

# ALUMNAE NEWS

OF THE STATE NORMAL AND INDUSTRIAL COLLEGE

VOL. IV. No. 2.

GREENSBORO, N. C., OCTOBER, 1915

PRICE, 25 CENTS A YEAR

## TO AUTUMN

Yea, thy music thou hast, too,  
O Season fair, fulfillment of  
The promises of cheerful spring.  
What matter if the gladder notes  
Of brighter seasons sound no more?  
Thy rich and mellow harmonies  
A deep, abiding joy have wrought,  
Thy low cathedral tones awake  
A *sursum corda* in our souls.

M. E. W.

## PAY AND EQUAL PAY

By Alice H. Bruere, former teacher of Physics in State Normal College

The multiplicity of things that are being done in the world of today has brought about a multiplicity of occupations in which human skill of greater or less degree is required. Among these occupations there is again a large number which is of such importance in the life and development of the family, the community, the state that the service rendered has become an economic necessity, and the demand for workers in these occupations is a quantity which varies comparatively little from year to year. In these "steady occupations" the pay is, in consequence, fairly well established. An analysis of the factors which determine it may, perhaps, be broadly stated as three, viz.: the kind of service, the skill and preparation needed for it, and the supply and demand for the service.

We may not subscribe to the standards by which the relative grade of an occupation in regard to its worth to humanity and the skill and preparation required for it are determined, but we must admit that, in justice, these factors should be taken into account and that they today do enter into the determination of the standard of remuneration in many occupations.

There is no doubt that the third factor, too, operates when compensation for service is established. Are we willing to admit that it is justly applied? Supply and demand is a matter of numbers, judgment does not enter in, and we need therefore take into consideration no difference of standards. The condition of the market indubitably controls the price of agricultural and manufactured products; should it control, unrestricted, where human beings are the commodity, or is it not more nearly in accord with what we consider a just standard to make the minimum return for work which contributes to the welfare of a community such as will enable the agent to maintain his efficiency?

One answer to these questions is the now almost universally conceded right of labor to organize for the establishment of a scale of wages, and for fixing of conditions under which work is performed. Another is expressed in the laws of states limiting hours of labor, and stating a minimum wage. We

are, therefore, recognizing that a hard and fast application of the law of supply and demand violates vital considerations and frequently frustrates the end desired when men and women are employed. It violates not only the ethical sense, which with the progress of time increasingly enters as a factor when judging of human relations, but operates to reduce the commercial return as well. A fit worker produces a higher rate on the investment.

Whereas, the three factors just briefly discussed are those recognized as operative in a theoretical evaluation of service there is a fourth which is tacitly assumed and almost universally put into effect. If the individual performing the task is a woman, the pay is less than when the same task is performed by a man. Granted that the work done fulfills in quality and quantity the same requirements as that of the man, there is not one valid argument that can be produced in defense of the practice.

Teaching is perhaps the one of all "steady occupations" in which the principles of compensation just enumerated are applied with least good judgment and fairness. The pay for teaching is not well established. In cities, as a rule, a salary schedule has been fixed, but a comparison would show that there is no common standard which underlies the schedules of all cities. The salaries paid in one city are, no doubt, modified to some extent by the salaries paid in other cities of the same class, but it is not uncommon to hear teachers' pay discussed as a matter of greater or less generosity on the part of a corporation in its educational policy, and the implied definition of the substantive is the same as that accepted in regard to the gifts to charity by an individual. A generous policy in the sum expended for education purposes does reflect credit upon a community, but the word denoting public approval ought to be changed. Does it not rather show wisdom in the kind of investment chosen? Is it not the means whereby it is possible to obtain a quality of service which shall yield larger returns to the community directly and indirectly? In country districts standards of pay are still less well established, though a large step forward has been taken in those states that have combined a number of districts, and by establishing central service have been enabled to erect better school houses and approximate a "living wage".

The cause of these conditions as well as of the rating accorded the occupation by the public at large, when estimating the kind of service rendered and the skill and preparation needed for it, is, in large part, attributable to the teachers themselves. A large proportion of the vast body of men and women engaged in teaching lack unity of aim, absorbing zeal for an ideal, and pride in their profession. To avoid seeming to make a general indictment, it must be emphatically stated that it is equally well recognized that there is another large number in the profes-

sion who do render noble service, and who are loyal and devoted to high ideals, but in a discussion of conditions which need serious investigation and adjustment, it is well to include a scrutiny of internal short-comings. No one who frankly and unflinchingly studies the situation can fail to become aware that the charges made may be applied to an extent that is deplorable.

Teachers must become educators. The profession must establish for itself a higher average of qualification, must wage a campaign by which public opinion will come to demand more than an individual who can successfully answer a certain percentage of questions on examination papers and whose moral standing is above reproach. It must come to demand strong personality, and the expression of this personality in work for the growth of a community, in standards of human relations as well as for its intellectual advancement.

Such a campaign implies that teachers who can fulfill the requirements shall be available in large enough number. The demand will cause a response, for the higher estimate put upon the profession will attract to its ranks a larger number of individuals who possess the qualifications. Salary enters into the question, but only to the extent that environment and opportunity compatible with maintaining alert and vigorous the qualifications in the individual which are his endowment for the work he is to perform, are made possible. In spite of much evidence to the contrary, there are in the world men and women for whom the acquisition of wealth is not of the first importance in ordering their lives.

Experience shows that compensation for teaching increases as the estimate of the worth of the service is raised and thought and effort in the ranks may therefore well be given primarily to improving professional standards.

Supply and demand has already been shown to be an invalid argument in fixing remuneration for human effort. In engaging a teacher it should play no part whatever, for it is a question not of engaging a teacher, but of engaging the teacher who can best meet the specific requirements of the specific position. The answer is found in one individual or, at most, in a small group of individuals, not in the mass. The importance of the service forbids any other attitude. Salaries must, of course, be determined with a reasonable consideration of the economic factors, but it would be reprehensible to regard them as an opportunity for driving a bargain.

The fourth, or tacitly assumed factor, namely, sex, in the determination of compensation remains to be considered.

There are special arguments advanced to show that men teachers should be paid more than women teachers, and the present discussion would be incomplete if those most frequently urged were not included. (a) A man must support a family. It is his fam-

ily, for which he has voluntarily assumed the responsibility, and from which he derives, or ought to derive, the finest interest and greatest reward in life. He projects himself into the future of his children and, normally, adds to his experiences in more mature life the joy of their accomplishments and achievements. If unfortunate and unable to care for himself in old age, he is cared for by them.

