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# ALUMNAE NEWS

OF THE STATE NORMAL AND INDUSTRIAL COLLEGE

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## THE PLACE OF THE WOMAN'S COLLEGE IN AMERICAN EDUCATION

1914 Alumnae Address Delivered by Dr. Eleanor Lord, Dean of Goucher College

In looking over an address presented to this Association a year ago today, I was particularly interested to note the recognition on the part of the speaker, and, by implication, the recognition by the alert, thinking women of North Carolina that there must inevitably be some response from educators to the changing social, economic and political status of women in this present age. No system of training for men or women can continue to be vital and dynamic if it is allowed to "set", so to speak, in a permanent mould, to become stereotyped; the danger of educational sclerosis is something to be dreaded, indeed. In any transitional age one portion of the community may be rushing headlong into revolution and threatening the foundations of society, utterly intolerant of restraint, while the "moss back conservatives" may be clinging tenaciously to the past as if its traditions and methods possessed some miraculous potency, accruing from mere antiquity. But while conservatism always possesses a steady power to check the speed of ultra-radicalism, the obstinacy of the chronic "stand-patter" will never set back the wheels of time nor promote real progress. The zeal of the rampant agitator may literally eat him up, but when the new movement, whatever it may chance to be, settles down to a normal, steady pace, its sanest promoters will be found to be aggressive rather than retrogressive or even static in their point of view.

I have not come here to discourse on feminism or on its most acute phase at the present moment, woman's suffrage. I have read and thought much about the lesser and the larger issues, but I do not pretend to know what feminism is all about or to foretell whither we are tending in this absorbing sex war that seems to be threatening the civilized world. At the same time I fail to see how anyone who has the educational interests of young women at heart can fail to perceive that a tremendous burden of responsibility rests upon the schools and particularly upon the higher educational institutions where women at an impressionable age, with the future immediately before them as home-makers, mothers, teachers, social workers, club women, wage earners and probably in the near future voters, are to receive the training and inspiration for their life work. For the great majority of girls and boys, too, the high school represents the last and highest agency for such training; and the steady and rapid trend towards vocational training in these schools, by which the graduates may be better equipped to earn a livelihood and enabled to enter with

better technical qualifications into farming, manufacturing, trades, housekeeping, etc., is most significant of a quickened conscience on the part of lawmakers as well as educators.

But even the best high school training cannot do more than lay the foundations for expert skill in the more common occupations. For the higher professions additional years of training are needed; hence the technical schools that have sprung up all over the world for the training of experts in the highly skilled professions, such as medicine, law, engineering, and, of course, teaching. Along with this almost passionate zest for practical training that will yield immediate results in wage-earning capacity and creative accomplishment, there has gone, as it seems to me, a somewhat extravagant and disproportionate exaltation of the practical at the expense of liberalizing culture. Scientific efficiency, maximum earning capacity, the direct and short cut to success in the business and in the professional world—these phrases have come to be fetishes, so to speak, and there is no doubt but that they have profoundly affected—I might even say unbalanced—the average person's judgment of educational values. Doubtless this attitude towards things is more noticeable in its bearings upon the educational standards for men than on those for women; but the pressure which has steadily been brought to bear upon the existing colleges for women to modify their courses of study along vocational lines, to retire the classics from active service, to disparage the humanities and exalt the sciences, particularly domestic science—all these tendencies indicate to a changing viewpoint.

That the colleges for women, imperfect as they may still be, conservative as most of them still are about modification of the traditional curriculum, are ministering to a definite educational need felt by the young women of this country, is abundantly shown by the enormous and steady increase in the enrollment of the colleges which admit women students. Why this flocking of girls already at the marriageable age in thousands to the colleges? Why this willingness to postpone marriage or entrance into professional life or into society for four years? If the colleges were attracting merely young women whose social chances were negligible or who are driven by economic necessity to become self-supporting, the case would be different. But an hour's visit at any woman's college in the country would convince the most superficial observer that besides these two classes there is a very considerable showing of girls who, a quarter of a century ago, would have been in "young ladies' seminaries" or finishing schools. What is the real significance of all this? Is it not in the main that society, consciously or unconsciously, has changed its requirements for success, and that while a parlor ornament or an accomplished debutante might conceivably be "finished" or polished off at a boarding school.

the well rounded, well poised, efficient member of modern society must drink deeper and longer at the fountain of liberal culture?

The question is not primarily one of sex—unless we accept the dictum of the feminists that not until men and women have been thoroughly leveled will women attain to the development of free personality. Mr. W. L. George, the English apologist for feminism, maintains as the reason why women have not succeeded more generally in the arts is that they have not been allowed the necessary training or atmosphere and that families have been reluctant to spend as much on their daughters' preparation as on their sons' professional training. Mr. E. S. Martin, in a somewhat whimsical critique of Mr. George's position, in the January Atlantic Monthly, remarks that a large proportion of the fathers are feminists at heart when it comes to their daughters. "The father", he says, "is all for securing for his daughters, as far as he can, all that is worth having. Hardly can any sex-selfishness squeeze in between him and his girls. He wants them to lose no good thing that may lawfully be coming to them."

It was long ago proved that women can take on at least as much culture as men, pursue research with at least as much patience and thoroughness as men and handle the material they have dug out as effectively, as brilliantly or as ponderously as their learned brothers. In the pioneer days of college education for women neither a milk diet nor homeopathic doses of strong meat were found necessary, and those who held their breath lest the physical strength of these young female scholastics should fail, came to realize that they must have been measuring their endurance in accordance with early Victorian standards.

The first head of the hydra, Prejudice, having been disposed of, the educators became preoccupied with the redetermination of the sphere of women and then with the worry as to whether the colleges were fitting women for this predestined sphere—a matter which at no time, so far as I know, ever troubled the heads, hearts or consciences of the manufacturers of curricula in the colleges for men.

True, much has been said of late about the inadequacy of the college pabulum as nourishment of captains of industry, ward bosses and stock brokers, but never was the question raised as to man's peculiar requirements as an efficient husband and father, economic provider or protector of the altar and the hearth. Never, I say, has the sphere of men as males received the dispassionate and serious consideration which, by analogy, it deserves.

For generations all men and most women have been reiterating that the sphere of woman is the home and that their chief, some even have implied, their exclusive function was the rearing of children—this to include, it was somewhat grudgingly allowed, train-

ing in morals, manners and the alphabet.

