coming to the executive chair fresh from familiar intercourse with the active men of the State, and fully informed on all the details of public matters, his administration of more than six years was one of the most brilliant in the annals of the State, standing out in particular for promoting public education, advancing the construction of the Western North Carolina Railroad, building the Western Asylum for the Insane, at Morganton, and the Eastern Asylum for the colored race at Goldsboro, the Governor's mansion in Raleigh, and the purchase of the land occupied at present by the Supreme Court building and the Department of Agriculture.

An exposition in Raleigh, toward the close of his administration, revealed the State to itself, and a subsequent exhibit of her natural resources in an exposition held in Boston called the attention of many in the country at large to North Carolina's great mining, agricultural and industrial resources. The impression made by Governor Jarvis at this time was such as to cause several New England papers to advocate him as Vice-President of the United States.

In 1884 Mr. Cleveland appointed Governor Jarvis as Minister to Brazil. In this capacity he served ably until the election of President Harrison, when he returned to Greenville and resumed the practice of law.

Governor Jarvis was President of the State Democratic Convention

which nominated Elias Carr for Governor and afterwards took an active part in the campaign with Carr, speaking in many places in the State.

On the death of Senator Vance Governor Jarvis was appointed to fill his unexpired term in the United States Senate, but only served until the Legislature convened and elected his successor for the short term.

In 1900, during the great suffrage campaign, the advice of Governor Jarvis was most eagerly sought and followed.

As a lawyer he took part in many cases of State-wide importance. In 1902 he was counsel for the Justices of the Supreme Court who were impeached at that time. He was employed for the State in the litigation of the Atlantic and North Carolina Railroad.

Not only in the counsels of the State, but of the church as well, was Governor Jarvis prominent. He was a member of the Methodist Episcopal Church, South, and represented his church in the General Conference, as well as on the Board of Trustees of Trinity College.

The interest and activity Governor Jarvis manifested for the cause of education as chief executive never grew less, but increased with his advancing years. His part in the founding of the East Carolina Teachers Training School and his final appeal to the people of the State for the cause of education have been given elsewhere.

Such a service and such a vision were a fitting close to a life spent for the public good.

Sketch of Governor Jarvis, 1865-1876

T. B. KINGSBURY.

(The following article is a partial reprint from the *Raleigh Sentinel*, previous to Governor Jarvis' election as Lieutenant Governor.)

TN 1865, Governor Jarvis was elected to the Andrew Johnson Convention, which met at Raleigh, by the people of his native county—Currituck, receiving every vote cast except fourteen. His old friends and countrymen knew that the times were so extraordinary as to require men to act who were discreet, firm, wise and just. They showed their excellent judgment in the selection they made.

HE READS LAW AND IS LICENSED.

While conducting his mercantile business for a temporary living and to secure the necessary means to enable him to carry out his future plans, he read law, and was licensed to practice by the Supreme Court at the June term of 1866. At the age of thirty-one he entered upon that profession to which he purposed to devote the remainder of his days. He continued to reside at Columbia, and in 1868 was

ELECTED TO THE LEGISLATURE

from Tyrrell County, without opposition. He took his seat in that Legislature on July 1, 1868, little thinking the important part he was to act in it before it should expire in 1870.

“There’s a divinity that shapes our ends,
Rough-hew them how we will.”

By nature quite modest and unassuming, wholly unskilled in the “ways that are dark” in which the mere politician so delights to tread, and with but little training in parliamentary usages, Captain Jarvis made but little impression during the first session of that body which is destined to an immortality of infamy, and is as distinguished and separate by reason of its unmitigated corruption, bribery, speculation and impudence in the history of North Carolina Legislatures, as the famous Rump Parliament is distinct and peculiar among the Parliaments of Great Britain. Never since the Almighty fiat gave form and motion to this earth has such a body of vandals, pariahs, vultures and vampires gathered within the walls of any capitol. The curses which overtook the land of the Pharoahs when one of the name entered into an unwise and impious contest with Jehovah, seem to have been concentrated within one body and to have been visited upon our poverty-smitten,

greatly oppressed and despondent people. How shall they bear such an awful visitation—such an outpouring of the Divine wrath? How shall they

“Bide the pelting of this pitiless storm
How shall their houseless heads; and unfed sides,
Their loop'd and window'd raggedness defend them
From seasons such as these?”

The accurséd horde of devourers came with sharpened beaks and insatiate maws, and they literally ate up the whole land—consumed, blasted and destroyed everything. That infamous body deserves the execration of every honest man. It was in this shameless Legislature that has left its legacy of corruption and unbearable debts that will remain for decades to come an incubus upon the energies of our people, that Captain Jarvis began his career as a law-maker. His eyes were wide open, and with beating heart he watched anxiously the greedy vultures as they held their orgies in the capitol and concocted their devilish plans for the robbery of the people. He waited patiently for the right time when he might strike with effect.

THE CONDITION OF AFFAIRS IN 1869.

It will be remembered how overwhelming was the Radical majority—how powerless and hopeless was the minority. What could the faithful few do in the face of the faithless many? Such was the manifold corruption, the sublime impudence, the swaggering bravado, the desperate game of that day that all really seemed lost. All good and faithful men, save a very few, felt that turn which way they might there was no way of escape from the impending and awful doom—that all was

“Infinite wrath, and infinite despair.”

But there were a few who still hoped “for the good time coming.” Jarvis watched and waited until his clear, cool, unerring judgment should say “The time has come, now strike.” The time had indeed come at last after a long and painful delay. On the 15th of February, 1869, the Revenue Bill was on its several readings in the House, of which Captain Jarvis was a member. At that time nine million of the Special Tax Bonds had found their way into the hands of unprincipled speculators and sharpers who hung around the corridors and lobbies of the Capitol like so many birds of evil omen, ready to fatten upon any garbage that might be thrown from the Radical Fleshpots.

JARVIS TO THE RESCUE.

It was then that Captain Jarvis came forward with a proviso to the Revenue Bill to this effect: *Provided*, That all the taxes for State and county, imposed upon the real and personal property of the State, shall in no case exceed two-thirds of one per cent. See House Journal, Session 1868-'69, page 267.

He delivered a speech on his amendment which was so logical, so convincing, so unanswerable, that notwithstanding it was admitted if the amendment was adopted it would lock up all the Special Tax bonds in the State Treasury; and notwithstanding the overwhelming strength of the opposition, that amendment was actually adopted. But, the Radical conscience that had been thus quickened for a moment into some semblance of life under the tremendous blows of Jarvis, soon relapsed into its original torpor or death; and Radical reason that had been stimulated under his vigorous and penetrating argumentation into temporary right thinking, was soon hurled back into the sloughs and marshes that appeared to be its native element, and the Radical caucus did for the amendment what every honest tax-payer deeply regrets to this day, and what every rogue and robber rejoices in. It was resolved that the amendment should be strangled. In a day or two this important amendment was reconsidered and rejected. By this and other subsequent acts, a deep stigma was fastened upon the fair escutcheon of North Carolina, fixed there by corrupt, bold adventurers, and by unworthy natives who had apostatized and were recreant to duty, honor and race. But Captain Jarvis tried to avert the injury and wrong. He can boldly say to the minions of power who thus dealt the blow, "I did what I could to shield the unprotected head of my dear old State. The wrong was not mine." Whilst to North Carolina he can truly say:

"Thou canst never say I did it; Never shake Thy gory locks at me."

THE CRUSHING RADICAL TAX OF 1869.

The Special Tax Bonds were issued and about one million of dollars was collected from the tax-ridden people of North Carolina in the year 1869 to pay the interest only on them. That robbery can never be canceled. The money thus wrested from the people has gone long ago into the pockets of the cormorants who have been sucking for so many years the life's blood of the State, and who are madly striving to obtain another lease on power that their nefarious and destructive work may continue.

But so adroit and well-aimed was this blow of Captain Jarvis', that although it failed of its end, it made him the leader of that little band of heroic, consecrated men in the House of Representatives, who were resisting the flood-tide of corruption and extravagance that was rolling over the State from the sea to the mountains, threatening destruction and carrying dismay.

A REMINISCENCE.

We remember how at that time the names of Thomas J. Jarvis and Plato Durham—sweet rest to his soul and lasting honor to his memory!—were upon the lips of every true man, and all that they said or did was read with the most profound interest. Jarvis was conspicuous

for his watchfulness, his deliberation, his self-possession, his wariness, his well poised judgment. Durham was dashing and bold and defiant, hurling his anathemas into the very teeth of the robbers and bribers, and invoking Heaven's curses upon their baseness and cruelty.

A clear brain, a calm judgment, thorough self-possession, are very necessary qualities in a leader. These Jarvis has in an eminent degree. During the session of 1869-'70, he made excellent use of his prominent position.

HIS SKILLFUL TACTICS.

Early in that memorable session, he opened a vigorous campaign against the enemies of the people by a series of operations that brought financial salvation to the State, and entailed sure and inevitable ruin upon its despoilers. How was it possible that a people that had been nearly beggared by the war, whose entire basis of credit had been swept away at one fell stroke, could bear the tremendous tax necessary to meet the interest due upon the Special Tax Bonds? To pay the tax was simply to crush the people. Captain Jarvis began his attack by a series of resolutions upon Littlefield and Swepson—those twin brothers in robbery,

“Whose game was States, and whose stakes”—

should have been the penitentiary for life, to tell what they had done with the seven millions of bonds that had gone to their hands, and what had become, too, of the more than a million dollars of taxes that had been collected from the people in 1869, ostensibly to pay the interest on the bonds. Day after day the attack was renewed, but it was impossible to obtain any response to these iterated and reiterated inquiries. The Radical oracles were dumb, the pilferers had become as silent as the grave. After again and again repeating the call for information, until he made the Representative Hall echo and re-echo with the true answer—stolen, stolen, stolen! Captain Jarvis at last introduced

HIS FAMOUS BILL

to repeal the laws levying any tax to pay interest on the special tax bonds, Maj. John W. Graham, then the able Senator from Orange, having introduced a similar bill about the same time in the other end of the Capitol. Then began a fierce struggle in the House, that should never be forgotten by any honest citizen or oppressed tax-payer. There is not a man in North Carolina this day who has any character who does not owe Captain Jarvis a debt of gratitude, aye, the very women of the State, and their children around them, should rise up and call this true friend of the people and staunch patriot blessed.

For three long, exhausting weeks he fought for the passage of his bill. He made strong and earnest appeals to the few Radicals in that body who dared to assert their independence in the least degree, and who

had not been corrupted and bought up by the jobbers and speculators, to come up to his help, and coöperate with him and his friends in an earnest effort to lift the mighty burden of taxation from the almost ruined people. He brought to bear upon them the strongest arguments and the most persuasive appeals. He showed them as with the certainty of a mathematical demonstration that the people could not possibly stand the payment of such an enormous tax year after year. The opposition to the passage of Jarvis' bill was led by such men as W. A. Moore, a scallawag (now Judge Moore), A. S. Seymour, an educated carpet-bagger (now Judge Seymour), and G. Z. French, a shrewd carpet-bagger, also. These men had the brains, boldness and tact. Around them stood their lieutenants, who, if less gifted with education and ability, were equally reckless, impecunious and hungry. They were all conspirators engaged in as wicked and damning a plot as ever cursed a country or pillaged a people. They had already driven their accursed daggers deep into the heart of the Old North State, and she was bleeding profusely from many gaping wounds. Her blood still stains their hands, from which "All great Neptune's ocean" can not "wash" it.

A BRAVE AND STUBBORN FIGHT

was made. Jarvis, resolute, hopeful, sagacious, led the small conservative band. His clear, calm voice could be heard above the tumult ringing all along the lines.

Wherever the battle was thickest and the conflict waxed most doubtful there was our Captain, his tall form towering above the rest, animating his followers and inspiring them with the hopes of victory. The white plume that waved in the bonnet of Henry of Navarre gave no more encouragement to his army in the hottest fight, than did the bugle tones of Jarvis, sounding daily at the onset, give inspiration and confidence to the glorious little band that gathered around him. But the Conservatives stood not alone. Their thin ranks had been recruited, there were some honest, conscientious Republicans in that body—men who had not

"Bent the pregnant hinges of the knee,
That thrift might follow fawning."

They came to Jarvis' aid, and with their votes united to nearly all of the Conservative votes, were able to pass the bill, and thus save the State from further detriment. Let us not cease to honor and applaud them for what they did. In that important crisis they surely "rendered the State some service."

THE PEOPLE RELIEVED.

From that day, the people have been free from that infamous Special Tax levy of 1869, by which they were absolutely robbed of over one million of dollars. From that day, Captain Jarvis became the almost

master of the House—the Radical party being rent in twain. From that day, he has been one of the great favorites of the eastern part of the State, and when his admirable qualities of head and heart are fully known, and his great and invaluable services are remembered, as they should be, he will become one of the first favorites with the people of the whole State, of the center and of the west as he already is of the east. He is sprung directly from the people, and is with the people in heart and soul and mind and body. True to his own convictions, he is unflinching true to the best interest of the people of every section of his dear, native North Carolina.

Always moderate in expression, free from personal bitterness, eminently conservative in his views—wise, serene, prudent, firm, he soon became popular with the better class of Republicans, and many of them followed his lead towards the latter part of the session of 1869-'70.

Captain Jarvis is said to have been the author mainly of the

LEGISLATIVE ADDRESS OF 1870,

upon which we carried the State so triumphantly, electing Judge Shipp Attorney General by 5,000 majority. It will be remembered that this was the first political paper issued by the Conservative party in North Carolina, in which the final settlement of the "status" of the negro was admitted. But such an admission or acknowledgment was no new thing with Captain Jarvis. He voted on March 4, 1869, to ratify the Fifteenth Amendment to the Constitution of the United States. As a sagacious and wise statesman he had forecast enough to discern that the dominant North had resolved to carry out their plans of reconstruction, and that it was a foregone conclusion that the amendment, in which the rights and position of the negro before the law were concisely stated, should forever be a part of the organic law of the land. He wisely anticipated the action of those who have since recognized the same fact, and have governed themselves accordingly. Since the day the Legislative Address was issued, the status of the negro in this State has been considered as settled, and we have been at peace.

In what we have written we have not been unmindful of the great hold upon public opinion the outrages of the Holden Administration and the Kirk War had; nor do we doubt that the victory of 1870 was in part the first of the corruption and wild extravagances of the Radical party. But after the long imperious rule of the Radicals, it would have been impossible to overthrow them without the adoption of wise political measures on the part of the Conservatives.

The Conservatives carried the Legislature of 1870 by a large majority, and upon its assembling in November Captain Jarvis was

ELECTED SPEAKER

of the House of Representatives, he having been reelected from his county. This was a fitting recognition of the great service he had

rendered the State during the two preceding years when a tremendous conflict was waged between a handful of honest, faithful, patriotic men and a host of political charlatans and thieves. During the two years that Captain Jarvis occupied the Speaker's Chair there were but few appeals from his decisions. He literally ruled in equity. His fairness, courtesy, impartiality and ability were willingly conceded by the opposition. There have been but few presiding officers in either House who could bear a comparison with him. In saying this, we but echo a common sentiment that prevails among gentlemen who have some familiarity with deliberative bodies.

Whilst a member of the Legislature he was the unvarying and zealous advocate of the strictest economy in the administration of the State government in all of its departments. Inflexibly honest himself, and from early life having practiced the rules of rigid economy, he could not and would not countenance or sustain the widespread waste, the extravagance and corruption that distinguished the Government of that time. He, therefore, held that the public servants entrusted with the grave, honorable and important duties should be held to the strictest possible accountability.

A FRIEND TO THE STATE ASYLUMS.

Captain Jarvis was a very warm and constant friend of the two great charitable institutions of the State—the asylum for the Insane, and the Institution for the Deaf and Dumb and the Blind. He exerted all the influence he could wield in behalf of those two noble charities. He stoutly and unflinchingly maintained that politics should not be carried into those State Institutions, that the officers should be chosen with reference to merit and not party affiliation. When an effort was made to remove Dr. Eugene Grissom, the capable, humane and very efficient Superintendent of the Insane Asylum, he resisted the effort most strenuously, insisting that unless Dr. Grissom was either incompetent or unfaithful in his great and delicate duties, that he be retained. In this he manifested his wisdom and fairness, as he has done in all of his important political acts. Every well regulated mind not controlled by passion or prejudice must admit the propriety and equity of his course in regard to the two grant eleemosynary Institutions, that are among the chiefest ornaments of the State, and among the most eloquent exponents of our civilization and benevolence as a people.

It was a black day in our calendar when political inonoclasts broke in pieces the images and household gods of our State literary institution—the University. It was an evil day when the prostituting hand of Radicalism seized upon our asylums for the afflicted and made them a part of their political machinery. Never let it be said that the Conservative party has imitated remotely such wicked, censurable examples.

ELECTOR IN TWO CAMPAIGNS.

In 1868, Captain Jarvis was the Seymour and Blair Electoral candidate for the first district. He rendered excellent service. In 1872, he was chosen one of the Greeley electors for the State at large, and made an active and vigorous canvass. In 1872 he moved to the county of Pitt where he has since resided and has practiced his profession. When the campaign of 1874 opened in Pitt, he was made Chairman of the County Executive Committee. He accepted the responsibility and at once began the work of organizing them.

A GOOD LESSON FOR THE TIMES.

He never appeared to greater advantage than as organizer of a party. What he did is well worth considering. Let us see how this excellent political leader operated. He first appointed an active, intelligent, working executive committee for each township. He next subdivided each township, placing an active, wide-awake, earnest man over each subdivision. By this division of territory and of labor, each captain or leader could know well every voter. The area allowed each was not too large to be well cultivated. Through these committees he had full and accurate registration of all of the voters in the county sent to him, with the political complexion of each voter carefully noted. These registrations he had copied and sent a copy to every adjoining township and precinct. What was the result of such excellent organization? In the first place, it secured a full vote of the Democrats. Discipline had made them soldiers, and on the day of election they were nearly all at their posts. The heads of subdivisions could easily tell by two or three o'clock who of their subdivisions had failed to come to the election, and all tardy voters were sent for. In this way the Conservatives carried a county by over nine hundred majority that had never been carried by over a dozen majority.

ELECTED TO THE CONSTITUTIONAL CONVENTION

In 1875, Captain Jarvis was nominated by acclamation by the Conservatives of Pitt for a seat in the Constitutional Convention. The same party organization was kept up, and by this and his own personal canvass he was elected over Jacob McCotter, a very popular man, who had never been defeated before, by one hundred and twenty majority.

Captain Jarvis' services in that important body which assembled in Raleigh in 1875 need not be spoken of at any length. It was unquestionably an able body of men. In that body but few exerted as much influence as he did, and the services of very few were appreciated as were those he rendered. Indeed, there were times during the stormy sessions of that body, when the friends of order and constitutional reform turned to him instinctively to lead them.

A THREATENING TIME.

We remember well being present on one day of great and very unnecessary excitement. The Radical leaders, bent on disappointing the wishes of the people and breaking the force of the convention movement, had resorted to every sort of party dodge and trickery, had availed themselves of every parliamentary obstruction and at last, in a fit of sheerest desperation, had assumed the role of boisterers and bullies of the Rannie-Sniffle kind. They carried it on that particular day with a high hand an outstretched arm, creating the greatest confusion imaginable, and almost bringing about personal collisions in the hall. Their manner was insolent, overbearing and disgusting. It really appeared as if they were resolved on mischief, and purposed to break up the convention in a row. Nothing but the prudence and the good sense of the Conservatives prevented the consummation of unscrupulous Radical ends. We have never witnessed such a scene in any deliberative body. The French Assembly in the last century when its members were drunk with crime and blood, or the South Carolina negro convention, as described by Northern letter writers, when that body appeared in one wild frenzy of passion, may have passed the confusion and excitement produced on the Radical side of the convention. The following day, we were present also, but

HOW CHANGED THE SCENE!

