

ALUMNAE NEWS

OF THE STATE NORMAL AND INDUSTRIAL COLLEGE

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THE NEED OF STANDARD COLLEGE EDUCATION FOR THE WOMEN OF NORTH CAROLINA

Presented to the Alumnae of the State Normal and Industrial College, Monday, May 26, 1913, by Daisy Bailey Waitt, '95

Members of the Alumnae Association, it is indeed a pleasure to be here today, a pleasure which we all share together. Because it means to us what it does mean to be here, because of the love we all bear to our Alma Mater, and because of her place in the educational system of our state, there are some phases in the education of the women of North Carolina today about which I wish to talk with you.

The adjustment of woman to her changing sphere, the question of her social, economic, and political status which is agitating every corner of the world with varying degrees of wisdom and frenzy as well as with many bewildering phases, and problems; the world movement, of which the suffrage question is but a small part, is not occasioning any great consternation in North Carolina, thanks to our Southern conservatism. At the same time North Carolina women have felt the influence of the movement and have responded to it. The Federation of Women's Clubs is perhaps its most active exponent. It has entered into the courts of the state and received a staggering blow. It has entered into the legislation of the state and has made changes where changes were imperative and expedient. It has enacted laws which should have been enacted. The General Assembly has recognized the ability of women to serve in a small way, and seeing the value of their service in educational matters, has made it legal for women to serve on school boards and boards of directors of state colleges. Since this is true, perhaps there can be no better way for this Association to celebrate its twenty-first anniversary than by originating and carrying through a plan by which the alumnae may elect representatives to serve on the board of directors of their Alma Mater.

A plan which will add several loyal alumnae to the board of directors of this institution should give to its administration a point of view and a connection with the world of women and women's interests in the state which an institution solely for the education of women cannot afford to be without, and which can best be furnished by her own alumnae. And her alumnae stand ready to serve in this as well as in any other capacity in which they are needed. Twenty-one years they have been increasing in strength and today form probably the strongest body of women in the state.

But while they are a strong body of women, they should be stronger, they should be allied with more interests in the state,

they should be found in greater numbers in other professions than teaching.

Although half a century has passed since women began actively to enter the professions and the business world, Southern women have proved the conservators of many old ideals, North Carolina women to an even greater extent than some others. At the same time, of the 8,000,000 girls and women wage earners in the United States outside of the home, North Carolina claims her share. It has been impossible to obtain the latest figures on this subject, but those obtained indicate that in North Carolina about thirty-three and one-third per cent. of the wage earners are women. To the distribution of these women I would invite your attention. Leaving out of count mills and factories which claim 25,937 women in North Carolina, and of course require no educational preparation at all, the greatest number of women, 8,756, is found in the teaching profession.

6,708 white women in the school room and only 3,487 of either sex trained teachers! Certainly the school room needs them, but is the situation quite fair either to the school room or to the girl who becomes a teacher?—not that any girl really desiring to teach should be discouraged. She should be encouraged to take all the training possible. The profession has need of every efficient recruit it can muster, particularly in North Carolina today where the per cent. of illiteracy is so great and where such efforts are being made to decrease it, where recent legislation for a six months school and four months compulsory education makes the demand for more teachers and better teachers imperative. It is not, however, every girl who must work who will make a good teacher or even a passable teacher, given the best of training. The idea that there are no other avenues than teaching open to women has long since been exploded, but public opinion is slow. North Carolina is conservative, and teaching, or the necessity for a girl to teach, is often given as the excuse for educating her, or not educating her. It gets into the school room itself, and one hears, "Oh, it isn't necessary for me to study this or that subject, I never expect to teach it," as if the sole end of education was to make a teacher, and not to develop an individual. Is it not possible that the state has been sacrificing the broader education of its women to the making of teachers and too often of teachers with a minimum of training? Only twelve per cent. of the matriculates of this institution graduate, and this institution can claim more matriculates and more graduates than any other college for women in the state. On the other hand, I find that about fifty per cent. of the matriculates of standard colleges for women elsewhere graduate.

This means, of course, in North Carolina that the standards of the teaching profession are low of necessity; public schools

are suffering indirectly, for teachers must be had, whether they are well educated or not, and the situation is something of a boomerang. Please do not understand me to cast any reflection on the teaching profession. It is my own. I regard it as a perfectly honorable, perfectly legitimate profession, but not as the only profession for a woman to enter.

The figures quoted indicate clearly that either the women who are educated do not work at all, or that women are educated because they must teach or earn a living. Ninety per cent. of the graduates of this institution teach and sixty-six and two thirds per cent. of her matriculates. Since this is a normal school, that is as it should be; but as an industrial school what of it? As a college what of it? Figures in the country at large show that only twenty-five per cent. of college graduates enter the teaching profession and this is five per cent. more than in any other profession.

I shall not attempt to answer the first question, except by calling your attention to the emphasis that is being placed on vocational training in the country at large, to the many vocations open to women, and to the deplorably small number of women in this state who take up professions or vocations other than teaching, if adequate preparation is required. There are in the state seven doctors, one lawyer, one dentist, one chemist, two botanists, one architect, one newspaper woman, two photographers.

The trained nurse, the stenographer, the milliner, while claiming far greater numbers, are vocations which require a minimum of previous education. As for the woman who takes boarders, and she belongs to a large class of our wage earners, whatever domestic science or dietetics may have to do with the business, one rarely finds her with even the fundamentals of these subjects.

As for teaching itself, which claims so many women, few positions of responsibility and fewer commanding adequate salaries are held by women in North Carolina. Why is this true? Inherited custom may have much to do with it. It undoubtedly has. Public opinion may have something to do with it. Indirectly it does—for few women can afford to go contrary to accepted standards. Nature possibly is to blame for not fitting women for these professions. Experience seems to be otherwise. Woman herself perhaps does not care for these professions, although she may enter them. Again, experience is on the other side. The answer is none of these, yet in all of them, and it does not require any great discernment to find it. The professions require as a rule a college background in addition to special vocational training, and as a state North Carolina is not giving to women a real college background. Public opinion does not call for it, and education as well as the cut of one's skirt is pretty much a matter of what public opinion accepts as the style.