I think that the suffragists have saved me the time and trouble of straightening out that important matter. It all seems quite simple now. Nobody need waste breath in proving that the sexes have about equal responsibilities towards the race, the sanctity of the family, the purity of the home, the perfection of the environment, the protection of the narrow limits of the individual household and the ever expanding civic home area from all forms of impurity and corruption. Whether political equality is won for women tomorrow or next day, equality of interest and responsibility for the safety, happiness and proper education in citizenship of everybody's children is today pretty clearly recognized. And this interest is so intense and this responsibility so heavy, that if ever we finish discussing whether women have a right to do this or that and whether, granted the right, they would appreciate the newly won privileges, we shall find our time, whether we are men or women, fairly well occupied with co-operation in the serious business of living. I mean that this will be true of intelligent, conscientious, thoroughly socialized men and women. What these same men and women do to earn their bread and butter either within or without the four walls of the house; and whether their occupations are viewed as professions or as revolutions within a sphere; and whether the woman in the home receives a salary as housekeeper or is satisfied with the simple scriptural reward that her husband shall praise her in the gates and her children rise up and call her blessed; and, again, whether the college course must be adjusted to prepare deliberately and specifically for the so-called "walk in life"—these considerations are quite beside the point, as it seems to me, when it comes to working out the requirements for the bachelor's degree.

I cannot bring myself to believe that the college course leading to the A. B. degree has for its immediate object the training of the student of either sex for any mere professional calling.

And now, having cleared the way somewhat for the main issue by elimination, shall we consider what is the true function of the college as distinguished from the preparatory school or the professional school.

The A. B. degree is necessarily a convention—it always has been; and its chief value now as in the middle ages is to serve as a symbol of scholastic accomplishment along certain fixed lines and in accordance with a pre-determined standard. In the American colonies, where the newly founded colleges followed English precedents for the most part, there was no immediate thought of providing university opportunities either for an aristocracy of learning or for the average man; but in nearly every case the purpose of the founders was the proper training of Christian ministers. It may be said then that the curriculum of early American colleges was to this extent vocational, but with the later differentiation into schools of theology, law, medicine, etc., the bachelor's degree came to represent non-professional training; and since technical schools were a late innovation the non-scientific studies comprising chiefly the classics, mathematics, philosophy (mental and moral), history, modern

languages, elementary sciences, under the designation of natural philosophy, slowly filtered into the curriculum and in the last two decades of the nineteenth century the social sciences and psychology made a somewhat apologetic appearance. Last upon the scene come the vocational subjects clamoring for recognition among the groups leading to the A. B. degree. Such has been the drift towards the so-called practical subjects that by implication the older studies, the classics, mathematics and philosophy, tend to be classed as utterly unrelated to life, and the word "cultural" begins to sound not only old-fashioned, but synonymous with useless. But is this clamor for modification of the curriculum in favor of vocational subjects logical or defensible?

Let me say at the outset, that I am very far from being averse to vocational training in its proper place; but because I believe so fervently that the life is more than bread and the body than raiment, I also hold that those, whether men or women, who are to live on a high plane and furnish ideals, incentives and guidance to their own children, to their fellow-citizens and to future generations, need trained minds and trained hearts more than they need trained hands.

Herbert Spencer long ago put the case when he said: "To prepare for complete living is the function which education has to discharge." And he proceeded to classify the activities which constitute human life thus: "(1) Those which directly minister to self-preservation; (2) those which by securing the necessities of life indirectly minister to self-preservation; (3) the rearing and discipline of offspring; (4) the maintenance of proper social and political relations; (5) miscellaneous activities which make up the leisure part of life."

For the first two activities, training may conceivably be acquired with considerably less schooling than the colleges afford. Not so many years ago it might have been maintained that the rearing and disciplining of offspring could be very satisfactorily performed without the aid of the colleges. Today these functions of paramount importance are coming to demand the highest possible educational preparation, if they are to be properly fulfilled. The last two activities, including as they do the broadest functions of the socialized individual and of the individual as master of his own leisure, are obviously dependent for fullest realization upon the training of our institutions for higher education.

Therefore, I must maintain that the function of the college, symbolized by its bachelor's degree, in distinction from the lower schools on the one hand and the professional or technical schools on the other, is that of ministering to the realization of life's functions in the highest, broadest, deepest sense.

The large majority of boys and girls leave school before they reach even the high school grades. It is wise then that in this brief period of preparation they be taught as much as possible which will fit them to use hands and heads efficiently in those occupations into which they must enter immediately. The grammar and high schools are the places where manual training, cooking, dressmaking, stenography and typewriting belong unless young breadwinners can take advantage of

the special or normal schools where such vocational subjects are taught more thoroughly and in a more advanced manner than is possible in the high schools.

If college graduates feel the lack of special training in domestic science or business methods or pedagogy, let them go to the technical schools where these subjects are taught, just as the prospective doctor or lawyer or engineer goes on from the preliminary and fundamental courses of the college to the university. Let us keep the functions of the college single and simple and let us not lose sight of the fact that its business is not primarily to turn out bankers or store-keepers or housewives or milliners, but efficient men and women. Nevertheless it does at the same time aim to lay foundations for professional study and to furnish the mental grip which shall enable the graduate to grapple successfully with the technicalities of any vocation which it may be his destiny to pursue.

Turning now from the theoretical or, perhaps one should say, idealistic considerations of human efficiency, let us come down to the actual conditions out of which our present academic problem arises. A very practical way of testing the efficiency of the curriculum in colleges which confer the A. B. degree is to inquire first what recent graduates are actually doing with their trained minds, and, second, with what success they are responding to the demands of these vocations.

The occupations followed by men are too numerous and too varied to need recapitulation. Since I am particularly concerned with the colleges for women, I shall invite your attention to a few statistics as to occupations of graduates of two colleges, Bryn Mawr and Goucher. I have selected these institutions because both have persistently and consistently protested against the encroachment of purely vocational subjects in the curriculum, because the number of graduates of the two institutions is very nearly equal, and because I happen to have the statistics of both at hand for nearly the same period of time. The statistics for Bryn Mawr were compiled in 1913, those for Goucher in 1912, the total number of graduates with the A. B. degree being, respectively, 1219 and 1195. Classified by occupations, the graduates fall into three main groups: home-makers, teachers and unmarried women engaged in other remunerative occupations.