The Hon. Thomas J. Jarvis this time occupied the Speaker's Chair, and it was a study to see the change—the transformation wrought by the ability, promptness, self-possession, firmness and parliamentary tact of the presiding officer. A thorough master of the rules of order, Mr. Jarvis soon reduced the tumultuous and recalcitrant members to good behavior, checkmated them at every turn by fair, just and decisive ruling to which they were compelled to submit, as they knew he was right. It was a splendid triumph of a strict parliamentarian over a faction fast degenerating into a mob.

In the Convention he labored incessantly to have passed an ordinance prohibiting the payment of any tax to pay the infamous Special Tax Bonds, unless the question was first submitted to the people. The ordinance, however, failed, which is to be deeply regretted. From the first he was an uncompromising and pronounced enemy of those bonds, and so he will remain forever.

We have thus sketched the main points of Mr. Jarvis' career. We have tried to let the readers see what manner of man he is. We must detain you a little longer whilst we refer to some few of

THE MORE SALIENT FEATURES

of his character. He is over six feet high, erect in carriage and well formed, weighing, we suppose, 190 pounds. He has a florid complexion, a kindly, genial expression with a blue eye that beams with intelligence

and amiability. His manners are easy, quiet and pleasing. He does not attitudinize for effect, for he is too manly and genuine for such stage trickery. He is a candid, true, open friend. His heart is large and throbs in loving sympathy with all that is good and noble and generous and true. The people of his section of the State know him well, have trusted him often, and esteem him as highly as they do any of their leading men: No man commands in a greater degree their confidence and affection. A very intimate friend of Captain Jarvis who resides in the same town, has written to us concerning the extreme tenderness of his heart, and the deep sincerity of his affection. He says: "He has always tried to listen to the cries of the poor, to the story of the wronged, and to the appeals of the helpless, and is certain to render assistance if in his power. Without foolish pride himself, he dislikes it in others. He asks what a man is and not what his grandfather was. If he be honest and upright it is enough for him to know." We like this. It shows that his heart is in the right place and that his brains are not befogged. He was too well balanced a character to act and to think otherwise than is indicated by the quoted passage. No man of right principles and a clear understanding can regard a man as clever or ignoble according as his forefathers were one or the other. As Joseph Addison has long ago suggested, "a good man may be rendered more illustrious by title and ancestry, while an ill one is only rendered the more contemptible." A man may be as Tennyson so tersely states it:

"By blood a king, in heart a clown."

An American, boasting of his ancestry when he has no special claims to recognition as a man of parts or character, is like the reflection of stars in the water; but for the bright originals above there would be no light below. Or as our lamented friend, the late Hon. A. W. Venable, once stated it in our hearing more than thirty years ago, "A fellow boasting of his distinguished forefathers, when he is a degenerate and unworthy descendant is like a luxuriant crop of potato vines—all that is really valuable about them lies beneath the soil."

Mr. Jarvis' style is clear, forceful, logical. He cannot be said to possess in any marked degree the gift of eloquence. And yet he has a certain magnetism, and there is an unmistakable power exerted over his audience. He is master of himself, understands well in what direction his abilities lie, and is too cautious and sensible to attempt that in which he must fail. He relies mainly upon the perspicacity of his statements, the conclusiveness of his reasoning, the candor, fairness, and good common sense of his remarks—all conveyed in plain, forceful diction, for his success in debate or in public address. Without the rich adornments of ancestry, without the splendid decorations of culture, and genius, there is an honesty, a deep conviction, an earnestness of manner, a simplicity, vigor and clearness of presentation that carry weight and conviction to the minds and hearts of his hearers.

His administrative talents are thought to be unusually good. His ability as a party leader is certainly of a very high order. There is no safer or wiser leader in our State since the illustrious Graham "fell on sleep." He has many of those attributes that, when combined in any one person, form the successful party leader. Always cautious and yet bold at the right time, always self-contained, self-reliant, equable in temper; never under the control of passion or intense prejudice, alert, sagacious, persistent, judicious—he is a safe man to lead his party in a great contest. While he never intrudes his leadership upon any party with whom he coöperates, or upon any body in which he may sit, yet he never shrinks from its responsibilities and business when called upon to act by his confederates.

His abilities as a presiding officer are uncommonly fine. He is beyond doubt one of the finest parliamentarians we have ever seen. He has the very gifts or qualities that enter into the exactness of such a position. A man to be a successful and consummate parliamentary officer must have an attentive and accurate memory, very quick perception, rapid mental process, decision of character, must be calm, just, patient, dignified, courteous, prompt, firm, tireless. If elected Lieutenant Governor, he will make a most excellent presiding officer for the Senate. Like Wadsworth's "Happy Warrior," he is one who

"Through the heat of conflict keeps the law in calmness made—"

He is cautious in his promises, but keeps them when made. He never gives pleasure by promising when he does not mean to fulfill. He feels that if he should swear to his neighbor, he should steadfastly perform however much he might bring injury upon himself. "He that sweareth to his own hurt, and changeth not."—XV Psalm. This is not a description of the ordinary politician.

Captain Jarvis is a sincere man, sincere in life, in actions, in speech. He weighs his words, and means what he says. The true wisdom of life lies in the midway ground, in the golden mean. He walks as habitually and as nearly in this way as any man we know.

"He undertakes with reason and not by chance."

His moral sense has been disciplined and made acute by constant exercise. He has not been unwise enough to attempt the training and development of his intellectual man whilst neglecting his moral nature. He knows that man to be but half a man at best, whose conscience and better feeling have been dwarfed and paralyzed by inaction and abuse.

He loves the truth. At the bar he is more concerned to find what is right than what is surprising and ingenious. As that noble jurist, Lord Tenterden, who was sprung, too, from the people, said of himself, so Captain Jarvis feels: "The search for truth is much more pleasant than the search for arguments." In all that he does there is a thorough

manliness, thorough honesty, thorough conscientiousness. In all his public life he has exhibited the highest integrity and patriotism. Unlike so many men in political life, he is not consumed by selfishness. When his own interests are involved, his character then shines with greater luster. He is not one of those who, according to Colton, reverse both the principles and the practice of the Apostle Paul, "become all things to all men and not to serve others, but themselves."

A martinet in discipline himself as regards his public and private transactions, he demands of others the strictest honesty, the most un-deviating integrity. His private virtues are as charming as his public acts are blameless and conspicuous. As a neighbor, as a citizen, as a husband, son, brother, he is all that you could expect of one whose youth was trained in the school of adversity, whose life has been guided and controlled by principle, and who is naturally amiable, genial, benevolent and affectionate.

President Wright's Talk

To the Students of East Carolina Teachers Training School, June 19, 1915, on the Death of Thomas J. Jarvis

EXCEEDINGLY do I regret that at my first opportunity to talk to the students of this Summer Term I must talk to you of the death of one of our State's greatest men. I have often said to the student body, "There will come a time when you will not have the privilege of seeing and knowing in person 'The Grand Old Man' of North Carolina, Hon. Thomas J. Jarvis." This time has come and you are the students of this school who are first deprived of this privilege.

On the 18th of January, 1915, this school gave Governor Jarvis a birthday dinner. He was then seventy-nine years old. Some of the students of the school gave reviews of his life and then I called upon Governor Jarvis to make a short talk. When he got up he said in substance: "While these young ladies were talking I was sitting here thinking what has been the real motive in my life that has prompted me to do what I have done, and I believe I can truthfully say to you this evening that the moving spirit in my life has been to be of some service to the people of North Carolina."

I believe, young ladies, that Governor Jarvis clearly demonstrated the fact that the central desire of his life was to be of service. The State has honored Governor Jarvis in many ways. He was Speaker of the House of Representatives, Lieutenant Governor, Governor, United States Senator, Minister to Brazil, and at all times a devout Christian. In each of the positions he held, his moving impulse seemed to be to serve his people. He gave the latter years of his life to the building of this institution, and we can truthfully say that for the buildings and equipment you have here you owe more to Governor Jarvis than to any other one person.

When this school was founded Governor Jarvis was made a member of the Board of Trustees. He was elected chairman of the Executive Committee and from that time until his death he was a member of the Board of Trustees, and Chairman of the Executive Committee. He gave his time unstintingly to this school, and when I say he "gave his time" I mean that literally, for he never let the school pay him anything for his services.

On one occasion Governor Jarvis said to me: "When you get three hundred girls in that school I am going over there and take them and march them over town and have their pictures taken." We have enrolled this summer over three hundred students. It is fitting, therefore,

that you should go to his funeral in a body. We have a committee of the faculty and they will direct you on tomorrow. You will assemble in this hall and go in a body to Cherry Hill Cemetery and there take up your positions from the gate around the grave.

Governor Jarvis was intensely interested in everything that concerned this school, even during his last illness when we were afraid that he would not live through our commencement. Of course I went each day to see him and as long as he could talk he asked me about the commencement, even making inquiry as to the number of people who attended each of the religious services on Sunday, and the number who were present on commencement day, and when he could no longer talk I went to see him and he took me by the hand and listened with keen interest to my report of our most successful commencement, showing clearly that he understood all I said and that he was very much gratified to know we had had a good commencement.

I mention this to you, young ladies, that you may thoroughly understand that even up to the last of his life his heart and soul seemed to be in the welfare of this institution. In his death the school has lost one of its strongest supports, and our State has lost her first citizen.

Thomas J. Jarvis to His Friends
An Expression and an Appeal

(A reprint of a letter to the *News and Observer*, January 24, 1915.)

THAVE been very deeply touched by the warm expressions of love and esteem so beautifully written of me in yours and other newspapers and so tenderly said to me in letters and telegrams on the occasion of my seventy-ninth birthday. While you and they wrote these things because of your esteem and fondness for me, yet you could not enter fully into the pleasure you were giving me. To have such things said of me persuades me my life has not been in vain and encourages me to work on to the end. To these dear friends I can truly say I am a very contented man. I am blessed with good health and a good capacity for work. I have a happy home and hosts of friends who wish me well. I am trying to live right and be ready when the summons shall come.

I shall, with your permission, use your columns to thank those who have honored me with their kind thoughts and generous words; and to make a plea with them and all others who may read this for a cause that is very near my heart—to provide for the children of North Carolina the one thing that is absolutely necessary to give them a good school. What is that one thing? It is not a handsome school building fully equipped with all modern appliances. Such a building is very desirable and should be provided, but it is possible to have a good school without it. Nor is it ample funds to pay the teachers and the current expenses of the school. They, too, are very desirable and should be provided, but it is possible to have a good school without them. The one thing needful to a good school is a good teacher, and without such teacher it is impossible to have a good school no matter what else it may have.

The difference between a good school and a sorry one is vast and pregnant with vital results. In the good school the child is properly taught and trained to the duties of life; in the sorry school the public funds and the wasted energy of the teacher count for but little and the child is the victim and society is the sufferer.

MY PLEA.

All my life I have been an aggressive advocate of education. I have stood for the education of all the people, and have been a steadfast friend of all schools of all grades which were aiding in the education of the boys and girls of the State. I rejoice in the progress and prosperity of all these schools by whatever name known; but my deepest sympathies go out to the public schools where the child first begins his school life and where most of the children of the State get all the education they

ever acquire in any school. I have been for the last seven years doing what I could in an humble way to aid in preparing teachers for these public schools. In this work I have found a great field for service and have received much benefit and pleasure in working in that field. I have studied our whole public school system, and I am persuaded that the weak point in that system is the inefficient teacher; and that this is especially true of the country schools. The training of the teacher for these public schools has not kept pace with the additional service and duties required; and this, likewise, is especially true of the teachers for the country schools. In these country schools the teachers are not only required to teach the old-time public school courses, but they are expected to know something of chemistry, agriculture, the different kinds of soils, hygiene, sanitation, and how to guard children against certain prevalent diseases, and to teach these things in their schools. They are also expected to study and understand that profoundest of all studies, child life, and to eliminate the evil and train the good that is in the child. Do we need prepared men and women for this holy work? Yea, verily. Whose duty is it to provide these trained men and women for this work? Is it the duty of the State? Again I say, Yea, verily.

Some enthusiastic lover of music once said: "Let me write the songs of the country and I care not who makes its laws." I will paraphrase that sentiment by saying: "Let me train the teachers for the primary schools in my State and I care not who makes its laws." Assure me that a trained, godly teacher will be put in every public school in North Carolina, and I will tell you what its citizenship will be. A high-class teaching force in all the public schools means a high-class school system, and such a high-class school system means a high class citizenship. No sane man can dispute this, and yet we see noble, patriotic men hesitate to take the responsibility to provide the necessary means for training and equipping teachers to do well this greatest of all works committed to men and women—the training aright of the children of the State. I can not speak on this subject as strongly as I feel; if I could I am sure I would move some men to action who now seem indifferent. I cannot hope to be able to work in this, my chosen field, many years longer, but as long as I am living my theme shall be: "Give the children of North Carolina well trained, godly men and women for their teachers."

Again thanking you and all who have thought well of me, and forgiving all who have thought evil of me, I enter upon my eightieth year with a fixed purpose to do all in my power for the proper training of the children of my State.

Truly yours,

THOMAS J. JARVIS.

Greenville, N. C.

Resolutions

By the Faculty of East Carolina Teachers Training School

We, the Faculty of the East Carolina Teachers' Training School, in order to record in permanent form our admiration and appreciation of the life and services of our friend and trustee, the late Honorable Thomas J. Jarvis, who gave himself so freely and so fully for the school of which we are a part, affirm and adopt the following resolutions:

First. That Governor Jarvis, in devoting to the cause of education the latter years of a life already full of public service, made a contribution to his State and to the future such as few men have been able to give.

Second. That in large measure the constructive power of his mind, his wise statesmanship and foresight in realizing and urging that the future citizenship of the State is dependent upon the trained teacher made this school possible.

Third. That his friendship for the child and for the teacher, joined with his wise statesmanship, have made him invaluable as counselor and friend to those whose privilege it has been to work with him.

Fourth. That we love and honor his memory for his untiring service, without which the Training School could never have attained its present standard and proportions. We cherish the precious heritage which he has left us, and will not forget the dignity which he ever associated with true service to mankind.

Fifth. That we take this means of expressing our appreciation of the privilege we have had of knowing Governor Jarvis and in being permitted to work with him in the promotion of his ideals. We shall miss him in our lives and in our work, but his spirit of zeal and devotion will linger with us and encourage us in the great task which we have undertaken.

DAISY BAILEY WAITT.

LEON R. MEADOWS.

MAY R. B. MUFFLY.

C. W. WILSON.

R. H. BACHMAN.

By the Board of Trustees of East Carolina Teachers Training School, June 19, 1915

Ripe in years and full of good works Governor Thomas Jordan Jarvis departed this life on June 17, 1915. He was at the time of his death, and had been since the foundation of the East Carolina Teachers' Training School, the senior member of the Board of Trustees. Sensible of the loss occasioned by his death not only to the institution, but to the

whole State of North Carolina, the Board of Trustees thought it but meet and proper to meet and record our tribute to the memory and faithful service of our distinguished associate.

Governor Jarvis was born in Currituck County, but he was more than the son of any one county—he was the son of North Carolina. He was loyal to every sentiment that meant her uplift, and patriotic to every principle that tended to make her people free and great. He was the friend of public education, because in it he saw a dynamic force to lift the people of his beloved State to a higher, nobler destiny. Becoming the friend of general education he became its strongest advocate and his whole life and energy were at its command, obstacles in its way were but stepping stones to its greater accomplishment.

To carry out his ideals he quickly recognized the need of better trained and better equipped teachers for the public schools. To him this crying need became a sacred duty and in his unselfish heart he forgot every labor and sacrifice which the accomplishment of his desired end entailed upon him, but with an ardor and zeal better fitting a younger man he launched upon this great enterprise. The accomplishment of his highest purpose was the creation and establishment of the East Carolina Teachers Training School, Greenville, N. C., the establishment of which is but a fitting memory of his last great service to the people he loved so dearly.

The school may fittingly be called the “child of his old age,” and his unselfish heart gave to it the best of his energy, thought and consideration. No parent ever beheld with more loving satisfaction and pride the growth and development of a promising child than did Governor Jarvis the growth, development and increasing usefulness of the Training School.

He was the oldest and the wisest member of the Board of Trustees from the establishment of the school to the time of his death. We naturally looked to him for leadership. He was a wise and considerate leader, but he was always deferential to the opinion of the youngest and the least experienced member of the Board. His love for the school was second only to his love for North Carolina.

His successor will be appointed, but to fill his place on the Board of Trustees is more than any one can hope.

In dictating this simple tribute to the memory of our foremost fellow-citizen and our associate on the Board of Trustees we can but confess the poverty of our language to express fully the deep emotions of our hearts at this great loss, a great loss not only to the Board of Trustees and the school, but to public education and the State. For in the death of Governor Jarvis the State has lost one of her wisest counselors, one of her purest, most unselfish, loyal and patriotic citizens.

So pure was he as a man, so unselfish and loyal as a citizen, so safe and wise as a leader, so true and child-like in his faith as a Christian,

that we hold up not only to the growing generation, but to future generations his life and character as most worthy of emulation.

We treasure the memory of his useful life and esteem as a priceless heritage the memory of our association with him and will endeavor to hold up the high ideals for which he stood.

Therefore, be it resolved:

1. That we are grateful to the Father of All for the privilege of having been associated with so noble and so wise a man. His services were unstinted, untiring and unselfish. Wherever he led we could safely follow. In his death our loss is irreparable. We will miss him.

2. That Mrs. Thos. J. Jarvis, his beloved wife, and the other members of his family have our sincere and heartfelt sympathy in this bereavement.

3. That a copy of this preamble and these resolutions be spread upon our minutes, a copy be sent to the State press and a copy be sent to Mrs. Jarvis and the family.

J. Y. JOYNER.

Y. T. ORMOND,

J. B. LEIGH,

Committee.

By the Bar of Greenville and Pitt County

GREENVILLE, N. C., June 19, 1915.

At a call meeting of the Greenville and Pitt County Bar, held in Greenville on the 19th day of June, 1915, called for the purpose of taking suitable and respectful notice of the death of the Dean of said Bar, Honorable Thomas J. Jarvis, the following resolutions were offered by F. G. James and were adopted by the Bar.

Resolved, That the Greenville and Pitt County Bar has learned with profound sorrow of the death of their brother and dean, Honorable Thomas J. Jarvis, once a Representative, once Speaker, once Lieutenant Governor, twice Governor, Ambassador, U. S. Senator, a peerless private citizen, and always a painstaking careful, learned and wise lawyer.

Resolved, That we, the members of the Greenville and Pitt County Bar, knowing better than others the legal mind and equipment of our deceased brother, both as a wise counselor and tactful and painstaking practitioner, desire to state in permanent form the fact that the Honorable Thomas J. Jarvis had capacities and capabilities of a lawyer not generally appreciated, which, if he had followed with the same application as he did public matters, would have made him one of the great lawyers of the nation.

Resolved, That as a further mark of respect entertained by the Greenville and Pitt County Bar, for his memory, that the secretaries of this Bar be, and they are hereby directed to purchase and furnish a proper floral tribute, at the burial ceremonies, of our esteemed brother.

Resolved, That as a further mark of respect that the members of the Greenville and Pitt County Bar attend in a body the funeral services of our deceased brother.

Resolved, That the secretaries of this meeting communicate these proceedings to the wife of our deceased brother, and, together with the chairman, present the same at the August Term of Pitt Superior Court, 1915, and request that a proper order of Court be made that these resolutions be spread upon the minutes of Pitt Superior Court, as a permanent memorial to our deceased brother, and that at said Court at the time of presenting the same a proper memorial service be held to which invitations shall be extended to the friends and admirers of the deceased.

Resolved, That F. C. Harding be, and he is hereby appointed and directed to present these resolutions to the North Carolina Bar Association, at its annual meeting to be held in August, 1915, to the end that the same may be spread upon the minutes and printed in the Records of the North Carolina Bar Association.

Resolved, That the secretaries of this meeting shall publish a copy of these resolutions in the *Reflector*.

H. W. WHEDBEE,
Chairman.

D. M. CLARK,
DON GILLIAM,
Secretaries.

Tributes of the State Press

RALEIGH NEWS AND OBSERVER.

