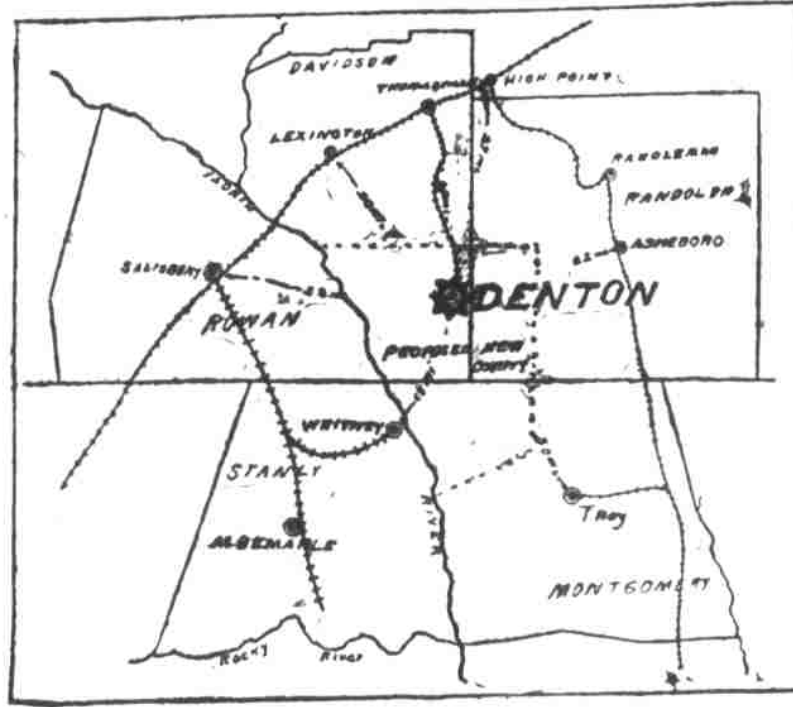


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The State and the University

The address which follows was delivered during the recent commencement exercises at the University of North Carolina by Mr. Frank Porter Graham, of Charlotte, president of the senior class. It is published by request.

At this point in our careers when we are about to pass from the life of the University into the life of the State, it is well for us to consider the bearing of the life into which we are going upon the life from which we are going. It is fitting, I think, to consider the relation of the State to the University. Involved in this relation we find the relation of the State to education, the relation of the University to the State, the attitude of the Legislature toward the University, and a misunderstanding of the University on the grounds of religion, athletics, and general spirit. Fellow classmates, if I can say anything this morning, either to acquaint you with any fact or to remind you of any circumstance, that will increase your desire to remove this misunderstanding and that will give you a stronger resolve to bring about a right relation, I will feel, however much I fail in the grasp of my subject, that I will not have spoken without avail.

In order to understand clearly the relation of the State to the University, we must first understand the relation of the State to education. Education is vitally related to all forms of government but it is the very well-spring of democratic government. "We hold in America," says Lyman Abbott, "to the principle of self-government but we hold as a basis of self-government, self-education." The State is based on the intelligence of the people and it is both the right and the duty of the State to provide the means to this intelligence. Important as are the Church and the private individual in the promotion of education only the State is equal to the stupendous task of educating all the people. Democracy necessitates general education. The educational idea of the American democracy includes not only general education but also the best and most education. To carry out this idea of both the universal and the highest education a system was formulated which embraces both, runs through the primary and secondary schools and culminates in the State University. The University is as much a public trust as the common school; it is a part of the one great system of public schools. The public school system headed by the State University is the very life-spring of a democratic State. To maintain this system, then, is a most sacred obligation of the State.

The State of North Carolina in 1776 recognized the sacredness of this obligation and made the first step towards meeting it by providing in the State constitution for the State University. The wisdom of this provision to the State, and the part that the University has played in the life of the State are matters of history. Look where you will into every field of human endeavor and human achievement and there you will find the work and the influence of the Carolina man.

From pupils all over this section and State the men from this University have wielded an incalculable influence for high living and Christian

service. Her sons are found to-day across the waters at the forefront of the fight for the evangelization of the world in this generation.