Of the Bryn Mawr graduates about thirty-three per cent. are married, and about twenty-nine per cent. are engaged in remunerative occupations, about twenty-two per cent. of these being teachers and seven per cent. being classified as physicians, lawyers, philanthropists and social workers, secretaries, journalists, librarians, artists, business managers, missionaries, etc. Of the Goucher graduates thirty-five per cent. are married, twenty-two per cent. are teachers and about ten per cent. are paid workers in the above mentioned occupations. The remaining unmarried graduates of both colleges were not uniformly classified but probably include students, home-makers, unpaid social workers and club workers.\*

† Now about 10 per cent.

\* The distinction between paid and unpaid work is not very clearly made.

These figures point to three distinct factors which must be clearly recognized by all who are concerned with higher education today: (1) the steady march of women, for better or for worse, towards economic independence; (2) the marked development of social responsibility; (3) the new conceptions of citizenship. These are tendencies not to be ignored by closing the eyes; and the colleges must consider whether the present curriculum is the best possible for the training of parents, teachers, thinkers and organizers or whether it needs modification or radical changes in favor of technical or vocational subjects.

Unfortunately, statistics as to the success of women graduates are not yet available; it is perhaps a little early to look for convincing figures, but various tests have been applied to the graduates of colleges for men covering a long period of time and thousands of cases. President Foster of Reed College has made an illuminating comparative study of the requirements for the A. B. degree in more than one hundred American colleges and universities and of the success in life of graduates of certain typical institutions.\* He groups his statistics under these heads: state universities, privately controlled universities, privately controlled colleges for men and colleges for women. The greatest possible irregularity in curricula prevails except in the colleges for women, where there is an equally striking uniformity. Most institutions in all these classes require about sixty year hours for the bachelor's degree. The amount of fixed requirements varies from two to seventy-two hours, but the average in institutions of good standing is approximately twenty-five hours; and since in the "group system" the number of hours rather than the subject is fixed for "majors" and "minors", the proportion of required to elective courses may be estimated roughly as about one to three. As to favorite subjects for fixed requirements, English, mathematics, modern languages and sciences prevail in all classes of institutions and history is rarely omitted. Psychology, logic, philosophy, ethics and the Bible find comparatively little recognition as required studies in the state universities, fare somewhat better in the colleges for men and are required to some extent in all the colleges for women. Greek is required in only five out of forty-three universities, eight out of fifty colleges for men and no colleges for women. Latin is required in thirteen universities, in fifteen colleges for men and in three for women. Five universities and eight colleges require both. As compared with earlier custom, the tendency has been of course to oust the classics; reduce mathematics and increase the requirements in modern languages and science. Let us see whether this procedure seems justified by the outcome. Several attempts have been made to test the efficiency of the colleges by counting the number of men in "Who's Who in America" who are college graduates and investigating their course of study while in college; but such a standard of success is not entirely satisfactory, since as President Foster points out, "prominence overshadows inconspicuous worth and certain callings are still unduly weighted."

\* William T. Foster: "Administration of the College Curriculum."

A study of the class of 1894, Harvard College, was made in 1910, the judges who supervised the selection of successful men being the dean of the college, the secretary of the Alumni Association, a professor of Teachers' College, Columbia, and a member of the class. Graduates whose success appeared to have been unduly aided by hereditary wealth or social position were excluded from the count. The records of the twenty-three men selected were compared with the records of twenty-three men selected at random from the same class. The result of this comparison showed that the better scholars had been the most successful in life; that these had specialized in a significantly greater degree than other students and that nearly fifty per cent. of them took more work in classics than was the case in the random group. Also, the random or less successful group took twenty-five per cent. more science than the successful group. These findings agree with President Lowell's statistics of twenty classes.

A similar calculation made for Bowdoin College shows that fifty successful men between 1890-1900 specialized in classics to a greater extent than fifty chosen at random.

In view of the present attitude towards Greek and Latin, these statistics are striking and significant. Of late an occasional suggestion of warning is noticeable in the academic press that the sciences and the technical branches divorced from the classics are not showing the results claimed by their champions.

President Thomas of Bryn Mawr in an address delivered in 1908, made the statement that "so far women tend to elect the great disciplinary studies which men neglect because they are intrinsically more difficult and seem at first sight less practical". Personal observation leads me to think that the young women who occasionally demur from required work in mathematics, mathematical sciences and Latin are almost invariably lacking in mental control, self-discipline, power to analyze or to think logically, just as those who evade physical training are apt to be lazy or awkward or undeveloped persons who most need steady, synthetic co-ordination of brain and muscle.

The author of that stimulating little book, "The College Student and His Problems", giving advice upon the choice of a college, says to the prospective student: "You wish to come into some efficient knowledge of yourself, to secure a reasonable mastery of your powers, to change the rather flimsy and nebulous and gelatinous mass called your brain into something with clearness of outline and firmness of grasp, to substitute a steady and powerful mental stride for a rather shambling mental gait, to put grip and grit in place of mental flabbiness and to lay well either the general or the special foundations for the activities of later life."

In response to such needs of the young student there has been recently a noticeable trend away from excessive freedom of election and purposeless scattering on the one hand and extreme specialization on the other. The standard colleges today require that a reasonable proportion of the student's time, chiefly in the first two years, be spent on basic courses, history, mathematics, English, laboratory science, and a sufficient amount of modern languages to afford a reading knowl-

edge and drill in principles of grammar. The "group system", giving a choice of one or two main subjects along lines of individual taste or aptitude and requiring a continuous advance in these subjects for the last two years, find more and more favor as a compromise between lack of concentration and over-specialization. A third tendency seems to be an effort to secure balance by selection of one or more related subjects (minors), as for example, mathematics and sciences or history and sociology; or subjects contrasted in content or disciplinary value. Usually this takes the form of balancing humanistic with scientific subjects.