NORTH CAROLINA had no truer or more devoted son than Thomas Jordan Jarvis, who last night fell on sleep eternal, full of years and full of honors. North Carolina will mourn him—indeed it will deeply mourn him, for Thomas J. Jarvis had a place close to the hearts of the people of this State, rightly esteemed as one of its best beloved and very wisest men, his advice and counsel sought on the great questions which pressed upon the people and the State. And in this hour of grief the deepest sympathy of all goes out to his devoted wife.

His was a life of the type to which men look for uplift, for where Thomas J. Jarvis led none could hesitate to follow. His Christian life was of the sort which gave a concrete form in religious devotion to the Master. Believing in education he never lost opportunity to advance its cause. His friendship was marked by its staunchness and its readiness to help carry the burdens of those who won it. At the bar he held place with the best, his counsels always in demand. His democracy was such as to win and hold men for the party. In home, and church, and State, Thomas J. Jarvis held deserved place with the very first.

His life was a benediction to North Carolina, for he was a man among men, his life an open book. The passing years told that his day was approaching the sunset, but his heart was young to the last. He answered the final call as a gentleman of Carolina whose life had been well spent. In the years to come the generations which pass can well pay tribute to the memory of this great North Carolinian, whom the people of this State termed in love and admiration, in the latter days of his life, "North Carolina's Grand Old Man." We pay tribute of love to his memory, for we knew him, and knowing him, we can say that in his going away North Carolina loses one of its knightliest souls, a son of whom it can be truly said, "He wore the white flower of a blameless life."

NASHVILLE GRAPHIC.

All North Carolina laments the death of Governor Jarvis, the "Grand Old Man." He held a place in the affections of his people not to be accorded any other man.

NEWTON ENTERPRISE.

Ex-Governor Thomas J. Jarvis died at his home in Greenville, Pitt County, last Thursday, June 17, at the age of 79. He was the last of the brilliant and devoted leaders of Democracy who threw themselves into

the breach immediately after the war to redeem the State from the devastation of the carpet-baggers, native white Republicans and negroes. Vance, Ransom, Jarvis, Fowle, Armfield, Waddell, and Robbins were leaders that the State will never forget. * * * Few North Carolinians have ever served the State and country in a wider range of work. And in every place he measured up to the full stature. Jarvis will always hold a high place in the list of North Carolina statesmen.

ALAMANCE GLEANER.

His passing ends the career of one of the most distinguished men the State has ever borne. He adorned every station occupied by him and rendered able service. He won justly the name "Grand Old Man."

LUMBERTON ROBESONIAN.

And so former Governor Jarvis, North Carolina's "Grand Old Man," has fallen upon sleep. He served his State and his country well. He was full of years, loved and honored, and his end was peace. May his rest be sweet.

CONCORD CHRONICLE.

Thomas J. Jarvis, who died at his home in Greenville, Friday night, was a connecting link between the past and the present. He was one of the few men that have lived to the present who took a prominent part in the affairs of the State in the days of Reconstruction, and thereafter for some years. He was a contemporary of Vance, Settle, Ransom and other noted men of that day. While not as much of a popular favorite as was Vance, not so brilliant as Settle, not such an orator as Ransom, he was doubtless in most respects the equal of any of the three.

SCOTLAND NECK COMMONWEALTH.

Ex-Governor T. J. Jarvis, "The Grand Old Man," * * * served his town, county, State and country well; his friends royally.

The memory of Governor Jarvis will linger so long as the history of the State and nation remains. The news of his death was a shock to us, because an article elsewhere printed, on his condition, taken from the *Greenville Reflector*, his home town paper, led us to hope for his recovery.

He is survived by his dear wife, one of the elect ladies of the State, before marriage, Miss Mary Woodson. May the Heavenly Father deal gently with her, and the Comforter come to her in her sad bereavement.

STATESVILLE LANDMARK.

Full of years and honors, ex-Governor Thomas J. Jarvis has passed to his reward. For more than a generation he was conspicuous in the service of the State. He was not a brilliant man, but he was an able, wise and conservative leader and he rendered notable public service. * * * While he retired from the Senate and never again held office,

Governor Jarvis' public service did not cease. In matters of party management, in legislation, and in all that looked to the advancement of the public welfare, his wise counsel was often sought and freely given and he continued active in service until disabled by old age and feeble health.

He served his day and generation well. God rest him!

THE STATE JOURNAL.

At nine o'clock last night, at his home in Greenville, Thomas Jordan Jarvis quietly passed away. Thus ends a long and varied career. He loved his State and her people with a zeal which lasted to the end. He took an active interest in the welfare of the State long after the age when men usually go into retirement. He was wise in counsel and strong in battle, and in every great conflict for more than half a century he was a leading figure. He served his State and his country well, and his deeds will add lustre to the State's history.

EVERYTHING.

Rapidly, very rapidly, are they passing away, those brave and heroic souls who have led thought and been conspicuous figures in North Carolina during the history making period just closing. The last whose death we are called upon to record is ex-Governor Thomas Jordan Jarvis, truly a "Grand Old Man," measured by his achievements during the stirring days of unsettled conditions in a State always more or less turbulent in matters political. * * *

Governor Jarvis will go down in history as one of our big men, and as such his passing is deplored and his memory revered.

SPARTA STAR.

When the death summons came to this great man on last Thursday evening the life of North Carolina's best beloved citizen came to a close, and this section of the State lost a true and tried friend. * * * No great enterprise for the benefit of the State at large has ever been inaugurated that did not have his support.

NORLINA HEADLIGHT.

Ex-Governor T. J. Jarvis died at his home in Greenville Friday night after an illness lasting several weeks. Governor Jarvis had held many positions of trust and honor in his native State and at the time was Chairman of the Board of Trustees of the East Carolina Teachers' Training School. He was truly the "Grand Old Man."

WASHINGTON PROGRESS.

Thomas J. Jarvis died at his home in Greenville Friday last. He had filled more places of trust and honor than any other man in the State. That of Lieutenant Governor, Governor, Minister to Brazil, and United

States Senator, besides many small offices. He was a man of big brain, loyal to the best interest of the State and nation and faithful member of the Methodist Church. The State has lost much in the death of this stalwart Christian, patriot and statesman, and his counsel will be missed in the crucial periods in our battling for the better things for our State.

LUMBERTON TRIBUNE.

North Carolina mourns over the death of ex-Governor T. J. Jarvis, the "Grand Old Man," of Greenville, whose death occurred a few days ago. He was one of the few remaining who guided the ship of State through the trying times of the Reconstruction.

CHARITY AND CHILDREN.

Governor Jarvis passed over the river last week and entered upon his reward. Governor Jarvis served the State nobly and well, and in a period that called for wisdom and courage. He loved North Carolina with passionate devotion, and gave all his strength to her development. Governor Jarvis was always a flaming evangel in the cause of education, and was a friend and helper to every institution of learning from the log house on the mountain side to the University. He was a righteous man and loved the Lord. History will give him a high place among the illustrious leaders of his time.

SILER CITY GRIT.

In the death last Thursday of ex-Governor T. J. Jarvis, the State loses a man of singular ability and worth. He was 79 years old, former Governor of the State, once Minister to Brazil, and United States Senator to fill Vance's unexpired term.

OXFORD PUBLIC LEDGER.

All that was mortal of Governor Jarvis was laid to rest in Greenville last Sunday morning. He will be greatly missed in the State. It was his custom to spend his summers at Morehead City, and it was there that we knew him intimately and learned to love his great spirit.

CHATHAM RECORD.

In the death of Hon. Thomas J. Jarvis our State has lost one of her most distinguished and useful sons. He had served the State and his fellow men long and well both in war and in peace. He proved his devotion to duty with his blood during the War between the States, in which he received a wound from which he never recovered. * * * He adorned every position held by him and discharged its duties with great credit to himself and State. He was one of the wisest men whom we have ever known, and his advice was often of great service to his

party and State. * * * In constructive statesmanship Governor Jarvis had no superior among all the governors of this State. No one of them has ever done more for our State's development. * * * He was broad-minded and practical, and while a most wise statesman he possessed in a remarkable degree that uncommon commodity called "common sense." * * * His death leaves this writer the only survivor, with one exception, of the Democratic electoral ticket in 1872.

ST. PAUL MESSENGER.

Rarely in the history of North Carolina has there occurred a death of more widespread significance than that of ex-Governor Jarvis. He was a man, courageous, yet gentle and wise, with a wisdom, and vision that combined made up a character of surprising force. In times of deliberation, he was calm and unprejudiced, yet once having made up his mind his decisions were unalterable. In his social, moral and religious life, Governor Jarvis was a man of highest ideals.

MOORESVILLE ENTERPRISE.

In the death of ex-Governor T. J. Jarvis last week North Carolina lost a beloved and distinguished citizen, one who played a large part in shaping the destiny of our commonwealth.

MONROE ENQUIRER.

A great citizen passed away when Thomas J. Jarvis died. He did a great work, was a big brained, warm hearted man, one who loved his fellow-man and who was ever ready to be of service to his countrymen. The State will miss this splendid old citizen.

HERTFORD COUNTY HERALD.

Thomas J. Jarvis is dead. The State is richer for his having lived and poorer for his death. He died in his eightieth year—and truly may we say that he died full of years and full of honors. His was a life of unselfish service to his State. His guiding hand never led the State in error. He was a man of wisdom and the State was profited by his counsel. Some men become great in death, not so with Jarvis, words of commendation and praise were worthily bestowed upon him in life.

He was not wild or frantic over any subject, but when he espoused a cause he put behind it strength and power. His pure life and lofty motives were inspiring. His character was adamant. A life built on the Eternal Rock of Ages.

Jarvis had for a long time been North Carolina's "Grand Old Man."

SNOWHILL STANDARD LACONIC.

All North Carolina was grieved last Friday morning when the news went abroad that ex-Governor T. J. Jarvis had died the night before at his home in Greenville. No man from the mountains to the sea was

held in higher esteem or more entitled to the veneration and respect of his people than was Governor Jarvis. More than forty years he had been a leader in all that meant for the uplift of humanity and the good of his State. Education had no stronger or more valuable friend than he. Every moral question enlisted his voice and pen.

WESTERN CAROLINA DEMOCRAT.

In the death of this truly great nobleman, the State and nation has lost a wise, faithful, enthusiastic, patriotic son and statesman, society a friend of rare attainments and unsurpassed ability and his bereaved companion a devoted and loving husband. Governor Jarvis was equipped by nature, education and training, with a high order of ability and had rendered his State many years of valuable and distinguished service in positions of trust and honor.

GASTONIA GAZETTE.

We doubt if there was a man in the State more universally admired and loved than ex-Governor Thomas J. Jarvis, who died yesterday at his home in Greenville, this State. He was a statesman of large information and broad vision and his counsel on many occasions had greatly aided in steering the Ship of State past numerous shoals of danger. His influence for good has been widespread and will abide. More men of his type are needed.

CLEVELAND STAR.

People of North Carolina have saddened hearts over the death of ex-Governor Jarvis, known as "That Grand Old Man" who has served his State so faithfully, so unselfishly, and the cause of the Southern Confederacy so heroically and well. * * * Mr. Jarvis was one of the most distinguished living figures in North Carolina up until the time of his death, and his name will go down, adorning the pages of our history, for he had a keen insight into governmental affairs, was ripe in years, experience and judgment and his master mind was always giving the soundest and safest advice when sought on public questions.

CHARLOTTE OBSERVER.

North Carolina has lost one of its greatest sons. In the days of the State's greatest need Governor Thomas J. Jarvis was a veritable tower of strength. He was a man of mighty intellect and of splendid physique and his presence commanded respect everywhere. Governor Jarvis was a constructive force in the advancement of the material welfare of the State and he exerted his influence particularly in the direction of the betterment of educational conditions. He believed first of all in the training of teachers and the excellent institution at Greenville is a monument to his devotion to the cause. His part in the political history

of North Carolina constitutes one of its brightest pages. The State today mourns a great man and one who, both in public and in private life, devoted all of his talents and energies to its advancement and upbuilding.

FAYETTEVILLE OBSERVER.

Thomas Jordan Jarvis, former governor of North Carolina and beloved and honored throughout the State, died at his home in Greenville at 9 o'clock Thursday night, after six weeks of sickness. He was in his eightieth year, having been born January 18, 1836.

Governor Jarvis was a man of sterling character and the strictest integrity. His first thought on any public question was, Is it right? Next, Will it be of benefit to my people, my State and the Nation? He was a brave Confederate soldier, enlisting at the outbreak of the war and serving until its close.

WILSON TIMES.

The passing of Hon. T. J. Jarvis removes a stalwart figure from life's activities and a citizen whose mind and heart have ever been intently directed towards the welfare of his people and the State. * * *

He was faithful as a Confederate soldier in the defense of his State. He had been loyal to every trust reposed in him and measured up to the full capacity of a generous heart and a great mind.

HENDERSON GOLDLEAF.

When Thomas Jordan Jarvis quietly passed into eternal life at his home in Greenville last night, North Carolina lost one of her best-loved and most highly respected citizens. A man who had been a giant in power and influence in the days of his greatest activity, and who was even yet one of that sort, was cut down by the hand of death.

For many many years, Governor Jarvis enjoyed the justly accredited title of the State's "Grand Old Man." * * * Governor Jarvis wrought well in his day. He never put his own interests above those of his State and his God. He always stood ready to lend his every energy, whether physical or mental, to the upbuilding of North Carolina, and his best days were given to a loving service to her people.

In his home life there was none other save him and his wife, the companion of a life-time, a woman lovable in character and in deeds, and who was ever faithful and true. They had lived their earthly life together, they knew and understood each other as perhaps few do. In that home, no man was a stranger but once, and there the struggling youth found in a rich experience encouragement for the trials and battles that he met with in his attempts to make his efforts worthy. * * *

North Carolina will miss him, and many a tear will be dropped on his bier. Every patriotic citizen will feel that a loyal son of North Carolina has fallen. His State had honored him, and he appreciated the honor,

and showed his gratitude by the faithful service he gave in return. To his sorrowing wife goes out the sympathy of a great State

GREENSBORO RECORD.

As peacefully as he would have fallen asleep after a day's work, Thomas Jordan Jarvis last night at 9 o'clock passed from the State he loved and to which he had given the best years of his life. He had been long fondly called "The Grand Old Man of North Carolina," a title that was a tribute to his long life and great service, and occasioned as well by the love that people bore for him. * * *

The life of Governor Jarvis was beautiful and will be an inspiration to young men of the State for all time. Despite the trying times in which he lived and the fierce political battles that he fought, no one ever was able to fasten to his name a stigma that would stick. Criticized at times, and often abused by political opponents, he lived to be regarded as the "noblest Roman of them all," and there doesn't live a man who will say aught against him now. * * *

There is no way of measuring the influence and the good of a life such as his was. It was a blessing and a benediction. A brave soldier, a true citizen, an able statesman, a Christian gentleman, it can be truly said of him that throughout a long, a trying and a useful career, "He wore the white flower of a blameless life."

CONCORD DAILY TRIBUNE.

The foremost citizen of the State, former Governor and former Senator Thomas J. Jarvis, passed into his rest yesterday at his home in Greenville. He was known as "The Grand Old Man" of North Carolina and had well earned the sobriquet. He was in the eightieth year of his age, and all these years were full of good works. As a Confederate soldier, as a legislator, as Governor, as Senator and as a private citizen he wrought well. He had been closely identified with the history of North Carolina ever since the war, and no man has left a greater impression upon it. He was not a politician only (though one of the wisest the State has ever produced), but he was a mighty force in the industrial growth of the State.

KINSTON FREE PRESS.

Governor Jarvis' memory will abide. His was a life of usefulness such as to endear him to all who knew him and knew of him. A few months ago, when he celebrated his seventy-ninth birthday and made an address before the East Carolina Teachers' Training School, he said that he had always tried to do his best in whatever undertaking he was engaged. Neither God nor man requires more.

The wish of the people of North Carolina will be that the example of her distinguished son, who was permitted to live a long life of con-

spicuous service, may be encouragement to those of the present, who are called upon to take up the burdens and responsibilities as they are laid down by old "warriors," and may his devoted widow have the comfort and consolation of knowing his was a life well spent.

SALISBURY EVENING POST.

Many North Carolinians will be made sad today by the announcement of the death of former Governor Thomas J. Jarvis. He was for years one of the State's greatest and best men. He lived long and well. He served his State greatly and left behind a record for good deeds—a high service to his fellow-man. Some years ago he was a powerful factor in the State, and he was always a useful citizen.

WINSTON-SALEM JOURNAL.

In the death of former Governor T. J. Jarvis the State loses one of her foremost citizens and patriots. The "Grand Old Man" of Democracy is no more. To few men has opportunity been given to serve their State so well as to Thomas Jordan Jarvis to serve North Carolina. And as Legislator, Speaker of the House, Governor and United States Senator he did his work faithfully. Truly the Fates were kind to him. Few men have been richer than he in the love of North Carolina, and in the nearly four score years allotted to him he never once proved unfaithful to the trust reposed in him. His heart never knew an impulse akin to ingratitude. And for that reason he retained the love and respect of his fellow-men until his dying day.

NEW BERN JOURNAL

In the passing of ex-Governor Thomas J. Jarvis, at Greenville, on Thursday night, the State loses one of its greatest men. Mr. Jarvis was indeed the State's "Grand Old Man." He was kind, loving and thoughtful for every one, and in his passing to a better world he leaves a void that will never be filled.

WILMINGTON STAR.

The State's "Grand Old Man." Such truly was ex-Governor Thomas J. Jarvis, of Greenville, who died at his home in that eastern North Carolina city Thursday night. Governor Jarvis was full of years, honors and ripe experience, and, though he had served his State with his eminent ability through his long and useful life, his death is a great loss to the commonwealth. So long as his faculties and his health were unimpaired, North Carolina got the benefit of his ripe judgment and loyal devotion.

The eminent Carolinian was one of the most beloved men in the State. He was one of North Carolina's leading Democrats, and his party and his State heaped upon him nearly every great honor in their power.

He had served in the Legislature, had been Speaker of the House, Governor, United States Senator, Minister to Brazil, and in every position of honor or trust he measured up to the highest ideals of the people of State. * * * He was a brave and gallant soldier, and in family, home, church and political circles, he was mentor, patriarch and man of strength and reliance.

GREENVILLE REFLECTOR.

Pitt County pauses today to do honor to one of the most illustrious sons, who has spent a life of usefulness to the county and State, and might we say, the nation. Not only Pitt County weeps today, but the news of the death of ex-Governor Thomas J. Jarvis has sped around the State within a period of twenty-four hours, and all the State pauses to shed a tear in his memory.

“Man was born that he might die,” and in the loss of friends and loved ones, we must not look upon them as incurring some great misfortune, but that they have found a better and brighter life, free from the cares and troubles of this world, and a home where is neither millionaire nor mendicant, master or slave, a home in the land where is a federation of mankind for mankind.

North Carolina does well to honor this son, who was born a simple farmer's boy, but who made his way in the world of greater men. The life ex-Governor Jarvis has led furnishes brilliant inspiration, and the honors he achieved have been taken by hard working of a man endowed with a master mind and a clear insight into national affairs. * * *

Ex-Governor Jarvis is closely linked with Greenville and Pitt County and no man has done more for the cause of Greenville and Pitt County than he has.

And now this man has gone to reap his reward, for his life has been well and nobly spent on earth.

DURHAM SUN.

He honored the State and was honored by it. As a soldier he won distinction and was of great service to his State. But his greatest service was during the days of reconstruction when he, with the assistance of other loyal sons of North Carolina, succeeded in saving the State from chaos and starting it again toward orderliness and prosperity.

His record is writ large in the history of North Carolina and will prove an inspiration to succeeding generations.

KINSTON DAILY NEWS.

Closing a life full of usefulness and honor Governor Jarvis fell on sleep at his home in Greenville Thursday night. The people of his State delighted to honor the “Old Roman” because they honored them-

selves in heaping honors upon the head of a most worthy son of the Old North State.

Possessed of a great mind, absolutely above dishonor in any form, interested in all that went for enlightenment and betterment of the race, devoting his great intellect to his people, his life and labors brought only the honors which were just deserts.