But you say "Public opinion is not opposed to the higher education of women. No man of intelligence refuses to educate his daughter, and many parents deny themselves of actual necessities for the education of their daughters." That is just the point. Why is the girl educated? Where, and for what? And how does her training compare with her brother's, and I refer to training above the secondary school. If she must work and has ambition and vision, if she works for the joy of service, that is, if she is going to take up teaching or some other work as a profession and not as a mere shine-while-you-wait or as a pecuniary basis for a trousseau, she may get a pretty fair education, although not always in this state the equal of her brother's, as I shall try to show you.

I take it that the value of college education for women, and so far as cultural training and the broader education is concerned a college training differing in no material aspects from that taken by men, has been demonstrated too often in the eighty-eight years since the first woman's college was established to need any justification here.

In too many cases, however, the idea prevails that the sooner a girl gets to work the better, for she will soon marry, and the broader education is sacrificed for the vocational training which can be secured in the shortest possible time.

If it is not necessary for the girl to earn her own living, her case is even worse—not that she isn't sent to school, but you are all familiar with the doll type of education. I recently heard of a young college man who had moved to one of our southern cities, who wrote that he had not met a woman who had any purpose or interest in life other than looking pretty, having a good time, and getting married. Not a single woman with any deep or permanent interest in music, literature, history, art, social service, or any other real subject. Everything seemed to center in the girl's getting married. The old woman planned for the possible husband and the young woman's only object in life was to capture him. To that end everything else was sacrificed. And after that the deluge. While I could not agree with the writer that this state of affairs was general his comments raised the question as to why it existed at all, if it did exist, as he seemed to think. There was only one answer. This type of woman is simply living up to her educational standards, for she is not uneducated, but as a rule has attended some fashionable or exclusive school. She is certainly not a type that is confined to the south, however, any more than the east, or the north, but is far too prevalent everywhere. It is to be hoped that she represents a standard in education that is rapidly passing.

But what is the standard for the education of women in North Carolina today and how does it compare with standards elsewhere? As far as public schools, primary and secondary, are concerned the standards for the education of boys and girls are not materially different, although at present more girls than boys are taking advantage of secondary school education. It is in the colleges, or so-called colleges, that the difference occurs, and first we shall have to consider the general standards and changes

in standard that have come about in recent years. The Specialist in Higher Education, the Southern Association of Colleges, the Regents of the University of the State of New York, the Ohio College Association, the Carnegie Foundation for the Improvement of Teaching, and other organizations have busied themselves with the standardization of colleges. It is to the definite significance that the word college has come to have through these agencies that I have reference throughout this discussion. Speaking of the influences at work, Kendrick Charles Babcock, Specialist in Higher Education, said in a recent address of the conditions about us:

"The magnitude and rapidity of changes in the field of higher education during the last fifty years are difficult to comprehend and interpret, and no very large attempts have been made at a survey of the whole field. New institutions by the score, new kinds of institutions, the multiplication of schools and departments within colleges and universities, the spread of co-education and the growth of great colleges for women, enormous additions to endowments, new buildings in million-dollar groups, the commitment of the state to granting immense revenue from taxation for the support of all grades of education and research (excepting a few subjects like theology), and a general raising of standards of secondary, collegiate, graduate, and professional instruction—the very enumeration of these changes is bewildering.

"The progress in the south during the last half of this period has been especially notable. The awakening of great commonwealths like Virginia, Tennessee and Texas, to the support of state institutions and to the development of their foundation in secondary school systems, and the progress of such institutions as Vanderbilt University, Tulane University, with its Sophie Newcomb College for Women, Trinity College, Randolph-Macon Woman's College, and Agnes Scott College, are significant of the best tendencies in the changes under discussion.

"The casual observer of institutions as they are today sees at once that all stages of development are represented by considerable numbers of institutions calling themselves colleges and universities. The differentiation of types, if it is to be suggestive and helpful, must be according to some definite standard, either age, size, endowment, income, entrance requirements, curricula leading to degrees, assertiveness, ambition, conceit, of peculiarity of organization, or of service, or, probably best of all, general efficiency, which may be a complex of all preceding elements.

"Whatever a definition of a university or college the student or investigator of higher education in the United States may make for himself at the beginning, he will soon find that the variations and exceptions are even more numerous than those in Latin Grammar. He will ask himself very often: 'When is a college not a college?' The eyes of the law and of the postman see a university and a college; but the heart of the scholar knows that the institution and its officers daily violate the faith and standards received from the fathers, and that they sometimes practice deceit for profit or prestige, not infrequently in the name of church or religion."

In another paper dealing with the tendencies in higher education the same student of conditions had the following to say:

"Reorganization and wider service on the part of various institutions, rather than the establishment of new educational institutions, have marked the recent era. Unwarranted ambitions and pretensions of certain universities have been outgrown and weak departments discontinued. Here and there a 'university' has voluntarily changed its name to college, and a 'college' has become an academy.

"Abundant, frank, perhaps savage criticism of colleges and universities has been widespread. The public, leaders of great industries, secondary school men, alumni, members of faculties, and presidents themselves have participated in this criticism with varying degrees of knowledge, prejudice, passion, and dogmatism. The faults charged to higher education—ineffectiveness, traditionalism, wastefulness, snobbery, irreverence and agnosticism, and the unfitting of men for really useful lives—have found expression in the strident voices of the native-born; they have crept into newspaper headlines; they have made spicy articles for popular as well as educational magazines."

A study of standards in colleges for women in the south reveals the fact that their standards of scholarship are quite different from those accepted for men's colleges. It is true some colleges for men admit women, but as a rule with varying degrees of apology. Nor am I altogether sure that a woman ever gets from a man's college in undergraduate work what she gets from a woman's college, provided there be the same standards of scholarship. I quote from a paper on "Standards of Southern Colleges for Women," by Elizabeth Avery Colton, Meredith College, Raleigh, N. C.:

"There are in the south one hundred and forty-two colleges for women, distributed as follows: in Maryland, seven; in Virginia, thirteen; in West Virginia, Florida, and Oklahoma, one each; in North Carolina, eighteen; in South Carolina, ten; in Georgia and Alabama, nine each; in Mississippi and Texas, fourteen each; in Louisiana, five; in Arkansas, two; in Missouri, eleven; in Kentucky, fifteen; and in Tennessee, twelve. North Carolina appears ignominiously to head the list; but an equally close-range searchlight might prove several other states guilty of an equally absurd number of nominal colleges, for three institutions in Kentucky and an additional twelve in Tennessee failed to respond to requests for catalogues. In fact, I am not absolutely sure that the above numbers are complete for any state except North Carolina. But as hardly a fifth of the institutions enumerated are giving any standard college courses, it is safe to assume that no institutions doing any college work has been omitted.