It must be kept in mind that sixty hours, *i. e.*, an average of fifteen hours a week, even including outside preparation for class exercises, is a very limited time; and it behooves the student and the instructor to make each hour count to the utmost. This seems to me to be an argument against allowing mere mechanical dexterity, such as typewriting or piano practice or egg beating, to displace solid mental discipline. If by domestic science is meant cooking and serving meals and dressmaking, these have no place in the college curriculum. Time and labor saving devices multiply and a trained mind can manipulate a vacuum cleaner or teach a servant to keep the kitchen sink clean or even work out a well-balanced dietary for the family without having had a domestic science course in college. But if domestic science means biology, hygiene, chemistry, bacteriology, psychology, economics and sociology, law as related to domestic relations, property and banking, then I am for domestic science. A Wellesley graduate, describing her domestic experiences in the "Woman's Home Companion", compares her enjoyment of social intercourse with the discontent of a less cultured neighbor who complained of having to sit "like a bump on a log" while men talk of big things. She adds, "I may love to cook, but thank goodness I am not 'kitchen minded'. My range of interests makes me an all-round companion to my husband and I think that is intensely worth while."

After all, the value of the A. B. degree is not merely a matter of sixty hours, however well chosen. Two other factors must have due consideration before the bachelor's diploma becomes a true symbol of successful training and achievement; and this is my last point. Have we not concentrated attention too much upon the curriculum requirements and left out the human element of success or failure, *viz.*, the receptivity of the student and the conscious purposefulness of his study and the vitalizing and humanizing power of teachers who are scholars but not book worms and who are above everything else men and women in close touch with humanity, able to effect the socialization of their students by correlating their subjects with the practical issues of life. What we need in order to make the bachelor's degree mean something available for practical life is the humanizing of the sciences and the scientific presentation of the humanities. It is as difficult to lay down hard and fast rules for the highest mental training as it would be in the case of spirit-

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## Alumnae Association (Inc.)

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## IMPORTANT NOTICE

According to the wishes expressed by the alumnae at the 1914 commencement meeting, there will be a Normal Alumnae Banquet at Charlotte during the Teachers' Assembly. It is very necessary that the committee arranging for the banquet know in advance the number for whom to prepare. Blanche Austin, 710 West Seventh Street, Charlotte, will receive the names of those expecting to attend. Please send \$1.00 to her, with a note stating your intention to be present. It is the purpose of the committee to make the banquet as attractive as possible. The place will be the old Presbyterian College dining room. Toasts will be given.

The alumnae have often voiced the feeling that a gathering for them during the Assembly would mean much to them. The opportunity for such a gathering is now offered. The committee hopes that they will respond promptly by remittances to Blanche Austin.

## MEMORIAL SERVICES FOR MISS KIRKLAND

Tribute From President J. I. Foust and Address by Dr. Melton Clark on Founder's Day

*Greensboro Daily News*

Services in memory of Miss Sue May Kirkland, late lady principal of the State Normal and Industrial College, were held October 4th, in the College auditorium.

The service was attended principally by students, alumnae and faculty. A simple musical program of old songs was rendered, beautiful among which was the singing by a quartet of Tennyson's "Crossing the Bar". President Foust presided and spoke as follows:

"Since we met here one year ago to celebrate the founding of this college, one who held an important position at its opening and who, for 22 years, exerted an influence that it

is difficult to estimate, has passed from us to the great beyond.

"It is almost quite beyond us to fully appreciate and understand the struggle and hopes long deferred of President McIver, Miss Kirkland, and the others associated with them when they were laying the broad and deep foundations for a great college where the young women of this state might be given an opportunity to catch that larger vision of work and of service. The atmosphere of this place from the time the doors were first opened for the reception of students to the present day has been surcharged with a broad and liberal state pride, with the spirit of self-sacrifice, with a devotion to duty and with an intelligent loyalty that is worthy of all praise. These conditions have not come of themselves but they are ours today because the founders of this institution planted them here. For that reason I always approach this anniversary occasion with a sort of deep reverence and feel that you and I should reconsecrate ourselves for the purpose of making real the vision which inspired and guided these first workers. It is in this spirit and for this purpose that we have assembled this afternoon. If we can catch something of the fine spirit of fidelity, of loyalty and of unflinching faith which characterized our departed fellow-worker and friend it will not be in vain that we have come together.

"I never came in contact with Miss Kirkland without being impressed by her devoted loyalty to this college and all of its interests. It is no exaggeration to say that Miss Kirkland loved the Normal College. In a democracy like ours there is no power which forces any individual into a particular vocation. And yet, after the choice has been made, uncompromising loyalty is demanded. Her loyalty is not that weak kind which accepts conditions without question and without reason. She had firm and steady convictions with reference to what was best and wisest under given circumstances. When a decision had, however, been reached and a given policy adopted with reference to the management of the college, she never wavered in her determination to carry out the policy agreed upon and adopted. She accepted it whole-heartedly.

"Many are the times which I have heard her remark: 'I know we have the best body of students in the world. They may at times be thoughtless, they often do things that they should not do, but at heart they are true and sincere.' This same attitude extended to the humblest servant on the place. She had lived and labored in these buildings and on this campus until everybody and everything was not only interesting to her, but drew out her deep and abiding sympathy.

"Not less prominent was her definite and wholesome optimism. In this world of disappointment and misunderstanding there are those delightful spirits who make us all more hopeful by their presence. I never conferred with Miss Kirkland about the affairs at this college without being helped. No matter how gloomy the day, she could always see and point out to you a ray of sunshine. This would have been impossible if she had not interpreted the acts of the people with whom she came in contact charitably and with broad toleration. If the conduct of any stu-

dent were capable of two interpretations she invariably gave that student the benefit of any doubt that might arise in her mind. Had she adopted the opposite plan it would have been impossible for her to have lived and labored among and with the students with increasing happiness from year to year."

Still another characteristic referred to was Miss Kirkland's sympathy for young women—a sympathy which, while not parading itself, always was true and quick to understand. He closed with a tribute to a life that had left such a rich inheritance for the institution as has her own.

Dr. Melton Clark, Miss Kirkland's pastor, paid a brief tribute to Miss Kirkland and expressed, too, the first spirit of helpfulness that had touched him from her. For his talk he chose to call before the minds of the students their dependence upon the past, their duty thereby and the richness of their inheritance from such lives as the one of Miss Kirkland.

There is no such quantity as the self-made man or self-made woman, said Dr. Clark. All people, no matter what their accomplishments may have been, have been dependent on the lives and deeds of people who lived before them. Upon the sacrifices of fathers and mothers the youth of today in the schools are given their opportunities; upon the suffering pain of their forebears they have been brought to the high place they occupy.