The last public achievement of this great and good man was the establishment of the East Carolina Teachers' Training School at Greenville, and it would be a fitting memorial to his memory to change the name of this institution to the Jarvis Teachers' Training School.

WILMINGTON DISPATCH.

Regardless of party affiliation, with no exception as to the walks of life, the people will grieve at the passing of this prominent citizen of the Old North State, but with their tears will mingle thankfulness that such a man lived and gratitude for the service he rendered his people.

Almost four score was the allotment in years to this citizen, and they were years full of golden deeds, ripe with love and doing for his fellow-man. They were not always peaceful ones to Thomas J. Jarvis, but when at war he was fighting for the upbuilding of his State and the protection and uplift of his people. He has held various offices of trust in the gift of the people of his State, in honor, in reward for his services.

His work will go down in precious memory and his labor will stand as a firm foundation upon which can be builded even greater things for the State he loved so well and served so faithfully.

MORGANTON NEWS-HERALD.

Thomas J. Jarvis, former Governor and Senator, North Carolina's "Grand Old Man," left an impress on the State's life such as few other men in the last half century have done. When he passed away at his home in Greenville last Thursday his death was mourned by thousands, not only in his own county, but by friends and admirers all over the State. He had been closely identified with the history of North Carolina ever since the war and there could be no reckoning of the force he exerted in the industrial growth of the State. It can be truly said of him that he wrought well, whether as Confederate soldier, private citizen, legislator, Governor or Senator.

Suggests Monument to Thomas J. Jarvis

To the Editor:—Possibly no man has lived in North Carolina who leaves his impress upon the State in the way and to that extent that Governor Jarvis will be remembered. Whether in public station or in private and personal relations, his advice and counsel were sought and

for these, perhaps, more than anything else, he will be missed. But it remains for those who were intimately associated with him to speak of him in a more personal sense. His personal and official life is so well known, little may be added that has not before been expressed. A long and honorable life spent unselfishly in the interest of all the people may be as well remembered as it was known. No one among the many great men of the State during his time contributed so largely of his resources in the upbuilding of North Carolina. Beginning his public career as a member of the Legislature, his influence was early felt and from that time on demands made upon him grew less only after he had filled all the great offices of Governor, Senator and Representative of the government as Minister to an important foreign post.

To commemorate his life of great service and usefulness to the State he loved, the people anticipate that their wishes will soon find expression in some workable plan that will have for its purpose the rearing, along side of that of the beloved Vance, a suitable monument made possible as a gift of all the people. That our memories and those of generations yet unborn may be extended in recognition of all that this great statesman was and that the monument which he built for himself may by us be perpetuated in bronze or marble, the suggestion is made.

JAMES R. MITCHELL.

Washington, D. C.

Will of Governor Jarvis

THOMAS JORDAN JARVIS, of the State of North Carolina, do make, declare and publish this, my last Will and Testament, in matter, manner and form as follows, hereby revoking all other heretofore made by me, that is to say :

Item 1. Trusting in the merits and blood of a crucified and risen Saviour I commit my soul to my Heavenly Father, believing all will be well.

Item 2. I have lived a plain and simple life and I desire the services at my funeral to be plain and simple.

Item 3. The people of North Carolina have greatly honored me and I desire to leave on record this final declaration of my everlasting gratitude to them and to make this last plea for the education of their children. Intelligence and virtue mark the standing of any people in State and Nation and I would therefore urge the people to press the education of their children far beyond anything heretofore attempted.

Item 4. While I love my relatives with a sincere love, my dear wife with whom I have lived in perfect happiness since our marriage, and who has been my constant companion, is the chief object of my affection, and it is for her welfare I am chiefly concerned. I therefore give, devise and bequeath to my beloved wife, Mary Woodson Jarvis, all my estate, of any and every kind, no matter where situated or found, subject only to the payment of my just and lawful debts.

Item 5. And, finally, I wish to say to relatives and friends, they can not remember me in any way half so pleasing to me as to be good to my dear wife.

Item 6. I hereby nominate and appoint my dear wife, Mary W. Jarvis, my sole executor to carry out this, my last Will and Testament, and I request that she shall be allowed to qualify as my executor and administer my estate without giving bond.

Signed, sealed and declared to be my last Will and Testament, this the 3d day of October, 1912. THOMAS J. JARVIS. (Seal.)

Last Plea for Education

(*News and Observer* Educational Edition, July 15, 1915.)

In the Will of Hon. Thos. J. Jarvis, written October 3, 1912, we find the following :

“The people of North Carolina have greatly honored me, and I desire to leave on record this final declaration of my everlasting gratitude to them, and to make this last plea for the education of their children. Intelligence

and virtue mark the standing of any people in State and nation, and I would, therefore, urge the people to press the education of their children far beyond anything heretofore attempted."

No doubt Governor Jarvis had his faults. Any man without faults is too good for the rest of us, and Governor was not too good to help the most humble. In fact, one of the greatest pleasures of his life came to him when he realized that he had been of some real service to some fellow-man.

Without children of his own, he loved all the children of all the people in the State. Being intimately associated with him as I have been for the past six years I know better, perhaps, than any living man, that "this last plea for the education of" the children of North Carolina came from the depths of his great soul, and I pray God that the people may soon see the real importance of popular education as did this true son of the Old North State, for then we will "press the education of their (our) children far beyond anything heretofore attempted," and could our people grasp the thought and see visions as he did, the representatives of our State's educational institutions would not be forced to spend time in Raleigh with each Legislature trying to persuade the members that they should adequately provide for these institutions. Instead, this valuable time would be spent where it should be spent, viz.: at the several institutions doing the work they are assigned to do. The moral, religious and economic efficiency of any State is directly in proportion to the standard of citizenship of the masses of the people of that State. Public education is the one great agency that raises the standard of citizenship. The public schools, therefore, are the greatest wealth producers the State has, and working hand in hand with all the churches, they, the schools and churches, are the greatest agents in a State for moral and religious uplift, and Thomas J. Jarvis gave the best energies of his last years in this direction.

There is talk in our State of erecting a shaft of granite in memory of this "Grand Old Man," and that is well. It should be done. But a more fitting memorial would be for every religious college, and every State college, and every normal school to establish an endowed scholarship to be known as the Jarvis Scholarship. Let the proceeds of these scholarships annually keep in these colleges and schools deserving young men and young women. This would be a perpetual memorial, ever renewing itself in the lives of our people, and thus he would live on forever in the renewed life of his people, and here is where Governor Jarvis belongs. If this is done we can truthfully say, "though dead he still liveth," and lives where he should ever live, in the life of his people. This is an educational opportunity that our people now have that they should not neglect.

ROBERT H. WRIGHT.

Funeral of Thomas Jordan Jarvis

BY HIS PASTOR, REV. J. M. DANIEL.

AT nine o'clock Sunday morning, June 20, 1915, the remains of the late Thos. J. Jarvis were removed from his home on Fifth Street to Jarvis Memorial Methodist Church, where they lay in state until 2 p. m., the hour for the funeral. The church to which he was devoted was draped and his pew presented a solemn appearance with its black drapings in token of the occupant that would no more occupy same. About the altar and pulpit were piled numerous flowers, tokens of esteem for the brave son that had departed. The scene presented a solemn spectacle to those who, during the morning hours, came to view the remains of the former statesman, warrior, patriot, and Christian. At two o'clock the funeral procession began its march from the home to the church. This was headed by the ministers, who were followed by the active and honorary pallbearers, the members of the Greenville Bar, who attended in a body, and the family. The church was already filled to overflowing. While the funeral party was being seated the organist rendered a soft and touching selection.

The request of Governor Jarvis in his will was for a plain funeral, and the Methodist ritual was used. The first selection was the hymn, "Rock of Ages," which was sung by the choir, after which Rev. H. M. North, of Memorial Church, Durham, North Carolina, read the first lesson. The pastor read the second lesson and led in prayer. Following the prayer Col. John F. Bruton, of Wilson, by request, read the following beautiful poem, "Recompense," by George Klinge:

"We are quite sure
That He will give them back—bright, pure and beautiful—
We know He will but keep
Our own and His until we fall asleep.
We know He does not mean
To break the strands reaching between
The here and there.
He does not mean—though Heaven be fair—
To change the spirits entering there, that they forget
The eyes upraised and wet,
The lips too still for prayer,
The mute despair. He will not take
The spirits which He gave and make
The glorified so new
That they are lost to me and you.
I do believe
They will receive
Us—you and me—and be so glad
To meet us, that when most I would grow sad

I just begin to think about that gladness
That they have learned to go
Heaven's pathways show.

"My lost, my own and I,
Shall have so much to see together by and by.
I do believe that just the same sweet face,
But glorified is waiting in the place
Where we shall meet, if only I
Am counted worthy in that by and by.
I do believe that God will give a sweet surprise
To tear-stained, saddened eyes,
And that His heaven will be
Most glad, most tided through with joy for you and me,
As we have suffered most. God never made
Spirit for spirit answering shade to shade,
And placed them side by side—
So wrought in one thought, separate mystified—and meant to break
The quivering threads between. When we shall wake,
I am quite sure we shall be very glad
That for a little while we were sad."

Directly after the reading of the poem, the hymn "How Firm a Foundation" was sung by the choir. Preceding the announcements of the speakers of the hour the pastor made some personal references to the noble dead whose pastor he had been for eighteen months. The first speaker was Dr. J. Y. Joyner, who prefaced his remarks by the noble phrase, "This is not the time for praise, but for the calm contemplation of facts." Besides paying a beautiful tribute to his friend he said that as he considered the great life the following words were uppermost in his thoughts: wisdom, vision, courage, conscientious conviction, civic righteousness, patriotism, preparedness, calmness, gentleness, justice, judgment, sympathy, faith (in God and humanity), and ripeness. Dr. Joyner's remarks were indeed fitting for the end of the long and useful life.

Judge H. G. Connor followed Dr. Joyner and paid a beautiful tribute of a friend to a friend. He spoke of the life of Governor Jarvis as that of a mariner who has accomplished his journey and said that for the noble dead all paths lead to life eternal. His remarks were those of a ripe servant of the State to a departed hero. They had been life-long friends and probably few could speak in so appreciative a manner of the aged public servant that had recently departed this life.

The remarks of the hour were closed by Rev. H. M. North, who paid a beautiful tribute to the long life of the State's "Grand Old Man." His references to his birth, being a son of a poor Methodist preacher, his struggle for an education, his life as a soldier, returning with a wounded and disabled right arm, his honorable profession, his service to his country, and his devotion to his God, were indeed pathetic and beautiful. In his remarks, which were couched in beautiful language

and spoken with words of force and power, the preacher said that the late statesman had not left money, but a noble life of service and influence that could never be measured.

At the closing of the remarks the choir sang "Jesus Lover of My Soul," and the body was removed from the church and borne to its last resting place in Cherry Hill Cemetery. Besides the pallbearers who were representative men of the State and town, and the Greenville Bar, of which the deceased was an honored member, there was a large concourse of friends in the procession. At the cemetery the solemnity of the occasion was indeed touching. On each side of the entrance and in a square about the grave stood several hundred of the Training School students, waiting to pay their last tribute to him who had done so much for their school and for education throughout the State.

There on the summit of a hill, in view of the passing crowds, loving hands lowered the honored dead into the grave. The committal was spoken by Rev. H. M. North, and after the placing of beautiful flowers about his grave the benediction was pronounced by his pastor.

Had You Ever Thought of This?

H. B. SMITH.

HERE is a one-teacher school. There are 25 or 30 pupils in attendance. Some of them are beginners, some have barely begun, some are half through a first reader, some just beginning the second reader, others are in the third reader, a few in the fourth, and still others are ending the supplementary matter prescribed for the reading course in the sixth and seventh grades. In all, not fewer than six or eight classes in reading.

The work in arithmetic ranges all the way from making figures and counting on up to measuring lumber, carpeting floors, and papering walls.

Writing, spelling, language and grammar are just as poorly classified. Geography comes in for its share of difficulty, so also does history, civics, physiology, drawing, etc.

Could the pupils be classified properly in these subjects it would help greatly. But could this classification be once effected it would not remain two weeks because some pupils are bright and some are dull. Some are well prepared and some appear to know nothing. Some attend every day and some will not average three days per week. Some are interested, and others care nothing for any part of the school.

The law prescribes a day of six hours for the school. The teacher cannot arrange a schedule of fewer than 30 recitations. Most teachers hear from 30 to 40 recitations per day, anyway. Suppose you divide the teaching time of the day, which is five hours, into 30 parts. You will have 10 minutes as the length of time per lesson, provided the teacher goes at high speed all day, losing no time for changing classes, giving directions, looking after fires, or anything else.

If you examine the schedule still further, you will find that 30 recitations per day allows pupils in the primary grades about four recitations, not over five, per day. In other words, each child gets about 40 minutes, possibly 50 minutes, per day of teaching. The other four hours and 10 minutes he must sit on the hard seat studying a little, and killing time greatly.

If the school happens to have a few bright boys and girls in the sixth and seventh grades, they are entitled to study more than four subjects. The law names spelling, reading, drawing, history, grammar, arithmetic, physiology, geography, writing and agriculture—ten subjects. It is not possible to group these ten subjects so that they can be taught in four ten-minute periods. Where must the extra time come from? Usually it comes from the forty minutes we have allotted to the small children,

thereby giving the little ones about twenty-five or thirty minutes per day. And sometimes the teacher finds much trouble in solving the problems of the larger pupils, and in meeting the other demands made upon her by the larger pupils. This requires time, and it must come from some source. In almost every case, some recitation in the lower grades is omitted entirely.

Capable county superintendents and supervisors realize the helplessness and hopelessness of one-teacher schools, and I believe the administration record of any of them will show that they pay but little attention to the one-teacher class of their schools. County boards of education, if progressive and live, generally favor doing all they can for the two, three and four teacher schools, but it is seldom they will do much for the single-teacher type. Teachers take a similar view. In recent years, I have held several county institutes for teachers. I have made inquiry about the kind of schools the teachers wish to be located in. Almost without exception, the strong, trained teachers flatly refuse to accept a one-teacher school.

The truth is, the one-teacher school is better than none, and this is all that can be said in its defense. A one-teacher school is about the most inefficient, ineffective kind of school ever organized. It is a source of tremendous waste. Furthermore, in a mild climate, such as ours, it is hard to see how such schools are tolerated.

For more than two hundred long years, we have been working on the problem of public schools. If experience and every sort of test have demonstrated anything clearly, they have shown that a large district, a large and well-equipped schoolhouse, and a large number of pupils is the only kind of school from which we may hope to get results that are even half-way satisfactory.

It is the only kind of school that a man who is in earnest about his children and their education will consider for a moment.

Now, if you do not agree to this; if you think it is not so, or if you say it is a dream or a fine-spun story, just take your pencil and do a little calculating and a little thinking and you will see for yourself. It is as cold a truth as was ever told.

The man who expects to educate his children and the children of his community at home, and who expects to elevate the tone of his neighborhood, and make it a desirable place to live in, must build the consolidated school. There is no getting around it.

Don't stop with a two-teacher school. Two-teacher schools will not meet the demands. With the aid of school wagons, thirty-six to fifty square miles of territory can be consolidated into one district. From four to a dozen teachers can be employed, the school graded, a long term can be had, and the best results possible will follow. Transportation of pupils and large districts is the only solution for the rural school problem in North Carolina.

The Teacher vs. A Teacher

HERBERT E. AUSTIN.

DR. PARKHURST, an eminent New York clergyman, once said, "The trouble with the stuff that is taught in our Sunday Schools is that it remains stuff. It never gets worked over into real boys and girls." This statement is not only true of our Sunday Schools but expresses also the greatest failure and the greatest problem of public school teaching today. We teach subjects, not realities, and the pupil rarely discovers while in school that the subjects he is occupied with are in any way, shape, or manner related to his problems of every-day living or to the problems of his parents or neighbors.

His school world is something separate and distinct from the real world he lives in, and, as Professor E. C. Brooks has expressed it, we find the country boy "preferring the mule and its ways to the school teacher and her ways."

It is time we were getting gravely concerned over this situation in our public schools.

As a result of this concern and in vain attempts to meet the situation many of the so-called practical subjects have been introduced into our school curriculum, but to the surprise and astonishment of those most interested the beneficial result has not followed. Why not? Because the same methods of presentation were employed. The school was satisfied when it had put the pupil into possession of the facts and principles—the subject matter, in giving drills in orderly habits of reasoning, and permitting the pupil to make some laboratory experiments showing the application of these principles to every-day life. But this knowledge did not come to satisfy any real, conscious present need of the pupil; neither while acquiring it did he find any opportunity to use it in a practical way, for the school in most cases does not recognize or assume that responsibility. Consequently its value and worth does not appeal to him. At some future time, alone and unaided, he must bring these school experiences into efficient and helpful relations with the real problems of his life.

When this time comes, he faces an almost impossible task. Power comes only through use, whether it be of muscle, the remembering of a fact or principle, or the relating of an abstract principle to a concrete problem. The school gives him no opportunity to gain power.

Realizing this vital relationship between learning and doing, that our real present needs furnish us with our greatest impulse and incentive for knowing, and the best opportunities for making facts and principles real, the United States Department of Agriculture, in coöperation with

the North Carolina Department of Agriculture, is encouraging the formation of Corn Clubs, Tomato Clubs, Poultry Clubs, etc., in our State. From the efficient directors and demonstrators the boys and girls get the facts they need to know and the principles they need to use. To forget or neglect means failure; to remember and practice means success.

Talk with these boys and girls after a year's experience in this club work and see if the knowledge gained is not something very real and worth while to them. The teacher has become a helper, a book a valuable guide, for both meet him "where his interest is keenest and show him how to turn his possessions or those of his father to better economic account." This kind of school becomes a part of his life, and best of all he has established in his life a tradition for success. He can do things; knowledge has become a useful tool, a valuable possession. It is worth his while to possess it.

North Carolina is an agricultural State. Over three-fourths of her people are interested in this occupation. The interests and welfare of her people are centered here. Here are to be found her most vital and social economic problems. How often have they become a determining factor in the selection of subject matter and the method of its presentation in our public schools?

North Carolina needs a trained citizenship, one able to turn the wonderful resources of soil and climate to better economic account, and one able to defend a higher standard of living.

To get this, North Carolina must vitalize her public schools and make them responsive to the real problems of her people. To get this she must realize that she can no longer be content with the one-room rural school, that the untrained teacher who comes to that school from an eighth grade is always an incompetent, and that a course of study, unless it is related to the community life and its problems both in content and in its teaching, is almost worthless, even if it does contain such subjects as Agriculture, Domestic Science, Hygiene and Sanitation.

To secure this, North Carolina must have the trained teacher in her rural schools. She must have a teacher who is not only prepared in subject matter but who is able to adjust that subject matter and her methods of teaching to meet the conscious needs of her pupils as they at present exist. Then and only then will the country boy prefer the teacher and her ways to the mule and its ways, for now the teacher is recognized as a friend and a valuable helper to be with whom means inspiration and power.

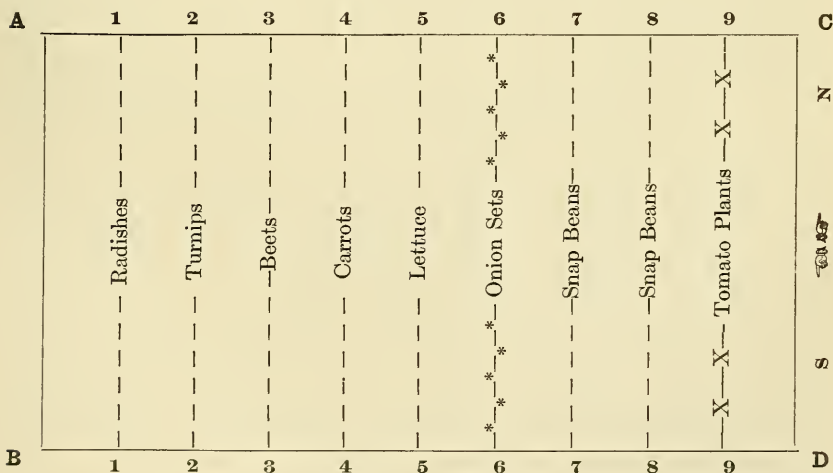
My Garden

CHRISTINE JOHNSTON.