The woman in a very large proportion of cases, if not the majority, has also a family dependent on her. She assumes the support of father or mother, of sisters and brothers, as a duty. No doubt she finds a large measure of happiness in the sense of usefulness, in fulfilling a duty, but the obligation is not voluntary. She does, in some cases, share their later joys and achievements, but it is no unusual occurrence to find a spinster sister regarded as a burden when she no longer is able to earn her support.

To be consistent, moreover, a man ought to be paid in proportion to the size of his family, and he is not.

(b) Men enter the profession as a life-calling. Without reference to statistics, a wide acquaintance with the profession would seem to warrant the conclusion that the proportion of men who have used teaching as a tide-over to more desired fields of service is larger than that of women. So usual is it for a woman to remain a teacher once she has become one that it is accepted almost as a foregone conclusion that a young woman who becomes a teacher will be an "old maid" and teach for the term of her active life.

(c) Men have a larger field from which to choose.

This was undoubtedly true and still is true to some extent. Women, however, are continually enlarging the number of occupations in which they are doing successful work. Men have nevertheless not been held in the teaching profession by the excess in their salaries over that of the women who worked by their side in exactly the same kind of position. No man worthy of the profession would for a moment acknowledge this. Neither have they been driven from the field in the few places where men and women receive equal pay. On the contrary, it is said with the removal of the advantage of smaller cost in favor of the woman has come an increase in the proportionate number of men appointed.

The chief reason for the small number of men who remain in the teaching profession lies in the fact that the salaries, generally speaking, are so small that teachers are debarred from participation in the recreations and opportunity for self-development through travel and social contact open to men of the same capacity and initiative in other occupations.

These arguments, therefore, cannot be sustained. Add the facts that men, normally, are able to work during a longer period of years and are thereby enabled more easily to provide for their old age; that in a sense of duty, in industry, in efficiency, in social work, in ability to relate themselves to the life of a child, and in actual achievement of results, women are in no way inferior to men, and it seems clear that sex is no valid consideration in the pay given a teacher. If a man presents himself who has the qualifications and characteristics that fulfill the requirements for a given position, by all means

employ that man and pay him as nearly as possible in accordance with the service required. There are, undoubtedly, positions in which masculine attributes are an asset, and for which no woman ought to be considered. There are positions as well to which the characteristics of women are pre-eminently adapted, and which no man could fill with the same degree of efficiency. By all means, then, employ the woman, let her pay too be measured by the service required, and on no account estimate it at less value because rendered by a woman. When a man or a woman can equally well render the service required, the pay of both should be the same. If being a woman is a disqualification, it is a serious indictment against those who place the responsibility in less fit hands.

Fitness should be the sole test, and for the same work there should be equal pay to woman and to man.

### THE HIGH SCHOOL TEACHER, THE HIGH SCHOOL STUDENT, AND THE COLLEGE

Frances Womble

One of the arguments generally offered by those who advocate vocational work in the high schools is the fact that the percentage of students who go from the high schools to college is deplorably small. We know this is true. As a body of high school teachers, we cannot but agree when we are told that comparatively few of the number we teach get further training after they leave our hands. Have we, however, as a body of high school teachers, ever seriously considered what opportunities we have to influence these boys and girls to go? What our responsibility in the matter really is?

It is true that there are instances when the money for a college education is not forthcoming and responsibilities at home make it necessary for the boy or girl to go to work, but there are many other cases in which there are no financial obstacles in the way, yet there is a lack of ambition on the part of the student or a lack of interest on the part of the parent.

Here, it seems to me, is where the high school teacher's great opportunity appears. We have these boys and girls for four years. They come to us fresh from the grammar school grades, at the age when their ideals are taking shape, when their characters are being molded. We cannot read the many books that are being written on the adolescent period, we cannot gather up our own experiences as high school teachers and look them over, without realizing how multitudinous are the opportunities within our grasp of helping to form those ideals and mold those characters.

To the many noble purposes, therefore, which we set before us in our work, why should we not add the determination to make every boy and girl we teach long to go to college?

As soon as they enter the first year of the high school, we should begin to hold up to them the ideal of a good, solid college training. In order that what we say may have weight with them, we should be able to make them feel that we ourselves are good representatives of college training; that we are bigger and finer, of clearer vision and more

lofty purpose because we are college trained. They must feel that William DeWitt Hyde, President of Bowdoin College, was right when he said that "deep grooved, subconscious habits of good fellowship and courtesy, kindness and courage, thoroughness and patience, sincerity and sympathy, serviceableness and self-sacrifice, whether in the press of business and the clash of politics, or in the quiet of home and the joy of the social circle are the marks of the true college man and college woman". We must fight away from the too constant thought of what they are going to do and dwell upon thoughts of what they are going to be as the years draw on; what sources of happiness, what inner joys, outside of their occupation or profession, will be theirs when they are men and women. We must exhibit an enthusiasm for college training that will make the dullest, the most unambitious of the class catch a vision of the larger opportunities and broader life that college will give to them.

I do not believe that as high school teachers we have had a keen realization of our opportunities to inspire these boys and girls with an earnest desire for larger training. We speak of college sometimes, especially to our senior classes. We take it for granted that several of our students will go. We are particularly interested, perhaps, in some exceptionally bright student, who would probably go anyway; but we have not seen clearly enough how important our attitude toward college training is, from the very first moment we begin to work with high school boys and girls. Instead of saying, "If you go to college", let us make it, "When you go to college". There is a world of difference in the little words "if" and "when".

Not only should we be eager to direct our students to some good college, but we should hold up the ideal of a finished course when they get there. We must be careful not to discourage those who are sure they can never manage a four years' course. Make them realize that one year even, if spent in the right school, will mean everything to them, but emphasize the larger opportunities that come to those who do go all through college. Don't talk too much about books and courses. Speak especially of the joys and privileges of the junior and senior years in college; the class honors, the life long friends made, the closer association with the faculty, the feeling of independence, of power, of leadership developed during those years.

I have often wondered how many girls make up their minds of their own accord to go to college. The average girl either does not want to go at all, or begins to think of it, perhaps, because her parents value higher education and have always planned to send her. If her parents are careless about it, some other member of the family, an older brother or sister, or an aunt, it may be, inspires her; or she may want to go simply because some of her friends have gone or are going and she does not wish to be left alone. There are girls, I am sure, who are eager to go to college because some teacher with whom they have come in close touch, whom they love and admire, has talked with them often of what college will mean to them. Let there be more such talks, I say, and to all the students, rather than to a select few.