Every mother has expected, too, that her child fulfill the ideal of her heart, and every mother, when she held her babe in her arms, had a definite high ideal for that babe to fit into. To secure that she labors and suffers and endures pain and anxiety and care.

In quite a beautiful way he pictured the future to them, when they should be called upon to a high service, when, as the prince awoke the princess in the legend story, they should be awakened and move into a sphere of wider activities and responsibilities.

This was the first of the Founder's Day exercises. October 5th at 11 o'clock an address was made by President E. K. Graham, of the University. In the evening at 8:30 Judge Walter Clark spoke at the dedication of the Woman's Building. The day was observed as a holiday.

## Alumnae Notes

Anna Meade Michaux, '92-'94, has resigned as supervising teacher in the Training School. She is to be married this fall to Rev. J. S. Williams, of Asheville.

Mrs. G. W. Alston, nee Laura June King, '92-'93, has a daughter, Marion, in the College this year. Marion graduated at the East Carolina Teachers' Training School last spring. She is a most welcome addition to our body of students. Mrs. Alston visited the College in September. We hope to see her here often.

Zella McCulloch Cheek, '93, called at the College recently in company with her brother, a teacher in Austin College, Texas.

Bertha M. Lee, '93, is spending the year at her home in Mocksville.

Mrs. Stella Middleton Cowan, '96, spent the summer with her sister, Mrs. Sudie Middleton Thorpe, '98, at her attractive summer home at Montreat, N. C.

Mary Arrington, '95, has been at the Training School this fall as supervising teacher in one of the primary grades.

Mary Page, '94-'95, is principal of one of the Raleigh schools in which the following are teachers: Willie White, '08; Leona Love, '05-'06; Margaret Currie, '03-'06; Annie Fenner, '04-'06; and Irma Carraway, '97.

Sallie J. Davis, '96, spent some days in Greensboro with her mother at the old home this summer. Miss Davis has completed a home of her own in Greenville, where she can have her mother with her much of the time. Dr. D. L. Bryant, for so many years a beloved member of our faculty, visited Mrs. Davis for a week this summer. Dr. Bryant took much interest in going over the entire College and grounds, and expressed much satisfaction in noting evidences of our growth. She is teaching Physical Geography in the Chicago City Schools. We were so pleased to have her with us and to find her so entirely unchanged, save that she seems younger and more enthusiastic than ever.

We learn with great regret of the death of Mr. R. M. Davis, of Tarboro, husband of Emma Harris, '96.

Mrs. Walter Goodman, nee Lucy V. Brown, '96-'98, visited her sister at the College in September.

Mrs. B. B. Boyd, nee Ina Hobbs, '95-'98, has moved to Mooresville since the death of her husband. She and her children are living near Mrs. Paschal Boyd, nee Lizzie Dial, '95-'96.

Sallie McIntire, '96-'97, now Mrs. Justice, of Teachey's, is postmistress at her home town.

Bessie Harding, '98, is living in Washington, N. C.

Alice R. D. Brown, '99-'00, and Fannie Brown are teaching in Winston.

The following card was recently received from Lucille Pugh, '99-'02: "Lucille Pugh announces the removal of her offices to Sixty-eight William Street, where she will continue the general practice of the law. New York, August 15, 1914."

Alice G. Daniel, '00, spent part of her summer at Montreat.

Lelia J. Tuttle, '00, of Shanghai, China, is spending a year's furlough in this country.

Birdie McKinney, '01, taught Latin in our Summer Session.

Anne Wilson, '01-'02, is bookkeeper and stenographer for Lowenbein, Rutenberg Co., of Asheville.

Bettie Tripp, '02, is spending the winter with her mother who is in poor health. Miss Tripp has a niece, Leta Tripp, among the new students at the College this fall.

The most recent addition to the list of Normal Alumnae serving as Rural Supervisors is that of Havens Carroll, '03-'05. She is to work in Edgecombe County, with Tarboro as headquarters. We are sure that Miss Carroll will make a success of this work.

Ella Graham, '03-'04, is at home on furlough. Her home is in Kwanjin, Korea, where she does evangelistic work among the women. She spoke several times at the Montreat Conference this summer. We hope to have her make an address to the Normal students this fall.

Mrs. Warren H. Stuart, nee Annie Chesnut, '00-'04, of Hangehow, China, is at

home on furlough. She and her husband made addresses at Montreat this summer. They are now in New York studying at Columbia and at Dr. White's Bible School.

Elizabeth Smith, '04-'05, has joined the Red Cross nurses. She was nursing in Erie, Pa., this summer.

Pearl Barnard Younce, '03-'05, sends the following from Oregon:

"I will send you a few facts concerning eastern Oregon. I also enclose check for one dollar for my subscription to the Alumnae News for one or two years, whatever the price is. If the items I send are interesting enough I would like for them to be published in the Alumnae News. Although I am more than three thousand miles away, I still feel a great interest in my Alma Mater. Eastern Oregon is a great grain and fruit producing country. The large combine harvesters are used on most all of the large grain ranches. The Corn Cob Ranch, where I live, contains over ten thousand acres of land. There are more than seven hundred head of hogs on this ranch. The Duroc, Jersey and Berkshire hogs seem to be the most profitable kind raised in this section of Oregon. Cattle are very profitably raised. Beef cattle average eighty and ninety dollars per head. Cattle and sheep are raised almost entirely on bunch grass. Corn is just beginning to be cultivated. Stock is fed on barley, wheat and alfalfa. You do not find many real poor people. All have comfortable homes and other things in proportion. We have six months' public school in all the school districts, and in the towns eight and nine months. All teachers draw at least fifty dollars per month, and a great many get sixty and seventy dollars per month. All certificates are first grade state certificates, good for one, three and five years. Teachers' institutes are held every year for two or three weeks. Examinations for certificates are held in June, October and February."

The Presbyterian Mission on the Congo has a new recruit in the person of Frances Dixon Crane, daughter of Mr. and Mrs. C. L. Crane. Mrs. Crane was Louise Dixon, '05. She writes that the baby was baptized along with several little negro babies, and that she behaved better than any of the group.

Isabelle C. Whitted, '04-'05, spent the summer at Montreat with her aunt, Mrs. Ray.

Oeland Washburn, '04-'06, resigned her place as stenographer at the College to accept work at a bank in Shelby.

