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HISTORY OF STONEWALL TRAINING SCHOOL

(Continued From Page Thirty-Nine)

such the student body of the Jackson Training School comes. Their New Environment—A Government. It is very rare that reference is made to the institution as a "Reform" school; that term is intolerable and is resented by all, who understand the very essential principles governing successful work along the lines in which we are engaged. Stations effort has been made in developing the plans of the grounds and in the interior construction of the buildings to avoid every appearance or suggestion of prison life. The name of the institution comes nearer telling the exact truth and describes the character of life here better than could any words we might employ. It is worthwhile however, to make reference to the policy of control and the government that prevail here.

No guards with ugly pistols, clubs or guns parade the grounds, and none are employed. There are no fences, other than those in making pastures. We have just a slight idea of the appearance of ankle bracelets; and wrist chains are unknown. Physical restrainers have never been on this spot, except on two occasions when two great big boobies each escorted a boy to the school handcuffed and securely tied with ropes.

At the very opening on January 12th, 1909, the policy was established and has since been adhered to rigidly and with great success, that when a boy comes the first business is to find out as early as possible whether there remains, along with the divine spark that we know every boy possesses, a lingering shadow of the sense of honor. It is very rare, even in cases that come with the most horrible reputations back home, that soon something is not offered as a handful of hope—a thing to appeal to. Most boys, practically normal in mind, have the happy faculty of sizing up a proposition very quickly and generally in an unusually accurate manner. When he enters the school, he feels at once the atmosphere of order, system, regularity, cleanliness; humanness, and a purpose that prevail throughout every department. He is impressed; he is awed; he is confounded; he is amazed; he is oftentimes befuddled, but never humiliated—he must not be. He catches the step, he divines the purpose, and he begins to reason about the thing to himself—I have often enjoyed hearing boys, who have gone out from the institution, taken their positions in society, and are living uprightly and are assets to the state, tell of the peculiar sensations that came over them

for the first while in their life with us—and he concludes that the easiest and best way to make his stay pleasant and agreeable is to fall in with the habits of life prevailing around him.

Now and then, connection between that boy and that spark of honor is so fragile and the call back to the allurements of the wallow brings on a homesickness, these forming a combination that he cannot resist, and again takes his own fortune into his own hands for awhile, but soon he returns wiser and with a clearer understanding of just what all this thing means. After all, a man's real character is nothing but a combination of habits—whether for good or bad, either is hard to break. The so-called bad boy appears as the sum-total of the habits that make up his life. Our purpose is to protect him against himself for a period, hold up to him good and tried ideals, teach him the beauty of order, system and frankness, give him a taste of that which strikes at the soul, meet him always as a younger brother and, responding, he sheds those little habits, the love for them and the taste, and comes gradually and surely 92 times out of every 100 into his own. I have seen it. It works. It is beautiful.

No. This is not a reformatory—it is not a prison. It is a CHANCE, the only chance in many instances, coming into the life of these "dropped stitches" of a vanished control, and they show a gratitude, sincere and unstinted, look upon the school with a tender love; visit it, encourage the boys, and make substantial gifts. This then, is civic service, justice, civilization, home missions. It bids us go forward.

WHAT DO YOU DO WITH THE BOYS

At a certain hour in the mornings, varying with the seasons, the night watchman arouses the house boys who assist the matrons in the kitchens and the dining rooms. The thirty boys of the cottage arise, attend to their own beds, march to the first floor, attend to their dressing; and by the time this is accomplished breakfast is ready. They assemble in the dining room where one of them "returns thanks" and they breakfast in an orderly manner. The same thing is going on in all other cottages at the very same time. Right here the reader may be wondering why not a central kitchen and a central dining room. That would smack of prison habits, and destroy the features of a home life. The nearer the number can be kept to a size suggestive of home, surer are results. Huddling together is ruinous.

At a certain hour the bell rings, and the boys and officers of every building assemble on the campus, to give an account of the past night's activities. They take their several places in the various departments. They are divided into two sections. One section enters the school rooms; the other section goes at hauling, construction work, barn work, laundry work, farm work, printing office, wood-working shop, or whatever in season is necessary, all being divided up into squads of sufficient size to accomplish a given piece of work in a given period.