"Only four of all the colleges for women in the south have been recognized by the Association of Colleges of the Southern States; and only six others are included by the Specialist in Higher Education in either his third or his fourth group. The remaining one hundred and thirty-one southern colleges for women have never been classified according to any national or sectional standard."

The four colleges referred to are, Goucher College, Baltimore; Agnes Scott, Decatur, Georgia; Randolph-Macon Woman's College, Lynchburg, Va.; and Sophie Newcomb, New Orleans; three of which have already been alluded to as standing for the best tendencies in education.

From this report it appears that there is not a single college for women in North Carolina which the Specialist in Higher Education places in the National group 1 or 2. The truth is that the only college in the state which has been, and is giving full college training to women without apologizing is Trinity College, Durham. One does not think of Trinity as a woman's college, yet it can claim 123 women graduates since it opened its classrooms to women seventeen years ago. Besides these women, 12 others have graduated from the University of North Carolina, 22 from Randolph-Macon, 4 from Goucher, apparently none from Sophie Newcomb, 14 from Cornell, 10 from Vassar, 9 from Wellesley, and a varying number from such colleges as Mount Holyoke, Bryn Mawr, Smith, Massachusetts Institute of Technology, and others. One might estimate conservatively, then, that there are about one-third as many college trained women in North Carolina as have graduated from this institution. I refer to North Carolina women not to those who have come to the state after marriage or to teach after completing their education elsewhere. These women have found college training in spite of various handicaps, handicaps such as attending a college or university, which while admitting women to some of its courses, simply tolerates them, and makes no adequate provision for their living, of going to another state, of going counter to public opinion; for public opinion in North Carolina in general does not yet see the need of college training for women, perhaps for any one to any great extent, for North Carolina is annually spending twice as much in caring for her defectives as she is for all her institutions for higher education together. Not that the state is spending one cent too much in the care of defectives, far from it; but if the ratio were reversed, which would mean just four times as much spent for higher education as is now spent and the degree of intelligence thus generally increased, might not the number of defectives to be cared for be decreased? Of the college trained women whom I have mentioned, a number are married, some are out of the state—North Carolina has a habit of sending brains abroad—some are teaching in the secondary schools of the state, and others in those institutions doing most advanced work in the education of women.

Of the eighteen so-called colleges mentioned in Miss Colton's report, not one has endowment or equipment sufficient for doing real college work. Only eight appear in the National Educational Directory for 1912. This institution appears not as a college, but as a normal school. Five of the eight, Meredith, Greensboro Woman's College, Salem, Elizabeth and Southern Presbyterian College, are making efforts more or less effective to reach the standard requirements by means of increased endowments, regular college entrance requirements, and more advanced courses of study. Greensboro Woman's College grants its first degree this year. Stu-

dents graduating from two others receive two years credit towards a degree from a standard college, and one seems to have slipped in on its name, since it accepts students doing first year high school work. These colleges, however, may be regarded as already representing and conforming to what the last report of the Carnegie Foundation has to say of college standards:

"In no part of the country has the rise in college standards been more noteworthy than in the south and in no other region has this been accompanied by a more satisfactory upbuilding of the secondary schools. This advance has been admirably assisted by the stronger universities and colleges. In some cases this has required the abandonment of a traditional policy long maintained. Thus the University of Virginia from its beginning had maintained the policy of admitting students with the utmost freedom to its classes, depending upon examinations later to exclude the unfit. The University sacrificed this freedom in order to help forward the conception of an harmonious educational system in its state and its region. There is today among the great bulk of colleges that have any claim to consistency a nearer approach to uniformity in the intellectual standard required for entrance to college than ever before, and there are far more secondary schools throughout the country fitted to prepare students than ever before. The results are of the greatest significance."

But announcing fourteen unit requirements and enforcing the same are two essentially different things. There are more than thirty women's colleges in the south making such announcements, but so far only four have been really able to live up to them. A number of colleges, however, have been reorganized and are making rapid progress. Entrance requirements form simply one of eight requisites which go to make a standard college, but which I shall not stop here to enumerate. You have only to refer to the reports of the Specialist in Higher Education to find them fully explained. The setting of standard entrance requirements, however, and the enforcing of them means as much to the high school system as to the college or normal school. It is to the colleges which are maintaining such a standard that the high school system of the state is looking. This institution is at present furnishing only nine per cent. of the secondary teachers in the state, but will, let us hope, with the proposed raise in requirements for 1914-15-16 furnish a still larger per cent. Will this be sufficient?

I am not arguing for the high school, however, as much as it needs college trained women, and definite requirements beyond itself. You only need read the reports of the Inspector of Secondary Education to be convinced of this. I am trying to show you that, great as is this need, there is an even greater need for the broader education of all women, as a basis for whatever life may offer, and that there is a need and a demand here for service to the girl of North Carolina. This I have tried to show you, is not being met by the state, since at present it supports no college for women, but several institutions for training teachers, and public opinion is satisfied with quite different standards for the education of men and women above the secondary

school. Why, only the other day I heard actual regret being expressed at a girl's having graduated because she was going to be married after teaching two years; as if education was wasted on a married woman! Who ever heard of a man's education being affected one way or another by his marriage unless, indeed, he happened to marry too early? If, however, the sort of education the girl in question had received was not the sort to make her strong as a married woman as well as a teacher then I quite agree with the critic that it was not worth while.

