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JUDGE BEN B. LINDSAY

In The February Issue Of

EVERYBODY'S MAGAZINE

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THE SUNDAY SCHOOL.

Lesson V.—First Quarter, For Jan. 30, 1910.

THE INTERNATIONAL SERIES.

Text of the Lesson, Matt. v, 17-26, 38-48—Memory Verse, 44—Golden Text, Matt. v, 48—Commentary Prepared by Rev. D. M. S. —na.

There are some eminent facts which we must keep in mind in all Bible study—the Bible is the history of salvation; salvation is of the Lord; salvation is of the Jews; known unto God are all His works from the beginning of the world. He worketh all things after the counsel of His own will, and the eternal purpose which He has purposed in Christ Jesus is that all the ends of the earth shall see the salvation of our God and the whole earth be filled with His glory. To that end He is steadily working, and in all the different parts of this book, which is forever settled in heaven, we have some phase of the working out of this eternal purpose. The whole Bible story points onward to a time when "a king shall reign in righteousness, * * * and the work of righteousness shall be peace" (Isa. xxxiii, 1, 17). Our blessed Lord was always talking about this kingdom and giving samples of the power that would be manifest even in the bodies of His redeemed when the kingdom shall have come. Between His resurrection and ascension during those forty days He spoke of things pertaining to the kingdom of God.

In this discourse, spoken to His disciples probably in the hearing of the multitude, He describes the righteousness which will be fully manifest on earth when the kingdom comes, a righteousness of the Ten Commandments, which He here teaches us refers not only to outward acts, but to the thoughts and intents of the heart. He none of all who have ever lived on earth manifested the righteousness of the law perfectly in His life. He could truly say, "I delight to do Thy will, O my God; yea, thy law is within my heart" (Ps. xl, 8).

Having no sin of His own, for He was without sin, He bare our sins in His own body on the tree and became the end of the law for righteousness to every one that believeth (Rom. x, 4; II Cor. v, 21). Anything less than the righteousness which was manifest in the Lord Jesus Christ cannot stand before God, and as no one is able perfectly to keep God's holy law it is written, "By the works of the law shall no flesh be justified." The law shuts our mouths concerning our own righteousness and points us to Christ that we may receive Him as the righteousness of God most graciously provided for every sinner (Rom. iii, 19-24; Gal. ii, 16; III, 24). Yet there are many in so-called Christian lands, members of churches, who, being ignorant of God's righteousness, are ever going about to establish their own righteousness (Rom. x, 3). None of those can in any case enter into the kingdom of heaven (verse 20). According to James ii, 10, breaking one command breaks them all, for the law is one. From Rom. vii, 7, we infer that Paul thought he had kept the Ten Commandments until in the light of the tenth he saw himself a sinner and guilty. Love is the fulfilling of the law (Rom. xiii, 10), and as we can only manifest our love to God by our love to our fellows, therefore with the Lord Jesus Christ as our only example we must remember His words in John xv, 12, "Love one another as I have loved you." Also in I John iv, 11, "Beloved, if God so loved us we ought also to love one another." When the Lord Jesus lives in us fully and His spirit has full control of us we will manifest even here in this age the love that is kind to those who are unthankful and evil, who curse and hate and persecute and despitefully use us. Any one can love those who love them, but to love one's enemies is not possible to the natural man. As a poor Indian once said, "This Indian can't do it; God must make a new Indian." When we have seen our guilt and that all our righteousnesses are only filthy rags and have truly received the Lord Jesus Christ, then we are before God in Christ, and He is made unto us wisdom, righteousness, sanctification and redemption (I Cor. i, 30). We are justified freely by His grace, justified by faith, justified by His blood, and there is no condemnation to them that are in Christ Jesus, but it is all to the end that the righteousness of the law may be fulfilled in us who walk not after the flesh, but after the Spirit.

The light of the knowledge of the glory of God in the face of Jesus Christ having shined in our hearts, we must let the light shine through us to His glory that others may receive Him too. Verses 44, 45, do not teach us that by loving our enemies we become children of God; but, having become His children by receiving Jesus Christ (John i, 12), we are manifestly such in the eyes of others only when we act as such. We are not only sanctified, but perfected forever by the one great sacrifice of the Lord Jesus (Heb. x, 10, 14), and now we are to walk not as others who are still in the world, but ever aiming at a more perfect manifestation to others of the love of God to us, for if we love one another God dwelleth in us, and His love is perfected in us and He is seen in us (I John iv, 12). It is only as we understand the kingdom, which is righteousness and peace and joy in the Holy Ghost, that we can walk worthy of it (Rom. xiv, 17; I Thess. ii, 12) and manifest in our lives the life of Him who when He was here in His humiliation revealed the Father. Dwelling in Him we dwell in love, and His love will constrain us.