Mrs. Watt Richardson, nee Mary Benbow, '06, was our near neighbor for a while this fall, as she spent some time at the home of her aunt, Mrs. Crawford, who lives opposite the campus. Robert Benbow, now quite a boyish baby, took his daily naps under the trees of the campus on the special invitation of Dr. Foust.

May Ransom Williams, '05, was married on October 7th to Mr. Herma L. Hicks.

Mary Coffey, '05, was with us as a student during the Summer Session.

Josie Dameron, '05, has a private class in voice in Rocky Mount. She is serving also as director of the church choir.

Iola White, '07, now Mrs. L. K. Thompson, of Greensboro, has an attractive home on Tate Street. She enjoys a well-kept garden, in which she spends part of her time.

We received good news from our workers in the Masonic Orphanage this summer. This was sent to President Foust:

"Again the Normal College girls who have work at the Oxford Orphanage for the summer wish to let you hear from them. We are nine strong: Misses Minnie Kimball, '01-'03; Bessie Ives, '08; Bessie Watson, '12-'13; Meta Liles, '06; Elizabeth Tripp, '02; Mabel Graeber, '04; Florence Mitchell, '13; Roberta Carter, '09-'12; and Carrie Graeber, '06. Our college spirit is alive and active. We had a meeting of our club the other day and decided to aid, in some small way, the girls who go from here to the Normal College this fall. We want them to know that our hearts are with them and that they are going to the best place in North Carolina."

Mabel Howell, '07, is now a stenographer in the office of the Agricultural Department in Raleigh.

Ruby Gray, '07-'10, is teaching in Salisbury again this year.

Blanche Austin, '07, is helping Miss Mary O. Graham make plans for the reunion of the Normal alumnae at the meeting of the Teachers' Assembly in Charlotte at Thanksgiving.

Belle Hampton, '07, is now living in Hendersonville, N. C., as her family have moved to that town from Greensboro.

Mary Robinson, '07, has completed her work for the B. S. degree at the College.

Florence Landis, '09, is teaching in Greensboro. For the past three years she taught at Valle Crucis.

Claude Umstead, '09, is teaching in Salisbury.

Sihyl Gates, '09-'11, has entered St. John's Hospital, Brooklyn, N. Y., to take training as a nurse.

Emily May Redditt, '09-'10, will be married to Mr. Wilbur H. Ross on October 28th.

Allen Hart, '08-'11, made a visit to the College just before the opening of the fall session. She is teaching in Weldon.

Mary Bruner, '09-'11, is teaching in Summerfield.

Mary Wood McKenzie, '08-'11, continues her work in Salisbury.

Mary McCulloch, '10, is studying art again this winter.

Margaret Kerr Scott, '10-'11, sends the following:

"It seems that I'll never get time to write the article you wanted. As it is, I am going to write you a letter telling you of my work and letting you use that part of it which you wish.

"First, I'll give you some general facts concerning the work. It was started by Dr. Seaman A. Knapp, of Washington, D. C., as a result of several years of planning. He had thought that the country girl had never had a fair showing—there were organizations for the country men, women, and boys, but nothing for the girls. His planning resulted in the forming of Girls' Tomato Clubs. The rules governing the work in North Carolina are as follows:

"1. Girls enrolling may be from 10 to 18 years of age.

"2. A few older girls may be enrolled in each club, but may not compete for prizes. These women shall be subject to the same rules and regulations governing the

girls' work. Club labels will be allowed them only on condition that work comes up to the standard.

"3. Each girl must plant 1-10 acre of tomatoes, snap beans, cucumbers, or some other garden vegetable which she is to market fresh, use at home, or can.

"4. Girls may hire their land broken, but are expected to do the cultivation, pruning and canning, charging up their accounts at ten cents an hour for all work done by themselves or others. Mothers' co-operation is asked on days when the canning is too heavy for one person.

"5. Each member must keep a daily record of her work on special blanks which will be furnished—how long she worked, how much fertilizer she used, how she combated disease, etc.

"6. Each member must read instructions sent her and try to follow them closely.

"7. All money cleared on her tenth acre is to be banked in the girl's name that she may spend it as she will. We can learn to spend wisely only by having money to spend. Fathers are asked to agree to this before girls shall be enrolled.

"Guilford was the first of the North Carolina counties to have the work. The next year, under the direction of Mr. I. O. Schaub, who had charge of the Boys' Corn Clubs, with Mrs. Charles McKimmon, as assistant, thirteen counties were organized. Alamance, my home county, was one of these thirteen. She was the banner county this first year. There were so many calls for the work from other counties that Mrs. McKimmon was given full charge for the next year. The work has grown so rapidly that she had to have a field assistant. Because my home training and that which I got at the State Normal, coupled with my two years' experience as leader of the Tomato Clubs in Alamance, had fitted me for such work, I was offered the position.

"Since I became field assistant to Mrs. McKimmon last November, I have visited twenty-four of our thirty counties. In these counties I have performed different duties. In the first I came to secure funds from the county commissioners and the County Board of Education for the work; in some I have secured women to take charge of the work in their counties; in others I have gone to the different schools to talk to the girls and organize clubs; and in still others the visits have been to inspect the work already done and to give instructions.

"As I have said before, we have thirty counties enrolled this year with about fifteen hundred girls enrolled. Some of the counties that have been in the work several years have several collaborators. Miss Mary Owen Graham has charge of the work in Mecklenburg, Miss Edna Reinhardt, State Normal, '05, in Alamance, etc.

"We have just held a canning school in Raleigh, at which all the collaborators (seventy-nine) were taught the best methods of canning and preserving fruits and vegetables, of cultivating tomatoes, etc. We had experts in each line to talk and demonstrate their subjects.

"During canning season I, with two field agents who work during July and August, go to each of these thirty counties and start the girls to work. The canning season has

already opened in the eastern counties. We hope to have sixty counties enrolled next year. Nearly every one of our counties has asked for the work, but the funds are limited."

Moffit Sinclair, '10-'12, substituted during August for the regular College stenographer. She is teaching shorthand in the City Schools of Fayetteville.

Zella Bradford, '11-'12, and her sisters spent the summer at the Boyd Cottage at Montreat.

Grace Eaton, '12, and Dora Coats, '12, attended our Summer Session.