Members of the Alumnae Association, this is not a matter with which we have no concern. It is a vital question to our Alma Mater, to the North Carolina girl of today and tomorrow, and hence to us. Do you know, the condition of our institution at present reminds me somewhat of Alice when she went through the looking-glass and met the Red Queen. You remember that Alice never could quite make out, in thinking it over afterwards, how it was that they began; all she remembered was that they were running hand in hand, and the Queen went so fast that it was all she could do to keep up with her, and still the Queen kept crying, "Faster! faster!" but Alice felt she could not go faster, though she had no breath left to say so. The most curious part of the thing was that the trees and other things around them never changed their places at all; however fast they went they never seemed to pass anything. "I wonder if all the things move along with us," thought poor, puzzled Alice, and the Queen seemed to guess her thoughts, for she cried, "Faster! Don't try to talk."

Not that Alice had any idea of doing that. She felt as if she would never be able to talk again, she was getting so much out of breath, and still the Queen cried, "Faster! faster!" and dragged her along. And they ran on for a time in silence, with the wind whistling in Alice's ears, and almost blowing her hair off her head, she fancied. "Now! now," cried the Queen, "Faster! faster!" and they went so fast that at last they seemed to skim through the air, hardly touching the ground with their feet, till suddenly, just as Alice was getting quite exhausted they stopped, and she found herself sitting on the ground breathless and giddy.

The Queen propped her up against a tree and said kindly, "You may rest a little now." Alice looked around her in great surprise. "Why, I do believe we've been under this tree the whole time. Everything is just as it was." "Of course it is," said the Queen, "What would you have it?"

"Well, in our country," said Alice, "you'd generally get to somewhere else—if you ran very fast for a long time as we've been doing." "A slow sort of country," said the Queen. "Now, here you see, it takes all the running you can do to keep in the same place. If you want to get somewhere else you must run at least twice as fast as that."

We have truly been running as fast as we could. No one can walk over the campus and fail to be convinced of this fact. No one can study the history of the institution and not fully realize how fast we have been running, no one can read the

(Continued on page 6)

ALUMNAE NEWS

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GREENSBORO, N. C., NOVEMBER, 1913

Alumnae Association (Inc.)

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ALUMNAE NOTES

We quote below from the Morning Star, published in Wilmington, N. C., date July 3rd, 1913:

"Bright Young Girl Tries her Hand at Poetry.—Two years ago while visiting at Mr. Howell's on Greenville Sound, an article in the Ladies' Home Companion aroused Laura Howell's and Helen Dunn Creasy's literary ambition, and each decided to try to write a poem. Below is printed the poem written by Helen Dunn, then nine years old, without assistance. Since that time she has corrected the spelling, and her mother the punctuation, otherwise it is as she then wrote it.

(The Frog's Reply.)

Froggie, froggie, where're you going?

Going a-courting so gay.

Froggie, froggie, where does she live?

Away down in yonder bay.

"Cut a chuck," was all he said,

And dived in mud on his head.

Froggie, froggie, what does she do?

Washes clothes for you and me.

Froggie, froggie, how old is she?

Sixteen, but she's young to flee.

"Cut a chuck," again he said,

And dived in mud on his head.

"The poet, Helen Dunn Creasy, is the daughter of Gertrude Bagby, '94, and is the class baby."

We are looking forward with pleasure to the time when Helen Dunn will enter the Normal.

Lois Boyd, '94-'98, who, since her graduation as a physician, has been Resident Physician at Winthrop College, was married on August 14th to Mr. Harry Goodwin Gaw.

Among the matriculates at the College this fall we have two daughters of former students. Ila Keith of Greensboro, has entered our Commercial Department. Her mother was Johnnie Glass, who was a student at the College in 1893-1894. Margaret Blythe is the oldest daughter of Allie Bell, of the class of 1895. Miss Blythe has entered the Freshman class by examination. It is indeed a pleasure to us to have the daughters of our former students with us.

Matt Cochran, '94-'97, has conducted a very successful private school in Newton for a number of years. At the solicitation of many of her friends she has accepted work in the Newton Graded School this year.

Zalie Henderson, '92-'95, writes us news of Lucy Laxton, '95-'96. Miss Laxton is serving her community as a nurse. She lives in a lumbering section where she has abundant opportunity to dress cuts and bruises and send her friends who have broken bones and internal injuries to the hospital at Morgauton. She often takes care of the sick and wounded and sees that the families of small children are cared for while the bread winner is nursed back to health.

Lee Reid Maxwell, '96, is now living in Lewisburg, W. Va. She has one son and two daughters and is devoting herself to their training and to the betterment of conditions in the community in which she lives.

Julia Dameron, '98, has resumed her work in the Latin Department of the College. She spent a profitable year at Columbia University while on leave of absence. She is thrice welcome in our midst.

Lucy Brown Goodman, '96-'98, brought her husband and her daughter, Virginia, to attend Founder's Day exercises at the College. Mrs. Goodman formerly served as private secretary for Mr. John H. Small. As it was our pleasure to have Mr. Small for the address on Founder's Day, the exercises were of unusual interest to the Goodman family.

Myra Hunter, '98-'00, was married on August 18th to Mr. Louis Bascom Street. She writes as follows: "I am now living on a large farm in Dr. Melver's old home County, Moore. I taught for two and a half years in this neighborhood before I was married. My husband is of Scotch descent, his grandmother McQueen having come direct from Scotland. My people have moved from Raleigh and are spending some time in the country before going to Wilmington to live."

Lydia Yates Wooten, '98, writes us an interesting letter from her home in Elizabeth City where she is happy as a pastor's wife. She and her little daughter will spend sometime soon in a visit to Wilmington, her old home. While there she hopes to arouse fresh interest among the Alumnae, whom she has always served as a leader. Surely none are better than our New Hanover girls.

Mrs. Charles Padgitt, of Dallas, Texas, formerly Oberia Rogers, '99, has a fine son now five years old, her only child. Mr. Padgitt is Secretary-Treasurer of the firm Padgitt Brothers, Wholesale and Retail Saddlery, the largest firm of its kind west of the Mississippi.