If we could be filled with an earnest de-

sire to help make it possible for every student we teach to begin his or her life's work only after a solid foundation had been laid by the years spent in a good, thoroughly managed college, there would not be so many leaving our schools satisfied to go no further, or starting off for a year or two at college with the avowed purpose of studying little and playing a great deal.

Our high school students would begin to see the advantage of seeking that atmosphere produced by a true college, "where each person has returned to him frankly, swiftly, mercilessly the social judgment that his character deserves". Our high school girl will begin to feel that no woman can be truly cultured unless she loves real literature, and has a well stored mind and sympathies broad enough to "listen to all and help by the very listening". She will begin to see that without college training the probability is strong of her being an ordinary home maker and a poor citizen, not a woman of force and character, who orders her home well, brings up her children intelligently, and takes her place in society as a well trained, clear thinking, capable woman, whose vision has been enlarged, whose ideals have been ennobled, and whose character has been deepened by the numerous experiences and the varied training that a college can give to one who gives her all in return.

It will be easy to guard against the impression that we consider nothing good which does not come from within college walls. There are many refined and cultured men and women, to whom we can call attention, who have never had such training. Yet such culture and refinement, we can show, is self-attained; these men and women have educated themselves. They have read and studied and thought, so that they have finally brought into their lives the equivalent of a college education, though they can never claim the friends, the associations, the memories that belong to those who have had a college career.

We must make it clear, too, that there are students who go through college and get nothing from it but book training; who come out trained as to mind but not as to heart and will; who become intellectual but not truly cultured.

Such a result is, in most instances, the fault of the student. We get out of college what we put into it, and the life there can mean everything or nothing to us.

There are many ways in which we can interest our pupils in going to college. Some of them, which I shall mention, could be used by the upper grammar grade teachers as well as by the high school teachers.

First. Talk about college informally at odd times. Speak of what it meant to you, of how it changed you, of the friends you made. Tell the pupils a good deal about college life, but don't spend half the time talking about the pranks you played and the good times you had. Speak of the joys of larger fellowship: (a) in the class-room work, (b) in society work, (c) on the athletic field.

Second. In the senior year, get a number of college catalogs and look them over with your boys and girls. Act as if you are sure they will all go somewhere. Examine the different courses of study offered and discuss their relative value.

Third. Take your own college paper and have it on your desk.

Fourth. Get the school to take several college magazines.

Fifth. Keep up with what is happening in the leading colleges of the state.

Sixth. Call on college people to help you when you need help in their line.

Seventh. Get any college folks you can to talk to your students about coming to college.

Eighth. Above all, keep in touch with high school boys and girls who are already in college. Never fail to mention it when one of them has made a record in some field of college life.

If we will turn our eyes backward, for a moment, to our own college days, and think what our lives would have been had we been satisfied to go no further than high school, if we will open our eyes to opportunities of influencing our students, we cannot fail to pursue with an unflinching enthusiasm the purpose of college training for every boy and girl in our class rooms.

## COLLEGE NOTES

The College welcomes as new members of its faculty this year Dr. John A. Lesh, of the College of the City of New York, who is head of the Department of Education; Miss Christine South, a graduate of Teachers' College, who is this year the acting head of the Domestic Science Department while Miss Minnie L. Jamison is doing extension work in Home Economics in the state; Miss Gladys Smith, a graduate of Teachers' College, who is assisting in the Department of Chemistry; Miss Daisy Brooks, of Teachers' College, who is the college dietitian; Mr. A. W. Crawford, a graduate of Davidson, who is teaching the tenth grade in the Training School; Fay Davenport, '12, who holds a certificate from the department of hygiene of Wellesley College and is assisting in the Department of Physical Education; Marguerite Brooks, '14, a student of the National Training School of New York City, who is secretary of the Young Women's Christian Association; Maggie Coble, '12, who is teaching the sixth grade in the Training School; Laura Weill Stern, '10, who is the college stenographer, and Edith Haight, '15, who is an assistant in the Department of Physical Education. The new members of the faculty were delightfully entertained by the former members of the faculty on the evening of October 2nd in the parlors of the Spencer Building.

The College extends an especially warm greeting to Miss Virginia Ragsdale and Miss Iola Exum, '97, who, after a two years' leave of absence, are resuming work in their respective departments, and to Miss Martha E. Winfield, '96, who returns to the English Department after spending last year in study at Teachers' College, which conferred a bachelor's degree upon her last June.

A delightful concert was given in the college auditorium Monday evening, October 4th. The soloists for the evening were Miss Kathryn Severson, Mrs. Wade R. Brown, Mr. Fielding Fry and Mr. Edgar Clapp. Immediately after the concert a reception was given by the faculty to the students in the society halls.

The twenty-third anniversary of the founding of the College was celebrated in much the usual way except that the rain prevented the faculty and the students from assembling around McIver statue. As usual representatives of the faculty, of the senior class, and of the students' association carried wreaths to the grave of Dr. McIver. The College sent a wreath to Raleigh to be placed on the grave of Miss Kirkland. During the morning exercises Dr. Foust made an interesting report, in which he spoke in appreciative terms of the unselfish work of Dr. McIver and his co-laborers in establishing and up-building our College. The faculty and the students were cheered by the many messages of love and good wishes which came from alumnae scattered throughout the state. Dr. E. W. Sikes, of Wake Forest College, delivered an able address on "Reservoirs of Strife" or "Cisterns of War".

## ALUMNAE NOTES

Laura Hill Coit

Laura June Alston, '92-'93, is now living in West Raleigh. When the children are old enough for her to turn student, she will attend our Summer Session.

Dr. Miriam Bitting-Kennedy's daughter enters Syracuse University this fall.

Helen Claxton, daughter of Commissioner P. P. Claxton, is now a student at the College.

Margaret McIver Bowen, '93, attended our Summer Session. She is teaching now in the Lillington Farm Life School.

We regret to learn that Mattie Bolton Matthews, '93, had a serious illness last spring.

Mrs. Zella McCheek, '93, is teaching in the South Mills High School.

Annie Vaughan, '93-'94 and '10-'11, is teaching in Highlands. She is very deeply interested in the development of educational work in that section.

Mary Speight, '94-'97, has a little farm near Balsam where she has a good garden and spring house, and plenty of milk, cream and butter. She directs the farm operations.

Matt Cochran, '94-'97, has a niece in the College this fall.

Etta Spier, '95, has leave of absence from the College for a year's study at Teachers' College.

Elizabeth Battle, '95, has a studio where she teaches a private class in art, and where she receives orders for hand painted china.

