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MAY, 1908



E. C. BROOKS, . . . Editor
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North Carolina Journal of Education

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Vol. II

DURHAM, N. C., MAY, 1908

No. 9

Charlotte's Welcome

"The people of Charlotte and the teachers of Mecklenburg county are facilitating themselves over the decision of the executive committee in having named Charlotte for the next session of the North Carolina Teachers' Assembly. The people of Charlotte will take prideful interest in attending to the pleasure of the host of such visitors. In the midst of all such labors of the mind, there will also be no want for great courtesies for men and women who have given their lives to the work of education. So everybody is delighted at the choice of the executive committee and will enjoy to the fullest the combined intellectual and social privileges to be afforded by the occasion."
—*Charlotte Daily Observer*.

To the Teachers of North Carolina

When the North Carolina Teachers' Assembly meets in Charlotte on June 16th next, it will be to celebrate its twenty-fifth anniversary. Your executive committee has labored earnestly to prepare for a meeting that will be worthy of the occasion. They think they have done their part. The rest remains with you. You must realize that no matter what preparations they may make, no matter what sort of program they may offer, no matter how much the city of Charlotte may do, a successful meeting cannot be held unless the teachers of the State are loyal enough, or sufficiently alive to their own interests, to attend.

The program includes educational leaders of national reputation, and some of the men and women who are leading the school work in our own State. They are all practical teachers, familiar through experience and study, with practical school problems. They will be present throughout the session, so that the Assembly will be really a great institute or summer school, conducted by some of the best educational authorities of the United States.

Besides the attractions offered by the program, Charlotte is one of the most interesting cities in North Carolina; and the city, through its various organizations, will coöperate with the Assembly in every way possible, to make the meeting a great success. A magnificent auditorium has just been completed, and placed at the disposal of the Assembly. The executive committee of the Assembly is enabled to present the program which we have prepared only through the generosity of the citizens of Charlotte, who have subscribed funds sufficient to justify such a program.

There is no city in the State which ought to appeal more to the teachers of North Carolina children than the historic city of Charlotte. It was, as you know, the "Hornet's Nest" of the Revolution; it is called, as you know, "The Queen City of North Carolina" of today. In the city and vicinity are many places of historic interest with which every teacher of North Carolina children ought to be familiar.

Everything possible has been done to reduce the cost of attending this session. The railway fare will be smaller than heretofore. The best board and lodgings has been offered at rates ranging from 75 cents to \$1.50 per day. In addition to your railroad fare, therefore, \$10 ought to cover your total expenses in attending this session.

The Teachers' Assembly has always stood for the teachers of the State, and stands today for their welfare. It has done more to improve their condition than all the other agencies in the State combined. It has stood for local taxation, for better schoolhouses, for better salaries, for better training of teachers; and all these things at a time when it was not popular to do so.

The teachers who attend these sessions are the most progressive and the most ambitious teachers in the State, and you can ill afford not to come in contact with them and be one of them. We ought to have at this meeting not less than 1,500 North Carolina teachers. Let us all pull together, therefore, and make our twenty-fifth anniversary our greatest meeting. Make your plans now to meet the other 1,499 teachers who are expected to be at Charlotte, June 16th to 19th.

Write to me for any information that you want. Very truly yours,

R. D. W. CONNOR, Secretary.

North Carolina Teachers' Assembly

Twenty-fifth Anniversary, June 16-19, 1908*

OFFICERS OF THE ASSEMBLY.

President—J. A. Matheson, State Normal College.

Vice-President—T. R. Foust, Superintendent Guilford County Schools.

Secretary—R. D. W. Connor, North Carolina Historical Commission.

Executive Committee—J. A. Matheson, *ex officio*; R. D. W. Connor, *ex officio*; R. T. Vann, Baptist University for Women; F. L. Stevens, A. & M. College; C. L. Coon, Superintendent Wilson City Schools; W. T. Whitsett, Whitsett Institute; W. H. Ragsdale, Superintendent Pitt County Schools; R. J. Tighe, Superintendent Asheville City Schools.

PROGRAM.

TUESDAY EVENING, JUNE 16.

- 8:15—8:30. Address of Welcome on behalf of the City, T. S. Franklin, Mayor of Charlotte.
 8:30—8:45. Address of Welcome on behalf of the City Schools, Alexander Graham, Superintendent of the City Schools.
 8:45—9:00. Response to Addresses of Welcome, T. R. Foust, Vice-President of the Assembly.
 9:00—9:30. Address, Hon. Robert B. Glenn, Governor of North Carolina.
 9:30—10:00. Address, "How to Decrease the Death-rate among School Children," C. W. Stiles, M. D., Chief of Division of Zoölogy of the U. S. Public Health and Marine Hospital Service.

WEDNESDAY MORNING, JUNE 17.

- 10:00—11:30. Section of City Superintendents.
 Section of County Superintendents.
 12:00—1:30. Section of Primary Teachers.

WEDNESDAY AFTERNOON, JUNE 17.

- 3:00—5:00. Woman's Association for the Betterment of Public Schoolhouses and grounds.
 4:00—5:00. Section of City Superintendents.
 Section of County Superintendents.
 6:00—8:00. Reception to the Assembly by the Woman's Club of Charlotte.

*The program has been arranged so that the evenings are given up to general sessions of the Assembly, the mornings and afternoons being devoted to the session of the various sections.

In arranging the sessions of the sections care has been taken to avoid as far as possible conflicting meetings of those sections whose members are interested in each other's work. Thus the superintendent is as much concerned in the work of the primary teacher as in his own work; hence, the session of the primary teachers and the superintendents do not conflict, and each can attend the other's meetings. The primary teacher and the county superintendent are particularly interested in the work of the Betterment Association; hence, their sessions are arranged to avoid conflicts, etc.

It is hoped that members of the Assembly will attend as many of the sections as possible, as all teachers are more or less interested in all phases of educational work.

WEDNESDAY EVENING, JUNE 17.

- 8:30—9:15. Address, "The School and the State," P. P. Claxton, Professor of Pedagogy in the University of Tennessee.
 9:15—9:30. Music.
 9:30—10:00. Annual Address of the President, J. A. Matheson, Professor of Pedagogy in the North Carolina State Normal and Industrial College.

THURSDAY MORNING, JUNE 18.

- 10:00—11:30. County Superintendent's Section. City Superintendent's Section. Section of High Schools and Academies.
 12:00—1:30. Section of Primary Teachers.

THURSDAY AFTERNOON, JUNE 18.

- 3:00—4:00. Section of High Schools and Academies. Section of Primary Teachers.
 4:00—5:00. Section of County Superintendents.

THURSDAY EVENING, JUNE 18.

- 8:30—9:15. Address, "The Common School," F. G. Blair, Superintendent of Public Instruction of Illinois.
 9:15—9:30. Music.
 9:30—10:15. Address, Seaman A. Knapp, United States Department of Agriculture.

FRIDAY MORNING, JUNE 19.

- 10:00—11:30. Section of City Superintendents.
 Section of High Schools and Academies.
 Woman's Association for the Betterment of Public School Houses and Grounds.
 12:00—1:30. Section of County Superintendents. Section of Primary Teachers.

FRIDAY AFTERNOON, JUNE 19.

- 3:30—4:30. Annual Business Meeting.

FRIDAY EVENING, JUNE 19.

- 8:30—9:15. Address, "Friends and Foes to Education," Charles W. Kent, Professor of English Literature in the University of Virginia.
 9:15—9:30. Music.
 9:30—10:15. Address, "Schools and People of Other Lands," O. T. Corson, Editor of the Ohio Educational Monthly.

SECTION OF COUNTY SUPERINTENDENTS.

President, Hon. J. Y. Joyner.

WEDNESDAY MORNING, JUNE 17.

- 10:00—11:30. "The Country School and Its Work," F. G. Blair.

WEDNESDAY AFTERNOON, JUNE 17.

4:00—5:00. "The County Superintendent as a Supervisor," F. G. Blair and H. A. Hayes, Superintendent Schools of Rockingham County.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Country School Teacher," F. G. Blair and J. Howard Campen, Principal Apex Public School.

All members of the Assembly are invited to attend the sessions of this section.

SECTION OF CITY SUPERINTENDENTS.

President, Supt. I. C. Griffin.

WEDNESDAY MORNING, JUNE 17.

10:00—11:30. "The Superintendent's Authority," O. T. Corson, and A. E. Woltz, Superintendent City Schools of Goldsboro.

WEDNESDAY AFTERNOON, JUNE 17.

4:00—5:00. "The Teacher's Freedom," O. T. Corson, and Harry Howell, Superintendent City Schools of Washington.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Superintendent and the Board of Education," O. T. Corson. General Discussion.

FRIDAY MORNING, JUNE 19.

10:00—11:30. "Some High School Problems," O. T. Corson. "Science in the Elementary and the Secondary School," Charles L. Coon, Superintendent City Schools of Wilson.