Mrs. Annie Chesnut Stuart, '00-'04, writes an interesting letter from Hangechow, China. "Ever since the news came that America had recognized the Chinese Republic the Chinese have been showing us how much they appreciate it. The Governor of this Province gave a banquet to all the Americans in Hangechow. There were thirty of us present and as many Chinese. They served foreign food and the Governor's own band furnished music. The Chinese expressed often their appreciation of all Amer-

ica had done for China and the hope that there would always be the greatest friendship between the two nations.

Frances Womble, '01, is now a member of our College faculty. She has undertaken part of our Extension Work as High School Visitor. We are expecting great results from Miss Womble's work. She is making a study of the High Schools in relation to the College and will aid greatly in bringing about co-operation between the High Schools and the College.

Flora Murchison Smith, '01-'04, was married on August 6th to Mr. Frederick Walter McKay.

Blanche Lowry Harding, '02-'04, hopes to have her daughter, Harriet, with us within ten years. She writes that Harriet is very fond of going to school.

Nettie Parker, '03, has returned to her work at the College after her year's leave of absence which she spent at Chicago University. She taught for us during the Summer Session and has now resumed her regular work in our Mathematics Department. It is indeed a pleasure to have her with us again.

Christina Snyder, '03, after completing her work at Chicago University, spent the summer in Germany. She is now teaching in the New Trier Township High School Kenilworth, Ill. This school is located in a fashionable suburb of Chicago. We all miss having her with us at the College.

Myrtle Lingle McCubbins, '03-'04, was married in Siangtan, China, on June 17th to Rev. Arthur Charles Lindenmeyer.

Among the interesting announcements received is that of the birth on June 29th of James Ireland Thompson. He is the son of Mrs. William I. Thompson, nee Charlotte Ireland, '04.

Bessie Carter, '04-'05, is Stanly County court stenographer and works in the office of J. R. Price, Attorney.

Lila McQueen Stansill, '04-'06, was recently married to Mr. George Gordon Shan-nonhouse, of Charlotte, N. C.

We have received cards of invitation to the wedding of Annie Barr Blanton which is to take place on the 16th of December. She is to be married to Mr. John Albert McBrayer, of Mooresboro. She was here '04-'08.

Annie Belle Hoyle Ayscue, '04, is now living in Mexico, Mo. After her marriage to Mr. Ayscue she lived in Greenville, N. C., until the summer of 1908; then the family moved to Chicago where Mr. Ayscue did post graduate work. In January, 1909, they moved to LaCrosse, Wis., where Mr. Ayscue held a pastorate for two years. They moved to Missouri in 1911. The following news from her will be of interest: "This section of Missouri is rich agriculturally and fine cattle and horses are raised here. This is the home of Hardin College the best Junior College of the Central West. We are only a little more than a block away and as a great many of the girls attend our church we feel almost a part of the college community. The Missouri Military Academy is also here. A number of the cadets attend our church. It lends a great deal of interest to our work

to have so many young people at church. We have a good parsonage. I do my own house work, take care of our two dear little girls, Mary and Elizabeth, and find some time for church work. I have a class of thirty-five young women in mission study."

Inez Flow, '05, writes that her health has improved so much that she has undertaken work as the manager of a circulating library of modern fiction. We are indeed rejoiced to know that Miss Flow's health has been restored.

Emma Starr, '07-'09, has moved from this State to Denver, Colo. She is taking a special course in Domestic Science this winter at the Colorado Woman's College.

Inez Koonce, '07, was married on November 12th to Mr. Marvin H. Stacy, of the faculty of the University of North Carolina.

Gertrude Provost, '07-'10, was married on July 30th to Mr. Thomas Battle Koonce.

Annie Laurie Ramsay, '07-'11, was married on October 15th to Mr. Thomas MacEntyre Hines, of Salisbury, N. C. Mr. and Mrs. Hines are now at home in their attractive bungalow on West Council Street.

Carrie Powell, '08, was married on June 30th to Mr. Robert Dayton Smith in Oakland, Cal.

Mattie Abernethy, '08-'10, was recently married to Mr. J. L. Thompson, of Eufaula, Ala.

Mrs. John Oates Plonk, nee Elvira Foust, '08, has the pleasant anticipation of moving soon into a nice new home of her own. She is living at Kings Mountain.

Miss Saidee Ingle, '08-'12, is taking training as a nurse at the Whitehead-Stokes Sanatorium in Salisbury.

Miss Cora Morton, '08-'09, has had splendid success as a bookkeeper and stenographer. She is now private secretary to Mr. George Stevens, of Charlotte. Her summers are spent at Kanuga Club, near Hendersonville. Bessie Daniel, '05, has been spending her summers in the Kanuga Club community and she and Miss Morton report the life there as very delightful.

Elizabeth Boyd Jones, '09-'11, is working as stenographer for the Warrenton Grocery Company, Warrenton, N. C.

Florence Mitchell, '13, Roberta Carter, '09-'12; Bessie Duval, '09-'12; and Annie Stanbury, '07-'09, are among the Normal girls who are now teaching in the Oxford Orphanage. They are all quite enthusiastic over their work.

Clara Foy, '09-'12, is teaching at Roanoke Rapids, N. C.

Linda Shuford, '09, was married on November 5th to Mr. C. E. McIntosh. Her new address is 107 Polk Street, Raleigh, N. C.

Mary Walden Williamson, '09-'11, now Mrs. L. C. Bell, Asheville, N. C., has a lovely home on Merrimon Avenue. She and her husband expect to move to Ohio during the winter.

Belle Andrews, '10, is a member of the faculty of the Franklinton schools.

Eunice Roberts, '10, is teaching in the graded school at Fort Valley, Ga.

Annie Lee Harper, '10, has taught the first grade in Wadesboro since her graduation. She writes that she hopes to attend the reunion of her class at our next Commencement.

Ora Lee Jones '10-'11, is doing second grade work in Louisburg. Florrie Kittrell, '08-'09; Alice Rogers, '09-'12, and Carrie Gill, '08-'12, are also teaching in Franklin County.

Willard Powers, '10, and Edith Mason, '10, are teaching in Gastonia, N. C.