Elizabeth Camp, '10-'12, has entered the training course for nurses at the Grady Hospital, Atlanta, Ga.

Lola Taylor, '10-'12, writes from Wichita, Kansas:

"I am still with my work and enjoy it as much as I did at first. I have served my term in the diet kitchen and I am now on night duty.

"I had a letter from Alverda Caudill and she is keeping house for her aunt who is ill. Alverda wrote me once that she was thinking of attending the summer school at the Normal.

"There is quite an excitement here in Kansas this year over harvesting. It is the first real good crop the farmers have had for a few years, and everybody is interested. The town is full of harvest hands, but the farmers are coming in for them. I do not get my vacation until harvest is over. I get my vacation in August, from the tenth to the twenty-fourth, and think I shall spend most of the two weeks with a friend in Oklahoma. All of us girls get our vacation when we ask for it. Our new hospital will soon be finished and then we will have fifty girls. We only have twenty-eight girls now."

Mary K. Brown, '12; Jane Summerell, '10; Willie White, '08; Hattie Burch, '12; Winnie McWhorter, '10, attended the Summer Session at Columbia University.

Alfreda Pittard, '10-'12, is teaching at St. Pauls again this winter.

Janie Lee Hart, '11-'13, taught at Manteo the past year.

Mary Louise Brown, '10, assisted in the institute work in Roxboro this summer.

Clara Lambe Craven, '10, is at home at 403 N. Road St., Elizabeth City, N. C.

Fannie Higgins, '10-'13, is teaching in a two-teacher school near Weaverville.

Leah Boddie, '12, is resting this winter from her teaching. She is at home in Durham.

We are sorry to learn that Annie M. Cherry, '12, had typhoid fever this summer.

Nettie Fleming, '12, is teaching in Wilmington.

Mary K. Van Poole, '12, is spending the winter in Salisbury at her home.

Alice T. Morrison, '12, was married on June 24th to Rev. Edmund Lucien Maloue, of Gadsden, Alabama. Mr. Maloue is rector of the Episcopal Church in Gadsden.

Fay Davenport, '12, after graduating from the Physical Education Department at Wellesley, has accepted work in Wisconsin.

Lucy Hamilton, '12, is now Mrs. G. C. Little, of Newton.

Jamie Bryan, '12, is teaching in High Point.

Kate Styron, '12, had planned to spend the winter at Teachers' College studying for her degree. We regret to learn that her father suffered a stroke of paralysis recently. This illness made it necessary for Miss Styron to resume her teaching this winter, and to postpone her work at Columbia to a later date.

Hattie Burch, '12, is now a regular student at Columbia University. She is thoroughly enjoying her work.

Lucille Elliott, Mary K. Brown and Margaret Johnson, all of 1912, are teaching in the Salisbury schools and are boarding at the home of Johnnie Coit, '97-'99.

Rose and Lily Batterham, '11, have a sister, Margaret, in College this fall.

Nellie Maxwell, '11-'12, taught in Cumberland County last year.

We regret to learn of the continued ill health of Phoebe Higgins, '09-'12.

Margaret Stevenson, '12-'13, taught in Iotla State High School in Macon County, last year.

Cassie Goodson, '11-'12, is now Mrs. Nicholas Pace, of Kittrell.

Janey Mitchell, '11-'13, taught in Woodard, N. C., last year.

Corinna Mial, '13, taught French in our Summer Session.

Nell Johnston, '13, is teaching in Salisbury.

Mazie McLean, '12-'13, is teaching at Eagle Springs this year.

Louise Gill, '12, attended Trinity commencement to witness her brother's graduation this spring.

Sadie Craver, '11-'12, is now Mrs. B. F. Sink, of Mt. Jackson, Va.

Carrie Toomer, '13, is dietitian at the James Walker Memorial Hospital in Wilmington.

Annie Scott, '14, has entered the Woman's Medical College of Philadelphia as a student.

Annie Bostian, '14, is teaching the second grade in Salisbury. She writes that a very successful county institute was held in Salisbury in August. Supt. A. T. Allen and Miss Bernice Turner, '03-'08, were the conductors.

Laura Anderson, '12-'14, was married this summer to Mr. Farthing, of Durham.

Gertrude Zachary, '07-'13, reports an interesting school year in these lines: "Indeed I am very glad to know that you had a successful commencement. I always watch the newspapers for reports from the College and I have enjoyed reading about the last commencement very much. The Alumnae News has also been a great pleasure to me this winter. My work, too, has been very interesting. As you know, I taught in Bladen County in a section where little educational work has been done. For several years previous to the school year of 1913-1914, the public fund had been used to run a school for a few families in the neighborhood and the children who most needed help had been crowded out. I had the privilege of organizing the first Woman's Betterment Association ever formed in the district and the second one in the county. Although this Association had only a few members, it accomplished helpful improvements for the children, and furnished the community with its first example of organized effort for neigh-

neighborhood advancement. The greatest improvement which the members of the Association made was to place a pump on the school grounds, thereby preventing the necessity of the children using water from a surface spring, as they had always had to do. Broken stove-pipes and window-panes were replaced by new ones. An excellent blackboard was put in the school house. The Association donated enough money to secure the State and county appropriations for a rural library. Several other improvements were also made in the grounds, and a substantial sum of money placed in the local bank to the credit of the Betterment Association for the further benefit of the children. The pupils were eager to learn. There was not one of them that did not show the results of a more or less earnest endeavor at the close of school. Let me say right here that no child was forced away. I taught a *public* school—much to the disgust and chagrin of two committeemen. Some of the children had to travel over a road that would make our worst mountain highway look like a boulevard.

"The mountains are beautiful now, covered as they are with lanrel blossoms."

Bertha Stanbury, '14, is assistant in the mathematics department at the College.

Iris Holt, '14; Ethie Garrett, '14, and Lillian Hunt, '14, are teaching in High Point.

Anne Watkins, '14, had a delightful visit to Texas this summer. She is teaching in Wadesboro this fall.

Mary Baldwin Mitchell, '09, and Fannie Starr Mitchell, '14, are teaching in Waynesville. They, with their mother, are keeping house in that beautiful mountain town, and are enjoying the family reunion. They are much missed from our College circle.

Sallie Boddie, '14, is teaching Domestic Science in the Pomona Schools. She looks in upon us often, and is always welcome.