All members of the Assembly are invited to attend the session of this section.

SECTION OF PRIMARY TEACHERS.

President, Miss Mary Owen Graham.

WEDNESDAY MORNING, JUNE 17.

12:00—1:30. "The Relation of the Primary School to the Home," P. P. Claxton. "Reading and Literature in the Primary school," Miss Sue Porter, Baptist University for Women.

THURSDAY MORNING, JUNE 18.

12:00—1:30. "The Relation of the Primary School to Later School Life," P. P. Claxton, and W. D. Carmichael, Superintendent City Schools of Durham.

THURSDAY AFTERNOON, JUNE 18.

4:00—5:00. "Adjustment of Courses of Study in the Primary School," P. P. Claxton, and Frank M. Harper, Superintendent of the City Schools of Raleigh.

FRIDAY MORNING, JUNE 19.

12:00—1:30. "The Primary Teacher's Preparation," P. P. Claxton, University of Tennessee, and M. C. S. Noble, University of North Carolina.

All members of the Assembly are invited to attend the sessions of this section.

SECTION OF HIGH SCHOOLS AND ACADEMIES.

President, Colonel Robert Bingham.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Problems that Confront Us," Charles W. Kent, and N. W. Walker, Professor of Secondary Education in the University of North Carolina.

THURSDAY AFTERNOON, JUNE 18.

3:00—4:00. "The High School and the College," Charles W. Kent, and H. P. Harding, Principal of the City High School of Charlotte.

FRIDAY MORNING, JUNE 19.

10:00—11:30. "The High School and Community Life," Charles W. Kent, and G. E. Lineberry, Principal of the Winterville High School.

All members of the Assembly are invited to attend the sessions of this section.

WOMAN'S ASSOCIATION FOR THE BETTERMENT OF PUBLIC SCHOOL HOUSES.

President, Mrs. W. R. Hollowell.

WEDNESDAY AFTERNOON, JUNE 18.

3:00—5:00. Address of the President, Mrs. W. R. Hollowell. Report of the Recording Secretary. Report of the Corresponding Secretary. History of the Betterment Work, Miss Lewis Dull. Reports from County Associations. Appointment of Committees.

FRIDAY MORNING, JUNE 19.

10:00—11:30. Reports from County Associations continued. Address, "Ways and Means of Carrying on the Work," J. Y. Joyner, Superintendent of Public Instruction of North Carolina. Reports of Committees. Election of Officers.

All members of the Assembly are invited to attend the sessions of this Association.

SPECIAL NOTICES.

Those who expect to attend the session of the Teachers' Assembly at Charlotte, June 16-19, will save themselves and others much worry and trouble by reading *carefully* the following important notices.

SESSIONS.

The first session of the Assembly will be held Tuesday evening, June 16, beginning at 8:30 o'clock in the auditorium. All teachers should be present at this opening session.

FEEES.

The membership fee is \$2.00 for men, \$1.00 for women. Those who purchase railroad tickets at

stations on the Southern Railway and the Seaboard Air Line Railway will purchase with their tickets membership coupons, which will be exchanged later for Assembly Membership Certificates.

No person can participate in the sessions of the Assembly except members.

RAILROAD RATES.

The leading railroads will sell round-trip tickets to the Assembly at reduced rates. Those purchasing tickets at stations on the Southern Railway and the Seaboard Air Line Railway will pay \$2.00 extra for membership coupons for the Assembly. Women purchasing this ticket will be refunded \$1.00 by the Secretary of the Assembly.

Be certain to make inquiries of your ticket agent *several days before starting* whether he has received instructions to sell these tickets at reduced rates. If not, ask him to take up the matter with the proper authority and get the necessary instructions.

If the railroad agent claims to have no authority to sell at a reduced rate, pay the regular fare, and take from him a receipt for the same, stating that you applied for a ticket at the reduced rate, which was refused, and that you are to attend the Teachers' Assembly.

Every year some teachers have trouble about their tickets because they don't follow this course. It is easier to arrange the matter beforehand than it is afterwards.

BUREAU OF INFORMATION.

A Bureau of Information will be established at the Union Station in Charlotte and one at the offices of the Greater Charlotte Club, in the City Hall. All teachers should report at once upon arrival in the city at one of these places, whether their rooms have been engaged previously or not, and information will be given about reaching their boarding places, transferring their baggage, etc. To neglect to do this will cause trouble and worry.

BOARD AND LODGING.

Accommodation in first-class boarding houses and in the Presbyterian College will be given at rates of \$1.00 and \$1.50 per day.

The Presbyterian College will be open to women only. The College is conveniently situated, has large roomy parlors, class rooms, large, cool, and pretty grounds. A matron will be in charge, and the building will be entirely at the disposal of the teachers. Teachers who expect to stay at the College must carry their own towels, sheets, pillow-cases, spreads, napkins, etc. About 225 can be accommodated there.

Arrangements for entertainment at private boarding houses and at the College can be made by the teachers before they leave their homes by writing to *Mr. W. T. Corwith*, Secretary of the Greater Charlotte Club. It is advisable that teachers follow this course as it will save worry, trouble, and confusion, and will assure those who

follow it of good accommodations at reasonable cost.

The hotels offer the following rates:

- Selwyn, American plan, per day . . . \$3.00—\$4.00
- Selwyn, European plan, for room . . . \$1.50
- Buford, American plan, per day . . . \$2.50
- Two in a bed, per day . . . \$2.00
- Central, American plan . . . Same as the Buford
- Leland, American plan, per day . . . \$1.25—\$1.50
- Queen City, American plan, per day . \$1.25
- Charlotte, American plan, per day . \$1.00
- Gem, European plan, per day . . . \$0.75—\$1.00

Those who wish to secure accommodation at hotels before reaching Charlotte can do so by writing to the proprietors.

SOCIAL.

Wednesday afternoon, June 17, from 6 to 8 o'clock, a delightful reception will be tendered to the members of the Assembly by the Woman's Club of Charlotte, to which all members of the Assembly will be cordially welcomed.

Other pleasant social features will be announced later.

FURTHER INFORMATION.

Anybody desiring further information relative to any matter connected with the session may obtain it at the cost of two cents by addressing a letter to the secretary. A postal card will do as well as a letter; in that event the cost will be but one cent.

It is far better to ask information and act intelligently than to blunder along in the dark and then complain of bad management afterwards.

RAILWAY FARES TO CHARLOTTE.

Below is given the round-trip fares to the Assembly at Charlotte from a few of the more important junction points in the State. From them teachers will be able to calculate about the cost of round-trip ticket from any other point in the State. Those who purchase tickets at stations on the Seaboard Air Line and Southern Railroads will add two (\$2.00) dollars for membership fee into the Assembly, \$1.00 of which will be refunded to women. Those who purchase tickets from other railroads will pay the fee after reaching Charlotte.

ROUND-TRIP FARE TO CHARLOTTE FROM

Raleigh.....	\$7.10	Asheville.....	\$ 5.90
Weldon.....	9.90	Statesville.....	1.90
Henderson.....	7.70	Salisbury.....	1.90
Durham.....	6.10	Hendersonville	
Selma.....	7.50	(via Asheville)	6.70
Goldsboro.....	8.30	Murphy.....	10.90
Rocky Mount.....	9.10	Wilkesboro	
Hamlet.....	3.10	(via Barbers)	6.30
Maxton.....	4.10	Wilkesboro	
Wilmington.....	7.50	(via Greensboro)	7.50
Fayetteville.....	5.50	Taylorsville.....	2.70
Sanford.....	5.30	Beaufort.....	12.90
Greensboro.....	3.90	Morehead City.....	12.90
Winston-Salem		New Bern.....	11.30
(via Barbers)	3.50	Washington.....	11.90
Winston-Salem		Elizabeth City.....	15.30
(via Greensboro)	4.50	Edenton.....	15.30

R. D. W. CONNOR, Secretary,
Raleigh, N. C.

THE STRANGER WITHIN OUR GATES

SEAMAN A. KNAPP.

Dr. Seaman A. Knapp, of the United States Department of Agriculture, speaks with authority on all phases of the problems connected with the teaching of agriculture. He has been a teacher and understands educational principles; he is a farmer and understands agricultural problems. He was professor of agriculture in the Iowa State Agricultural College, and afterwards president. He has also been president of various agricultural associations. In 1898 the United States Department of Agriculture sent him to Japan, China, and the Philippines, and in 1900 to Porto Rico to report on the agricultural conditions and resources of those countries.

When the boll weevil visited the Southwestern States and threatened to destroy the cotton crop, the Department of Agriculture selected Dr. Knapp to make the fight against the pest, and this he did successfully. He is at present in charge of the Farmers' Coöperative Cotton Demonstration Work, conducted under the direction of the United States Department of Agriculture.