In the political life of the State the University has met well her responsibility in furnishing intelligent citizenship and trained fearless leadership. Her sons in private citizenship have been the political anchorage of North Carolina. As statesmen and political leaders they have, with rare exceptions, kept true to the trust of their pilotage. To call the names of the alumni distinguished in political life is to call the names of the men who have stood first in America; it is to call the names of men who have had the largest part in making the political history of North Carolina.

In the educational life of the State the University has played a tremendous part. The establishment of the public school system by Murphy, Yancey, and Calvin H. Wiley, all sons of the University, is in some part fulfillment of the University's purpose of service to North Carolina. Presidents of Davidson, Wake Forest, the A. and M., and the State Normal make up a part of the list of alumni who have been founders and presidents of twenty-six colleges and universities. The leaders in North Carolina's recent educational advance, Aycock, Alderman, McIver, Winston, Noble, Joyner, and others of those valiant fighters for universal education in North Carolina received the inspiration for their work at North Carolina's University. Take the University men out of the educational life of the State and you leave but scant material for the history of education in North Carolina.

Such a record of past services and present usefulness, together with the high standard of the curriculum and the efficiency of the work done, impelled an educational board of national significance to rank the University of North Carolina, in spite of limited equipment, first among Southern universities. The University, though making no such high claim, has been a generous contributor to the South and to the nation. The University has sustained a life-giving relation to North Carolina.

But what of the relation of the State to the University? The very fact that the University has played such a large part in the life of the State is some evidence of the confidence of the State in the University. By direct appropriations, by generous support of her sons, and by a powerful State pride, the State has sustained a life-giving relation to her University. The University thus sustained by the State has gone forward by leaps and bounds and of late years has outgrown her resources to such an extent that a continued advance is largely conditioned on more generous appropriations by the State Legislature.

Though the State has great pride in the University and although the State has sent sons in generous numbers to her, the State has never expressed this pride and interest in terms of generous financial support. From the meagre appropriation of \$7,500, which was secured by a beloved former president, Dr. Battle, the appropriation has grown to the more considerable sum of \$75,000. But even this sum when compared to the appropriations of other States to their universities is exceedingly small. Smaller State universities receive larger appropriations. Arkansas,

Georgia, and Oklahoma give over \$100,000 annually for the current expenses of their universities. The larger State universities appropriate from \$400,000 to \$500,000 annually. Illinois and Minnesota recently appropriated the extra sums of \$3,000,000 and \$4,000,000 respectively to their universities. The University of Alabama, one of the smaller State universities, lately received the extra appropriation of half a million for buildings. The average State university receives as an average the appropriation of \$200,000 annually for running expenses. The University of North Carolina, the oldest of them all in point of service and surpassed by none in point of actual usefulness to the State, receives \$75,000 annually, less than half the appropriation of the average State university.

The wise administrative economy of the executive head, the simple tastes of the students, and the self-sacrificing spirit of the faculty make it possible to run this University upon a comparatively small appropriation; but the direct necessities of life such as light and rooms make larger appropriations indispensable. President Charles W. Eliot, of Harvard, remarked with regret that the great State of North Carolina had not shown that deserved liberality to her University which her sister States were showing to theirs. The public-spirited Charlotte Observer said editorially that the parsimony of the State to the University was a discredit to North Carolina. This parsimony cannot be explained in terms of poverty. Other States with far less than the taxable property of North Carolina make for larger appropriations for smaller universities. The failure of the Legislature to respond to the needs of the University is not, I take it, a genuine expression of the attitude of the State, but grows, I believe, out of a misunderstanding of the University by some of the people. This misunderstanding has three definite causes: It arises from an erroneous opinion of the University's religious influence, a lack of knowledge of her athletic attitude, and a misinterpretation of her general spirit.

The first cause of misunderstanding is the religion of the University. It is an opinion held by some good people that the University is an irreligious, godless institution. This opinion naturally arose from the prejudice against the supplanting of the Church by the State in the field of higher education. The churches, he it said to their lasting honor, have done a great work, a pioneer work, in the field of higher education; but it is well for us all to look the facts in the face, see the signs of the times, and recognize the logical and inevitable trend toward higher education by the State. The State University is here to stay and is just beginning to come to its own. Inasmuch as the State is as much the church as anybody's else. In fact the members of the Church have a double duty to the State University, the duty of State citizenship and the responsibility of Church membership.