Margaret Perry, '95, had a most delightful summer in Washington City studying under Spanhoold. She boarded with a charming Viennese, Madam von Useuhuld.

Anne E. Parker, '95, is now Mrs. W. D. Cooke. As her husband travels, she has moved to Greensboro where she lives near the College grounds. Her two stepdaughters are now studying at the College. It is good to see Mrs. Cooke's familiar face around the Normal after all these years.

Minnie Barbee Snitt, '97, has taught thirteen years since she graduated. For the last nine years she has done high school work.

(Continued on page 6)

## ALUMNAE NEWS

Published quarterly by the Alumnae Association of the State Normal and Industrial College at Greensboro, N. C.

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Julia Dameron ..... Assistant Editor

Subscription price, 25 cents a year

All business communications should be addressed to Laura Weill Stern, Business Manager, State Normal and Industrial College, Greensboro, N. C.

Admitted as second-class matter at the postoffice in Greensboro, N. C., June 29th, 1912

GREENSBORO, N. C., OCTOBER, 1915

## ALUMNAE ASSOCIATION (Inc)

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## THE NAME OF THE COLLEGE

One of the most interesting questions before the alumnae just now is that of changing the name of our College. At each discussion of this question it has been asked why we need a change. Therefore, let us consider the meaning of our name, beginning with the last word in it. *College*, in its most familiar application, signifies a society of persons engaged in the pursuit of literature and science, including both professors and students. Dr. Andrew West, of Princeton, says: "The college remains today the one repository and shelter of liberal education as distinguished from technical or commercial training, the only available foundation for the erection of universities containing faculties devoted to the maintenance of pure learning and the only institution which can furnish the preparation which is always desired even though it is not yet generally exacted by professional schools."

Though this is the more familiar application of the term *college*, yet it is used sometimes to designate professional schools, such as colleges of surgeons and teachers' colleges. According to the New International Encyclopaedia, "The name, normal college, has been given to certain institutions like the Albany State Normal College and the Michigan State Normal College, which require a full high school course for admission and which, in addition to more extended professional courses than are usually offered by normal schools, undertake the preparation of teachers for secondary schools." According to Dr. Charles Thwing, of Western Reserve University, teachers' colleges are "colleges in which are special departments for the study of the history of education, psychology as applied to teaching, pedagogy and all subjects bearing upon methods of instruction. \* \* \* \* Teachers' College is the professional school of Columbia University for the study of education and the training of teachers, ranking with the schools of law, medicine and applied sciences."

Some one may say, "Well, I still see no need in changing the name, for the College expects to require fourteen units for entrance just as soon as the high schools of the state can give them, and in its department of edu-

cation to prepare teachers, especially for the secondary schools." We reply that the College does hope within a few years to do four years of standard college work in every department, and to put forth a special effort in the school of education to prepare supervisors of education and teachers for the secondary schools; but that the department of education is only one of several departments in the College. Professional pedagogical training is not the only kind of training which the state offers to its women in the North Carolina State Normal and Industrial College. The College offers a course in music which leads to the degree of Bachelor of Music and which does not necessarily have one hour of pedagogical work in it.

Again, the departments of liberal arts and sciences offer courses leading to the degrees of Bachelor of Arts and Bachelor of Science. These degrees are conferred upon students who have satisfactorily completed the regular academic courses leading to such degrees. They do not represent pedagogical training, and it is not fair to the College or to the students who take these degrees to ignore the department of liberal education and name the college for one department only.

The above named degrees are naturally undervalued by colleges beyond the limits of North Carolina, because they understand that a normal college is a school for the professional training of teachers. They feel that a literary degree conferred by such a school is of very little value.

Moreover, there is the department of home economics which is sadly misrepresented by the word *industrial*. The New International Encyclopaedia says: "This term, now passing out of use, has been variously and loosely applied to a large class of schools, mainly of a philanthropic, reformatory or experimental nature, in which industrial work has been taught to boys and girls at a comparatively early age. This kind of school has been repeatedly perhaps more fully than elsewhere in England, where the 'Ragged School' is a prominent type. The primary purpose of such schools is generally other than industrial, and the aim of the industrial instruction varies from the mere desire to keep the boys off the street to the serious effort to teach a trade. These institutions have not, however, filled the purpose of real trade schools, mainly on account of the early age of the pupils, and the short period of instruction."

And so we feel that the name of our College is a misnomer, that it causes the degrees of the College to be rated lower than they should be, and that, in justice to all departments and to all graduates, the name should be changed so as to omit the words *normal* and *industrial*. The question of what we shall name the College is one that commands the attention of all of us, and we wish to use this opportunity to urge the alumnae to send the News suggestions in regard to the new name. J. D.

## MOONLIGHT SCHOOLS

All through the elimination of illiteracy in North Carolina, for the emancipation of every man, woman and child from its tragic limitations—J. Y. Joyner.

Perhaps no recent movement in North Carolina has aroused more general interest

throughout the state than the movement for Moonlight Schools inaugurated by the State Department of Education and endorsed by the State Federation of Women's Clubs, the North Carolina Teachers' Assembly, the Junior Order of United American Mechanics, the North Carolina Farmers' Educational and Cooperative Union and various other philanthropic societies, together with the press, for the elimination of adult illiteracy.

It has been customary to accept illiteracy in the state as inevitable, as an inheritance from the past for which no one of today is responsible. Instead of deploring her place in the scale of literacy North Carolina has been wont to feel thankful to South Carolina and Louisiana for saving her from the lowest place on the census report. Since Mrs. Cora Wilson Stewart, of Kentucky, has demonstrated that even the oldest citizen can be taught to read and write, a new conception has arisen. Illiteracy is doomed. The duty of the literate to the illiterate is clear. He cannot escape it. The facts are no secret. They are public property, published by the United States government. *Fourteen out of every hundred voters to be taught to read and write*, to say nothing of women and children between fourteen and twenty-one. Moonlight schools are the means which must be employed, and moonlight schools must be supported. Moonlight schools must be taught in every county, in every community. As a member of the State Department of Education put it, "It's a man's job but the women must do it." And the summer has shown that the women are willing to do more than their part. At the various summer schools and teachers' institutes this year more than seven thousand teachers, most of them women, volunteered to teach in the moonlight schools during the month of November. Many will teach longer than a month, others have already begun teaching in these night schools, which are to reach every illiterate in North Carolina. If he cannot be reached through the schools he must be reached at home through extension work. In connection with this work the alumnae of the State Normal can be of inestimable value. Many of them are already among the volunteers. Many others are living in communities where they can be of even more service than the teacher herself. They can enlist the cooperation of their community, interest those who should attend, raise funds where necessary, and in various ways help to make the moonlight school an assured thing. Infinite tact and judgment are required in this work and the woman who has taught herself and is now in her own home is peculiarly fitted to exercise this tact.