In April of 1907, when the Conference for Education in the South met at Pinchurst, Dr. Knapp was on the program. His address on this occasion was the feature of the meeting, one of the best sessions that the Conference has ever held. As soon as he completed his address it was moved and carried unanimously that several thousand copies of it be printed and distributed at the expense of the Conference, a tribute that had not before been paid to any address delivered before any session of the Conference.

The teaching of agriculture is one of the liveliest subjects of today in the educational world, especially of the South. No better man could be found in the country to discuss its problems than Dr. Knapp. He is not a theorist; he has practiced what he preaches; and he knows what he is to talk about.

FRANCIS G. BLAIR.

When State Superintendent Joyner left Raleigh to attend the meeting of the Superintendents' Section of the National Educational Association, which met in Washington City last February, he was asked to select from the superintendents present the man who, in his judgment, could best discuss our educational problems, and to extend to him an invitation to attend the session of the Teachers' Assembly at Charlotte. After listening to educational addresses and lectures for a week by the leading educational authorities of the Union, Superintendent Joyner selected Hon. Francis G. Blair, State Superintendent of Illinois, as the man best suited to discuss the problems with which we are dealing. Mr. Blair was accordingly invited to come to our Assembly, and accepted the invitation.

He will be with us June 17 and 18, and will

speaking before the general session of the Assembly on "The Common School;" and before the County Superintendents' Section on "The Country School and Its Work," "The County Superintendent as a Supervisor," and "The Country School Teacher."

Mr. Blair was reared in the country, attended country schools, and taught in country schools. He has served in the schoolroom as teacher, principal and superintendent. After several years of successful work in his native State he was elected principal of the Franklin School, at Buffalo, New York. Offered a fellowship in Columbia University in recognition of his work, he declined it to accept the position of supervisor of the training school of the Eastern Illinois State Normal School, where he remained for seven years, exerting "a strong influence on education all over the State."

He is prominently identified with various educational and scientific organizations, State and National, and has lectured before teachers' associations in a number of the States of the Union. He is described as a man of "liberal education, which has earnestly and steadily been continued since graduation (from the Illinois State Normal College and from Swarthmore College, Pa.); practical experience in every kind of school work in the State; a splendid personality; aggressive and fearless; and of great breadth of view." The "School and Home Education," of Bloomington, Ill., said of his nomination for State Superintendent: "His competitors were capable men, but they had not been able to convince the educational leaders of their superior fitness, and this was one of the years when the delegates listened to the voice of the school master."

Mr. Blair is a clear speaker, straightforward and forceful, and understands what he is talking about.

CHARLES WILLIAM KENT.

Dr. Charles W. Kent, who is to speak Friday evening, June 19, before the general session of the Assembly on "Friends and Foes of Education," and before the section of high schools and academies on "The High School and the College," "The High School and Community Life," and "The Problems that Confront Us," is Professor of English Literature in the University of Virginia.

He is a graduate of the University of Virginia, from which institution he also took his Master's degree. Afterwards he was a student at the Universities of Gottingen, Berlin, and Leipzig, and from the last received his degree of Doctor of Philosophy. For a number of years he held the chair of English Literature in the University of Tennessee, whence he went to the University of Virginia.

Dr. Kent is widely known as among the fore-

most scholars, authors, and lecturers of the United States. His best known lectures deal with American and English literature, and Southern poets. He is the editor of Selected Poems from Burns, Tennyson's Princess, the Edgar Allan Poe Memorial Volume, and other volumes of English and American literature.

Dr. Kent is also much interested in public schools and public school problems, and is a member of the State Board of Education of Virginia. His presence at the Assembly affords the teachers of the State a rare opportunity.

OSCAR T. CORSON.

Dr. Corson will speak to the general session Thursday evening, June 18, on "Schools and People of Other Lands;" and before the Section of City School Superintendents on "The Superintendent's Authority," "The Teacher's Freedom," "The Superintendent and the Board of Education," and "Some High School Problems." No man is better qualified to discuss these subjects. He has traveled extensively in other countries, he has been a rural school teacher, a city school teacher, a city school superintendent, a lecturer of teachers' institutes and associations, and is today the editor of the oldest educational journal in the United States.

Dr. Corson was born on a farm and received his early education in the rural and village schools. From Ohio Wesleyan University he received his Bachelor's and Master's degrees. The honorary degree of LL. D. has been conferred on him. After a number of years work as teacher and superintendent, he was made State Commissioner of Schools of Ohio in 1892, and remained in that office six years. Since 1895 he has been the editor of the Ohio Educational Monthly. In 1898 he was elected President of the Ohio Teachers' Association; and in 1900 President of the National Educational Association. In recent years he has devoted a large part of his time to lectures on educational subjects and problems.

In 1906, at the invitation of Dr. Charles D. Melver, Dr. Corson delivered the Commencement Address at the North Carolina State Normal and Industrial College. It was a splendid effort and was pronounced by State Superintendent Joyner one of the finest educational addresses that he ever heard. The speech was printed in the State Normal Magazine.

The subjects that he will discuss at the Teachers' Assembly are practical problems. They deal with questions that are of every day interest to the teachers and superintendents of North Carolina. For instance, after the subjects were arranged, but before they were announced, a superintendent in the State wrote to the Secretary suggesting that somebody be asked to speak on how far the superintendent should control the work of the teacher, or where the superintendent's authority should end and the teacher's freedom begin. This is a problem on which many superin-

tendents and teachers trip and fall, and it is to be discussed at our meeting by one who speaks with authority.

P. P. CLAXTON.

It would be a useless waste of words and space, to write an introduction of Prof. P. P. Claxton to North Carolina teachers. Perhaps no other man now living has trained as many North Carolina teachers as Mr. Claxton; and it will surely be gratifying news to his students, scattered all over the State, to learn that they are to have the privilege of meeting him and hearing him lecture at Charlotte.

The subjects which Mr. Claxton will discuss deal with practical problems, which every primary school teacher almost daily encounters in the schoolroom, and no North Carolina teacher can afford to miss what he and the others on the program will say about them.

How Others See It

"Mr. R. D. W. Connor, Secretary to the North Carolina Teachers' Assembly, has written urgent letters to the superintendents of schools of the State, asking them to see to it that the school teachers attend the Assembly at Charlotte. Mr. Connor is sincere in all he says, and his idea is right when he declares that, 'A teacher at work out in the country, isolated from other teachers, often feels that she is alone. She becomes discouraged and low-spirited. What she needs is to come in contact with others engaged in the same work. It gives a feeling of strength to be thrown with seven or eight hundred teachers, all of them engaged in solving the same problems.' That part of Mr. Connor's letter covers the whole ground and it is every word the truth. . . ."

. . . We wish that our teachers could all attend the Teachers' Assembly at Charlotte. It would inspire them with ambition and zeal and they would, no doubt, return home encouraged as one of a great army of teachers in solving the educational problems for the people."—*The Eastern Carolina News*.

Cost of Going to the Assembly

Don't stay away from the Assembly merely because you *think* it is going to cost more than you can afford.

Before making up your mind, find out from the railroad agent at the station where you will take the train, the cost of the ticket to Charlotte and return.

Add to this the cost of board for four days, as printed in this issue of the JOURNAL, and you will see that the cost of the trip to Charlotte is trifling in comparison to the benefit you will receive.

"United we stand, divided we fall."

The Spirit of the Teachers' Assembly

By J. A. MATHESON,

President of the North Carolina Teachers' Assembly

The North Carolina Teachers' Assembly meets in Charlotte June 16-19, and every teacher in the State, who can possibly do, should attend that meeting. For twenty-five years the Assembly has been a large factor in shaping and directing the educational life and growth of our State, and rapid strides have been made in all departments of educational enterprise. But rapid strides have been made in other directions, and if our educational advancement would keep pace with our industrial activities, the teacher should see to it that they maintain a strong and active organization, one so strong, active, energetic, progressive that the spirit and enthusiasm of our meeting will be such as to add to the character and efficiency of teaching, and place the profession on a basis commensurate with the labor, intelligence, ability and devotion involved.

There should be a gathering of all the educational forces of the State at least once a year—at which time there should be careful deliberation and thoughtful study of the problems that confront us. However much information and help we may gain from educational literature, there is also much mutual help that comes from exchange of ideas and experiences, discussions of questions of vital interest, and the inspiration of personal contact with teachers from all parts of the State.

Every teacher, no doubt, is interested in his own personal growth, but there should be an interest, as well, in everything that will advance the cause of education in North Carolina. We need more of the spirit of loyalty, mutual support, professional zeal and interest in our work. These things we may have, but they should be more active and apparent, such as would declare that we belong to a profession, strong, united, enthusiastic, progressive. Such should be the nature of our meeting in Charlotte. It will be the twenty-fifth anniversary of the Assembly, and in every respect—in numbers, enthusiasm and accomplishments—it should be the greatest in its history.

An excellent program has been prepared and we may expect much that will stimulate and encourage us in our work.

The city of Charlotte never does things by halves. So we may expect a cordial welcome and a hearty willingness to do everything that will make our stay pleasant and profitable.