Jessie Earnhardt, '11, enjoys teaching at her home in Key West, Fla. She teaches a number of Cuban children in the first grade and must often use gestures as an aid to them in understanding English. She writes that Key West is a quaint and interesting town. The seasons seem rather strange as autumn with all its interesting associations is unknown in Southern Florida.

Frances Broadfoot, '11, spent a very delightful summer abroad. On November 5th she was married to Mr. Jesse S. Claypoole, of New Bern, N. C. The wedding took place in St. James Episcopal Church, Black Mountain, N. C.

Margaret Faison, '11, writes us that she is enjoying her work as a teacher in Clinton, N. C.

Annie Goodloe Browne, '11, is a matriculate at Barnard College where she entered the Senior class and will secure her A. B. degree this year. She is entering upon her work with her wonted enthusiasm and enjoys exceedingly all the interesting things that happen in and around Columbia University.

Ethel Ivey, '12; Mary Slaughter, '12; Blanche Stacy, '06, are teaching together at Hamlet, N. C.

Hattie Burch, '12, is teaching English and History in the High School at Andrews, N. C. She writes that she is also teaching a Sunday school class of "live, interesting boys".

Reba Foust, '12, was married on October 14th to Mr. Alvis Brooks Bynum, of Winston-Salem. It was our pleasure recently to have a visit from Mrs. Bynum.

Among those who attended the Summer School at Columbia University, were the following: Kate Styron, '12; Hattie Burch, '12; Ethel Brown, '08; Grace Brockmann, '07-'11.

Norma Burwell, '12, is teaching in Greenville, N. C.

Mildred Harrington, '13, is teaching in Carthage, N. C.

Hattie Motzno, '13, is teaching in Selma, N. C.

Mary Porter, '13, is teaching in Franklin, N. C.

Lizzie Roddick, '13, has charge of the Domestic Science Department in the Rich Square High School. In a recent letter she says: "I have the loveliest work in a wonderful community. Indeed, I think I have found a community where the spirit closely resembles that of the Normal. Everybody is thoroughly interested in the school and willing to do anything you suggest. I have every girl in the High School except

three taking domestic science. My work is doubly interesting as we have to use bottles for rolling pins and cheese cloth for sifters. However, we are working on a play to get funds for equipment. Beside my domestic science I have a most interesting third grade, twenty in number, that allows much individual work. I am about to acquire a reputation as a physician and a barber. I have found two children suffering from adenoids. As for bobbing hair, I am afraid I have established a style that will keep me busy this winter. On Founder's Day we held a meeting of the Betterment Association and ended with a thorough discussion of the Normal. It is good to be in a hot bed of Normal girls. You know we have several Normal babies here. Of course you have noticed a picture of a Normal baby in the last Ladies' Home Journal. I felt real proud."

Lillian Crisp, '13, is assistant principal of the Rich Square High School. She teaches English and History. Other members of the faculty are Hazel Hunt, '12, and Grace Stanford, '13.

Lucile Cavanaugh, '13, is teaching at her home, Wilmington, N. C.

Gertrude Zachary, '07-'13, is now the happy possessor of two first grade certificates. She is teaching a one teacher school at Berwick, a little flag station in Bladen County.

Corinna Mial, '13, is very busy with her work as teacher in the Kinston High School.

Verta Idol, '13, is enjoying her work in Wilson, N. C. We regret that she was detained from our Alumnae Board meeting on Founder's Day. Ten of the Wilson teachers are boarding together and eight of them are Normal girls. Miss Idol writes that conversation among them naturally centers around the affairs of the College.

Annie Whitty, '13, is a member of the faculty of Buies Creek Academy.

Pearl Hildebrand, '12-'13, is stenographer in the office of our State Geologist, Dr. Joseph Hyde Pratt. She is working under the direction of his chief assistant, Miss Harriet Berry, '97.

All our alumnae will be interested to know that Dr. Anna M. Gove, our resident physician, is taking a year's leave of absence for rest and study abroad. She is at present in Vienna where she will study for some time.

Daphne Carraway, '02, had charge of a very successful story hour during our Summer Session at the College. She is continuing her work in Wilson this winter. She has kindly sent us the following items of news from Wilson:

Out of a faculty of twenty-three the following are Normalites: Cleo Winstead, '98; Allie Parsons, '11; Zannie Koonce, '11; Lillian Field, '07-'11; Carrie Lilly, '00-'04; Margaret Wilson, '12; Belle Hampton, '07; Eliza Stevens, '08; Verta Idol, '13; Clyde Farmer, '07-'09; and Daphne Carraway, '02. That shows up pretty well for the Normal does it not?

Mrs. E. T. Dickinson, '97, known at the Normal as Willie Watson, is beginning to train her fourth daughter for the Normal. This little lady is only about three months old and bears the name of Rowena.

Lucy Culpepper, '10-'13, is teaching at East Durham, but Edna Overman '11-'13, is staying at home this year.

Ruth Deans has had a sad season for her mother has been in poor health and only last Saturday her sister, Mrs. Louis Cox, '96, (known at the Normal as Iva Deans) was laid to her final rest. She leaves a baby daughter just two weeks old. Mrs. Deans had wanted to call her baby Abbie Deans, but after the mother was taken, she is to be named Iva Deans Cox.

May Lovelace, '07, is teaching in High Point this year. We miss her here in Wilson. Roy Lovelace, '08-'10, holds a very good position at the office of the Branch Banking Company. Clara Daniel, '04-'05, is considered the best stenographer in town and holds the position of private secretary to the manager of the Farmers' Cotton Oil Mill Company.

Nannie Harrison Nutall, '92-'94; Sallie Herring Carr, '92-'94; and Fannie Freeman Fulghum, '02; Maggie Lane Banks, '97-'99; Lizzie Stevens Morgan, '97-'98; and Pauline Woodard Stronach, '95-'97, all live in Wilson and are homemakers in the true sense of the word.

THE NEED OF STANDARD COLLEGE EDUCATION FOR THE WOMEN OF N. C.

(Concluded from page 3)

address you heard at the last commencement and not be convinced that the alumnae are also in the race, the recent action of the faculty in regard to increased entrance requirements is another one of our many steps, but the strange part of it is that everything about us has been running too—and we shall be obliged to run just twice as fast.