The work cannot be done in one month or in two. It is a work that will require time, but with the impetus given it by Moonlight School Month and the persistent cooperation of those interested we may hope by the time another census is taken North Carolina may have risen far in the scale of literacy. *Let every Normal alumna do something to aid in the elimination of illiteracy*. If there is one who is not informed about the movement for moonlight schools, let her write today to the state department for the bulletin on Adult Illiteracy and Plans for Its Elimination, and then do everything possible to cooperate with Dr. Joyner and the club women of the state.

D. B. W.

## FOUNDER'S DAY TALK

Julius I. Foust

On the 5th day of October, 1892, this College began its work, the charter having been granted by the General Assembly of 1891. We have met today, therefore, for the purpose of celebrating the founding of the institution. If I mistake not, when the faculty and board of directors decided to set apart one day in each year as an anniversary occasion in the history of the College, there was in their minds two distinct and definite purposes.

In the first place, they thought it appropriate to stop our work-a-day duties in order that we might celebrate the beginning of the work at this place. To my mind this is eminently proper.

I am persuaded, however, that much more prominent in the minds of all was the idea of expressing our appreciation and gratitude for the unselfish labors and devoted service of the men and women who surrendered their lives to the higher education of the young women of the state. It is perfectly natural for our thoughts to center around the man who labored so thoughtfully, so thoroughly, so earnestly and with such unbounded energy that you young women might enjoy the opportunities and privileges which you accept today so naturally that it hardly appears to you that conditions might be entirely different, if he had not lived and labored for you. We shall not, however, forget others both living and dead, who in their several spheres did their part during those early days heroically for the upbuilding and development of this College. Possibly no institution anywhere has a finer or nobler heritage than your College possesses. For this reason I find it impossible to put away from me on this anniversary occasion the feeling that we have met to consecrate and dedicate our lives to making more and more effective as the years go by the great work, the beginnings of which were wrought by others. It is my sincere hope that it is in this spirit and with this purpose that we enter upon the exercises today.

The session upon which we have just entered, it seems to me, has for us large promises. The enrollment is about one hundred more than at any similar period of any other session. Counting the children in the Training School, there are engaged in educational work here each day about one thousand two hundred people. This feature should, however, never be our boast. Let us rather boast of our pride in the large spirit of service which is dominant among us, and of our sincere devotion to every duty.

If it were possible I should like to call your attention to a great many things that we are doing and that we are attempting to make real in the life of the College. I must content myself, however, with simply referring to a few of these matters.

During the past two years the curriculum of the College has been raised and we are now requiring 12½ units of high school work for entrance to our freshman class. It is our hope and intention within a few years to add 1½ units to the entrance requirements, making it 14 units. This will make the institution a standard college. We have been conservative in adding to our entrance requirements so that any young woman who has taken advantage of the educational op-

portunities offered in her home community can enter without serious embarrassment. Within the last five or six years a large number of high schools have been organized and developed in the state. This College should not compete with the curriculum of these high schools, nor should it compete with the three training schools which receive financial aid from the state. For this reason and for others I might mention, we are demanding more preparation for admission to our freshman class, and we have found from experience that it is possible to do this without imposing any hardship upon the young women of the state. Along with the raising of the standard of the College we are placing more and more emphasis upon the preparation of high school teachers. This College should always endeavor to render the largest possible service to the schools of the state and to its citizens. We are confident that this can be done more effectively by training as many of our students as possible for work in the public high schools. With this in view we have had during the last few years a school visitor in the field. This visitor has focused her attention almost entirely upon the high schools, the object being to bring our College into closer touch with the high schools, and at the same time to render by suggestions and otherwise every possible help to these schools. By the school visitor the knowledge brought to the institution will enable it to do more effective work in preparing the teachers for the high schools.

I do not believe that any feature of the work has developed in a more satisfactory manner than the work of our summer session. From year to year there has been an increase in the number in attendance. But much more striking and much more important than this is the increase in earnestness and seriousness of the students in attendance. Each year we have more than one hundred young women taking courses of college grade for which they receive the proper college credit.

Several years ago an extension department was organized at the College with the hope of creating a helpful relationship between our faculty and the people of the state. I am confident that an institution maintained by taxes should seek every opportunity to render aid to the people who pay these taxes, and particularly to those who for one reason or another have not been able to take advantage of the opportunities which the institution offers within its walls. The efficiency of this department will, I am confident, be greatly increased and enlarged during the present year. By a plan of cooperation between the Agricultural and Mechanical College and this institution, a small part of the funds arising from the Smith-Lever bill will be available to keep a representative of the College in the field her whole time for the purpose of doing extension work in home economics. The selection of this representative was no difficult matter. We had at the College a woman who many years ago had become head of our home economics department, and who by energy, tact, perseverance and sound judgment had developed it until it had become a real power and force in the life of the institution. I, of course, refer to Miss Minnie L. Jamison, who for a number of years has been the director of the department of domestic science in the College. Her absence from the College will be keenly

felt by us all, but we know she will help carry into every part of the state many suggestions that will aid in making life in North Carolina better and more attractive. It is my sincere hope that this beginning is only an earnest of larger things along this line.

During the past twenty-three years there have matriculated at this College 6,875 young women. The love and best wishes of many, very many, of them are with us today, just as our thoughts go out to them. If the institution has been able to serve the commonwealth and thus justify its existence, this work has been done through its alumnae.

## MISS KIRKLAND

Annie McIver Young

I have been asked to try to express, in my poor way, the inexpressible gratitude we alumnae feel for Miss Kirkland's life among us and the deep grief that the loss of that life has brought to our sorrowing hearts. I cannot express these emotions through resolutions; they are a too formal mode of speech, too feelingless it seems; for our ties with Miss Kirkland were close and tender, like the home ties. I wish that I could give a true picture of her so that our sisters yet to be might know her too, but I cannot. Nothing that has been said about her satisfies me. Not an analytical person herself, she is not a temperament to undergo the scrutiny of sharp analysis. Hers is a temperament to be accepted as it is—just as Miss Kirkland's with all the rare, indescribable, magnetic charm that that purports.

Yet, let us recall, in our gratitude and in our sorrow, a few of the lessons her life has given us.