The bell rings at noon. All go to their respective cottages, prepare for dinner. This over, they gather orderly in the assembly room, read, chat, sometimes sing, or simply lounge about like any normal folks. As a given sound of the bell all assemble again on the campus. The school section of the morning takes the place of the morning work section, and the latter attend school. At a given hour in the afternoon, they gather on the campus, go through a "setting up" exercise, or through a military drill, or play football, or baseball. Preparing for supper, this meal is orderly attended to, then they assemble in their sitting room for a period of reading or singing, or a debate, or recitations, or small games, or being entertained by some visitor. Time does not hang heavy, or there is always something worthwhile to do, in which they enthusiastically enter. At a given hour in every cottage, they assemble in the basement floor for preparation for retiring. When this is completed they go up two flights of stairs to sleeping dormitory, where each has a clean, single bed to himself. Kneeling they join in concert, in the Lord's prayer, and should any one so desire he may engage in silent prayer for others and other matters. It is pleasing to note how many avail themselves of this privilege of silent prayer. "Good Night" sounds happily throughout the large dormitory that opens on three sides, by large windows, out into the fresh air, and all is quiet until the rising call is sounded the next day.

Sunday Is an Important Day.

The same system prevails on Sundays as on week days, except all unnecessary work is eliminated. At stated periods during the week, much study is given to Sunday School lessons. At 10:30 on Sunday, all assemble together and hold a regular Sunday School, and the efficiency and the interest manifested would put to shame many a Sunday School, which I have seen.

Every Sunday at 3:00 P. M. all assemble in the Margaret Burgwyn Chapel, where some visiting preacher from Concord or Charlotte conducts divine services. All preachers declare their great pleasure in preaching to these boys, who are fine listeners, fine singers. This over, the afternoon is spent on the campus in groups, while the institutional band gives a sacred concert, to the pleasure and profit of all.

The School Work.

While it is not carried higher than the eighth grade, the drill is thorough, and no school turns out a higher class of work. The best spellers in North Carolina are in the school rooms of the Jackson Training School; and in other branches the results are pleasing. The conduct, the application, and the interest are perfect. Supplementing the school work, there is maintained in each cottage a literary society, in which the boys themselves are the sole directors. They select their own subjects for debate, they designate their own declaimers, appoint their own officers, and they try violations (if there ever be any) of rules and investigate all unbecoming conduct or the breaking of rules of etiquette and good manners. For its size, considering age, there is no school in North Carolina where reference books are in greater demand. Each society holds one meeting a week.

For its special training, at stated periods, each boy writes a letter to his home folks or to some one who feels a keen interest in him, and has a right to maintain a correspondence.

The Printing Office

Plays an important part in the educational endeavor of the institution. In charge of this is a practical printer, Mr. Jesse C. Fisher, full of patience, deeply

interested, whose salutation to the boy—"son"—is music to this writer's soul, and brings the interesting little fellows close to the genial, yet positive character who directs them. Mr. Fisher, barring a short period, has been with the institution since its foundation—in fact, he grew up with it, and is still growing with it.

The institutional stationery, and blanks, which enormous, are issued from The Uplift office; The Uplift issues now weekly; other jobs come along, until the printing office has become one of the busiest and most interesting departments of the institution. Whenever the editor is in doubt about the spelling of a word, though a big dictionary is at hand, he calls on the boys—they know. The enthusiasm and deep interest manifested by these splendid little fellows is an inspiration.

What Has Been Accomplished.

The campaign that was waged for the establishment of the Jackson Training School, the persistent preaching of the cause of the child and the constant demanding of a living chance for those so fortunate as to get into clutches of the law, often times because of the sins of others, has led to a larger consideration of the welfare of childhood in the state. Since receiving recognition by the lawmakers, the Jackson Training School, by its great service to the state, growing from within until it has won the friendship and appreciation of the leaders among us, led to the demand for an orthopedic hospital, school for the feeble-minded, a refuge for unfortunate women; and the work and accomplishments of the Jackson Training School suggested the inauguration of the State Welfare Work, out of which the Juvenile System has grown. It has brought the state right up to the conclusion that the child proposition is the biggest and the most important proposition needing and deserving the state's fullest and best thought. The child today is the man of tomorrow. It is up to the state and society to foster those measures and that preparation to make of him a representative citizen in a forward-looking civilization rather than a menace to society. It does not cost near as much to snatch a subject from criminality as it does to remedy the damage he does to the state and mankind if permitted to drift into the life of a criminal.

It is here declared that the dreamer, who dreamed along with fine men and women into existence in North Carolina a living chance for unfortunate youths, turned loose unattended into the whirlpool of badness, disorder and crime that rages where God is forgotten, has himself, been astonished at what could be accomplished by the agencies invoked at the Jackson Training School. It was first a theory; then a problem; now an accomplishment. Had this dreamer been asked thirteen years ago "how many do you hope to steady and put on their feet," he would have answered twenty-five per cent, believing that optimistic and satisfactory. But the record for the past five years—the period since enough of the agencies have been installed to conduct the work as originally intended—shows that ninety-two out of every hundred have been returned to society as useful and worthy citizens.