Since the state supports no college for women and since the university of the state does not admit women below its Junior Class, it would seem to be the function of this institution either to give to the girls of the state the broadest culture to be had in North Carolina, or to withdraw from the competition, confine itself to normal and industrial training, and send the girl who wants a real college education elsewhere. The proposed increase in entrance requirements is a step toward the solution of the problem, one that under any condition is necessary with the progress which is being made in the secondary schools of the state, since the normal school or college as a part of the system must build on that. With high schools offering and giving a four years course, no institution not doing high school work can afford to do anything else.

The problem, however, as I see it, is not one which can be solved so simply. It involves far more than entrance requirements. On the one hand the state is without a college of recognized standing for women, the secondary schools as well as the changing conditions in the world of women are calling for the college trained. On the other hand, the elementary school system, with its longer term and compulsory education, is demanding imperatively the graduate of the normal school. This institution cannot meet both needs adequately, as the situation now stands. That is contrary to all educational

experience elsewhere and this institution can hardly hope to prove the exception.

Let us look at the situation from the point of view of an outsider who has considered the same conditions in other states than our own. For while it may not be possible for the individual to see himself as others see him, an institution labors under no such disadvantage, or perhaps I should say advantage. "The normal school" says the seventh annual report of the Carnegie Foundation, "is at best a singular institution, seldom related logically to the educational system of its state. Its weakness, from the educational point of view, lies in the fact that it undertakes to make a teacher of a man or woman whose education is so limited as to afford slender basis for a teacher's training. From the time of Horace Mann, however, it has been the agency upon which our states have come more and more to depend for the training of teachers for the elementary schools, since the larger cities have in many cases provided agencies to train teachers for their own schools. Notwithstanding its educational isolation, some such agency as the normal school seems necessary at the present stage of our educational organization, and probably will be necessary for many years to come. One may well hope that the low standards of training now in use in many states may be raised and that the necessary number of teachers may be forthcoming at a continuously higher level and that school teachers may soon be themselves fairly educated men and women. In any case the function of the normal school in our present situation is definite, clear and of immense importance. It is, therefore, little less than astounding to find normal schools in so many states ready to turn aside from this definite and important work in the effort to transform themselves into weak colleges and this, too, in states where the number of such colleges is already larger than the ability of the population to sustain.

"In some cases it has been undertaken with the honest belief that the two institutions, college and normal school, would grow side by side, a result which would be against all our educational experience; but from whatever motive undertaken it has inevitably involved these schools in politics.

"There are those who contend that the atmosphere and spirit of the present day college can be successfully grafted upon the professional school. Perhaps this is true, although the evidence would seem to be against it. The result of such a mixture is likely to be an institution lacking in the best qualities of both."

Twenty-one years ago when this school was founded its purpose had been heralded from one end of the state to the other. Two things had been emphasized: the need to train women teachers and "To give the girl of North Carolina the same chance educationally as her brother." Dr. McIver realized then much of what has since taken place in the educational world, but the demand for the teacher has been so great that North Carolina today is still failing to make adequate provision for the education of her women, although various institutions in the state are making efforts to meet the need, as I have shown you. On the other hand the university of the state has kept pace with

the progress in standards. True the university admits women to its Junior Class, but the accommodations for women and the conditions under which they work are such that few women have availed themselves of its advantages. Indeed a far larger number have preferred colleges out of the state, as the figures given indicate.

The time has come, long since, when the girl who has spent four years in high school and is able to spend four in college should have an opportunity to spend them where they will count for as much as the time her brother spends in college. If this institution can give the girls of the state this chance—and it can, although it may occasion some radical changes in administration and the sacrificing of some sentiment to make the necessary administration adjustments—let us as alumnae do all in our power to speed the day of the greater college.

It may be that the reorganization incident to standardization will call for a change of name as some of our alumnae have suggested, for the word "normal" has too distinct a meaning in the educational world of today to be compatible with scholarship or broad culture. It has, however, always been a woman's privilege to change her name and to retain that part of it which has become an inherent part of herself. As a change of name generally means a change of residence, that also may be necessary, but as a rule women are able to survive such changes. Are we not ready to stand behind any changes which mean progress, even at the possible cost of some sentiment, a few customs, and a good deal of effort? But what shall be done?

There are many suggestions which might be made, some of which I have heard, others no doubt of which our president and faculty have dreamed, some of which you and I perhaps, have dreamed, some, let us hope, which the legislature will make a reality for it will probably be through consideration of all of these that the final solution will come.

I shall, however, act on the suggestion contained in our president's letter to the alumnae and offer what may be a dream, but, if so, a dream based on things heard, seen and experienced. A dream which may in a few years prove a solution to our problem, provided it meet with the approval and cooperation of every one who has the interest of the institution at heart. It has grown out of experience in perhaps every type of school for women, and suggests McIver College as a distinct division of the institution.

Let those students who come to college with the necessary requirements for a four years course and expect to take an A. B. degree register for McIver,—McIver to be an arts college requiring 14 or 15 entrance units for admission, with courses and regulations determined by a dean of college women in accordance with standards recognized in the country at large. Such a dean of course will be the first necessity of McIver. My meaning I hope is clear. I have tried to show you that as a Normal and Industrial College, it is not possible to do effective work for all the women of the state, unless there is a distinct division between normal school work, and college work. The two are entirely separate, and according to standards in the country at large the word

Normal discounts College, no matter how good the work done by the institution bearing the name. College students must have full college courses, live in separate dormitories, and be left to develop the larger college spirit. McIver College must be distinct in every way from the Normal school, but co-ordinate with the work of the institution. Laboratories, library, etc., may be used by all, but the college must maintain its own individuality. From such a reorganization of the institution the schools of the state need never suffer. The secondary schools will be aided, since they will always draw from the college, and the lives of the women of the state will be broadened and deepened. Instead of it being true as it now is that more of the students who do not graduate than those who do, enter other professions than teaching after going elsewhere for further training, instead of the small number of women now entering other fields than teaching, women will come to realize themselves more fully in the larger world, which has opened to them. The homes of the state will be elevated and strengthened and it will be possible to serve all the women of North Carolina on a larger and broader plane.