First, and above all things, Miss Kirkland, by her conduct has showed us the only way to meet the situations of life, great and small, as they come, not flinching, never complaining, but as quiet masters. This dignity of character brings with it a strength that neither the stormy night nor the nagging littlenesses of the busy day can disturb. It brings with it the wisdom of keeping one's counsel and the folly of an unbridled tongue that over explains.

Again, Miss Kirkland pointed the way to the Fountain of Youth. She never let sourness embitter or age her. She refused the mastery of herself to any ugly, wearing sentiment. By her native, sly sense of humor which sparkled never repeatedly nor forced itself upon you (even at the expense of a lost witticism!), by this characteristic sense of humor she taught us to cultivate that attitude of mind and heart for which the commonplace does not exist. By her youthful interest in the everydayness of things she has showed us the way neither to bore nor to be bored!

Not only has she taught us of the quiet strength and dignity of a character that rides the tides buoyantly and youthfully, but she has also taught us, I trust, something of her refining graciousness that made of her the unmistakable gentlewoman she was. Her sympathy was as quiet in its dignity as her strength, and as exquisitely delicate as her humor and, like her humor, came in flashes. Miss Kirkland was never any one thing over much.

Alas! this dear, unique life, full of its unconscious lessons for us all, has gone from

us! May we, when we are no more, leave behind such a memory of a live and cheerful life that our friends can scarcely think or write of us but in the present tense and with a happy, upward twist of the lips, yet followed by longing hearts!

### ALUMNAE MEETING ON FOUNDER'S DAY

Ethel Brown, vice-president of the Alumnae Association, called the meeting to order. Unusually few members were present, which was due probably to the rainy afternoon.

Julia Dameron reported for the committee appointed last commencement to investigate the matter of a memorial to Miss Kirkland. She said that we could get a good bronze tablet engraved simply for twenty or twenty-five dollars. Daisy Bailey Waitt, another member of this committee, wrote a letter, which was read at the meeting, urging us to have a portrait made of our beloved friend. It seems to be the wish of every one to place the memorial, whichever it is, in Kirkland Hall. While the matter was left an open one until next commencement, it was decidedly the desire of this meeting to erect the bronze tablet, first, because of Miss Kirkland's aversion to pictures of herself and, second, because the tablet is within our means.

Next a delightfully cordial letter was read from Anna Meade Michaux Williams, expressing her deep gratitude for what the College has meant to her.

Mr. Foust was a welcome guest at our meeting. He brought us two ideas that he desires all alumnae to think on. This summer Mr. Foust visited Mr. Forney in the latter's summer home in the mountains. While there he evidently became deeply stirred with a desire to aid these good mountaineers, so full of latent power. He said that he thought that it would be a great opportunity for service if fifteen or twenty of our juniors and seniors volunteered each summer to teach these responsive people and to stimulate within them the hope of a more abundant life. He does not care whether this is managed by the College or by the alumnae—just so these people are helped! Because three of our students have done such successful social welfare work in the Bible Training School in New York City he feels that we could hope for great things at home. He also feels that this work in the mountains would be of inestimable help to our students.

The second of the ideas which Mr. Foust said crystallized on this trip is one primarily for the daughters of the state to whom the cost of an education is the barrier between darkness and light. He suggested renting a house or houses near the College and through the teachers and county superintendent of a given county, say to the people of that county: "Here is house rent free for any girl who desires an education. She may come and with the present low parcel post rates easily get from home her food supplies for the preparation of which there will be comfortable facilities. In this way, if a girl takes free tuition, her fees would be her only expense." Mr. Foust said that he presented this idea to some mountain people and they liked the plan.

Mr. Foust also said that next year he hoped to draw a clear line between college and non-college students, transferring the

preparatory classes to our own high school. Underneath the whole meeting ran the fine enthusiastic desire for the day of universal education. Several members pledged themselves to help in moonlight school work this fall, Mr. Foust also volunteering.

The meeting was fittingly closed with the request that he wire Mr. Joyner that the Alumnae Association was upholding his hands in his fight against illiteracy.

### ALUMNAE NOTES

(Continued from page 3)

Martha E. Winfield, '96, having taken the B. S. degree at Teachers' College, has returned to her work here after a year's leave of absence. It is good to have her with us again.

Hattie O'Berry, '96, is now Mrs. Frank Lee, of Faison.

After being away for two years, Iola Exum, '97, has resumed her teaching in our Training School. She is heartily welcome in our midst.

Helen Kirby, who was here in 1901-1902, is studying at the Normal this year.

The very attractive Bulletin of the Carolina Telephone Society reaches us regularly through the courtesy of Em Austin, '97-'01. We congratulate the editors on the excellence of the publication which stands for progress and a spirit of helpfulness.

Margaret Pierce, '97, and Miss Ruth Shaw have opened a school of Natural Education in Wilmington, N. C.

Clee Winstead, '98, had a trip to the Exposition this summer.

Susie Parsley Carr, '98, is one of our much appreciated subscribers to the News. Her husband, Mr. J. O. Carr, is Chairman of the New Hanover Board of Education. He is greatly interested in the schools, and is very helpful to the teachers. We hope Mr. and Mrs. Carr will come to Greensboro especially to visit the College.

Ellen Ogburn Gaskill, '98-'04, calls the News "a spicy little paper". Her home, Miramichi Farm, Deming, New Mexico, is blessed with a seven-year-old son, John Ogburn, and a second son, Joseph Lunn Gaskill, born last March. She sends best wishes to "you all".

Mary Wilson Brown, '98-'02, has been teaching at the Masonic Orphanage.

Jennie Eagle, '99, is teaching a school in Norfolk, Va., composed entirely of boys. Lottie Eagle, '99, is not teaching, but spends the winters in Norfolk with her sister.

Meta Fletcher Hutchison, '00-'05, says that her seventeen-months-old daughter is much improved by the country life at Fletcher. Miss Cushing, Mrs. Hutchison's niece, is a student at the College.

Mrs. Hubert Hill, nee Woodfin Chambers, '00, visited the College recently in company with her husband. They are always welcome guests. Their home is in Morgantown, W. Va.

Hattie Everet, '00, has two sisters in College.

Isla Cutchin, '00, Mrs. J. S. Gorham, of Rocky Mount, has two nieces in the College this year.

Eleanor Watson, '00, resigned her position in the Salisbury High School in order to study at Chicago University this year.

Bernice Turner, '03-'08, did institute work in Brevard this summer.

Mattie Riggs, '04-'05, was with us at the Summer Session. For three years she taught at the Baptist Orphanage, and last year at Bowdon College, Bowdon, Ga.