THIS year about the first of April the girls of our class were rather surprised to find themselves with hoes, garden rakes, and three-prong cultivator hoes on their way to make their school gardens. We now began to realize that a school teacher needs to know everything.

The lot that we were to use for our small gardens had been deeply plowed and thoroughly pulverized the fall previous, so that Mother Nature might the better store her fall and spring rains and the air might have the better opportunity of changing some of the insoluble plant food in the soil into soluble, for only soluble plant food can be used by the little plant roots.

Each of our garden plots was to be eight by fifteen feet. After carefully laying out our plots so as to get the corners square and the sides parallel, I drove a stake at each corner to fix definitely its location. With my garden tools I carefully worked my plot so that the top of my bed was nearly flat and the soil thoroughly pulverized. I had now a seed bed with soil so fine and deep that the plant roots could go deep down for food and moisture and get away from the heat that was to come later.



PLAN OF MY GARDEN.

This is one of the first requisites of scientific and successful farming. My plot was also made rich with decaying vegetable matter, called humus, and with commercial fertilizer.

In row 1 I planted my first vegetables—radishes, the first vegetable that comes. I stretched my garden line tightly between 1 and 1, six inches from the edge A-B. Then with my hoe handle I made a furrow

in the soil about one-half inch deep and sprinkled my radish seeds *thinly* in it. I now covered the seeds with soil and tamped it firmly down with the flat side of my hoe so that the moisture in the soil might rise to them and assist in their germination.

In little drills eighteen inches apart, as seen in the plan, I planted in a similar way my turnips, beets, carrots and lettuce seed. In row 6-6 I planted some onion sets, placing them in a double row, about two inches apart, taking care to press the earth firmly about the lower half of the bulb. The snap beans came next, in rows two feet from the onions and from each other, for they make larger plants and require more room to spread their foliage in. The furrows were made two inches deep and the beans were planted two inches apart. In each case after planting the seeds I pressed down the soil to hold in the moisture.

For a few weeks I was very much interested in watching for the first sign of my vegetables to appear. How interesting it is to observe the different ways the seeds have in coming through the soil!

As soon as they began to appear above the ground, I began cultivating the soil between the rows with my three-toothed cultivator hoe. This permitted the air to get in about the roots, and made a fine dust mulch on top of the soil to hold in the moisture. They needed this moisture later, for several weeks of dry weather came on. But the little dust mulch kept my plants from wilting and dying.

I took advantage of a rainy spell and set out four tomato plants in the remaining portion of my bed.

When the plants were a good way above the ground, in their third leaf, I found in spite of my efforts I had sown my seeds too thick, and I was obliged to thin them out. My plants now stood about three to four inches apart in the rows, and were growing finely.

By this time my radishes were full grown and I began to enjoy the fruits of my labor. What a feeling of satisfaction! I had really accomplished something and was enjoying the results. When I had pulled all my radishes, I planted parsley in their place.

Just at this time I noticed that my turnips were covered with the harlequin beetle, which had migrated from a mustard patch near by. This is a sucking insect, so I could not use a poison spray, and its shell was so hard that the kerosene emulsion would not kill it. My teacher suggested that I sprinkle the plants with cotton seed meal. I did so and the beetles disappeared.

It now became necessary to leave my garden on account of commencement. My onions were large enough to eat and my snap beans only needed a few more days. How profitable it would be to have just such a small garden all the year round! I will never regret the hours spent in my garden, for my interest in the works of nature has been greatly increased, and I have been brought into intelligent sympathy with one of the great occupations of man.

Annual Address to Graduating Class

HON. FRANCIS D. WINSTON.

DR. WINSTON, in the beginning of his speech, made the declaration that East Carolina Teachers Training School stood for the things that are of more use than any other part of the large educational work. "I am not here," he said, "to teach, to lay down any rule of syntax, or to decide whether the temple of Juno is on the north side or the south side, or whether Scipio Africanus was minor or major, son or grandson, but to talk in a plain, practical way, to make some observations and to give such results of these observations as I believe women are entitled to think upon and to take with them in their work." He said that he could not claim success as a teacher nor refer to a rich experience in teaching. When just out of college he stood a public school examination. The committee reported "We have examined Mr. Winston and he has spelt well and writ well, but he hain't sot still." He failed in the only requirement—"sit still." He told a story of one teacher who said: "What do I want to know how to spell for? Hain't I got the book before me?" Nowadays the public school has long passed the "sot still" stage. "The successful public school teacher must have as much locomotive power as a centipede. She needs underpinning that will enable her to be in a thousand places at once. We must achieve by intellectual movements what we can not by physical."

Dr. Winston referred to his first speech, delivered at Patterson's mill, when he was a freshman nearly forty years ago. Then he called up two visions. In one, the homes and firesides of the State were the domestic colleges; the homely virtues formed the basis of the curriculum and the graduating class was unbounded by numbers. The other vision was a free school that would be the center of North Carolina; a public school to which the community would carry its problems for solution, whether those problems were of business, of marketing, of art, of a purely intellectual nature, of citizenship, or even of the spiritual. He dreamed of a time when the citizenship of the State would be responsive to such an ideal. That inspirational ideal of forty years ago is now being realized. "To that fulfillment, young ladies, you are invited to devote yourselves; to give your high character and efficiency to common every-day truth.

"Future happiness, strength and power do not depend at all on who is governor nor upon any other high official, but upon the average intelligence of the plainest people. If the public schools are not erected for and dedicated to the average man they are a failure. We are now on the rising tide; North Carolina is taking her place among the States that are demanding a high average. As a State, she is demanding that

her representatives be men of high averages, but locally the people are not demanding sufficient intelligence and character of those they put in office. A low standard exists. Young ladies, teach this one thing: a high ideal of citizenship, a responsibility in the selection of public officers.

"Young ladies, if you get to a community that only furnishes you employment, you leave. That school ought to be closed. You may wear your life out trying, but if the community is not open to receive you, you can accomplish nothing. But, if you go into a community waiting for you, anxious for you, stay and help. The public school which looks to the community for everything should be closed, but if the community looks to the public school, fortunate is the school and the teacher.

"You must help to discover and to give opportunities, you must attempt to find what God has planted in each one, and meet the demands of each one." He took the stand that it is not the teacher's place to train a man to dig ditches, but to train him so that, if he must be a ditcher, he'll dig the straightest, best ditch possible; girls should be taught to cook, not with the end and aim of making all cooks, but to give an opportunity to those who should know how to cook. In teaching the simple rules of sanitation to a child you may discover that he has the making of a doctor in him.

This proposition Dr. Winston emphasized: "The more intelligence you put in a school the less money you put in a jail; the more money you spend on the child, the less you spend on criminals."

The school should hold up ideals of citizenship—high living, pure purposes, high ideals of God.

"Most people you come in contact with want somebody to show them how to do something.

"The finest definition of greatness is this: The power of a little bit of a woman to make a great, powerful community do what it ought to do. She is greater than artists, presidents, and all others. You young teachers make the men and women of your community do something, if it is only to make the man bring a stick of wood. Tell them what to do and make them do it. Do you want to know when you have aroused a man? When you have made an indifferent man, different. If a man thinks all is black as ink and you have made him think one thing is paler, you have started him going, and if you once get him going, he'll go. You'll know it, for somebody will say, 'Old man Bill Brown is different.'

"The chief criticism I have to make on the life of today is that we are undertaking too many things at one time. We belong to too many things. There are nineteen societies for literature, twenty-seven for historical research, ninety-two for folk-lore, etc., etc. If one belonged to all, his whole life would be spent in attending the meetings. We are joining too many things instead of doing things. But when you do

join a thing, belong to it. On the other hand, there is another type, the man who doesn't join anything." Here Dr. Winston told the story of the woman who said of her husband, "Bill doesn't belong to anything but the human race and he is a mighty poor specimen of that." "The conclusion of the whole matter is, adopt the happy average.

"Young ladies, work to get North Carolina beyond the fifty per cent mark. If you raise her to fifty-one per cent, the one hundred per cent will come in time. But remember the community isn't going any faster nor farther than your school goes. Make your school grow so as to make the community grow. The school teachers must shake the community into action and choke it into submission.

"The three things the public school should teach are: (1) Poise, deliberation about the affairs of life, so that people will not fly off the helve, but will take a problem, think about it, and solve it: (2) strength, for strength is a giant; (3) to do the duty that lies next; from that one can go to the larger duty that lies beyond."

Dr. Winston gave some of the observations he made while on the bench, for he said he tried many things besides criminals. He judged the life and habits and character of every witness. His conclusions are that the public school is a failure in the fundamentals. He found that the men under forty years of age had less narrative power; they had not been taught to read well or to tell a thing well, they couldn't convey their ideas so that the listener could get a clear conception of what they wanted to tell. Teach them to read, tell, narrate; get their minds in channels that will lead to expression. Another defect, he averred, was in geography—inattention to directions. He had seen men's homes pass from them because of disagreement on the point of the compass. In the third place, he judged they surely must be deficient in arithmetic, as he had seen ten men testify in a fight case and no two agreed about the number seen. Reading, narrating, geography, and arithmetic should become part of one's being. He urged the young women going out to teach to put the emphasis on the necessary things.

Dr. Winston gave as the supreme duty of the public school to fit for citizenship both the pupils of the school and the people of the community. He drew pictures of the ordinary little school and of the ideal school. The country boy should be given a chance. He is more responsive than the town boy. He has to have more wit. The town boy has light flashed on, heat and water turned on, but the country boy must have initiative and make these.

At a recent county commencement where ninety-five per cent of the children were away from town, Dr. Winston recently heard a class in spelling. He listened in vain for words that meant anything to farmers' sons and daughters; the only two that were ever apt to enter into their lives were *petty jury* and *hypocrisy*. He heard *craunch*,

cretonne, battle-axe, cognac, etc., but not coöperation (the watchword of the hour) or *neighborhood, or rural, or contentment.*

As a parting word, he gave the class a watchword that he would have on banners and have each put over the door of her first schoolhouse: "S-O-U-R: Self-control, Obedience, Unselfishness, and Reverence." But he urged them above all to have faith in themselves, faith in the ultimate end, and faith in men and women.

The Songs of Home

The poet wandering far afield
High themes to seek, forgets how low
The lark nests; small, shy herbs may yield,
To sweeten places where they grow,
Rich odors; lest the heart should roam,
The lays that thrill are songs of home.

By his own door-stone let him stay,
And listen, listen, listen well,
As children at their household play
Hold to the ear a singing shell;
The wide world's leagues and leagues of foam
Are in that shell that sings of home.

Anna B. Bryant in The Editor.

The Training School Quarterly

PUBLISHED BY THE STUDENTS AND FACULTY OF EAST CAROLINA TEACHERS
TRAINING SCHOOL, GREENVILLE, N. C.

Entered as Second Class Matter, June 3, 1914, at the Postoffice at Greenville, N. C.,
under the Act of March 3, 1879.

Price: 50 cents a year. 15 cents single copy.

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VOL. II. JULY, AUGUST, SEPTEMBER, 1915. No. 2.

Governor Jarvis

A large part of the present number of the QUARTERLY is devoted to the life and work of Governor Jarvis. The editors have not attempted to make this a memorial issue, but they have included those facts which the readers of this magazine will probably desire to know. At this time no one can tell what place Governor Jarvis will occupy in history, but it is safe to prophesy that future historians will rank him as one of the greatest men that North Carolina has ever produced. Already one of our scholars, who is also a careful student of history, has ranked him as "the greatest man that North Carolina has produced during the past century."

The latter part of Governor Jarvis's life was devoted almost exclusively to education. With prophetic vision he saw that the future greatness of North Carolina depended upon an educated citizenship. With Governor Aycock, he desired that every child in the State should have the opportunity of obtaining a liberal education. He believed this could best be accomplished through the trained teacher, and for this reason he gave much of his time and talent to the upbuilding of the Training School—a school whose only purpose is that of training teachers.

The Summer Term

The summer term at the Training School this year was the largest that the school has had in her history. There was also a much larger per cent of pupils to remain throughout the term than heretofore. Since this term forms an integral part of the year's work, many students and teachers are taking

advantage of this opportunity to take work leading toward a certificate or a diploma. County superintendents, all over the State, are beginning to see the value of an eight-weeks normal course as contrasted with the two-weeks course of the institutes, and many of them are permitting their teachers to substitute the work done at the Training School for that done in the institutes. It is encouraging to note the spirit of co-operation and the progress that is being developed along this line.

**Campaign
Against
Illiteracy**

This summer and fall there will be launched in the State an active campaign against illiteracy, which it is hoped will result in the elimination of illiteracy before another census (1920). When this is done, compulsory education and a longer school term will take care of the future.

In the campaign are lined up under the able leadership of Dr. Joyner the various organizations in the State which are working in the interest of education, such organizations as the Association of County Superintendents, the North Carolina Teachers' Assembly, the Junior Order of American Mechanics, the North Carolina Farmers' Educational and Co-operative Union, the North Carolina Federation of Women's Clubs, and the press of the State.

The actual work of eliminating illiteracy will naturally fall on the teacher, and the problem of teaching the adult will no doubt present difficulties of its own. The teacher who succeeds best will be the one who is best able to adapt to the adult mind the principles of primary methods, to use the experience of the individual as the starting point for teaching him to read and write.

The State Department will issue a handbook to use for this purpose, and the press has been asked to coöperate by printing material which may be used for lessons.

The work is one that should receive active support in every community. Night schools for adults for the next five years in every community in the State, with the increase in the term of the day school which this would naturally lead to would go a long way toward putting North Carolina where she should be in the list of States.

**Science
vs. Life**

The science department of the Training School is working on problems which are very closely and vitally related to the health, happiness, and efficiency of the people of our State.

By interesting its pupil-teachers in these problems and their solution the department believes that it is equipping the teachers for more efficient and practical service in the communities into which they may

go. A teacher should be a positive force in a community and be able to do constructive work where most needed and help the community solve its most vital problems.

There are three problems of great and immediate concern to our people, the problem of health and sanitation, that of establishing helpful relations between themselves and the plants around them, and that of establishing the same relations to the animal life of their neighborhoods. Formulated in terms of questions:

1. How can I best preserve and improve my health and teach others how to do the same?

2. What ought I to know and do in order that I may surround my home with the most useful and the most beautiful plants?

3. What ought I to know and do in order that I may protect myself and property from the injurious forms of animal life; attract and protect those forms of animal life that are beneficial to my interest, intelligently care for my domestic animals and pets?

These are the true nature-study problems of every home, even the humblest, and for this reason should be the nature-study problems of the school.

Chautauqua Week

Greenville with some hundred or more other towns enjoyed for the first time this year the "seven joyous days" of a Chautauqua week. Many of the summer school students as well as the townspeople availed themselves of the privilege of attending single performances, while others had shown the foresight to buy season tickets.

Aside from the educational value of the chautauqua and the pleasure derived from the various performances, all of which were high class, the Chautauqua demonstrated to the people of the school and the community the value of coöperation in bringing to the town a type of entertainment, and a number of amusements, lectures and concerts which it would not have been possible to have obtained through individual effort. The guarantors can but feel gratified at the success of their community effort, and the fact that the Chautauqua is guaranteed for another year assures them of the fact that the community appreciates their effort.

Suggestions

Using Number Combinations to Meet a Social Need

HELEN STRONG.

A teacher who has the earnest desire of fitting her pupils for life's responsibilities while they are children will, when preparing lessons, look to see how the facts she has to teach are used daily. For example, the course of study requires of the second grade that they know how to add such combinations as these:

10	20	25
5	15	25
—	—	10, etc.
		—

The first question to arise in the teacher's mind after reading this requirement should be, "Do children need to have such knowledge now or even when they are adults?" If so, how do they use such knowledge? The question is solved when she realizes that most children as well as adults have to go on errands to the grocery store many times a day. Then, too, there is something in being quick and exact in addition of prices and in the giving and receiving of money in exchange.

To reproduce life in the school room as nearly as possible, has been found to be the best and most interesting means for efficient teaching. Knowing this and having in mind the idea that life demands number combinations, when buying from the grocery store, the teacher thinks of the possibilities of having a grocery store in the school-room. On putting the question to the children she finds that they can make quite a usable one. Several orange or egg boxes when put together upright can serve as a counter. A board for the top of the counter may be desired as a better finish, and the size is determined by measuring off the length, width and thickness after the boxes have been put together, allowing a few inches for the usual counter projection.

The problem of shelves is now met by the children, who may decide on the number of shelves necessary and their length, width and thickness and how they can be firmly placed with the help of the corner of the room. These children, guided by the teacher, have done some real live thinking in measuring off the desired boards and have incidentally learned feet, inches and yards as they will be used.

Having the actual furnishing of the store complete the children now have the delightful pleasure of carrying out their suggestions in bringing from their homes empty vegetable cans such as have held peas, corn, tomatoes, sweet potatoes, asparagus, Campbell's soups, broths, baked beans, etc., empty fruit cans which have been used for peaches, pears,

apricots, pineapples, etc.; empty cereal boxes such as Quaker Oats, Force, Post Toasties, Puffed Wheat, Puffed Rice, etc.; cans of Yuban coffee, Tetley's tea, cocoa, Domino sugar, table salt, pepper, matches, soda, starch, etc., and bottles which have held vanilla, lemon, vinegar, etc., may all be used. Such things as fresh fruit could be modeled and painted from clay oranges, lemons, bananas, etc., or vegetables such as potatoes, onions, and others.

When stocking the store the idea of orderliness of like articles is found necessary for efficient business. Paper bags, string and a cash drawer are also necessary on the counter for a complete equipment.

On asking the children if they are quite ready to play store they will discover that money is needed for both buyer and seller. The nickels, dimes, half dollars and silver dollars can be made from gray bogus paper, while the pennies can be made from brown paper. A perfect understanding of the prices of articles to be bought and sold is found to be worth knowing, too, so the exact price can be marked on a small square of paper and then pasted on the articles to be sold. The cut will show just what was accomplished on this problem by the children of the Speyer School in New York City.

After placing the grocer and the helper in the store the actual buying can begin. Difficulty will arise, however, from the slow and inaccurate handling of prices and money so that the children will feel the need for actual practice on the possible combinations which are required to be taught. This gives a motive for drill, and after several periods of practice on the necessary combinations of numbers the children will experience great delight and satisfaction in going and coming from the store. From playing going to the store it will be evident that each child should tell the class before going, what the purchases and change will be, so as to determine whether he is a fit buyer, so the pupils will make some rules to regulate the buyer. Written work can grow out of this idea of the grocery store. This question may be asked, "What does mother do when she wants several things from the store, and fears she will forget one or two of them? Write them down." Here are samples of memoranda made by children with a good motive for teaching needed spelling words:

Coffee	35 cents.	Wheatina	15 cents.
Sugar	15 cents.	Vinegar	10 cents.
Matches	5 cents.	Can of peas	18 cents.
Soap	5 cents.	Salt	5 cents.
<hr/>		<hr/>	
Hortense	60 cents.	Stewart	48 cents.

Should the completion and enjoyment of the store come about Thanksgiving when the children like to have a play or entertainment to celebrate the occasion, the idea of the store might furnish the means for such a celebration as it did to the children of Speyer School. Knowing

as they did that Thanksgiving was a time of offering thanks for material blessings during the year and the looking after the poor, it was decided that a play which involved the buying of food from the grocery store for the purpose of giving to the needy, would be enjoyed by the other grades. With that purpose in mind, the following play was created, planned and carried out during the literature period.

SCENE I.

Children Playing at Schoolmate's Home.

(Children are all seated about on the floor, looking at books and dressing dolls.)

STEWART: Boys and girls; Thanksgiving is nearly here.

HORTENSE: Yes, I'm glad, because we are going to have a big turkey dinner.

MARION: My Aunt Nellie is coming to see us that day, too.