When the members of the Continental Congress were signing the Declaration of Independence, one member, impressed with the fact that they could succeed only by united effort, and that if they failed those who signed the Declaration would probably find that they had signed their death warrant, remarked:

"Now, we must all hang together."

"Yes," replied shrewd old Ben Franklin, "else we shall hang separately."

Treasurer's Report

The Assembly is the teachers' organization and they have a right to know what becomes of the money paid to its support. Below, therefore, is a statement of the receipts and disbursements for the session held at Raleigh, June 12-15, 1906.

RECEIPTS.

From note to Raleigh Banking and Trust Company...	\$ 245 00
From note to Citizens National Bank	495.00
From membership fees.....	715.00
From overdraft on Raleigh Banking and Trust Co....	27 78
From Silver, Burdette & Co., advertisement.....	14 50
From Raleigh Chamber of Commerce.....	519.88
Total receipts.....	\$2,017 16

DISBURSEMENTS.

Postage	\$ 89.75
News and Observer Year Book	2.00
Addressing circulars.....	7.25
Printing	23.75
Telegrams	5.80
Badges	10.80
Program.....	524.93
Fees refunded.....	48 00
Ushers.....	29.00
Reception expenses.....	94.20
Decorations	25 00
Rent for Olivia Raney Hall.....	7 50
Music	24.05
Carriage hire.....	6.00
Expenses of the President.....	28.00
Overdraft on Raleigh Banking and Trust Co	27.78
Note and interest to Raleigh Banking and Trust Co..	252.50
Note and interest to Citizens National Bank.....	500.50
Secretary's salary and expenses.....	310.35
Total disbursements	\$2,017 13
Receipts	\$2,017.16
Disbursements	2,017.13
Balance	\$.03

For Professional Improvement

The North Carolina Teachers' Assembly brings together annually for interchange of ideas and experiences, and for delightful social intercourse, hundreds of teachers from every part of the State, and gives them an opportunity each year to hear some of the leaders of educational thought of this and other States.

No teacher who is seeking professional improvement and advancement in his high calling can afford to miss the uplifting power of such a meeting as the next session of the North Carolina Teachers' Assembly promises to be.—*James Y. Joyner, State Superintendent of Public Instruction of North Carolina.*

Assemblies, conventions and other local, State or national gatherings of people engaged in kindred pursuits and having like interests, fire the zeal of the enthusiastic, stimulate enthusiasm in the interested, and awaken or renew the interest of all participants.—*F. L. Stevens, Professor of Biology in the North Carolina A. & M. College.*

FINANCES OF THE TEACHERS' ASSEMBLY

Why It Is Necessary for the Assembly to Accept Financial Assistance from the City in Which It Meets.

AN EXPLANATION.

At the recent meeting of the Association of Eastern City Superintendents, at Greenville, March 20 and 21, the following resolution was, according to the NORTH CAROLINA JOURNAL OF EDUCATION for April, adopted:

Resolved, That it is the sense of the Eastern City Superintendents that the North Carolina Teachers' Assembly should be put on a solid financial basis with a permanent business organization, and that no city should be called upon for financial aid. Further, that the Teachers' Assembly should publish every year its proceedings."

Undoubtedly the three objects set forth in this resolution—a "solid financial basis," no aid from any city, and the publication of the Assembly's proceedings—are all most desirable, and during the three years of my secretaryship plans for carrying them all into execution have constantly occupied my mind. But somehow or other my mind would not work so as to conceive any plan by which these objects could be accomplished without the financial support of the teachers of the State, except the one of accepting aid from the city in which the Assembly meets, and that one is here condemned.

The only reason, as I shall show, why these three objects have not been accomplished, is *the lack of interest on the part of the teachers, and their unwillingness to support their own organization*. It will be conceded, I suppose, that the third object aimed at—the publication of the proceedings—certainly cannot be carried into execution until the first one has been attained. The third may therefore be dismissed for the present.

As to the first. Three years ago at the meeting in Greensboro an effort was made by the incoming president and secretary, Dr. Whitsett and myself, to carry out the first object mentioned above. Cards were accordingly printed and distributed, one to every teacher in attendance, asking for the signature of all those who were willing to become permanent members of the Assembly, and to pay the annual fee—the enormous sum of \$2 for men, and \$1 for women—whether they attended the session or not. It was explained that if a sufficient number thus signified their intention to justify it, arrangements would be made to print the proceedings of the next meeting, copies of which would be sent to all members. The result? *We didn't get enough pledges to pay for printing the cards*. Wasn't this rather a cold water shower-bath on the proposition?

As to the second. I wish to say, in the first

place, that during the three years of my secretaryship, *no city has been called on to furnish funds for the Assembly*. The city of Raleigh, through the Chamber of Commerce, invited the Assembly to meet there and proposed to make up any deficit up to the sum of \$750 that the Assembly might have. *This was done on their own initiative and not at the request or suggestion of the Assembly or any of its officers*. The offer was of course accepted, because none of the officers of the Assembly felt themselves to be Vanderbilts enough to dig out of their own pockets three or four hundred dollars—\$520, as it turned out—to meet the deficit, and experience did not hold out sufficient inducement to look to the teachers of the State for it. The same thing was repeated at Durham the next year and at Charlotte this year. In both cases the cities took the initiative without any request or suggestion from the Assembly. They were not *called on* for aid, but most assuredly their interest in the Assembly was appreciated and deserves the thanks of its members.

Everybody who is familiar with the recent history of the Assembly knows why this plan was adopted in 1905, when the Assembly went to Greensboro. It had dwindled to practically nothing. The attendance at the previous meeting was not large enough to pay for the postage that would be required to send a copy of the program to every teacher in the State. Heroic measures were necessary to keep the organization from dying an unnatural death. These measures were resorted to, and it was the verdict of everybody that the Greensboro meeting—Mr. J. I. Foust was president and Mr. W. D. Carmichael secretary—was the most successful meeting in many years. It was also the verdict of those familiar with the business end of the Assembly that this meeting saved the organization.

Now it is very well for persons who are not directly responsible for the financial affairs of the Assembly to pass resolutions condemning the management, but it is altogether a different proposition, not merely to put the Assembly on a "solid financial basis," but even to keep its head above water. Those who criticise ought to offer something better than the policy they condemn. I am disposed to speak plainly about this matter and to show how the thing works. A year ago the city of Durham made the proposition above referred to. It was accepted, and, relying on it, the secretary and the president proceeded to arrange for the meeting. The treasury, *as usual*, was empty. But funds were necessary to get the meeting under way. Few teachers, for instance, realize that it costs \$160 in postage stamps alone to mail one circular to every teacher in the State. To meet the absolutely

necessary preliminary expenses the secretary was compelled to borrow money. He borrowed from a bank in Raleigh on his personal note \$250, and some of this sum was spent on printing, stamps, etc. As everybody knows a disastrous fire in the city of Durham, just before the time for our meeting, compelled us to call off last year's session. This left a debt at the bank of something more than \$200 to be paid. Either this money must be paid by the secretary personally, or else he must receive assistance from the patriotic superintendents and teachers of the State. He therefore sent out a letter to the superintendents, county and city, and to a number of other teachers, explaining the situation and asking for a contribution of just \$2 each—the annual membership fee—to pay off the indebtedness. He received just exactly \$105.45. *The result is there is still a note for \$100 at the bank, due in July, 1907, that has got to be paid somehow or other.* Now all this may be due to poor financiering, but if anybody believes he can do better he is welcome to the job.

There just isn't any sense in talking about a "solid financial basis," and complaining because the cities of the State take more interest in supporting our organization than we do ourselves, unless we are willing to go into our pockets and pay our own way.

I know the answer to this is that we need not make up a program of men from out of the State who require compensation for their services. Good enough. Nobody is more willing to confine our program to our own people than I. But will YOU attend the sessions if we do so? The last time this was done was at the meeting of 1904, and as I said above there were not enough members present to pay for the postage bill of the Assembly.

There is just one way in which we can make a strong, live, influential organization—and that is for the teachers of the State to attend the sessions, to take an interest in its work, to pay the bills that are necessary to run it, and to lend a hand. Unless we do this we have either got to die, or take the charity offered by the public. The Assembly at Charlotte will be given an opportunity to make a choice.

I give below a list of those teachers who were sufficiently interested in the Assembly last year to contribute the sum of \$2—I hope this did not prevent any of them from taking their usual summer recreation—to get it out of debt:

J. A. Matheson, \$15; W. P. Few, \$2.10; H. P. Harding, \$2.10; R. L. Madison, \$2.25; the following \$2 each: T. R. Foust, W. D. Carmichael, F. L. Stevens, J. J. Blair, W. T. Whitsett, R. A. Merritt, J. I. Foust, W. T. R. Bell, F. P. Venable, E. C. Brooks, D. Matt Thompson, C. W. Wilson, S. M. Brinson, F. T. Wooten, Edwin Mims, W. H. Ragsdale, R. B. White, Walter Thompson, John Graham, R. H. Latham, R. G. Kizer, W. S. Snipes, J. T. Alderman, J. C. Kirtrell, R. J. Tighe, N. W. Walker, M. C. S. Noble,

J. M. Way, E. W. Sikes, C. C. Wright, C. W. Massey, J. E. Avent, A. E. Woltz, J. Allen Holt, W. H. Swift, G. R. King, I. C. Griffin, R. T. Vann, A. C. Reynolds, C. E. Boger, D. F. Giles, and J. C. Horner.