Louise Dixon Crane, '05, is now on furlough from her work as a missionary in the Belgian Congo. Mrs. Crane spoke to the Y. W. C. A. at the College on September 27th, and on the following morning she and Mr. Crane visited the various departments of the College. C. L. Crane, Jr., was with his parents in the care of his devoted aunt, Miss Frances Dixon. Mr. and Mrs. Crane are now in Richmond for study at the Seminary.

Mary E. Coffey, '05, spent a month this summer in Urbana, Ill.

Lettie Spainhour, '05, will soon return on her furlough from her work as a missionary in Sochoch, China.

Louise McKay Baxter, '06-'09, is living near Pomona. Her stepdaughter is a student at the College.

Helen C. Hicks, '06, is teaching at the Barium Springs Orphanage.

Mary Bland Pitt, '06-'10, was married on October 6th to Mr. Richard Brewer Josey.

Eleanore Elliott, '07, a member of the English Department at the College, completed her work for the A. B. degree at our Summer Session. She has a year's leave of absence for study in Barnard College.

Gertrude Zachary, '07-'12, did primary work and taught piano at Brevard the past year.

Grace Brockmann, '07-'11, was recently married to Mr. Lawrence Oakley, of Greensboro.

Flossie Pickett, '07-'09, is teaching at Bonlee.

Bessie Ives, '08, studied at the College this summer. She has a position in the Laurinburg schools.

Elizabeth Bunch, '08-'11, attended our Summer Session.

Nell Herring, '08-'12, taught public school music at Kannapolis last year.

Eliza Stevens, '08, is teaching in a state high school twelve miles from Goldsboro.

Pauline Smithwick, '08-'10, is now Mrs. Glenwood Capehart, of Merry Hill, N. C.

Mary Baldwin Mitchell, '09, enjoyed a summer at the beach.

Della Arnold, '09-'11, will teach at Swepsonville this year. We like to have Miss Arnold call and see us as she passes through Greensboro.

Jessie Smoak Pharr, '09, sends two years' subscription to the News with this message: "I get a great deal of pleasure from reading the News and hope you will be able to keep on publishing it. My cooking, housekeeping and sewing, with a little flower gardening and poultry raising by way of recreation, keep me busy. My big boy, Howard, claims his share of my attention. I hope to visit the College before it improves beyond recognition."

Elizabeth Robinson, '10, is teaching English and French in the Wadesboro High School.

Alice Rogers, '09-'12, is teaching in the Lillington Farm Life School.

Margaret Cooper, '10, is teaching in Burlington.

Mamie Griffin, '10, taught this summer at the Brevard Institute Summer School.

Myrtle McCord, '10-'12, has been teaching near Monroe.

Cornelia Miller, '10-'12, is teaching in Thomasville.

Marion Stevens, '10, was married in June to Mr. Gurney Pope Hood. She and Mr. Hood called at the College this summer. We hope to see them often.

Annie Lee Webb, '10-'14, taught piano at her home in Chapel Hill last winter.

Bessie Bennett, '11, is teaching in Burlington this year.

Annie Goodloe Brown, '11, will be in New York this winter. Her address is 42 Seventh Avenue, Brooklyn. She will teach the employees of the American Telegraph and Telephone Company.

The class of 1911 sent \$32.67 in June to add to the Loan Fund given by the class. This brings the total of their fund to \$197.67. The treasurer is Myrtle Johnston Hassell.

Erma Britt, '11-'13, taught at Enfield last year.

Nellie Maxwell, '11-'12, taught at Stanstonsburg last year.

Mary Sharpe, '11-'14, is teaching near High Point.

Olivia Burbage, '11, was married in July to Mr. J. R. Campbell, of Plymouth.

Verd Wilson, '11-'14, studied at Chapel Hill this summer.

Annie Lee Rankin, '11-'13, is teaching at the Bona Vista High School. She enjoyed a trip to the Exposition this summer.

Annie H. Forbes, '11-'12, was married in June to Dr. William Leary Stevens.

Grace Eaton, '12, is teaching in Gastonia.

Margaret Kollock Berry, '12, received the degree Bachelor of Laws from the University of North Carolina this year. She has also received her license to practice law.

Catherine Lapsley, '12-'14, is teaching at Clarkton, N. C. We were glad to have a call from her sister, Miss Elsie Lapsley, recently.

Lula Kincaid, '12-'13, has taught in Burke County for two years since leaving the College.

Frances Jordan Tate, a future Normal girl, came to the home of Mr. and Mrs. C. S. Tate, on June 20th. Mrs. Tate was Ava Jordan, '12.

Maggie L. Davis, '12-'13, has taught the Red Oak School for two years.

Estelle Wilson, '12-'14, taught in the McDowell County schools last winter.

Louise G. Norvell, '12-'14, was married on October 5th to Mr. Chase Brenizer, of Charlotte. The marriage took place in the Presbyterian Church at Blowing Rock.

Ethel Johnston, '12-'13, is now Mrs. R. S. Edmiston, R. F. D. 1, Mooresville.

Gladys Ashworth, '12-'14, taught last year at Candler, N. C.

Leah Boddie, '12, is teaching in the Farm Life School at China Grove.

Lucille Elliott, '12, is teaching in Rockingham.

Mary K. Brown, '12, is teaching French in the Newnan, Ga., High School.

Nell Witherington, '12, will teach the first grade at Laurinburg this year.

Corinna Mial, '12, taught in the summer session conducted by the Kinston schools. She is teaching in Kinston this year.

Hattie Barch, '12, is returning to Columbia University where she will continue her work for the Master's degree. She visited the College recently and told us of her New York experiences.

Margaret Johnson, '12, is teaching in Salisbury. She is planning to go to Korea

as a teacher in the home of Mrs. C. C. Owen, who lives in Kwangju, where Miss Dupuy was first located.

Jennie Leggett, '02, is studying at the Normal this year.

Isabel Pierson, '13, is resting this year. She is helping her aunt keep house in Enfield.

Ruth Groome, '13, is teaching in the Salisbury High School this year.

Huldah Groome, '13, is teaching in the Farm Life School in China Grove.

Lizzie Roddick, '13, is Supervisor of the extension work in Domestic Science in Forsyth County.

Elizabeth Robinson, Kathrine Robinson, Martha Faison and Lila Justice attended the Exposition this summer. Martha Faison, '13, attended the summer school at Berkeley where they had fifty-three hundred students. She will teach in Yuma, Arizona. Her Normal diploma gave her a first grade certificate without examination.

Florence Mitchell will teach in Gastonia this year.

Hattie Motzno, '13, is studying shorthand at the College.