"STUDIES IN AMERICAN AUTHORS"

Bulletin Sent Out by the State Normal and Industrial College

The interest that is felt in the series of lectures in American literature now being given in the city by the head of the English Department, Professor W. C. Smith, makes the recent issue of the Normal College Bulletin especially timely. Mr. Smith in his editorial foreword indicates the different classes of the public whose need this issue of the Bulletin is especially designed to meet—"the teachers of our public schools and the members of our literary clubs and reading circles who desire some aids to study, a little more definite than those contained in books about literature—a little less detailed than those given in manuals concerned chiefly with grammar, prosody, and figures of speech."

A mere hasty examination of the Bulletin suggests how broad and detailed was the study which contributed to the preparation of this work. "Studies in American Authors" (first series) is devoted to Bryant, Longfellow, Whittier, Lowell, and Lanier. Compact biographical notes on each poet, a classification of the individual author's poems with a number of illustrations under each class, suggestions for study, topics for papers or for discussion, references for study—including editions, biographies, criticism, tributes in verse—dramatization of certain selections from Bryant and Longfellow of especial interest to the teacher as an aid in quickening the pupil's interest, a list of the best histories of American literature, collections of American literature, suggested libraries in American literature for schools and study clubs, and some helpful books on the study of literature make up the very comprehensive content. A prose quotation from each author setting forth his conception of the ministry of poetry together with carefully selected quotations make

each poet become, as it were, his own interpreter. Through these, they point out "What real poetry is and what strength and inspiration we may hope to derive from it." An introductory discussion of Poetic Phrasal Power, giving a classification of poetic phraseology with illustrative quotations serving as poetic "touchstones", direct the attention "to the real excellence of the poet's phrasal power and to the deep-toned music of his better verse".

The frontispiece, a fine photogravure of Lanier, and the three opening quotations, themselves serve as "touchstones" of good taste and at the outset strike the keynote of scholarship and culture which characterize this issue.

"Copies of the Bulletin may be had upon application to the College, thereby enabling the institution to carry out its policy of extending the services of its faculty to the people at large."—*Greensboro Daily News*.

A LETTER FROM DOCTOR GOVE DESCRIBING A DAY IN CONSTANTINOPLE

Constantinople, Turkey.

November 10, 1913.

Dear President Foust:

This old city is so fascinating that I hate to think of leaving it and all its color and quaintness for the somber tones of Vienna and its conventions.

Just now the feast of Bairam is being celebrated and for days shepherds, in their big hooded cloaks, have been driving into the city flocks of beautiful sheep and offering them for sale in the market place near the mosques.

Every man is supposed to sacrifice a sheep at sunrise this morning and to acquire credit by giving the flesh to the poor. The sheep are often kept for pets while being fattened and are decorated with the inevitable blue beads to keep off the evil eye, and bows of bright ribbon are tied on them and children lead them around as they would pet dogs.

A salute was fired last night at sunset and all the boats in the harbor and on the Golden Horn were illuminated, so were all the mosques and their minarets until the city was wonderfully beautiful. Today pennants replace the lights on the ships—the band played as the soldiers and dignitaries went to the mosque at five a. m. for service and at ten the Sultan's reception to his loyal subjects of high rank was held in his palace on the European side of the Bosphorus.

Through a member of our diplomatic corps I had the good fortune to be admitted to the gallery to witness the ceremony.

The Sultan is old and feeble and fat and his gold lace is more impressive than his personality—the only wonder is that he survived his long imprisonment, perhaps we ought not to expect individuality—his hair and pointed beard and moustachios are white, his fez bright red with the usual black silk ornament.

The big throne room was empty except for the throne of gold covered with a cloth of gold and the double lines of carpet that led to the rug before the throne and guided the anxious steps of those who approached, stooped as if to raise a handful of dust,

brought it to the lips, then to the forehead and bowed, taking the end of the holy scarf. They touched lips and forehead with it and backed out of the "presence" and retired to their appointed standing place.

You can imagine that it was a brilliant assembly with much display of uniforms.

Before the Sultan came in, soldiers in white coats, red trousers, high boots and white caps were lined up on each side of the entrance, then lancers with light blue coats came in and stood at attention. The throne was uncovered and seemed to be of embossed gold with an immense red velvet cushion embroidered in gold covering the seat—which was more than wide enough for Madame la Sultana to have had a seat there had it not been customary for her to absent herself on all public occasions. The Sultan advanced slowly and every one shouted welcome as he stood to receive a few of the greatest dignitaries, but promptly sat down as rank reached a certain ebb, rising only when the heads of the Moslem and Greek churches came. The Greeks wore their usual black robes—while the Moslems wore robes of green—they had made the pilgrimage to Mecca—robes of dark blue and gray, all beautifully embroidered in gold and all wore the white wrapping around the fez.

They approached with the usual salutation and taking the hem of the monarch's coat kissed it and backed from the royal presence.

Most of the time we had very good music and it helped to make things move along easily.

The Sultan now withdrew and the guests of the diplomatic corps were invited to partake of refreshments—tea from silver cups—and all the beautiful china, cut glass, gold knives and forks and fine linen one expects to find in a palace was there to be used.

It is great to see how the other half lives, but I don't wonder that people who are obliged to live this way all the time find it a great bore.

Tomorrow I'm going down to Brussa, and, if the weather permits, for a two days' trip into the country to get a glimpse of the other extreme of Turkish life, and after a week or ten days more in Constantinople I shall plan to move on to Vienna and get down to work, though I'm counting all this interval well spent.

To be sure I'm often thinking of you good people on "The Hill," wondering how the world is pleasing you and what is the important subject for Council, but always I'm wishing the best for each one of you.

I'm expecting that with recreation furnished by your new machine you are feeling "fit", as the people over here say, and surely it has been a pleasure and refuge these busy opening weeks.

With all good wishes, I am,

Very truly yours,

ANNA M. GOVE.

VIII Schlasselgasse 13

Vienna, Austria.

Door 23.

Stella Middleton Cowan, '96, writes from her home in Greenwood, S. C.: "Though I have lived in another state for nearly nine years, I have not lost my love for the College."

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