By reference to the last number of the JOURNAL it will be observed that of those present at the meeting in Greenville, *three* are on this list, and those three were visitors.

R. D. W. CONNOR, Secretary.

A Mighty Force in Educational Life

For a quarter of a century the North Carolina Teachers' Assembly has been a mighty force in the educational life of the State and the South. Much of the best educational thought of our day in this State has first found expression at its annual meetings. The Assembly has done more to vitalize and harmonize the educational forces of the State than all other agencies combined. It has been a common meeting place, and a free arena for all teachers, from those in humble public school houses to the University. It has lived to see the day when North Carolina leads all other Southern States in the results accomplished and in the high hopes for a mighty future.

Every teacher who loves his State, who has regard for his own professional standing, or who wishes to be among those who are the prophets of an ever-widening destiny for our people, should be found at these great annual gatherings.—W. T. Whitsett, Chairman Board of Education of Guilford County.

Why Cannot North Carolina Do as Well?

The Secretary of the Washington Educational Association writes:

"We are very proud of our Association out here in our young State, and are making up a little table for comparison with other State associations in the United States. We meet during the holidays each year, and at our meeting just closed we have 3,900 paid memberships. We have practically 6,000 teachers in the State."

The Right Spirit

"It shall be my pleasure to do everything possible to secure a great crowd at Charlotte, and a fine meeting. At the coming March meeting of Guilford teachers the matter will be brought before them, and they will be strongly urged to make every effort to be present."—Letter from W. T. Whitsett, Chairman of Board of Education of Guilford County.

When Ben Franklin was trying to induce the American colonies to form a general union against the French, he printed in his paper the figure of a snake in thirteen disjointed parts, under which were the words: "Unite or die."

North Carolina Journal of Education

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E. C. BROOKS, Editor.

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To attend the Teachers' Assembly is as much the teacher's duty as to prepare for examinations. The one shows a professional pride, the other—well, the job enters here.

Supt. W. M. Justice, of Polk county, died in April. He was a useful citizen and his life was spent in the interest of education. He was a familiar figure in all educational associations and his absence will be missed.

The New Bern High School Magazine for March has been received. It is a well edited magazine of sixteen pages. One very interesting article is written by a Hebrew child who came from Poland to New Bern about five years ago. The article is "A Trip from Warsaw to New Bern."

City superintendents are beginning to think about their annual reports. Let these reports contain everything of interest that has been done during the past year. They should be more than a statistical record. They should be a history of the year's work; and this history should be preserved.

This is the season of commencements. It is the one season of the year when parents take most interest in school. It is the one season above all others when the parents take kindly to suggestions that look to the improvement of the school. The greater number of local tax districts have been voted at this season. The teachers should consider these facts seriously and not allow the season to pass without causing the community to

gather around the school as a common center. Commencements do much good. The better they are the more good they do.

Supt. B. B. Dougherty, of Watauga county, reports to the State Superintendent that Silverton school district has voted not only a tax to increase the public school term, but also compulsory attendance. This is the first rural district in the State to vote compulsory education. The counties of Mitchell and Macon, and the cities of Washington and Asheville, have compulsory education; but Silverton is the first rural district.

This is the season of the year when it is more pleasant to be outdoors than to be in the school-room. It is the season of the year when students drop out of school, when truancy is a problem; and close application to text-book an unnatural blessing to the teacher. Let the school work, then, take the children outdoors more. Let the geography work, the nature work, the language work all take the children outdoors. Let the training be more in accordance with nature.

It was really a very serious matter for Raleigh to vote down that school proposition. Supt. F. M. Harper reorganized the schools last fall and his magnificent labors are but an index to what Raleigh might boast of in the future. Raleigh has many citizens who love the school system and are deeply hurt over the failure of the election. They would make it the greatest city institution. The surprise is that the election did not carry by a large majority. The mystery is that it failed.

"Fifty dollars in prizes are offered by the State Fair at Raleigh to the schools making the finest display illustrative of methods of teaching agriculture. The three prizes are \$25, \$15, and \$10 for the first, second and third best exhibitors. The first prize last year was won by the public school of St. Mary's township of Wake county, for work by two of its pupils in seed corn selection and corn culture. It is hoped to have a large competition in these lines at the State Fair next October.

Professor Joshua Walker Gore, Dean of the School of Applied Sciences of the University of North Carolina, died in Baltimore on April 8. Professor Gore was a native of Virginia. He came to the University of North Carolina in 1882 as dean of the department of physics, which

position he held until a short time before his death. Professor Gore developed a strong course of electricity at the University, and as dean of this school of applied sciences, he has aided in the upbuilding of a department to meet the growing needs of the University. Professor Gore was one of the strongest men of the University faculty, having served as dean, and as president. He was a strong executive, and his services will be sadly missed.

No county in the State has made more improvement within the past three years than Wake. This period covers the entire superintendency of Supt. Z. V. Judd. White Oak township, containing seven districts, has voted a tax of 30 cents on each district. In addition to this, thirteen other districts have been carried for local taxation and the sentiment for education is growing at such a substantial rate that the whole county is being moved to increase the school term of every district. This is the value of a live man, one who works with the people. Recently one district bonded itself to the amount of \$10,000 to build a school building. In every county where a live man is employed for his full time to work with the schools and the communities, we find tremendous progress. This fact should be carried to the business sense of every county; for the material progress depends upon the intellectual progress, and the intellectual progress depends upon a wise leader.

What is a good superintendent worth? In every county where a superintendent devotes his time to the building up of a school system progress in education is so marked that it affords a striking contrast to the counties in which the superintendent does little more than clerical work. The progress in Franklin county, under the superintendency of Supt. R. B. White, is a striking instance. Since 1902 there have been erected twenty-six new and up-to-date school buildings, the value of school property has increased from \$4,500 to \$50,200, eleven districts have voted a local tax, and today there are eighteen schools that employ more than one teacher. Take Bunn township, for instance. The number of districts have been reduced from six to five, the number of teachers have been increased from six to twelve, the enrollment from 192 to 425, the value of school property from \$540 to \$4,100, the length of school term from 80 days to 130 days. In this township is located one of the county high schools. The people are prosper-

ous, for material progress goes hand in hand with educational progress. Who can estimate the value of a good superintendent and a good corps of teachers?

Teachers' Institutes

This is the season of the year when county superintendents are planning for institutes. It is quite probable that in most cases the teachers will go over the same work this summer that they have been going over for the past several years, that is, if they have been attending institutes that long. A few suggestions are made here that may be of service to the county superintendents.

REVIEW THE PUBLIC SCHOOL STUDIES.

It is necessary to review the public school studies. More information may be brought in to make these subjects more interesting. Suggestions as to how these subjects may be presented to the child, in order to get the best results and to increase the respect of the child as well as the community for the importance of the school in the community. This, however, should be only a part of the work, although it may be the larger part.

A PROGRESSIVE COURSE.

Although the length of the institute is not over two weeks, yet there should be given some direction as to the course which the teacher should pursue during the year. All studying should not cease, with the close of the institute; yet this is what happens in many cases, except such studying as is necessary for the teacher to make preparation for the day's work.

Suppose during the institute, while the public school studies are being reviewed, an advanced course is outlined. Much is said every year about the value of literature in the grades. A course in literature for the teachers should be outlined. This will broaden their knowledge of literature and as a result they will have more suggestions to offer in teaching literature in the grades. Suppose they have passed their examination in American history, a course in English history that would strengthen their knowledge of American history could be outlined. Take some theme like the rise of parliament or the reformation or the rise of the common people, or the rise of trade, and make it a study for a year in either case it will lead in the end to a better knowledge of American history. Suppose they have passed their examination in geography or agriculture.

Outline a course in geography, taking as a theme the influence of geographic conditions on history. This will undoubtedly lead to a more comprehensive knowledge of the subject to be taught in the lower grade. Outline a course in agriculture, take the subject of cotton, for instance. Study the soil, the seed, the cultivation and the product from the time it is baled until it comes back to us in the form that we receive it, and its influence on trade.

It is impossible to take all of these, but the superintendent could take one or two subjects and work them up throughout the year. There would be something definite for every teachers' meeting besides reports, etc.

DIFFERENT CLASSES.