ELIZABETH: I shall be eight then, and I am going to have a birthday party.

EGBERT: It's a day poor people are made happy by getting good things given them to eat.

JOHN: Wouldn't it be nice if we made some poor people happy by giving them something to eat?

HORTENSE: How can we do it?

STEWART: Save up our pennies.

ALL (clapping hands): Yes, let's save up our money.

ELIZABETH: But whom shall we give the basket to?

MARION: My mother knows a Mrs. Jones who has six children and no husband, and they are very, very poor.

ALL: Let's save up our pennies for her right away. Good-bye; good-bye.

(Children depart for home after saying good-bye to their friend Elizabeth.)

SCENE II.

A Week Later at Elizabeth's Home.

STEWART: Let's count our pennies.

EGBERT: I have thirty-eight cents.

JOHN: And I have twenty-one cents.

ELIZABETH: Fifty-five cents is all I could save up.

HORTENSE: I have exactly seventy-five cents.

MARION: I've enough to buy cranberries and sugar—thirty cents.

EGBERT: What shall we buy?

HORTENSE: I'll buy potatoes, apples, oranges and bananas.

MARION: I'll buy cranberries and sugar.

EGBERT: My money will buy crackers and Franco-American soup.

JOHN: I would like to buy a can of peas and corn.

ELIZABETH: And I'll buy bread and butter.

STEWART: I've one dollar and fifty cents. So I can buy two cans of chipped beef, two cans of potted chicken, two cans of plum pudding, coffee, cocoa and tea.

HORTENSE: Where shall we buy our things?

STEWART: Come with me. I'll show you a good grocery store near Speyer School.

(Children start for grocery store.)



A SUGGESTIVE GROCERY STORE.

SCENE III.

Children at Grocery Store.

(Given in play store. Grocer waits on buyers with the help of the clerk.)

STEWART: Will you please put the things in this basket I've brought.

GROCER: Where is it to be sent?

MARION: Here is a card all written. How do you like it? Mother helped me. "To Mrs. Jones and children, with best wishes for a happy Thanksgiving from some Speyer School children."

HORTENSE: That's fine. Grocer, fix the basket up nicely and send it right away.

ALL: Good-bye. Good-bye.

SCENE IV.

Mrs. Jones's Home.

JOHNNIE JONES: Why don't we have a good Thanksgiving dinner like other people?

MARY JONES: Because we are poor and have no father to work for us.

MRS. JONES: Isn't that a knock? Yes. I'll go to the door.

(Mrs. Jones opens door.)

GROCER: Groceries, ma'am.

MRS. JONES: I didn't order any groceries.

GROCER: This was bought and ordered sent to you. Read the card.

MRS. JONES: Children, look what has been sent us by some good little children. Now for a good Thanksgiving dinner for us all.

ALL: Give me an orange, give me an apple, give me a banana.

MRS. JONES: Here is an apple for each of you, but before we eat it what would be nice for us to do?

JOHNNIE JONES: Let's sing our grace.

ALL: Yes, let's.

"Thank Him, thank Him, all little children,
God is love, God is love.

(Mrs. Jones sits down with children and all sing grace with bowed heads.)

The idea of having a grocery store in the schoolroom could grow out of the new subject of Industrial Arts as well as out of arithmetic. Since the source and preparation of manufactured foods is a problem to all, it can well be treated in connection with the grocery as one of the sources, with its food supplies of various kinds. Such problems as these could be taught interestingly and instructively to the children:

- I. How are fruits and vegetables canned? Let children can a quart of fruit.
- II. How are Heinz pickles made? Pickle in school a glass or so of small cucumbers.
- III. Where does sugar come from and how is it made? Get sugar cane, and after crushing the juice out, let it boil until a sugary state is reached.
- IV. How do we get our salt? Make refined salt from crushing, cleaning and boiling rock salt.
- V. Where does tea, coffee, and cocoa come from, and how are they prepared for buying in the grocery?

There are many other articles of food still left in the grocery to be taught. These could be made the basis of other lessons varying in informational value according to the needs of varying localities. Great assistance can be gained by writing to the factories that produce the articles and asking for processes and illustrative circulars. Very helpful charts can be made in school by the children. After the knowledge is gained they will be able to use it in compositions and pictures for the purpose of exhibits.

The "Health and Sanitation" department in our Training School would say that the grocery store had its place in the schoolroom since much could be gained from discussions as to old and recent dates marked on canned goods, the handling of such foods as cakes, candies, loose pickles, sugar, etc., by an unclean grocer; the cleanliness of the store in general and disastrous results likely to occur when men, cats, mice, and flies are allowed to sit about on articles, particularly flour sold in cotton bags where dirt can sift in and out, will prove a profitable topic. To sum up, the grocery store has a place in the schoolroom from the point of view of its assistance in Industrial Arts, Spelling, Language and Literature, Writing, Hygiene and Sanitation, and in particular for its most commonly used way of exchanging money for food in number.

Effort

Effort is a faery flower,
That can ope the gate
Of life's grim and gloomy tower,
Where the giant, Fate,
Sits and holds within his power
Love, until shall strike the hour,
Time will liberate.

Madison Cawein in The Editor.

Reviews

A bulletin concerning living conditions of rural teachers throughout the country, recently issued by the United States Bureau of Education, has attracted widespread interest and has been quoted in many of the leading educational publications. For example, *Education*, Boston; *The American Schoolmaster*, Ypsilanti, Michigan; *The Inter-Mountain Educator*, Missoula, Montana, all comment editorially on the following conclusion: "So long as teachers continue to be peripatetics, the best results in community leadership can not be expected. A change from amateur to professional in rural schools would be hastened by giving the teacher a salary that would enable him to provide comfortably for his family, and compelling the community through legal enactment to erect a teacher's cottage in close proximity to every school plant." That this high standard is not impossible of attainment is proved by considerable evidence. There are at least seventy-three communities which provide homes for the teacher. Concerning these the bulletin says: "In the few communities reporting permanent homes, the teachers are usually able to project the school into the home and draw the home close to the school. Where teachers' cottages are provided, these, aside from making the teachers' own lives more attractive, naturally become rallying centers for all community activities."

Some day the one-room district schools will be replaced by well-equipped consolidated grade schools, every county will have a central high school under the direction of a man who is an expert farmer, and comfortable homes will be provided for the rural teachers. When that day comes, teaching will truly be a profession and the teachers will take their place as real leaders in the communities in which they serve, and "school keeping" will cease to be a stepping-stone to matrimony, and teaching will be a life work for earnest, well-trained men and women.

The Historical Publishing Company of Topeka, Kansas, has just issued a revised edition of their *Quadrangle Series* of class-room manuals for history. No doubt this series will meet with instant approval by all progressive teachers of history in high schools and academies. The author of these manuals, Professor John G. Iliff, of Berkeley, California, has undertaken to furnish a class-room "help" that is really a help and not a hindrance to good work.

These manuals are printed in eight parts, covering the whole field of history—Greek, Roman, Ancient, Mediaeval, Modern, English, and United States history. The last two parts are now in preparation. Each part contains excellent outline maps, a scholarly and well-constructed syllabus, a glossary, and a carefully selected bibliography ar-

ranged according to value. An ample number of blank sheets for notes is distributed throughout each manual. For the benefit of the teacher, especially, the author has added brief biographical notes on the authorities cited in the bibliography.

The following quotation from the preface states the aim of the author of the manuals: "The author of this manual believes that the student ought to come out of the high school or academy history courses with these five things solidly his own: 1. A mastery of the chronology of the chief events; 2. A mastery of the geography; 3. Such familiarity with the correct pronunciation of the names of men and places as leads to their being spoken correctly without hesitation or second thought; 4. A clear understanding of the main movements and events; 5. Enough of the historical spirit and method as to lead him some distance into the field of authorities. Class-room drills are valuable in attaining the first three, thorough reading and class discussion promote the fourth, but only the syllabus method and some use of sources can secure the last." In these manuals, Mr. Iliff has furnished the teacher with a valuable aid in attaining these five aims in teaching history.

"Valueless Courses in Methods"—editorial in the June number of *The School Review*.

It is evident from a mere glance at the first paragraph of this article that the writer is giving the fruits of experience, while a careful reading of it will impress the reader at once that the writer is stating useful facts.

Courses in methods of teaching as they are usually given are interesting but not easily applicable to class-room use, as evidenced by the almost universal criticism of class-room instruction by educational experts. Such courses, as they are usually conducted, consist in the perusal of a text-book on class-room management, with supplementary lectures on such subjects as the aim of high school instruction, the organization of the courses of study, the five formal steps in a recitation, and the like. Usually visits are made in a mass to observe classes in a model school, if one is convenient, with informal discussions following the visits.

It is barely possible that a boy might learn how bricks are laid, if he puts in his time by standing over an artisan and watching him lay a few thousand bricks, listening, at the same time, to a pastmaster at brick-laying as to how the workman is handling his trowel. He might even learn how bricks are laid by reading about the art in carefully written manuals. By such methods an extraordinary observer might learn *how* bricks are laid, but he would never acquire skill in laying bricks.

While the handling of a class in English or arithmetic is not completely analogous to the laying of bricks, nevertheless, the process of acquiring skill in teaching is in some respects analogous to the acquiring

of the bricklayer's skill. "Apprenticeship—actually performing the necessary operations—is universally indispensable for acquiring skill. It is true in all manual crafts, it is so in surgery, in dentistry, in law, to a certain extent in the ministry, in the diplomatic service. It is no less true in teaching." Consequently, courses in methods in teaching can be of real value only in so far as they involve actual participation in the classroom problems.

A recent issue of the *Baylor Bulletin* contains an article, by Dr. J. L. Kesler, entitled "Science and The Bible in Our Schools." The article is worthy of every teacher's most serious consideration. Dr. Kesler points out some of the popular superstitions that still exist under the name of religion, and he shows how the well-educated, broad-minded, deep-thinking teacher may help to eliminate many of the erroneous educational and religious dogmas that are still widely extant. The spirit of the article is contained in the following quotation: "Science has probably done no more signal service for religion than the tearing away of the clouds of superstition that hide its fair form. Superstition has the habit of springing up in the rich soil of religion and overgrowing its solid sincerities; but it is a fungus growth and has no part in right religion. It can not abide the dry light of the laboratory, while religion, released from its unseemly garments, shines with unwonted splendor." Dr. Kesler shows that whatever conflicts exist are not between science and religion, but between opinions.

There is more in teaching than the mere sitting in classroom and teaching the subject-matter of books. That the true teacher must give more than intellectual or technical training is the opinion of Mr. George B. Lawson, as given in an article on "Character—The Opportunity of the Secondary School," printed in the June issue of *Education*.

At the age when boys and girls are in the very formative and impressionable years, when they are more plastic, more responsive, and more susceptible to all influences than later when their habits become fixed, the personality of the teacher enters and in a large measure moulds their sense of honor, of justice, of fairness, and in fact those things which determine character. President Hyde has put it clearly when he said: "The high school teacher who knows his students individually and leads them to the recognition of their deeper selves is almost omnipotent for determination of both career and character."

In order that the teacher may be able to reveal the student to himself and discover his individual purpose, the teacher must of course have a purpose of his own. Again, President Hyde puts it clearly when he writes: "Unless one has chosen teaching because that is what he feels specifically designed and drawn to do, he will hardly have power to lead others into what shall be to them an equally noble and enjoyable career.

You can never discover the true self in others unless you have found and worked out your own. The true teacher finds his crowning opportunity in revealing to his students some appealing career and compelling purpose, which shall be to them what teaching is to him." Bishop Brooks once said "we hear the cry often 'principles, not men,' but to send out principles without men is to send an army of ghosts abroad who would make all virtue and manliness as shadowy as themselves. It is principle brought to bear through the medium of manhood that inspires."

It is impossible to explain how the influences of personality work, but we know that the power of an example is greater than all lessons and creeds. Character can not be taught; it is a contagion; it comes by inspiration. So we think with Mr. Lawson that the opportunity of the secondary school challenges the very highest intellectual and spiritual equipment of men and women.

An article in a recent issue of the *Mathematics Teacher*, on "Business Arithmetic versus Algebra," by Mr. George H. Van Tuyl, should prove of great interest to mathematics teachers in general. In it Mr. Van Tuyl makes a very timely and justifiable attack on elementary algebra of the conventional type.

It is generally accepted among mathematics teachers that the function of algebra is threefold: "(1) To establish more carefully and extend the theoretic processes of arithmetic. (2) To strengthen the pupil's power in computation. (3) To develop the equation and to apply it in the solution of problems in a wide range of interest, including problems often treated in arithmetic, geometry, physics, and the other natural sciences." Mr. Van Tuyl sets forth to prove, by reason and by illustrations from his own experience, that mathematics in general, and algebra in particular, does not give one the "ability to grasp a situation, seize the facts, and perceive correctly the state of affairs," nor does it strengthen the pupil's power in computation better than does the study of business arithmetic. As to the third function of algebra, namely, the development and use of the equation, it is equally true that the equation can be, and should be, used in business arithmetic just as well as in algebra.

By business arithmetic the writer means the arithmetic of business—arithmetic which has for its object the solving of problems and the making of calculations by up-to-date business methods, that is, by the easiest, simplest, and shortest methods possible.

Mr. Van Tuyl sets about, by comparison of the two methods of solving practical problems, to show how business arithmetic exhibits the same characteristics of skill and clear thinking as does algebra, and, at the same time, gives the students something practical that they can use after leaving school. So forceful is Mr. Van Tuyl's presentation of the merits of business arithmetic that one is ready to question whether or

not it would be advisable to make business arithmetic a required subject throughout the first year of the high school.

That the education of rural people to higher ideals for themselves determines, in a large measure, the progress in rural education, is the strong conviction of Mr. J. L. McBrien, as shown by an article on "Ideals in Rural Education" in a recent issue of the *Atlantic Educational Journal*.

The ideals to be sought for in rural education are, according to Mr. McBrien, threefold. First, as to school funds; here, the ideal should be to give the farm boy and farm girl equal opportunity in their preparation for life with the city boy or girl. This can be accomplished only by accepting a larger taxing unit, whether through consolidation, through the township unit, or the county unit. Our rural people must part with some of their old idols and realize that a sufficient amount of money to equip properly the school and secure a professionally trained teacher is an absolute necessity for the progress of rural education.

The second ideal relates to the minimum education of country boys and girls. The average is now 1,057 days—less than six years; the minimum should be not less than eight years. And with the united efforts of all the educational forces of the nation the present generation ought to see this ideal attained and a new one set high enough to fit the country boy for his life and prepare him for his duties as a citizen.

The third ideal refers to the qualifications of the rural teacher. Among the many qualifications that a rural teacher should possess are the following: A passionate love for and a full devotion to country life; a broad and accurate scholarship; an unerring judgment that will select the knowledge most useful to the children; an unflinching faith in humanity and a heart power that is profound and inspiring; a mastery of correct English and the story-telling art; a personality that is pleasing and captivating; an appreciation of the matchless opportunity as well as the matchless responsibility of the rural teacher. A teacher with such qualifications and ideals will teach more than the facts of books. She will help to discipline the feelings, restrain the passions, inspire true and worthy motives, and inculcate a profound religious sentiment in those who come under her care. She will train her pupils toward the farm rather than away from it, and she will teach them that integrity and honor are the rarest possessions that come to men and women in this life. "She will teach her boys and girls that 'it is only by surpassing the world in all chivalry and dignity, in all modesty and purity, in the integrity of our business, in the virtue of our homes, in the rectitude of our intelligence, in the aspirations of our intellectual life under the absolute control of moral righteousness, that we can meet the responsibilities of American citizenship.'"

The April number of *Teaching* has an article entitled "School Gardening Out of School." The widespread interest in school gardening makes this article of exceptional interest just at the present time. According to the author, the chief purposes of school gardens may be summed up as follows:

1. They give zest and interest to the school work in general.
2. The school gardening may be correlated with the other school subjects.
3. School gardens furnish ample opportunity for exercise in the fresh open air.
4. School gardens give practical experience in agriculture and thereby prepare students for their future task of developing the internal resources of the State.

"The soil is wearing out, and the only natural way to teach the people the art or science of restoring this ground is by training the youth of the State, who in time will be the citizens of tomorrow. School gardens are good places in which to begin this teaching. Besides being different from the regular routine of school life, it makes for greater interest in all school work."

Mr. O. H. Benson, of the United States Department of Agriculture, contributed an article to the July *Educational Monthly* on "Giving City Boys and Girls Rural Experience and Opportunities" that will inspire every country school teacher who has the good fortune to read it. Mr. Benson has said nothing new, but he has put in a forceful way some old truths that are losing their hold on the minds and hearts of men and women in the rural communities. The following quotation strikes the key-note of the article: "City boys live in houses. Country boys live in homes." Mr. Benson has put before the reader an array of facts that calls forth his sympathy for the city boy, and his longing to be a boy back on the farm in God's playground with real, live pets and away from the man-made, devil-ridden places of amusement of the city, and the toy guns and stuffed bears and rabbits of the city nursery.

Let every country teacher discern the "glory of the commonplace" of the quiet farm life and be inspired to vitalize and realize the ideal country home in the community in which she lives and works.

In the July number of the *Educational Monthly* there appears a helpful and suggestive article by Superintendent S. H. Edmunds, of Sumter, South Carolina, under the title, "Coöperation of County Superintendent and City Superintendent for an Efficient Teaching Corps." Mr. Edmunds shows clearly that he understands the problems and difficulties that so often prevent an enthusiastic and efficient coöperation of the city and county superintendents to promote the best interests of both the rural and city schools.

After a brief discussion of the causes and sources of the criticism to which all public school teachers are subjected, Mr. Edmunds suggests

several ways in which the city and county superintendents may work together to remove the causes of criticism and to help the teachers find the fields in which they can render the highest service. First of all, he says, the trustees must be convinced that the "sole qualification that should govern them in the selection of teachers should be efficiency, in the broad acceptation of that word; that when they get a teacher who fits in with the community they should keep her if possible; that they should be constantly endeavoring to secure for the teacher of this sort such a salary as will induce her to make that community her home and perhaps make teaching a life work." When we consider the short time the average teacher spends in the profession, this suggestion is worthy of serious consideration, for every change made in teachers means a positive loss to the school and community, even though the change be for the better.

Mr. Edmunds also suggests that the rather formal county teachers' associations be replaced by several meetings of all the teachers in the county, at which the practical problems of each school should be discussed and a spirit of mutual helpfulness developed. It is further pointed out that the superintendents could work together in arranging to have the teachers visit different schools to gather inspiration and help for their own work.

In closing, Mr. Edmunds shows the value of a central high school as a means for uniting the educational forces of a county in working for the common end, the training of the boys and girls of the county to meet the actual problems of the life they are living and to inspire and prepare them for greater achievement in the future.

Commencement of 1915

PROGRAM.

Sunday,	June 6, 11:00 a. m., Commencement Sermon, Bishop Thos. C. Darst, Wilmington, N. C.
	8:30 p. m., Young Women's Christian Association Sermon, Rev. George Matthis, Clinton, N. C.
Monday,	June 7, 10:00 a. m., Meeting of Board of Trustees.
	6:00 p. m., Class Day Exercises.
	8:00 p. m., Alumnae Dinner.
Tuesday,	June 8, 8:30 p. m., The Opera, "Mikado," Alumnae Association.
Wednesday,	June 9, 10:30 a. m., Address, Hon. Francis D. Winston, Windsor, N. C.
	11:30 a. m., Graduating Exercises.

The sixth annual commencement was marked by simplicity and dignity. The absence of the stress and strain that frequently mar such an occasion was due to the fact that the commencement lasted a day longer, thus keeping the events from crowding too closely together and giving the people more time to mingle with friends. The weather man was kind enough to withhold both rain and extreme heat.