Mary Porter, '13, is teaching in Concord. Sadie Rice, '13, is teaching in the New Bern High School.

Kathrine Robinson, '13, is teaching in Salisbury.

Meriel Groves, '13, is teaching in New Bern this year. She was with us during our Summer Session.

Rachel Lynch, '13, graduated from the University of North Carolina in May.

Sallie Sumner, '13, is teaching in Gastonia. Ollie Lyon, '13-'15, will teach in the Creedmoor High School this year.

Mildred Harrington, '13, is teaching in the Carthage High School.

Myrtle Horney, '13, is teaching in the Masonic Orphanage at Oxford.

Florence Hildebrand, '13, is teaching in the Winston-Salem High School.

Lillian Crisp, '13, is teaching English in the Salisbury High School. Her sister, Lucy, is one of the new students at the Normal.

Ione Grogan, '13, has a position in the schools of Newnan, Ga.

Nettie White, '13-'15, is teaching in Lincolnton.

Eula Alexander, '13, is teaching at Stony Point.

Gertrude Griffin, '13, has a sister in the freshman class at the College.

Annie Whitty, '13, is teaching in North Wilkesboro this year.

Elizabeth Craig, '13, was with us during the institute. She will teach in Reidsville again this year.

Mattie McKinney, '14, teaches in Statesville. She attended our Summer Session.

Bertha Stanbury, '14, is principal of the Leaksville High School. She is missed from our College circle.

Mattie Lipe, '14, studied domestic science at Teachers' College this summer.

Cora John, '14, taught the 6th and 7th grades at Pleasant Garden last year. She visited the College several times.

Belle Lupton and Sudie Landon, '14, enjoyed their year teaching in Wilson.

Clara Whitley, '14, taught at Lucama last year.

Sallie Boddie, '14, is much pleased with Rockingham where she is teaching domestic science in the schools.

Margaret N. Smith, '14, is making a marked success of her work in Edenton.

Marguerite Brooks, '14, studied this summer in the National Training School for Y. W. C. A. Secretaries in New York City. She is now General Secretary of our Y. W. C. A.

Pauline White, '14, is teaching Latin in the Rock Ridge High School. She spent some pleasant weeks in Richmond this summer.

The present address of Annie V. Scott, '14, is 2031 N. College Avenue, Philadelphia. She is beginning the second year of her medical course. She is quite enthusiastic over her work.

Ruth Faison, Iris Holt and Ethel Garrett, of 1914, are teaching in High Point.

Lila Melvin, '14, is principal of the Crisp School in Edgecombe County.

Bessie Craven, '14, is teaching the 5th grade at Mount Olive.

Bessie Terry, '14, writes as follows: "As September comes in, I always feel that I should be turning towards the Normal. I'm afraid that I'll never get out of the habit of wishing that I were going back. I trust that this year is to be the best the College has had. My school opened in August. I am teaching at Roberdel. Several Normal girls are in our county schools. It does my heart good to see them coming here with their Normal ideas and training. Five Normal girls are teaching in Rockingham—Sallie Boddie, Flora Cooper, Lucille Elliott, Louise Gill and Tempe Dameron."

Berthel Mitchell, '15, writes of the Normal club at the Masonic Orphanage. It was organized among the summer workers there for the purpose of promoting college spirit. There were eight members this summer—Carrie Graeber, Mabel Graeber, Elizabeth Tripp, Florence Mitchell, Lillie Turner, Addie Bordeaux, Minnie Kimball and Berthel Mitchell.

Mrs. Lidie Pearce Horton, '14-'15, is teaching domestic science in the Lincolnton schools. She attended the University Summer Session for special study. On July 4th she represented the Normal Domestic Science Department in the college float which was an attractive feature of the parade.

Elizabeth Gray, '15, completed her work for the B. P. degree at our Summer Session.

The members of the class of 1915 are located at the following places this winter:

Annie Albright, Glade Valley High School; Ruth Albright, Asheville City Schools; Edith Avery, not teaching; Gladys Avery, Winston High School; Hallie Beavers, Salisbury High School; Julia Holt Black, Mount Airy; Julia O. Bryan, Scotland Neck; Kate Bullard, Wake County; Julia Canaday, Benson; Gertrude Carraway, Jacksonville; Ernestine Cherry, Mount Airy; Mabel Cooper, Wilson High School; Martha Decker, Marion; Roselle Ditmore, Rich Square; Mamie Eaton, Statesville; Lillian Ellis, Stanstonsburg; Katherine Erwin, Brevard; Ruth Gaither, Trenton; Annie Glenn, Concord; Lina Glenn, Mount Airy; Edith Haight, Assistant in Physical Training, Normal College; Ruth Harris, Carthage; Gay Holman, Rich Square; Inez Honrine, Wilsons Mills; Florence Hughes, Wallace; Helen Hunt, Rich Square; Mazie Kirkpatrick, Jamestown High School; Margaret Linker, Salisbury; Vonnie McLean, Rich Square; Hildah Mann, Swan Quarter; Vera Millsaps, Monticello High School,

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Brown Summit; Berthel Mitchell, Beaufort;  
 Mamie Morgan, Plymouth High School;  
 Susie Rankin, Lenoir; Alice Sawyer, Wil-  
 mington; Pauline Shaver, Salisbury; Cora  
 B. Sloan, Statesville; Jamie Stacey, Lilling-  
 ton Farm Life School; Rebecca Stimson,  
 Gastonia; Lynette Swain, Wilson High  
 School; Ethel Thomas, Scotland Neck; Belle  
 Walters, Kinston; Ethel Wells, Proximity;  
 Mildred White, Seaboard; Louise Whitley,  
 Jacksonville; Nannie Williams, at home for  
 the winter; Margaret Willis, Statesville;  
 Carey Wilson, not teaching; Mary Lee Wil-  
 son, High Point; Mary Worth, Wilmington;  
 Bessie Wright, Salisbury.

#### WOMAN BUILDS UP SCHOOL

School No. 3, white, Ormonds township, is  
 a small school and for years little interest was  
 taken in it by the community. Two years ago  
 under the new school law allowing women  
 to serve as members of school committees  
 Mrs. J. W. Dixon was elected a member of  
 the committee for this school. At once Mrs.  
 Dixon set to work to make her school better.  
 That she has succeeded is evidenced by the  
 largest enrollment and average daily attend-  
 ance in the school's history.—*Snow Hill  
 Standard-Laconic, Jan. 16, 1915.*

[Mrs. Dixon (May Dail) was among the  
 first students who came to the College.]

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