## THE PLACE OF THE WOMAN'S COLLEGE IN AMERICAN EDUCATION

[ Continued from page 3 ]

ual culture. Not all persons who go to church and Sunday school, read the Bible and sing psalms are spiritually well trained any more than are all holders of college degrees perfectly equipped for life. In both cases the educational machinery, the organized group of learners, the means of development are provided; the teacher, the wisdom books, the contact with helpful personalities; but there must be found the quickening spirit in the churches and in the colleges, and the responsive spirit in the disciple and the student in order to produce both spiritual and intellectual power and practical efficiency in the individual against the time when he shall be called to apply his spiritual or his mental-training to life.

A certain writer upon the spirit of the university once said: "An institution which stakes its whole power and credit in society upon refinement and intelligence not evinced in any one particular form of efficiency will inevitably disappear more and more from connection with a world of flesh and blood into a kindred cloudland of unrealities and abstractions."

For obvious reasons, I have not attempted to construct an ideal curriculum which should lead to the bachelor's degree, but I have attempted to explain the true function of the college as distinguished from the university and the technical school, as I understand it, and to review the present tendencies in adjusting the college curriculum both for men and for women to meet the needs of modern life, with some comment upon the success of the old régime. I have tried to show that the aim of collegiate training is not to equip for the pursuits that "pay", but rather to fit for the life callings of parenthood, teaching and social service by educating the mind rather than the fingers and by developing sanity of judgment, breadth of vision, courage and power to grapple with problems which must after all be solved largely by the few fortunate but responsible men and women, who, by a slow, steady sifting process from childhood to maturity have been found worthy to enter into these high vocations. This may seem to you ideal rather than practical, but I firmly believe that unless the colleges realize that their A. B. degree must represent not merely hours of time and balanced grouping of subjects, but dynamic teaching of these subjects, a college diploma will have no more value for life than it has for commerce. "It is the letter that killeth but it is the spirit giveth life."

## AMERICAN SAMOA

The following sketch was sent for the *Alumnae News* at the request of the editors by Mrs. A. M. Noble, nee Ella Myatt, '04-'05:

About thirteen and one-half degrees south of the equator, under sunny, tropical skies, is a group of islands known, collectively, as Samoa or Navigator's Islands. Very little is known of these islands by people living within the bounds of the United States, yet more than half of them are owned and governed by Uncle Sam.

There are ten distinct islands, exclusive of knolls and islets, comprising the group. The two largest, Upolu and Savaii, and two smaller islands, Manono and Apolona, belong to Germany and are known as German Samoa. Rose Island, Annuu, Manua (which embraces three islands), and Tutuila, belong to the United States, and are known as American Samoa. It is of the latter group that this short article will deal.

All of these islands, but one, are of volcanic formation, and are very mountainous, some peaks rising to an altitude of more than 2,000 feet. Dense, tropical vegetation covers the mountains and almost entirely furnishes food supplies for the many semi-civilized, copper colored natives.

Rose Island, the smallest of the group, is a barren, coral knoll, entirely uninhabited, save by a variety of species of sea-fowls, which build their nests in the sand.

Annuu, the next smallest, contains between five and six hundred acres, most of which is rich, fertile soil. There is only one village on the island, with a population of 175 natives. Not a single white person lives on this island. The natives of this village have the distinction of producing the finest taros

raised in Samoa. The oranges and bananas from this island are among the best to be found in the entire group.

The three islands known as Maoua are, Ofu, Olesega and Manua. They are in close proximity, being separated only by a narrow channel of water, which the natives easily ford during low tide. It is here that about 2,000 happy, indigent natives make their home, and enjoy the blessings that nature has provided for them, in their unmolested primitive state.

The largest and most important island of the group under the American flag, is Tutuila. Being eighteen miles in length, and from five to six miles wide at the widest part, it comprises about fifty square miles of territory. It contains the beautiful and excellent harbor of Pago Pago, by far the finest in the South Seas. This basin-shaped harbor is completely lank locked, and presents wonderful scenery, being entirely surrounded by lofty, verdant mountains, that rise almost perpendicular from the water's edge to a height of 1,600 feet. There is ample room for any one of the American fleets to anchor safely within these placid waters. It is on the banks of this harbor that the United States has established an extensive naval and coaling station. One man-of-war, with a full complement of men and officers, is stationed here at all times. The commander of the station ship is governor of the islands and officially the head of the Samoan government. Including the inhabitants of all the islands, American Samoa has a population of 7,000 natives, 300 half-castes and 200 whites.

Mrs. G. S. Fraps, nee Ellen Saunders, 1898, sends an interesting letter from her home in College Station, Texas. Mrs. Fraps lives on the campus of the Texas Agricultural and Mechanical College, as her husband is connected with the college as State Chemist:

"Our college life is very pleasant. We are five miles from Bryan, the nearest town. A trolley runs between Bryan and the college, and the college children go to Bryan to school. \* We have to do all our shopping in Bryan, as there are no stores on the campus. All the professors live on the campus in homes belonging to the state. We have a very pleasant time together. There is an afternoon Five Hundred Club and a Bridge Club, both of which meet once a week, also a Married Ladies' Dancing Club. There is also a lyceum course, foot ball, baseball, track meet, and a moving picture show every Saturday afternoon. There are between eight and nine hundred cadets here at present. We have had as many as a thousand. I wish you could see the beautiful wild flowers of Texas. I never saw anything like them. There are whole fields of the same kind of flowers—blue bonnets, Indian blankets, and others. The buildings are very pretty. The new main building, which cost \$225,000.00, has just been completed. Another pretty building is the new mess hall. The cadets have band music by which they march to their meals. Dr. Fraps is the State Chemist. He does not teach at all, but his book, which was published last summer, on 'The Principles of Agricultural Chemistry', is being used in this college."

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**THREE CHEERS FOR  
 ROCKINGHAM**

There was an enthusiastic meeting of the Normal girls in Rockingham County at Wentworth, August 20, 1914.

The meeting was called to order by the President, and Miss Mary Gwynn was asked to act as Secretary pro tem.

Miss Janie Stacey stated the object of the meeting, viz.: That we had gathered for the purpose of discussing plans for the coming year, especially of raising money for the Melver Loan Fund. After much discussion it was decided to adopt the plan of having an entertainment which is to be worked up by the various towns next summer and be given at the Teachers' Summer School at Wentworth.

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