Suppose there were some ground for fear of the University's religious influence, it would be the paramount duty of the Church not to antagonize but sympathetically to centre its activity upon the University and Christianize the University's influence. The Church owes this interest and support not only to the State and to the University but also to itself. Instead of alienating by antagonism the men of influence that each year go out from this University, the churches should draw the more closely to themselves by sympathy and support.

I am glad to say, in this connection, that four of the leading denominations of North Carolina have stationed here their ministers who are exerting a powerful influence upon the lives of the future citizens of North Carolina.

Nor is there ground for fear of the religious influence of the University itself. The religious activity of the students themselves has developed here one of the largest Student Young Men's Christian Associations in the South. With its commodious home, its social receptions, its work for new students, its student publications, its eight rural Sunday schools, its student volunteer band, its ministerial club, with its 350 men enrolled voluntarily in Bible study and 125 enrolled in mission studies, the University Y. M. C. A. is an aggressive force for Christian service in the University community. The ethical and moral standard of the student body is splendidly illustrated in the honor system. Under this system during the past year the self-governing student body dismissed from the University four men who had failed of the honor standard required by student sentiment. The student life is uncommonly serious and purposeful and is marked by a decided leaning after things spiritual, of course, in the transition which comes to every thoughtful man from contact with new ideas and from conflict with a master teacher, there come periods of unsettled questioning and misgivings, but always sustained by the same master mind the student is tempered by the experience and comes to himself a strengthened Christian with a deepened spiritual life. If deepened spiritual life, if a high honor standard, and if organized Christian activity count for anything, then the denominations of North Carolina have every cause for support of their University.

The second cause for misunderstanding is the student's athletic attitude. This attitude has temporarily alienated some supporters of the University. The misunderstanding on this ground is shared by many of the old athletic regime of no rules and no regulations. To these men loyally eager to see Carolina first the present restrictive athletic system is unpalatable. Four years ago Carolina, together with Georgetown and Virginia, established a new athletic system. "The purpose of this system," said a member of the athletic committee, "is to secure general community participation in out-door exercise. This system is regulated by a set of stringent athletic rules which required in the words of this same committee man, 'that the Varsity terms be amateur and representative; that they be evolved out of the student body and not brought in and imposed on the student body.'"

The University, adjusting herself slowly to this change, fell to a low place in Southern athletics. The University played college in North Carolina which had no such rules, a decided disadvantage; and, since they refused to adopt any such system or to abide by such rules, was forced to break off relations with some of the colleges of which all North Carolinians are justly proud, coupled with the slump in general athletic standing, caused the University to become misunderstood and the object of much severe criticism. She has been through the fire of that criticism and stands to-day true to her athletic ideals.

The University, be it understood, takes no pride in seeking relations with any institution and exceedingly regretted having to break off with

some of the North Carolina colleges. The University would be glad to meet all the North Carolina colleges on the athletic basis required by the inter-collegiate athletic code of America. Davidson College by recently adopting some of the requirements has hastened the day when all the North Carolina colleges will meet together in athletic rivalry according to the standard set by the leading American colleges and universities. The University of North Carolina welcomes the coming of that day. In the meantime through the athletic committee and student sentiment, the University, with failures here and there, is making a conscientious effort to make good her athletic obligations. During the inevitable criticism which will continue to come she will quietly be making a complete readjustment to her athletic system, and through that readjustment will work out her own athletic salvation. A splendid community participation intelligently directed and justly regulated will produce resultant Varsity athletic teams that will not only be representative of the State but also triumphant in Southern athletics. Such is the belief of this University. The State has every cause for pride in the University's athletic attitude.