The time must come when the institutes as well as the teachers' meetings must divide the teachers into classes. No one thinks today of taking all the students of the high school in one class. The institutes should take into consideration the grading of teachers. In every institute there are a few teachers who are well prepared on the public school studies, and these should be given some advanced work. There are other teachers who are unable to secure a first-grade certificate. Certainly they should not be in a class with the better prepared teachers. On the contrary, they should have thorough work in the public school studies. At least these two classes should be considered. In like manner the teachers' meetings should make the same consideration. Teachers' meetings are for the purpose of improving the teachers, and different times could be arranged for the different grade teachers.

We are hearing a great deal said today in criticism of the city superintendent who so organizes his grades that all the children are kept in one class and on recitation all day. The county superintendents and institute conductors are making the same blunder. The number of teachers attending is usually so large that there is little or no individual work done, but the conductor talks, talks, talks, all the time. With some this "talk" is almost incomprehensible; with others it is the same old "talk."

The superintendent should take the lead and divide his teachers according to the ability and give to each division the training necessary. The conductor cannot do this without loss of time. Under such an arrangement much better work can be done and each class will receive the training more nearly to their needs.

TOO MANY SUBJECTS.

There are twenty-three text-books, besides copy books and drawing books adopted for use in the public schools. Many superintendents feel that all these text-books must be covered during the short institute. The conscience of the conductor usually leads him to make the same blunder. Therefore all the teachers are kept together in one class and they are required to sit and listen to six or eight lectures a day on as many different subjects. Such a plan makes it impossible for the teachers to do much beneficial work, for their energies are so divided, their memories are so taxed, and their bodies are so fatigued that what is spoken by the conductor usually goes up in heat, leaving a tired constitution and a passive mind.

As a usual thing there are a few teachers in every institute who attend under compulsion. Such a plan as we find in existence in a large number of institutes affords a fine opportunity for them to do nothing. They neither prepare the lessons assigned, nor listen to the instruction. The same common sense should be called in to organize the institute that is exercised in organizing the school work of the district.

Every county superintendent should ask himself this question, How much good can the teachers derive from my institute?

The Value of Teachers' Organizations

The tendency of teachers and school officials in North Carolina to organize is one of the most encouraging signs in our school work. We have the State Teachers' Assembly, the County Superintendents' Associations, the District Association of County Superintendents, the State Association of City School Superintendents and Principals, the Eastern Association of City School Superintendents and Principals, the Primary Teachers' Association, the Association of Academies, the Woman's Betterment Association, the County Teachers' Association, the Nature Study Society, and the Village Improvement Clubs. The purpose of each and all of these is to study the school and to work for the best interest of the school. The fact that there are so many organizations and a tendency to form other organizations is conclusive proof that there are many phases of school life, and each organization is approaching it in the way that seems best to accomplish the purpose for which the organization exists.

This is a notorious fact, however, that much

of this energy is lost because the different organizations have not learned how to preserve their knowledge and a record of their experience, and disseminate the same throughout the State for the benefit of all the teachers and school officers who are interested directly or indirectly in the experiments, investigations and results.

We can learn much by studying the plan of the National Educational Association and its different departments. Once a year the results of the labors of all the departments are published in a volume and distributed to all of its members. The National Educational Association is the largest association in America. The investigators in educational work are made largely by the departments.

In like manner the State Teachers' Assembly should be the largest assembly in the State. These various departments must be expected to make experiments and investigations and show results. These results should be presented to the teachers and school officers through the Assembly, and the Assembly should see to it that the entire teaching profession is in possession of these results.

What are these different organizations doing today that the citizenship can place its finger on and say, "This is permanent," or "This is interesting work?" Where can we find a record of the City Superintendents' Association and point to it as a permanent contribution to the educational work of the State? This association has done much, but it has left nothing that the new schools can study, unless the new superintendents visit the individual schools. Even the organization of county superintendents, which is possibly the strongest organization in the State, has not preserved the records of its progress except what appears in the report of the State Superintendent of Public Instruction. Some counties have made phenomenal progress, and the details of this progress should be the common property of every county in the State.

The Woman's Betterment Association made a great step in this direction, and the publication of the work done in the individual counties did as much toward improving school houses and grounds as any other one agency.

Each organization should have something definite to work for. There should be small committees at work all the time. And the results should come to the State Teachers' Assembly, where their relationship to the whole can be discussed; and it should be the business of the Teachers' Assembly to publish these results and discussion

and distribute the publications among all the teachers of the Assembly. In such a way our Teachers' Assembly will become a great power for good in North Carolina.

Vance Teachers' Association

The Vance County Teachers' Association met on Saturday, March 14, at the Henderson Graded School building.

At 10:30 a. m. Rev. R. C. Craven, pastor of the Henderson Methodist Episcopal church, opened the meeting by reading a part of the twelfth chapter of Romans, and prayer.

The first subject, "What Do I Most Need?" was discussed by Misses Willie Davis and Mary Thomas, both of whom had prepared able and interesting papers, showing that time, determination and courage are of prime importance to a teacher in the successful performance of her duties.

"What Does the District Most Need?" was next on the program. Rev. G. W. Holmes and Miss Sue Kelly made plain to the Assembly that better equipment was the district's greatest need.

"How to Use the Library" was beautifully and profitably explained to us by Mrs. H. F. Rowland and Mrs. W. D. Horner.

Everybody was very much interested, both in their work and the subjects to be discussed, so there was an unusually large attendance, about 80 per cent of all the county teachers.

We also had some visitors from adjoining counties, who spoke of our meeting very complimentary and said that it compared favorably with meetings held in their respective counties.

We were dismissed with prayer by Rev. E. P. Bradley.

The South Atlantic Quarterly

The April number of the South Atlantic Quarterly, with its varied and interesting table of contents, suggests a reflection on the fact that this magazine is now in its seventh year—a long period of life for a Southern magazine. The Quarterly has grown steadily in the quality and variety of its contributions, and in its influence throughout the nation. Its articles on political, educational and social questions have attracted wide attention from newspapers and magazines. It has had as contributors presidents and professors in practically all the leading colleges and universities of the country and such publicists and literary men as Albert Shaw, Bliss Perry,

Hamilton W. Mabie, Walter H. Page, Governor J. W. Folk and Thomas Nelson Page.

While it has been edited and published by professors in Trinity College, its influence has been so widespread as to make it a real national magazine. It should be a matter of pride to all North Carolinians, and especially to teachers and schools, that such a magazine exists in our midst.

Some idea of its quality and standing may be gained from the following extracts: "The New York Times says that its "literary excellence is quite up to the level of like discussion either here or in England." Mr. William R. Thayer, editor of the Harvard Graduates' Magazine, writes: "We have nothing like it in the North, nothing which so boldly announces its purpose to treat only of high and serious and abiding intellectual and moral interests."

The School Garden Movement

The subjects of nature study and agriculture in the schools have made it necessary that the students study these subjects from nature more than from text-books. The school garden is the necessary result. Many of the city schools have taken the lead in this new movement. A part of the school grounds, out of the way of the playgrounds, has been set apart in the cities for flower beds. These are usually located near the building where the flowers will show off best. The Raleigh, Goldsboro and Salisbury schools are notable instances of what interest may be aroused in school gardens.

The study of agriculture in the county schools has made it necessary for the county to demonstrate many of the lessons in the text-books. In many instances the county schools have established school gardens. There are notable instances of the advantages from this new feature in the counties of Wake, Wayne, Pitt and Roberson. There are doubtless other counties that have done as much as these.

Supt. O. J. Kern, Superintendent of Winnebago County, Ill., writing to the School News and Practical Educator, says:

The American Civic Association will render every assistance possible to further the school garden movement in connection with the public schools of the United States. It does this because of its "firm conviction that there is no more potent influence for better civic conditions in America than the educated youth, in whom there is developed this critical discernment of

beauty and excellence in nature and art, an abiding love for these things, and a feeling of personal responsibility for better civic conditions. Furthermore, its members are firmly convinced that there is no more efficient agency for the attainment of these high ideals in education than school garden work, properly correlated with other school work."

A school garden may be used as a means of helping to beautify the school grounds. It is true that many reasons may be found for not attempting to have a school garden on the country school grounds. Some of the reasons are valid under existing conditions and some are not. But so long as Illinois has 1,144 country school grounds without a single tree and utterly lacking as efficient educational agencies to stimulate an appreciation of the beautiful in country life, it would seem that at least 1,444 teachers in these 1,444 country school districts would find it worth while if it is in the right direction.

WHAT TO DO.

This much each can do at an expenditure of three cents for postal cards. Address one card to B. T. Galloway, Chief of the Bureau of Plant Industry, United States Department of Agriculture, Washington, D. C., asking him to send to your address a copy of his bulletin on School Gardens. Read this through carefully.

Send the second postal to L. C. Corbett, Horticulturist, Bureau of Plant Industry, United States Department of Agriculture, Washington, D. C., for his bulletin on the School Gardens. Read this through carefully also.