Building a System of public High Schools in North Carolina.

E. J. Coltrane, Co. Superintendent of Schools.

It is my firm belief that the State should provide adequate facilities for the thorough education of all its citizens. Until very recently this provision has not been made by our own state, and indeed not altogether made yet, and after being thoroughly developed, will in a large measure, complete the system for the education of the people. The education of its citizens is the chief business of a republic, and therefore it becomes necessary for every citizen of the commonwealth in which we live to take active interest in everything which will provide opportunity for the highest development of every faculty which God has given to every child.

In a public debate at the University of North Carolina a few years ago a young orator very fluently declared that the Old North State had then made this adequate provision. In proof of his proposition the speaker showed that vast sums of money had been spent on the establishment and maintenance of the State University, the Agricultural and Mechanical College for young men, and the State Normal and Industrial College for young women; and also that the state had a system of elementary schools. For some inscrutable reason the speakers opposing this proposition did not refute this argument and the judges decided that the State had provided sufficient educational facilities. How easy it would have been for the negative to have shown that the State had not made any provision for the great gap between the ordinary elementary school of seven grades and the college or university! For it is evident that students can not enter a college from the common schools without a great deal of preparatory work. This fact is well known to the colleges of the state.

As a long stride in the completion of its educational system the State of North Carolina, by the act of the General Assembly of 1907, bridged this chasm between the elementary school and the college by the creation of a system of public high schools. As is implied by the term "public," these high schools are open to all the people, just as the elementary school and the university are open to all.

This establishment of rural public schools was the logical outcome of the recent rapid development of our elementary schools, which made the beginning of this system imperative. By virtue of the authority vested in him, the State Superintendent of Public Instruction at once appointed a State Inspector of High Schools, and the work was begun. There are usually many and serious obstacles to be overcome in the institution of a new system, and the establishment of this new system of high schools was no exception to the rule. However, during the first year 1907-1908, provision was made for the establishment of 156 State high schools in 81 counties of the state, and 3949 students were enrolled at once. The second year saw the establishment of 175 of these state schools, and about 6,000 students enrolled. During this present year, the third year of the existence of public high schools, practically 8,000 students will be enrolled in the 176 high schools now in successful operation. A reasonable view of the situation enables one to see that this system of schools, adequately provided for and properly directed, will be a tremendous influence in the development of the intellectual and industrial life of the state.

Advantages of State High Schools.

There are three advantages that must be derived from these public high schools. These results are not visionary, but are based upon the achievements of other States, and what has been accomplished in the North and West can be accomplished here by our own people. The schools of the East, especially those of Massachusetts, have long been held up as examples, but the time has come when the schools of Wisconsin and Indiana are examples of the best, and if the improvement could be made in the West a generation ago, the time has come for the same thing here in our Southland.

The first advantage of these high schools is the opportunity afforded for higher self-development than can be secured in the elementary school. And they will furnish the means to hundreds, and thousands of boys and girls, just at the age when they can be reached and lifted to higher ideals and aspirations. It is not my purpose to discourage the excellent work of private academies and church high schools, but as State Superintendent Joyner says: "The task of placing high school instruction within reach of all the children of all people, irrespective of creed or condition, is too great and too complicated ever to be successfully performed by church, private enterprise or philanthropy. If performed at all, it must be by all the people supporting by uniform tax

ation a system of public high schools of sufficient number to be within reasonable reach of all children of every county and community, affording equality of educational opportunity to all the children of a republic, of which equality of opportunity is the best principle."

After a system of public high schools has been completed the church high school and the private high school will still find an important place in our educational system, but they can never reach the masses of the people. However many there may be who prefer the church or private high school, the main dependence of the many for higher education must still be the public high school, supported by people and belonging to the people. Surely the friends of the church high school and the private academy will never undertake to say that all the people must get out of the way for a few of the people, and that the many public high schools for all the people must get out of the way for a few private and church high schools that can, at best, reach but a few of the people.

In this second place, these public high schools will open the doors of our higher institutions of learning to thousands of ambitious youths of slender means, thereby bridging the chasm between the elementary school and the college. This chasm has heretofore made higher training impossible to countless numbers of young men and women. The State needs more trained leaders and it must look to the colleges and university to supply the demand. To secure these leaders, the colleges must go to the high schools. The establishment of these high schools, instead of weakening the college, will be its greatest source of strength.

And again, these high schools will be the source of strength and inspiration to the educational work of the counties and districts in which they are located. The history of education reveals the fact that we can never have an adequate system of elementary schools. It can also be shown that the colleges and universities must precede the high school. These high schools will benefit the common schools by furnishing an improved teaching force, and also by encouraging children to remain in the elementary school until the grades are completed whereas the great majority of them now drop out and do not get even the benefits of the common school.

The County System of High Schools.