The following report of Sunday morning services, from the *News and Observer*, gives Bishop Darst's excellent sermon in full:

Sermon by Bishop Darst

The commencement exercises of East Carolina Teachers Training School began Sunday morning, when Bishop Thomas C. Darst, of Wilmington, preached the annual sermon before the graduating class. None of the churches in the town of Greenville had services, so that the people could attend the services at the school. After the congregation had assembled the entire student body, dressed in white, filed into the auditorium. The special music was particularly beautiful. The school has made a great reputation for its wonderful chorus singing. The Sanctus from "St. Cecilia's Mass," by Gounod, was sung. The solo part was sung by Miss Rubelle Forbes, of Greenville, the trio parts by the Glee Club, and the chorus part by the whole school. At the close of the service the entire school sang "I Waited for the Lord," by Mendelssohn. All joined in the singing of "All Hail the Power of Jesus' Name."

The lesson was read and the first prayer offered by Rev. J. R. Matthews, pastor of the Episcopal Church of Greenville, N. C.

Bishop Darst, before taking his text, said that he wished to enter into any work, not only that of the church, that made life count for more or helped toward better citizenship. He considered this an opportunity, because the graduates of a school of this kind would surely do great things for the State "in the future," these graduates will have the great privilege of taking the plastic mind and moulding it into harmony and beauty, and developing strength of character. In preaching he said that he would be preaching to his own heart as much as to them.

Bishop Darst preached an earnest, inspiring sermon, full of spirituality, a sermon that was peculiarly appropriate for a class graduating from a school that had fitted them for a particular work. The simplicity and directness with which the message was delivered added force and beauty to the sermon. His text was: "I therefore, the prisoner of the Lord, beseech you that ye walk worthily of the vocation wherewith you are called." (Eph. 4:1.)

To make life count in God's plan for lifting the world back to Him one must have a vision, a motive, a purpose actuating life. When there is no vision the people perish. Now and always a planless is a powerless life. Unless there is a plan, a guiding star followed faithfully, there is always a drifting, indeterminate, useless life. In looking around you see many such lives. Those who began with good opportunities, because there was no purpose became derelicts upon the ocean, without rudder or crew, harmful to the ships with precious cargoes. You stand here with eager faces turned towards the dawn of a larger purpose. In the still watches of the night you have planned rich and noble things. You have demonstrated to yourselves that you can become an honor to the State, that you can conquer. You are at the beginning, you have the foundation laid for work of the future, a future unexplored, but yours. You can not be worthy of the vocation to which you are called by using what you think you have or what others have had, but by using the things you actually have, the things that God has bestowed upon you. Definite rules are necessary to make you worthy of the vocation. You can not become worthy unless you develop definite, virtuous characters, used day after day.

"The first thing necessary is absolute unselfishness. If your picture of the future glorified yourself, and was made without your thinking of how you are to attain it, then, in God's name, I hope your plans will be frustrated. There is no development, no true growth into the life designed by God unless self is eliminated. We must 'rise on stepping-stones of our dead selves to higher things,' to nobler aims and purposes. There is a legend of a monk whose prayer was, 'Oh, God, that I might see Thee!' One day on the stone wall of a cell he saw the picture of the Saviour appear. Hearing the bell at the gate, he knew that a beggar was there waiting for alms. He said, 'If I go, I miss my Lord, if I stay I fail in my duty.' He went and ministered to the poor beggar.

When he returned he kneeled and no longer did his eyes behold the vision of the picture of Christ, but beheld the Christ Himself in all His glory and splendor. The Master said, 'Because thou wentest, I stayed. If thou hadst stayed, I should have departed.' This story has truths for us today. To do the real thing is to see the Christ. If you would realize what it means to grow in beauty and harmony, you'll not find it in trying to catch glory and splendor for self, but you'll find it as you go about the common duties of life, as you serve with fidelity and truth. You must preserve the soul committed to you to teach in His name.

"You can not prove worthy of the vocation wherein you have been called unless you are faithful to your trust. Go out and teach school, but do not consider that you are doing a little thing for the great thing, while waiting for the larger place. The larger life will not come unless with faithfulness we do the little things. Be faithful and in God's name you will find yourself worthy to do the larger thing. A ship does not depend for its guidance on the comet that flashes and leaves darkness, nor on the stars that shoot. It finds its way to haven and safety by following the fixed star. Be ye worthy by steady shining and be ye constant in your lives.

"God did not promise reward for being successful or intellectual, but said be ye faithful until death and I will give you a crown of life. If your work is well done it will be successfully ended.

"You have gained splendid ideals here. Be true to them. Do not take the easy road if the long, broad road is the right road. 'To thine own self be true and it must follow, as the night the day, thou canst not then be false to any man.'

"If you would give your life to your State, to your people, to the little children, you must be consecrated. Saul of Tarsus was a man of purpose, power, splendid intellectual training, but not until he fell in the dust of the road and said, 'Lord, what will Thou have me to do?' did he become the great power of the world in helping thousands of men find their way back to the kingdom of God on earth. Your prayer should not be for higher intellectual power and greater places, but like Paul you should pray that you may be of more service to humanity and to God. Intellectual equipment is insufficient unless you catch the spirit that will make you great. I can conceive of a builder sent out to construct a great bridge without sufficient material. He is compelled to return and report that he has failed because he had no material. God has not sent you thus. He has given you the material wherewith you can fit yourselves. He has given you intellect, love, sympathy, and His Word. Use your materials, accept His Word as the guide of your life.

"The teaching profession is second only to the ministry. You have the privilege of teaching children to form the perfect trinity of God—body, mind and soul. The wise men of the East saw the star and followed it to where the Christ-child lay. You, too, must follow a star,

the star of service. You must follow this as did the wise men. It may lead through lonely roads of rural districts, but if it leads you to peace, bring it to the feet of the Lord. When you have finished your little work you will hear, 'Well done, enter thou into the joy of thy Lord.'

Y. W. C. A. Sermon by Rev. George Matthis

At the opening of the Y. W. C. A. services on Sunday evening, President Wright paid a high tribute to the work of the Association.

Before taking his text, Mr. Matthis paused to pay tribute to woman-kind and express the wish that the influence of the school would be such that wherever you found a woman who went out from the school you could locate her by that subtle quality that some schools seem to have the power of bestowing upon their students. He took as his theme the Meaning of Life.

St. Paul and Shakespeare both say "Life is a garden." Mr. Matthis developed the meaning of life by taking issue with both St. Paul and Shakespeare and by giving the purpose and standards of life. His central idea was that the temporary trinity of body, soul and mind should be developed so that man will grow into the eternal trinity. He gave as the definition of right: "To do the things that help and leave undone the things that mar." "It is for each individual to search into his own life and determine the right and wrong for himself."

The sermon was full of mysticism that appealed to the young women and was rich in figures of speech that appealed to the fancy.

Class Day Exercises

Welcome Song	Class
The Class History.....	Christine Johnston
Song	Class
Ode to Our President.....	Ernestine Forbes
The Palmist	Bettie Spencer
Our Lady Principal.....	Connie Bishop
Presentation of Class Relics.....	Clara Davis
Presentation of Loan Fund.....	Louise Moore
What became of the Staff?.....	Louise Moore
Our Class Adviser.....	Gelene Ijames
Last Will and Testament.....	Sarah Clement
Song—Good-bye	Class

The ideal spot, a lovely slope in the campus woods, and the ideal time, twilight, added charm to the class day exercises. The whole school, dressed in white, wearing class colors and waving class banners, marched to the spot. The Seniors wore white dresses trimmed in green, made in military style. They had made a point of making their class-day and graduating dresses.

Jokes, fully appreciated only by the class and their friends, and the touches of sentiment that meant much to the class and school, did not

shut out the public, but gave them a peep into the heart of school life. The class banner was bequeathed to the class adviser, Mr. Austin. The loving cup left to them by their sister class, '13, was returned and then given over to the next sister class, '17. The triumph of the Seniors was complete and the chagrin of the Juniors great indeed when the president of the Senior class showed the staff, that annual bone of contention between Juniors and Seniors, and reported that it had rested behind the mirror in a Junior's room for seven months, and that the required six inches of staff and a bit of the colors had been showing all this time.

The Alumnæ

The meeting of the Alumnæ Association on Monday afternoon, June 7, was well attended and was by far the most satisfactory meeting they have ever held. A report of this is given in the Alumnæ Department.

The alumnæ dinner on Monday evening was the one big social feature of commencement.

The performance of the "Mikado" by the alumnæ, assisted by the school, was the most brilliant dramatic event in the history of the school. Preparations for a year culminated in this evening's entertainment. The proceeds will form the nucleus of a fund for an alumnæ building, a gymnasium. The Alumnæ Association is young but strong and enthusiastic, and realizes it must work for some big thing in order to increase in strength and keep enthusiasm. The principals in the cast and the managers hurried to the school at the close of a year of hard work and rehearsed and worked almost constantly, not a one failing to carry out the task assigned her. The students who sang in the choruses caught the same dauntless spirit and cheerfully practiced in spite of the strain of examinations and the other extra duties incidental to the closing days of the year's work.

It is significant that each alumna still feels herself as much a part of the school as if she were still a student.

Graduation Day

That subtle, tense feeling peculiar to graduation day was in the air on Wednesday morning. Fathers and mothers, brothers, sisters, cousins, friends, and sympathetic spectators came early so as not to miss one of the most imposing sights of commencement—the marching in. The chief marshal led the line, which was as follows: President Wright, Hon. Francis D. Winston, the speaker of the day; Rev. R. L. Gay and Rev. J. M. Daniel, the ministers who took part in the exercises; the members of the Board of Trustees, the graduating class of forty-five, the glee club, all of whom took their seats on the stage; then followed the remainder of the student body and the alumnæ. All of the students were dressed in white.

Rev. R. L. Gay, pastor of the Baptist church in Washington, led in prayer.

After Handel's Largo was beautifully rendered by the chorus, President Wright said that the speaker of the day was too well and favorably known to need an introduction, so he would merely present him. He referred to the service Judge Winston had rendered the school and to the fact that he voted to locate the school in Greenville, and he said that he had been told that his vote decided the location.

When Hon. Francis D. Winston arose, the applause proved that he is a favorite citizen of North Carolina. Before beginning his speech he thanked President Wright for "so handsomely misrepresenting" him, and told an apt story, catching the attention of his audience. He announced that he had no written speech, but was going to talk just as he wanted to talk, but what he wanted to say was so good and so well said that notes were preserved and the speech is published in *The Quarterly*. Yet the chief charm of the speech, the flashes of wit and satire, the frequent stories opening with "that reminds me," and the inimitable manner, could not be reported. When the speech was ended each one in the audience felt he had had an hour of recreation and relaxation, and yet the deep truths were stamped on the mind. It is rare that a speech so practical, full of common sense and good, sane advice to young women who are going into the rural communities to teach, will hold the rapt attention of an audience of widely different interests.

At the close of the speech the chorus sang Dvorak's Humoresque.

President Wright then presented diplomas and Bibles to the following forty-five young women:

Maude Lee Anderson.....	Halifax County
Connie Madison Bishop.....	Wilson County
Mary Eleanor Bridgman.....	Hyde County
Mildred Davis Brooks.....	Person County
Esther Swann Brown.....	Hyde County
Emma Jane Brown.....	Northampton County
Pearle Cleveland Brown.....	Gates County
Sarah Emily Clement.....	Davie County
Leona Frances Cox.....	Onslow County
Mabel Hughes Cuthrell.....	Beaufort County
Lula Pearl Davis.....	Hyde County
Clara Lois Davis.....	Georgia
Mabel Clara Davis.....	Lenoir County
Mary Bernice Fagan.....	Martin County
Ethel Beatrice Finch.....	Nash County
Ernestine Forbes.....	Pitt County
Rubelle Forbes.....	Pitt County
Clara Gladys Griffin.....	Edgecombe County
Elizabeth Violet Hooks.....	Wayne County
Rachel Eugenia Howard.....	Orange County
Gelene Ijames.....	Davie County
Sallie Frances Jackson.....	Pitt County

Pattie Mack Johnson.....	Robeson County
Christine Benedict Johnston.....	Pitt County
Julia Norfleet Jordan.....	Gates County
Louise Moore	Pender County
Lela Carr Newman.....	Wake County
Valera Addie Perkins.....	Pitt County
Bessie Faison Perrett.....	Duplin County
Florence Pettway Perry.....	Warren County
Fannie Ruth Proctor.....	Nash County
Mary Lois Reid.....	Northampton County
Emma Robertson	Martin County
Millie Jane Roebuck.....	Martin County
Kate Eugenia Sawyer.....	Pamlico County
Elizabeth Plummer Spencer.....	Beaufort County
Alice Stephens	Beaufort County
Edna Stewart	Davie County
Katherine Elizabeth Tillery.....	Halifax County
Alice Camp Tillery.....	Halifax County
Helen Christine Tyson.....	Pitt County
Vera Mae Waters.....	Pitt County
Laurie Jordan White.....	Halifax County
Irene White	Halifax County
Ella Mae White.....	Hyde County

President Wright then called the names of the twenty-eight young women who had completed the one-year professional course and had been given certificates.

At the close of the exercises, President Wright announced that the graduating class had presented to the school the sum of two hundred dollars, to be used as a loan fund; also that the Pitt County Federation of Women's Clubs had placed in his hands the sum of \$152.80, to be loaned to worthy young women during the next school year. The one-year class presented to the school a beautiful copy of the picture, "The Reading from Homer," which has been hung in the president's office.

As a fitting close to the commencement of 1915, the school and audience joined in the singing of "Carolina," after which Rev. J. M. Daniel pronounced the benediction.

Meeting of Board of Trustees

At the meeting of the Board of Trustees on Tuesday morning, June 8, the following members were present: Dr. J. Y. Joyner, Messrs. Y. T. Ormond, J. B. Leigh, A. McDowell, J. R. Bannerman, and J. W. Hines.

President Wright, in his annual report to the board, made the following statements:

PRESIDENT WRIGHT'S REPORT.

In many respects this has been the most successful year in the history of our school. The enrollment is forty-four greater than last year.

The following counties in eastern North Carolina have had students with us this year: Beaufort, 18; Bertie, 5; Bladen, 1; Camden, 3;

Carteret, 4; Chowan, 4; Craven, 6; Cumberland, 1; Currituck, 2; Dare, 1; Duplin, 5; Edgecombe, 7; Franklin, 4; Gates, 7; Greene, 4; Halifax, 12; Hertford, 3; Hyde, 14; Johnston, 1; Lenoir, 7; Martin, 9; Nash, 8; New Hanover, 2; Northampton, 8; Onslow, 2; Pamlico, 5; Pasquotank, 2; Pender, 1; Perquimans, 7; Pitt, 45; Robeson, 9; Sampson, 3; Wake, 5; Warren, 3; Washington, 8; Wayne, 3; Wilson, 2.

Western counties represented: Caswell, 1; Davidson, 1; Durham, 1; Gaston, 1; Granville, 4; Guilford, 1; Harnett, 1; Lee, 1; McDowell, 1; Moore, 1; Person, 6; Randolph, 1; Scotland, 1; Stanly, 1; Surry, 1; Union, 2; Vance, 6; Yadkin, 1; Davie, 3; Orange, 2; Moore, 1.

Five States have had students with us this year, as follows: South Carolina, 1; Mississippi, 1; Virginia, 4; Georgia, 1; Florida, 1. In every case there is some special reason why these students are here from some other State.

Though our people have had a year of financial unrest and uncertainty, and though the dormitory capacity in the school has been sixty greater than for any other school year in our history, we have been forced to refuse admission, for the regular school year, to forty-four students. For the summer term, Director C. W. Wilson reports to me that he has already refused admission to 194 students, and he is reserving rooms only for those who intend to spend the entire time (eight weeks). This makes up to date a total of 238 students refused admission this school year. Prior to this year we had refused admission to 1,312 applicants. This means that since the school first opened its doors to students nearly six years ago we have been forced to refuse admission to 1,540 applicants, making an average of 258 refused per year. This is a record of which we are justly proud.

Alumnæ

Annual Business Meeting

The annual business meeting of the Alumnæ Association was held Monday afternoon, June the 7th, at 4 o'clock. It was well attended, each class having several representatives, which with the new class of members made an attendance of nearly one hundred.

The meeting was presided over by the president, Edna Camm Campbell. The minutes of the previous meeting were read by the secretary-treasurer, Mary Newby White, and approved. Several committees made their reports, and all unfinished matters from the meeting of last year were completed.

Changes in the constitution were discussed and the following by-laws voted upon and passed:

1. An Alumnæ Editor shall be elected annually, who, with a committee of three, which may be elected or appointed by the President, shall attend to the Alumnæ Department of the Training School Quarterly.

2. A corresponding secretary shall be elected annually. All writings of the Association to be done by her.

3. All members of the faculty who have acted as class advisers to a Senior Class, shall, upon the graduation of that class, become honorary members of the Association.

The election of officers was held and resulted as follows:

President.....	E. C. Campbell
First Vice-President.....	Mattie Bright
Second Vice-President.....	Grace Bishop
Secretary-Treasurer.....	Mary N. White
Corresponding Secretary.....	Marion Alston
Alumnæ Editor.....	Pattie Dowell
New Member of Executive Committee.....	Christine Johnson

The following committees were appointed by the president:

Committee for Alumnæ Department—Ruth Moore, Pearle Brown, Bessie Lee Alston.

Committee to Decide upon Stationery for Association—Willie G. Day, Mary Moore, Emma Cobb.

Finance Committee, which will adopt and work out plans for making money for the year 1916—Willie Lee Smith, Ernestine Forbes, Margaret Blow.

Discussions of plans as to the best way to obtain money for the year 1916, to add to the gymnasium fund of two hundred and forty dollars and fifty-eight cents cleared from "The Mikado" were taken up. Two were left to be acted upon as the Finance and Executive committees should see fit. They were as follows:

1. During Commencement week an out-door performance be given either by the Coburn or Frank Lea Short players. The Association to have a certain per cent of all receipts.

2. A tea-room to be operated down town during the week prior to Commencement. This tea-room to be furnished in the decorations left from "The Mikado," and to be managed from day to day by different committees of Alumnae girls.

In this room, also, to be for sale practical articles of clothing, such as simple pieces of lingerie, embroidered shirtwaist lengths, center-pieces, etc. The entire association to be divided into groups or committees of five. Each group to make itself responsible for a certain amount of these materials. All articles remaining unsold, of course, to be returned to the donor. The meeting then adjourned.

Annual Dinner

The fourth alumnae dinner was given on Monday evening, June 8. At 8 o'clock the alumnae, officers and faculty of the school with a few friends met in the dining hall, which had been simply but artistically decorated for the occasion. The tables were so arranged as to add to the spacious effect of the room and were decorated with pine needles and purple vetch. The hall, full of girls in evening dress, was a beautiful scene. The place cards were decorated with a spray of long-leaved pine painted in the corner. The menu cards were folders printed in purple ink with the school seal in the corner in gold. Apt quotations were under each course. Miss Edna Campbell, president of the Alumnae Association, made a gracious, witty toastmistress. The following toasts were responded to:

Welcome to 1915.....	Miss Louise Dell Pittman
Response of 1915.....	Miss Ernestine Forbes
Greetings from the Faculty.....	Prof. H. E. Austin
To You	Miss Estelle Greene
To Us All.....	Miss Willie Lee Smith
To the Deserters.....	Miss Bessie L. Alston
Linking up With the Community.....	Miss Emma Cobb

Several of the visitors were called upon and responded delightfully, always paying tribute to the faculty and graduating class.

President Wright was called and responded in a manner that was in keeping with the occasion. He seized the opportunity to inform the alumnae that a special course had been prepared for them, and that when they were required to attend some summer school a place was ready for them.

During the evening the music by the orchestra from Washington was greatly enjoyed, not only by the alumnae, but by all the students, listening from the campus and the dormitories and longing for the time when they might participate in just such an event. Those who have attended these dinners each year commented upon the remarkable growth of the alumnae from a mere handful to a large hall of enthusiastic young women.