Send the third postal to Commissioner E. E. Brown, Bureau of Education, Department of the Interior, asking him for the bulletin on Agricultural Education, including Nature Study and the School Gardens. This last is a new publication and its chapter on School Gardens should be an inspiration to every teacher.

WHAT NEXT TO DO.

After you have read the above bulletins you will have a more definite idea of what you can and should do. At least you will have a considerable quantity of enthusiasm and that is worth a great deal. You will have finer ideals and this is worth something. You will not realize these ideals in your first attempt to make the school garden "an efficient agency" for better civic conditions, but you have gone a long ways on the road and this is a tremendous gain over the do nothing policy which has prevailed thus far.

THEN FINALLY.

The rest should be easy. Select a place on the school grounds where you think a flower bed would be out of the way of children playing and where the flowers will show off the best. Enlist the active coöperation of the children. It ought not prove difficult on Arbor Day to have spades, hoes, rakes, etc., brought from home and use the afternoon in some real educational work. Remove the tough sod and have the earth well spaded to a considerable depth. Rake well and thoroughly prepare the seed bed. Otherwise your garden will prove a failure. The preparation of the seed bed is one of the fundamental essentials in scientific agriculture. No doubt at least 1,200 of the above mentioned teachers are teaching agriculture from—a text-book. Here is a chance to do the real thing. Of course you will make the necessary arrangements to have the garden cared for during the vacation so that blossoms may greet the children on their return to school next fall.

The Value of Co-operation

Organized effort, rather than individualism, is one of the most noticeable characteristics of the modern world.

Every profession, every class of skilled labor, supports an organization for coöperative work.

Teachers in this respect can learn much from the great labor unions of the country.

A thousand teachers, banded together in a strong organization for a common purpose, alive to their opportunities, can accomplish reforms and improvements beyond the power of ten thousand teachers working each in his own little circle.

Such an organization, moved by a common impulse, can *command* the ear of the State and its law-makers, when a single teacher, pleading alone, will not be accorded even the courtesy of a hearing.

A teacher at work in her schoolroom, isolated from other teachers, alone in her problems, often becomes low spirited and discouraged; she needs to come in contact with others harrassed by the same troubles and upheld by the same lofty purpose; worn by the same worries and inspired by the same noble sentiments.

To be thrown in contact with a thousand other people, all engaged in the same work, bound together by a common interest, gives the teacher a feeling of irresistible strength and power; she is no longer alone, she has become a recruit in a

great army; she is no longer weak, she is upheld by the strong arms of her fellow soldiers in the warfare on illiteracy; she is no longer discouraged, she goes back to her schoolroom inspired by a new ambition, on fire with a greater zeal.

Coöperation is the key to nine out of every ten of the teacher's problems, and will do much toward unlocking the secret of the tenth.

What the Teachers' Assembly Stands For

The North Carolina Teachers' Assembly stands, first of all, for the teachers of North Carolina.

It is not, as some seem to think, a kind of show with a program prepared by a set of men dignified with the title of "officers," who are at liberty to charge a stated fee for the admission of those who wish to attend.

The Assembly belongs to the teachers of North Carolina and exists primarily for their benefit.

It has always stood, and stands today, for every movement looking to their improvement, many of which have originated at its annual sessions.

Teachers' Institutes, the State Normal College, better salaries, improvement of the teacher's surroundings, better facilities, local taxation, consolidation, better schoolhouses—these are some of the things that the Assembly stands for in the interest of the teachers.

Its members, its committees, have appeared before the public and before legislative bodies to plead the cause of the teachers, when it was not popular to do so, and when men in high official places were indifferent to their cause.

It is, therefore, the duty, no less than the self-interest, of the teachers to support their organization by attending its sessions.

Contentment

I would rather be what I am capable of being and be happy than to be miserable trying to be what someone else is. I know a lot of discouraged people who have been hunting elephants with bird shot. I would rather work away at the little task that I know I can do and spend by leisure time with those I love than to fill my soul with envy and fret my life away in trying to reach beyond the limit set for me by Nature. Ambition is responsible for much of the world's progress and for all of its oppression. Contentment short of our highest efforts is laziness; discontent when we are doing our best means despair.—*C. R. Scroggie, in Midland Schools.*

WHERE WE MEET

Historic Charlotte

There is no city in North Carolina which ought to appeal more to the teachers of the State, than the city of Charlotte. In the city and its vicinity are many places of historic interest, with which every teacher of North Carolina children ought to be familiar. It has long been the center of people noted in history for their love of religious and political freedom, and for their devotion to the cause of education.

The Scotch-Irish began to emigrate to America about the year 1725. The Governor and Assembly of North Carolina did all they could to turn the attention of these desirable settlers to this colony. Family after family, and colony after colony swarmed into Western North Carolina from Pennsylvania and Virginia; piling their furniture on wagons, with the women and children on top, while the men walked or rode on horseback, they followed the rivers and valleys until they found land that suited them, and then pitched their tents and began building their log cabins. During the winter of 1765, more than a thousand of their wagons passed through the village of Salisbury. Others of the Scotch-Irish, landing at Charleston, South Carolina, moved westward until they joined their kinsmen on the borders of North Carolina. Before the beginning of the Revolution, they had scattered all through the hills and valleys, and along the river banks covering the present counties of Guilford, Orange, Alamance, Caswell, Rowan, Iredell, Cabarrus, Lincoln, Gaston and Mecklenburg. Their largest settlement was in Mecklenburg county, where, in the year 1768, they laid off the town of Charlotte.

The coming of the Scotch-Irish was the signal for the school doors to open. Wherever they settled, their log churches and log schoolhouses went up with as much certainty as their log cabins. Most of their preachers, who were usually also their teachers, were educated at Princeton College. Among the most famous of their schools was Queen's Museum, or Queen's College, in Charlotte, which was long a nursery of political and religious freedom. This and many others of their academies became the centers of training for Revolutionary leaders.

Charlotte's fame as a center of Revolutionary activity is national. Everybody knows the history of the great event which marked the 20th of May, 1775, as a proud date in North Carolina history. Charlotte and Mecklenburg county also furnished many stout soldiers, who were ready to uphold with the bayonet the principles which they proclaimed with the pen.

Towards the close of the Revolutionary War, several bloody battles were fought in and around

Charlotte. After the disastrous defeat of the American army at Camden, Cornwallis moved towards Charlotte with the purpose of conquering North Carolina. But every step that he took was stoutly resisted. Colonel William R. Davie, General William L. Davidson, General Jethro Sumner, Captain Joseph Graham, and their bands of active partisans, harassed the British at every turn, so that Cornwallis called Charlotte "The Hornet's Nest of America;" and "bloody" Tarleton declared that Mecklenburg was "a damned rebellious county." Cornwallis finally reached Charlotte, where he had trouble enough. His men could not stir without being shot at, his messengers were killed, his provisions were cut off, and the wagons which he sent out for food were driven back to Charlotte laden with dead and wounded British soldiers.

In the immediate vicinity of Charlotte is the famous battleground of King's Mountain, where was struck by North Carolina soldiers the first decisive blow in that series of events which resulted in Yorktown. Cornwallis immediately retreated to South Carolina, and soon afterwards, General Nathaniel Greene took command of the American army at Charlotte.

But the history of Charlotte is not confined to the Revolutionary War. In 1791, George Washington visited the town; near by, Andrew Jackson and James K. Polk were born. It was the home of Major-General D. H. Hill, who won fame in the great Civil War between the States. Jefferson Davis sought refuge there after the downfall of the Confederacy. Zebulon B. Vance was long a resident of Charlotte.

The spirit of the past inspires the Charlotte of the present. The Hornet's Nest Riflemen, who took a glorious part in the Civil War, also won fame in the war with Spain. Charlotte sent two companies of white troops, and one company of negro troops to the Spanish War. The white troops, the Hornet's Nest Riflemen and the Queen City Guards, served in Cuba under General Fitzhugh Lee, and the Charlotte companies marched at the head of the North Carolina columns, which first carried the flag of the United States through the streets of Havana.

In later days, Charlotte and Mecklenburg county have been foremost in the industrial life of the State, which is characteristic of our own times.

The people of Charlotte, proud of their history, have marked their places of historic interest with monuments and tablets. There is a monument to the signers of the Mecklenburg Declaration, a monument to the brave Lieutenant William E. Shipp, who fell at the head of his company in the Spanish-American War. There are tablets marking the location of the building in which the

Mecklenburg Declaration was signed; marking the headquarters of Lord Cornwallis in 1780; marking the location of the old Queen's Museum; marking Cook's Inn, where Washington stopped; marking the place where Jefferson Davis was standing when he learned of the assassination of President Lincoln.

Charlotte is therefore a splendid representative of the modern American city, with a glorious historic background, and has much to teach the teachers of North Carolina children.