The law provides that not more than four public high schools in any one county shall receive State aid. It also provides that the maximum of State aid shall be \$500, and the minimum \$250. In order to make these State funds available, it is necessary for the local communities, in which the high schools are located, to raise an amount equal to the amount expected from the State. As a general rule the county contributes an amount equal to the amount received from the State. In this way the four schools in each county are located. Of course geographical conditions and environmental influence the location of such schools.

Of this system of public high schools in each county one school will be selected and developed into a real first class central county high school, doing thorough high school work for four years. The work in the other high schools in the county will be correlated with the work in this central high school, and each county will thus have a system of its own, beginning with the central high schools, reaching out to the other smaller high schools in different parts of the county, and through these schools to the elementary schools. Of course it is expected that all these schools will continue to receive State aid. In this way they will still be a part of the general system of the State, and will be the great feeders for the colleges and universities of the State. Such a system can be developed in every county in the State.

What a Central County High School Means.

The first and foremost problem now is the development of this central county high school on an extensive plan. This proposition will receive immediate attention from the educational forces of the State. This will be fully equipped, will offer strong courses of study, and will be somewhat separate and distinct from the other schools of the county.

The course of study will embrace the classics, the sciences and industry. A great deal of emphasis is being put upon agricultural training these days, and this central school will afford the opportunity for such training. It would not be the plan to displace the literary courses of study, but rather to arrange two courses for the last two years of preparation, one course offering thorough preparation for college to the few students desiring such preparation, and the other offering practical industrial and agricultural training to the large number whose education will end with the high school. It

will be necessary to provide equipment for practice work for the girls in cooking, domestic science, household economics, etc., and arrangements will also be made for boys to have training in agricultural subjects.

The State Inspector of High Schools says that this type school must come if the demands the present and the future are to meet, and if the high school is to possess the strength and the dignity, and importance that justly belongs to it. As these grow and develop there must come in connection with one in each county the principal's home, the mess hall and dormitory, and the small school farm. Arrangements for the development of these plans have already been made in a few counties and others are preparing for the same thing.

The principal's home in connection with a high school would prevent the annual shifting of the principal. If the principal feels that he has only a transient relation to a community, he is not going to develop the strong school that is demanded.

The principal must stay in a school from year to year so as to give a permanent plan of organization that the work may have continuity and be progressive. Unless a man is a fixture in a community for a few years, at least, he is only a passing show, and no stable character is given to the work of his school.

Of greater importance perhaps is the construction of dormitories and the acquisition of suitable lands for agricultural and industrial instruction. The dormitories would afford adequate boarding facilities in most cases, and for this valuable adjunct there is a great demand. Provision must be made for such arrangements where stronger schools are to be established. Whenever it is understood that the state has taken up the problem of secondary education with seriousness of purpose, it will be a comparatively easy matter to secure the money to erect these buildings, and also suitable lands for farming purposes, will be secured.

Schools for the Rural Population.

Unless the eight-tenths of our population, still living on the farm, are given some such plan as outlined above for their education, the State will fail to meet the conditions. For, after all, the hope, the strength the salvation of a nation have generally been found in its country people and these people must have adequate educational facilities for their complete development. Mr. Joyner, in writing on this subject says: "If we would keep the best of the country people in the country we must find a way to bring the best of modern civilization into the country without forcing the country people to leave the country to get it. We must find a way to shape our education for country boys and girls more toward fitting them for making life on the farm at least as profitable, as pleasing, as attractive and as livable as life anywhere else."

In brief, I have outlined a plan, the State is working towards. This system will not be completed at once, but in a few years every county in the State will have a complete system of secondary schools. These schools will not only bridge the chasm between the elementary schools and college, but even better, they will prepare young men and young women for the duties and responsibilities of life. The development of this plan will be a big undertaking for the State, but the people of North Carolina are doing things these days, and they will not be lacking in this particular field of educational endeavor. Whenever this is done, North Carolina will place herself along side Wisconsin and the other progressive States of the Middle West, and will, to an extensive degree, offer the facilities for the complete development of all the faculties of her young men and young women.

Asheboro, N. C. January 24, 1910.

The Montgomeryian tells of big hogs in Montgomery county. Nelson Russell, of Eldorado, killed a hog recently weighing 430 pounds. The Mr. Gilead correspondent of the same paper says: Mr. Thomas Graham killed two hogs a few days ago that weighed, at 10 months and 3 weeks old, 446 and 396 pounds. Mr. Lilly says that beats him.

Senator Overman has introduced a bill in the Senate for the erection of a monument in honor of the memory of Nathaniel Greene, of Revolutionary fame, to be erected on the Guilford Battl Ground. The appropriation asked for is \$25,000.00.

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Some fellows never succeed because they are too lazy to get up and unbolt the door when Fortune knocks.