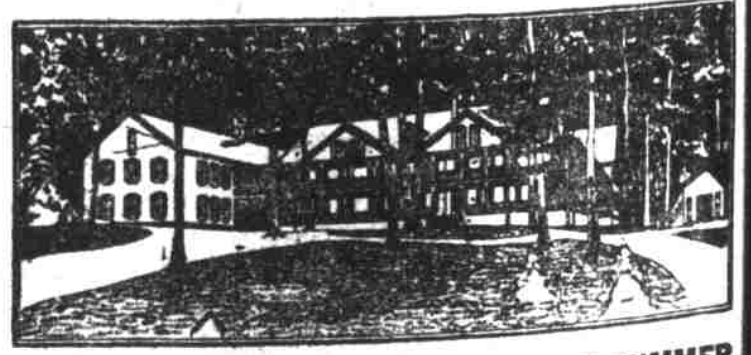
The third cause for misunderstanding is found in the spirit of the University. It was said by some, and that during the last session of the Legislature, that the University was undemocratic, that ancestral social standing was a moving force in student life, and that the spirit was characterized by a dangerous reverence for the past. The University spirit is simply the distilled essence of the North Carolina spirit. To be sure, we can find faults in North Carolina, the most democratic of the States. The State social life is marked by a certain aristocratic spirit. The social life of the University, representative of the social life of the State, is also tinged with a certain aristocratic spirit. I dare say, however, that as little of this spirit is found here as anywhere. The establishment of the general University commencement and the inauguration of the "Junior Prom" are but advancing steps in the democratization of the University's social life. In the broader social life, in the real University life, the democratic spirit is the outstanding characteristic. Nowhere will you find a more democratic spirit than prevails on this campus. Here the premium is placed upon worth and achievement. Here it is not considered beneath the dignity of a University man, of whatever descent he be, to work for his education with his hands. Students occupy positions as clerks, stenographers, printers, clothes pressers, dish washers, waiters, janitors, wood cutters, agents galore, and so on to the end of the list of the four or five hundred students who are earning a part or the whole of their way through college. It is no uncommon occurrence for a student to lay aside his waiter's apron to take up the gavel of a literary society, or for a student to set type for the paper of which he is editor-in-chief. The students who work with their hands for their education are held in the highest esteem by student sentiment.

The University's most cherished possession is not that her baseball team divides honors for the Southern championship; it is not that her debating teams have won eighteen out of twenty-six inter-collegiate debates in contests with universities from Pennsylvania to Tulane; it is not that a list of her distinguished sons makes up in large part the honor roll of North Carolina; proud as she is of all these, her dearest possession is the democratic spirit of her student body as most splendidly exemplified in the 175 recognized meritorious students who are earning every cent of their way through college. Surely there is no cause for misunderstanding such a spirit of such a University. Greater than these three causes, however—religion, athletics, spirit—in fact the greatest cause for misunderstanding after all grows out of a failure on the part of many people to realize that this is the State University. This University is North Carolina's own creature, the people's University, the head of their public school system. With the realization of this great fact of relationship, with the removal of all prejudice and unfounded antagonism, will come a new era for the University of North Carolina.

In the making of this greater University, fellow classmates, it is our duty and our privilege to have a part. With a knowledge of the misunderstanding, with an acquaintance with the needs, and with an understanding of the responsibility of the State, we are in a position to remove that misunderstanding, to make known those needs, and to impress their responsibility. If we leave our University with the determination thus to serve her, nothing will become us like the leaving. Who of us is not eager to have a part in this great work? What

is lacking to move us to a greater enthusiasm? If there be things that stir the heart of man to the accomplishment of a great purpose, as those things are at full play upon this campus, let us always recall that this campus life is never felt so intensely as in the last few days. The remembrance of her past, the belief in her present and the hopes in her future, if brought home to us in a very sense the meaning of this University. The devoted and patriotic self-sacrifice of this faculty, whose lives forever inwrought into our own, realize our love for Carolina, gives us a higher resolve for the deep life friendships formed in this campus knit us yet more close to our alma mater. The memories of four years of life here crowd through our minds this morning with compelling power. Under the influence of these memories and associations, we look into each other's faces, this morning, we see there responsive flashes and feel an interlocking contagious impulse of service to Carolina. This earnest impulse, serve her well, with the past year, be deepened and solidized into a patriotic duty, for the cause of North Carolina is the cause of the University and the cause of the University is the cause of the State. Delivered May 29, 1909, Class of 1910.

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