Of Interest In and Around Charlotte

By MISS JULIA ALEXANDER

The historic past and the progressive present of Charlotte center in Independence Square. Here, in the very heart of the city, an iron tablet marks the spot where stood the court house in which was signed on May 20, 1775, the Mecklenburg Declaration of Independence. And other tablets within a few squares, show the location of General Cornwallis' headquarters in 1780; the site of the inn where General Washington was entertained in 1791; the place where President Jefferson Davis was standing when handed a telegram announcing President Lincoln's assassination; and the location of Queen's Museum (a school of the colonial period).

Among the places of historic interest around Charlotte are the birthplaces of Presidents James K. Polk and Andrew Jackson. The Mecklenburg Chapter Daughters of the American Revolution has marked the places, and has also erected a monument on the battlefield of McIntyre's Farm, a few miles north of Charlotte. Bissell's Mill, where corn was ground for the army of Cornwallis, is also a point of Revolutionary interest. The battlefields of King's Mountain and Cowan's Ford, not far distant, are interesting to the student of Revolutionary history. The Alexander Rock House, five miles from Charlotte, was built by Hezekiah Alexander in the early days of the county.

The old cemetery, in the rear of the First Presbyterian Church, contains the graves of Revolutionary soldiers and prominent people of a century ago.

Among the public buildings are the United States Assay Office; the Federal Building, containing the postoffice, Federal court rooms and weather bureau; the City Hall, and the Mecklenburg County Courthouse. On the ground of the Federal Building stands a monument to the memory of Lieut. William Shipp, who was killed in the Spanish-American War; in front of the courthouse is a monument erected to the memory of the signers of the Mecklenburg Declaration of Independence.

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The Academy of Music and Auditorium are buildings in keeping with Charlotte's growth and progress. The Carnegie Library occupies a prominent place in the city's life. Among the schools and colleges are the North and South Graded Schools, the Presbyterian College for Women, Elizabeth College, the Medical College, St. Mary's Seminary, a University School for Boys, Baird's School for Boys, and King's Business College. Davidson College is twenty miles from Charlotte.

Among the hospitals of the city are the Presbyterian, St. Peters Mercy, and the Charlotte Sanatorium, in process of construction.

The Young Men's Christian Association will within the year move into its handsome new home on South Tryon street; and the Young Women's Christian Association will shortly commence the erection of a modern and well equipped building on North Church street.

The leading clubs are the Manufacturers and Colonial. The Country Club is located to the west of the city. Among the institutions for the colored people are a Graded School, a Library, the Good Samaritan Hospital, and Biddle University.

The waterworks plant and the works of the Catawba Power Company (the last named eighteen miles distant) are interesting points.

From the tower of the Tompkins Building, which is centrally located, there may be obtained a fine view of the city and the surrounding country, with also a glimpse of the Blue Ridge mountains in the distance. From this elevation one is impressed with the size and attractiveness of Charlotte. In the wide view presented, especially to be noted are the First Presbyterian Church, and its magnificent grounds, the wide tree lined avenues, the various parks (Vance, Latta, Myers, and Independence); Dilworth, Elizabeth Heights, and Piedmont Park (outlying resident portions of the city), and numerous cotton mills scattered here and there.

Many beautiful driveways lead out in every direction over macadam roads. Among these may be named the Providence, Sugar Creek, Derita, and Sharon roads. The Dowd road, leading to the Catawba river, is a favorite route for automobilists.

Mountain Island, twelve miles distant on the Catawba river, is exceedingly beautiful and picturesque.

With the natural beauty of surroundings, and its present day spirit of progressiveness and advancement combined with a background of notable historic memories, Charlotte possesses much to interest and charm the visitor.

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Educational Charlotte

By HARRY P. HARDING, Prin. Charlotte City Schools

The manufacturing and commercial interests of Charlotte have been brought before the public eye so prominently in recent years that possibly her educational advantages have not been fully realized by the public at large. Her city school system is now the largest in the State. Between 4,000 and 5,000 pupils have been enrolled during the present session. Eighty-six teachers, five principals, and two directors of music are employed. Prof. Alexander Graham has been superintendent for twenty years, and during that time he has seen the enrollment increase from about five hundred to the present number. In the management of the schools Superintendent Graham has pursued a conservative but progressive and constructive policy. Little time has been lost in following passing fads, and it is the boast of his system of schools that it has little of the glamour that comes from glittering superficialities. For solid work that counts in the development of child life and in the preparation for citizenship, the Charlotte City Schools are not excelled.

Besides the city schools, Charlotte has excellent private schools. The Baird School, the University School, and the Davidson School, prepare boys for college. These schools draw considerable patronage from the city and surround-

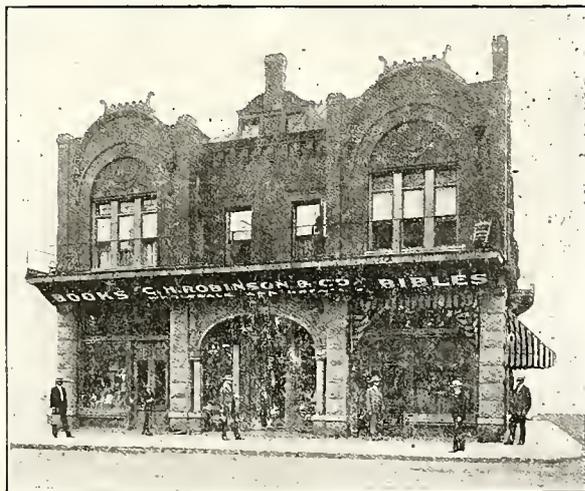
ing country. The Charlotte Y. M. C. A. maintains a night-school which offers an unusually interesting and profitable course to boys who work during the day. King's Business College is well supported and is furnishing stenographers and bookkeepers for this and neighboring towns.

The higher institutions of learning rank with the best in the South. The Presbyterian College occupies one of the most prominent blocks in the heart of the city. The building is of massive proportions and is strikingly handsome. The auditorium is one of the best in the city and has a seating capacity of 1,500. The college is equipped with modern apparatus. The faculty is composed of experienced teachers, each a specialist in her department. Dr. J. R. Bridges is President.

Elizabeth College, located on the heights at the end of E. Avenue, overlooks the city. The buildings and grounds are the admiration of all. The faculty is composed of twenty-four instructors, all being specialists. The A. B. course is on a level with the Southern institutions for men. Dr. C. B. King is President.

Both colleges offer superior advantages in their music departments. Representatives of nearly all Southern States, from Texas to Kentucky, are in attendance at these institutions.

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The young man of Piedmont North Carolina who wishes to become a Doctor of Medicine no longer goes to Philadelphia or New York, he comes to Charlotte. The North Carolina Medical College has occupied its handsome new building this year and it is well patronized. A number of hospitals in the city gives ample opportunity for that phase of the work. This college turns out a number of full fledged doctors every year.

Two miles away at the Haskin's Mill is located one of the most interesting and most useful institutions of this community. It is the Industrial School, of which Rev. J. A. Baldwin is Principal. The value of such a school to a mill section is well nigh incalculable. At Belmont, a few miles from the city, is the educational institution of the Catholic church, St. Mary's Seminary, conducted by the Sisters of Mercy. In Mecklenburg county and only twenty miles away is Davidson College. Biddle University, for negroes, a college well known and well worthy of commendation, is in the city.

Because of the presence of these institutions in and near her limits, Charlotte has become, to a great degree, an educational center. And the splendid attendance upon all of them is indicative of a growing educational spirit throughout this section of the State.

Commercial and Industrial Charlotte

By W. T. CORWITH, Sec. Greater Charlotte Club

Interesting and pleasing to note is the development of Charlotte, commercially and industrially during recent years. The strides made along the path of material progress have been rapid and continuous, resulting in improvements of a permanent and solid character, which have been conducive to the prosperity of the people.

Possessing as a natural attraction a most enviable geographical position, it is not surprising that many merchants, manufacturers and other business men have selected this point as a location for conducting business enterprise in preference to other places lacking so favorable a feature.

This marked development has been accomplished without any of the unfortunate conditions which often follow boom methods, for Charlotte has never experienced a shock of this kind, and has thus been kept free from the evils of a boom with its inflation of prices and fictitious valuation of real estate. The changes in the value of real property have been gradual, but always upward, until the time has come when it is possible for a lot 64x99 in the central business district to sell for \$92,000. The recent financial

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continuous growth of Charlotte, than that suggested by the increase, during the past ten years, of the telephones in actual use, from 120 to 2,500.

Another evidence of growth is the increase in four years in the annual receipts of the post-office, from \$50,000 to \$104,000.

The greatest single asset which the city pos-

sesses is the vast production of hydro-electric power, developed by the Southern Power Company, which is destined in future to play a greater and greater part in the material welfare and development of Charlotte and the adjacent country.

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LOCATION

TRINITY COLLEGE PARK is located on the west side of the city of Durham and consists of seventy-three and one-half acres of land. The Park is under the municipal government of the city. It has been laid out in drives and walks and otherwise improved. There is a half mile of graded Athletic Track and large space is devoted to out-door athletics.

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