Important railroad positions, clerks in banks, officers in manufacturing plants, brick masons, skilled workmen, printing business and other responsible employment, tell the story of the accomplishments with those who in the respective communities bore the reputation of "worthless," "hopeless," "not worth killing." Turn these boys loose—that would have been construed a license; put them on chain gangs—that would have been a crime.

It is not denied to heredity its power in shaping the course of a boy—some of the finest blood of the state has been represented in the enrollment here. Blood sometimes makes mistakes—blood sometimes neglects—blood sometimes abandons. But to environment we must assign the greatest agency and power for the shaping of a boy's course. The bars have been let down; parental and home-training are on the wane; temptations have multiplied; social deceptions are winked at—and the mills keep on grinding, and the so-called bad boy, nine times out of ten the fault of another, is the victim. A great state does not want to punish him, destroy him, damn him—but strong and mighty in a righteous courage she wants to save him. Nothing short of this is her duty.

What Shall the Future Be?

The answer of this question is with the state. Those charged with the responsibility of the establishment of the institution, the direction of it through its problematic stages, staying by it until it had demonstrated its worthiness and its usefulness to the state, pleading all the while for proper and adequate maintenance, now look forward to a willingness on the part of the Legislature to make it possible to develop the plant to a point where it can serve the fullest needs of the state, and to give it a support that makes necessary the crying out for the mercies of charity.

If it is humane justice that the state desires to hand out as its expression of the duty of a civilization—it can afford to deal liberally with the Jackson Training School. If the state is looking for a bargain in dollars and cents, she will be safe in dealing liberally with the Jackson Training School—it is cheaper to prevent a criminal than to punish one and overcome the evil influences he leaves in his pathway.

The Stonewall Jackson Manual Training and Industrial School

It is a proposition dealing with human lives—not dogs. It is a cause that concerns eternity—not dividends of temporary pleasure. It is a call to a Christian civilization—not a game of shrewd trading and profiteering.

Motor and Tire Service Handling Chevrolets

The Motor and Tire Service, Inc., is the outgrowth of the former City Motor Company for which J. A. Peck was for many years vice president and manager, forming the present company in October, 1921, and which began business on January 1st, 1922, with a branch at Salisbury. In Concord, in addition to distributing many Chevrolet cars, the Motor and Tire Service also maintains a repair department, a battery department handling Eresstoffes, a washing department, a radiator department, a vulcanizing and tire department handling Goodyear and Goodrich, and an accessory department, excellent service being given in all these departments. Seven persons are employed in the Concord

place of business which occupies a building 90 by 140 feet, affording plenty of room to do good work.

The Salisbury branch is organized along similar lines except that it has no radiator and vulcanizing departments. G. P. Helig, president of the company, was born in Rowan county, and taught school for 14 or 15 years before entering the automobile business in association with Mr. Peck. He is

a Knight of Pythias and a DeMolay and attends the Presbyterian Church. J. A. Peck, who is secretary and manager, was born and reared in Cabarrus county, and located in Concord 17 years ago. For a time he was a letter carrier and then entered the automobile business as manager and vice president of the City Motor Company. He is a Mason, a Knight of Pythias, a Woodman of the World and a member of the Reformed Church.



FLOUR			
Family or Self Rising			
12 Lb. Bag	44c	48 Lb. Bag	\$1.70
24 Lb. Bag	86c	98 Lb. Bag	\$3.30

Sugar, Per Pound 10 1-2c

Butter, Per Pound 53c

Compound Lard, Per Pound 16c

Strictly Fresh Eggs, per doz. 47c

Finest New York State Cheese, Per Pound 32c

Tak-Hom-A Biscuit, Pkg. 5c

A & P SLICED BACON A & P 1-2 Lb. Pkg 20c 1 Lb. Pkg. 35c

3 Pkgs. A & P Pancake Flour 25c A & P Macaroni Package 9c

Potatoes, Per Pound 3 1-2c

A & P Oats, Package 9c

OYSTERS IN SEASON

We Haven't the Oysters, But We Have:

A & P Catsup 8 Ounces 16c A & P Chili Sauce 16 Ounces 31c

A & P Catsup 10 Ounces 26c A & P Worcester Sauce 23c 29c

Satsuma Catsup 8 Ounces 11c A & P Chili Sauce 8 Ounces 20c Lea & Perrin Sauce

Oysterettes, Package 5c

Corn, No. 2 Can 10c Tomato Puree 11c

Peas, No. 2 Can 16c Life Buoy Soap 7c

Tomatoes, No. 2 Can 10c 5 Cakes Palm olive Soap 39c

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8 O'clock Pound 27c Red Circle Pound 33c Bokar Supreme, Lb 38c

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