“Mikado”

The alumnae of the Training School have reason to feel gratified by the success of their performance of the “Mikado” on Tuesday night of commencement week. The principals, with the exception of two of the three little maids, were the same principals in the cast two and a half years ago—Miss Willie Lee Smith as Pook-bah, Miss Edna Campbell as Ko-Ko, Mrs. Arlene Jayne Dail as Nanki-Poo, Miss Blanche Lancaster as Pish-Wah, and Miss Willie Greene Day as the Mikado, had all grown into their parts and gave much finer interpretations than they did in the previous performance. Miss Marion Alston made a charming Yum-Yum, bringing out well the finer shading of the lines.

The stage seemed indeed to have been transported from the flower-land of Japan. The thatched tea house in the background, the festoons of wistaria, and the blooming cherry trees made a charming setting for the bewitching little maids from Japan in their light-hued kimonos and for the stately “gentlemen from Japan.”

To Miss May R. B. Muffy’s untiring and brilliant work in coaching is due the success of the performance.

Alumnæ in Attendance

The following is a complete list of alumnae attending commencement:

1911.

Margaret Blow	Greenville
Pattie S. Dowell.....	Ayden
Nell Pender	Greenville

1912.

Nannie Bowling	Greenville
Edna Campbell	Greenville
Minnie Best Dail.....	Snow Hill
Sadie Exum	Greenville
Estelle Greene	Greenville
Eula Proctor	Rocky Mount
Hilda Critcher	Greenville

1913.

Willie Greene Day.....	Franklinton
Mary Lucy Dupree.....	Greenville
Eloise Ellington	Greenville
Annie Mae Hudson.....	Winston-Salem
Josephine Little	Greenville
Mary Moore	Greenville
Ruth Moore	Burgaw
Louie Dell Pittman.....	Grimesland
Lula Quinn	Beulaville
Willie Lee Smith.....	Oxford
Josephine Tillery	Scotland Neck
Mamie Ruth Tunstall.....	Greenville



SCENES FROM THE "MIKADO."

- I. "I'm the Emperor of Japan, and I'm his daughter-in-law-elect."
- II. "The flowers that bloom in the spring, tra la! Don't furnish us money for 'gyms'."
- III. "Everything seems to point to you."

Mary Newby White.....Belvidere
Mrs. Hattie Whitehurst Winslow.....Scotland Neck

1914.

Marion Alston.....West Raleigh
Bessie Lee Alston.....Henderson
Corinne Bright.....Washington
Mattie Bright.....Washington
Mary E. Chauncey.....Belhaven
Emma Cobb.....Pinetops
Mae Belle Cobb.....Fremont
Mattie Cox.....Trenton
Gertrude E. Critcher.....Greenville
Helen M. Daniel.....Henderson
Ira Pearle Daniel.....Oxford
Lela Moore Deans.....Wilson
Mary Elizabeth Doub.....Knightdale
Manis Belle Evans.....Greenville
Blanche Everett.....Palmyra
Gladys Fleming.....Greenville
Lula Fountain.....Tarboro
Annie D. Hardy.....Stantonsburg
Blanche Lancaster.....Battleboro
Carrie Manning.....Parmele
Addie M. Pearson.....Bailey
Agnes Leigh Pegram.....Henderson
Geneva Quinn.....Chinquapin
Annie E. Smaw.....Henderson
Grace E. Smith.....Greenville
Mary E. Weston.....Swan Quarter
Rosa Mae Wootton.....Greenville

Valeria Perkins, '15, Joins "The Deserters"

A quiet but beautiful marriage was solemnized on Thursday morning, June 10, at the home of Mr. and Mrs. E. L. Perkins, of Greenville, N. C., when their daughter, Valeria, became the bride of Mr. William Sterling, of Portsmouth, Va.

A number of friends witnessed the ceremony, among them many of her classmates, of the faculty and students of E. C. T. T. S.

In Passing

Mr. Wright says that we may use one wing of the administration building after this year as "Alumnæ Hall" during commencement. The expense of returning to reunions will thus be materially reduced. Girls, let all of us go back to the school next year!

The Alumnæ Association is to be congratulated in having had such a splendid year. The success of the Association has been due to the efficient services and whole-souled attitude of its president, Edna Campbell, and its secretary, Mary Newby White. Here's to the true-blue alumnæ.

School Activities—Spring Term

Literary Societies

PRESIDENTS FOR 1916.

Edgar Allan Poe.

Sidney Lanier.

LOLA BRINSON.

EUNICE VAUSE.

The semi-monthly meetings of the societies have been both beneficial and entertaining. Each society gave a play during the last term. "The Dumb Waiter," a short humorous farce, was presented by the Poe Society, and "Billy's Bungalow" by the Lanier Society.

"The Dumb Waiter" was a very vivid representation of boarding school life. The midnight feasts and the unexpected appearance of some dignified teacher or the lady principal were familiar scenes to every girl who has lived in a dormitory. Misses Ruth Proctor, Sallie J. Winslow and Elizabeth Southerland made excellent schoolgirls. Misses Love Eastwood and Marguerite Wallace, as teacher and lady principal, took their parts so well that one almost forgot that it was only a play and that they were not in the presence of these august personages.

The Lanier Society was invited to this play. After the program was over, the Poes entertained the Laniers. Punch was served.

"Billy's Bungalow" was exceptionally good. Miss Susie Morgan as "Billy" and Miss Virginia Hart as his wife were excellent representatives of Mr. and Mrs. Newlywed who live in a cozy bungalow fitted up by themselves. On this particular occasion the bungalow was filled with visitors and fortune seemed turned against them. Billy and his wife, together with the hearty coöperation of their guests, met and overcame these difficulties in a very humorous yet charming manner.

The Poes were guests of the Laniers on this evening and all thoroughly enjoyed the program.

The societies are aiding much in beautifying the campus. The Laniers have planted a plot between the Administration Building and the West Dormitory. The Poes, in addition to their plots around the dining room, have planted a plot near the tennis court.

Class Assemblies The annual assembly exercises held by each of the classes were events of great interest this spring. That of the Seniors was reported in the Senior Department of the last QUARTERLY. The Juniors delighted the school with a well-chosen folk-lore program in two sections, which consisted of witch tales, charms and cure stories, ballads and folk dances. The first section of the program was general folk-lore, the second section was confined to negro-lore. This program was highly instructive and entertaining.

The Second Year Academic class gave a burlesque on a Roman school. The students entered into the spirit of the play to such an extent that although the words were spoken in Latin the expression was such that all could understand and follow them. The stage was decorated in keeping with the period illustrated. The students answered to the names of famous Roman orators, as Cæsar, Antony, Cicero. The full dress of the Romans was worn by them.

The First Year Academic class told Maeterlinck's beautiful story, "The Bluebird, or, The Search for Happiness." The story was divided into several scenes and different members of the class told it. Appropriate songs and instrumental music were rendered by the class. This was the first appearance of the "A" class on the stage, and judging its members by their first appearance, they bid fair to achieve great success.

The "F" or One Year Professional class presented a program that would be appropriate for Friday evening exercises in the primary grades. They gave a dramatization of "Three Bears" and sang motion songs. Many suggestions were gained from this program, all of which will be tried out in various schools where the Training School girls teach next year.

A Playground Fete The primary and intermediate grades of Greenville Graded School, together with the children of the Model School gave a playground fete at their commencement on the Training School campus on May 31. There were about three hundred children that took part in the exercises. They presented a very spectacular scene as they marched by grades from the high school and assembled on the campus.

The exercises consisted of songs, play-songs, physical culture drills, and rhythmic games. The selections were given by grades; interspersed throughout the program were songs by the entire group. At the close all the children joined in a "carousale."

Miss May R. B. Muffly had charge of the fete on this occasion, but the teachers of each grade did excellent work in getting up their numbers. These exercises were typical of the closing day events which are fast supplanting "Ye old time" dialogues and recitations. Practically all these selections were taken from the regular school work and did not require a great deal of extra practice.

President's Reception President and Mrs. Robert H. Wright entertained in honor of the Senior class on Thursday afternoon, June 9. The visiting alumnae were guests also. The faculty and officers of the Training School assisted in receiving.

The guests were greeted at the front door and shown upstairs to the dressing room by Misses Lewis and Jones. Miss Graham met the guests

at the parlor door and introduced them to the receiving line. In the receiving line were President and Mrs. Wright, Master William Wright, Mrs. Beckwith, Mr. and Mrs. Austin, Miss Waitt, and Mr. Meadows. Miss Barrett and Miss Herman received at the living room door, and Mrs. W. E. Hooker, Miss MacFadyen and Mr. S. B. Underwood served punch. The guests were received from the living room by Misses Davis and Comfort and were shown into the dining room. At the dining room door they were met by Misses Morris and Ross. Miss Jenkins and Mrs. R. L. Carr received in the dining room. Here the guests were served ice cream and cake by the officers of the Junior class, Misses Alice Herring, Nellie Dunn, Eunice Vause and Julia Rankin. Misses Beaman and Rankin showed the guests into the parlor, where Misses Muffly and Hill entertained with music on the Victrola. During the afternoon members of the Senior class, Misses Lela Carr Newman, Ernestine Fornes and Rubelle Forbes, sang, and Misses Clara Davis and Bernice Fagan played. The music added greatly to the enjoyment of the afternoon.

The house was artistically decorated with cut flowers and pot plants. In the living room sweet peas hung in beautiful festoons from the chandelier, forming a bell over the punch bowl. The dining room was attractively decorated with poppies and the parlor with white lillies.

Junior-Senior Reception

The Juniors entertained in honor of the Seniors on the evening of May 31, 1915. The reception was given on the third floor of the Administration Building and the reception hall was effectively decorated in green and white, the colors of the Senior class.

The guests were met at the main entrance and were shown into the cloak room by members of the Junior class. Then they were ushered to the reception hall, where each one was asked to register. The first thing that greeted the eye was a moss-covered well from which punch was served. In the receiving line were President and Mrs. Wright, Mrs. Beckwith, the Junior class adviser, Miss Daisy Bailey Waitt, the Junior class president, Alice Herring, vice-president, Eunice Vause, secretary, Jessie Daniel, and treasurer, Nellie Dunn.

The guests were then shown to a booth which was decorated with English flags. Each guest was given a small flag as a souvenir.

During the evening, Alice Herring, president of the Junior class, received a special delivery letter and package. The letter stated that the package was to be opened and the contents delivered to the Seniors. The president read from the tag a characteristic verse about each member and the guests guessed to whom the package should be given. Each mysterious package proved to be a card case of green suede lined with old gold satin, the colors of the Junior and Senior classes, with the name

engraved in gilt. The card cases contained the class roll printed in green ink on a white folder. Mr. H. E. Austin, adviser of the Senior class, was presented with the book in which the guests had registered.

Ice cream and cake were served. A white carnation, class flower of the Senior class, with the leaf of a nasturtium, class flower of the Junior class, was placed on each plate.

Green boughs against the white walls and magnolias, carnations, and other white flowers made an artistic decoration.

Early in Máy the Seniors had received cablegrams to meet the Juniors on Campus Hill, but on account of the illness of Governor Jarvis the reception had been postponed.

Athletics The Juniors were the winners in the tennis tournament which was played in May. They played against the Seniors. These two classes were victorious in the preliminary games. The players from the Junior, or "C," class were Allen Gardner and Lucile O'Brian, and those from the Senior, or "D," class were Julia Jordan and Clara Davis. Much interest was taken in the games and true athletic spirit was in evidence throughout the contest.

The First Year Academic class were the winners in the walking contest. Those making the record of twelve walks were: from the "A" class, Bertie Daniel, Octavia Dunn, Olive Lang, Cora Lancaster, and Camille Robinson; from the "B" class, Elizabeth Baker; from the "C" class, Ruth Brown, Annie House, Lillian Page and Bettie Stanfield. Lillian Page is the champion walker of the school, as she took eighteen walks.

The Juniors, as they were first and second in walking, were presented with the loving cup given by the Athletic League.

Summer School Notes

The summer term opened June 15, with an enrollment of more students than at the opening of any previous year. Class work began the day after school opened, and by the second week every student was permanently at work. Only students remaining the full eight weeks were given rooms in the dormitories. These were filled to the utmost capacity, and then many applicants were unable to come.

**President
Wright on
Governor
Jarvis**

Mr. Robert H. Wright, president of the Training School, talked to the students Saturday, June 19, of Governor Jarvis and his interest in the school. He told briefly of the efforts of Governor Jarvis in locating the school here and of his work with the school itself. He told how, at one time, Governor Jarvis had said that when the school had as many as three hundred students, he was going to have his picture made with them. For the first time in the history of the school three hundred students are in attendance. Mr. Wright gave to the old students a new appreciation of this great man, and to the new students a clear understanding of what Governor Jarvis has meant to the Training School.

**Students
Attend
Funeral**

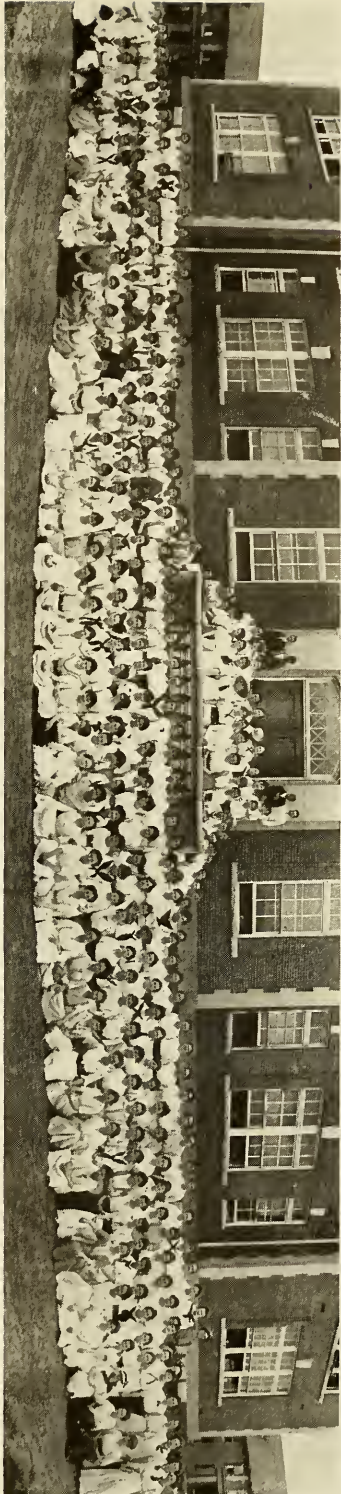
Owing to the large number of students, only a few were able to secure seats at the funeral services of Governor Jarvis, Sunday, June 20—these were students who attended school the winter before. The entire student body, however, marched to the cemetery for the services at the grave.

**Students Hear
Dr. Summerell**

During the last week of June Dr. Summerell, of New Bern, gave some excellent sermons at the Presbyterian church. The students had the opportunity of hearing him and enjoyed the sermons very much.

**New Members
of the Summer
School
Faculty**

The new members of the faculty for summer school are Mr. H. B. Smith, superintendent of Tarboro schools, Pedagogy; Mr. R. H. Bachman, superintendent of Edenton schools, English and Mathematics; Mr. R. H. Shanks, Dabney, N. C., Mathematics; Mr. Howard C. Taylor, Columbia, Mo., History; Miss



A GROUP OF SUMMER STUDENTS.

Alice V. Wilson, Rock Hill, S. C., Science; Miss Helen Strong, of Teachers' College, New York, Pedagogy and Primary Methods and Miss Lula Sherman, Syracuse, N. Y., Instrumental Music. Misses Strong and Sherman will be members of the regular faculty next year. Miss Sherman takes the place of Miss Hill, who is absent on leave for a year, while Miss Strong becomes a permanent member of the faculty.

Mr. Newcombe's Reading from O'Henry During the second week of summer school the Swathmore Chautauqua visited Greenville. The students of the Training School were allowed to attend one program a day. Mr. Newcombe, manager of the chautauqua, spoke to the students Friday, June 25, in the assembly hall. He gave a short sketch of the life of the North Carolina writer, O. Henry, and read one of O. Henry's short stories, "Stuffy Pete," which the audience enjoyed very much.

Religious Services Religious services are held at the Training School on Sunday evenings from 7 to 7:30 o'clock. The committee appointed to arrange the meetings is Mrs. F. G. Lucas, Misses Blanche Bonner and Olivia Hill. On July 4, Mr. Wilson, director of summer school, gave a strong talk on the real meaning of religion, and where to use it. Mr. Walker, pastor of the Christian church of Greenville, N. C., on July 11, talked on "Individuality and Its Influence on Religion."

Examinations County examinations were given at the Training School July 8 and 9. A large number of students took them; while others waited until the close of school.

Faculty Vacations Miss Lida Hill is spending the summer with her parents in Darlington, S. C.

Miss Mamie Jenkins is attending the University of Wisconsin during the summer.

Miss Mabel Comfort is at Weaverville, N. C., during the vacation.

Miss Sallie J. Davis is spending the summer at her old home in Greensboro.

Miss Maria D. Graham is spending a few weeks at her home in Warrenton. She will attend the Exposition in California later.

President and Mrs. Wright expect to leave for the Exposition at San Francisco about August 1. They will be away for more than a month. While away President Wright will attend the meeting of the National Educational Association at Oakland.

The Model School

The Model School opened Monday, June 20. It has a double purpose: that of helping, by special work, children who are backward, in order that they can make another grade, and that of observation for the classes in methods. The work takes in the first seven grades. The critic teachers of the regular year have charge of it for the summer.

Summer School Lectures

Director C. W. Wilson has provided for a series of lectures to be given to the summer school. The first one was delivered by Lieutenant-Governor Daughtridge, Monday evening, July 5, on "Rural Credits." The second was given on July 12 by Superintendent J. D. Ray, of the Blind Asylum; Mr. Ray spoke on "The Opportunities of Teachers."

Here and There

Although Mr. C. W. Wilson is conductor of the summer term, Mr. Wright is often with the school.

Mr. Holladay, a photographer from Durham, succeeded on June 29 in getting an excellent picture of the school.

Miss Maria D. Graham, of the regular faculty, spent a week the latter part of June visiting the summer school.

The Model School from the Viewpoint of the Summer Student

This school is well named, because we find it to be really model in its nature. Viewed from the standpoint of situation, it is ideal. Located only a short distance from the Training School, possibly a three-minutes walk, it is not close enough to disturb or be disturbed by the Training School.

The natural advantages are exceptional. The effects of these, together with the skill of the teachers, are richly manifested in the school-rooms in aiding the pupils to reproduce reading lessons, to develop language, composition, writing, and number work and to draw things with which they are made familiar from observation and environment, such as birds, trees, and streams.

In the first grade, where I made my observations, the pupils were well disciplined, in that they were obedient, attentive, active, and responsive. The teacher was able to gain and hold their attention at all times, and in every instance their confidence in their teacher and her ability was manifest. Here the pupils were most successfully trained in reading, writing, drawing, number work, and reproduction of stories in which dramatization was often implied.

While taking these branches of study, they never plunged into anything entirely unknown to them, but were first prepared by being carefully led step by step from the known to the unknown, in an organized and logical manner.

I dare say all other grades were conducted as well as the first, although, feeling the need most of the work given in the first grade, I have spent the most of my limited time for observing accordingly.

This observation work has been of great benefit because the principles in which we were instructed in the classroom were here put into actual practice. In particular, the necessity, effect and relation the seat-work has to the work done in class was noted. Ideals and habits set up by the pupils and the specific purposes prompting these while in the schoolroom were shown to some extent to depend upon seat-work also.

Organization and proper management are perhaps the two characteristics that have most firmly established themselves in my mind from observing in this school. While observing the work I have naturally reflected and contrasted the present form of training the child with the past: the contrast being so great, necessarily impresses more strongly the superiority of the method used in the Model School.

PAULINE ETHEL WOODWARD.

Be Strong

Be Strong!

We are not here to play, to dream, to drift.
We have hard work to do, and loads to lift.
Shun not the struggle; face it. 'Tis God's gift.

Be Strong!

Say not the days are evil—Who's to blame?
And fold the hands and acquiesce—O shame!
Stand up, speak out, and bravely, in God's name.

Be Strong!

It matters not how deep intrenched the wrong;
How hard the battle goes, the day, how long;
Faint not, fight on! Tomorrow comes the song.

MALTBIE D. BABCOCK.

