

DURHAM PUBLIC SCHOOL MAGAZINE

1900

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DURHAM
HIGH
APRIL
1900

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DURHAM PUBLIC SCHOOL MAGAZINE.

Vol. I.

APRIL, 1900.

No. 2.

LIFE IN COLONIAL DAYS.

When the first settlers came to America they had to endure all manner of deprivation. To begin life in a wilderness filled with savages was no easy task. To find a place for a house and to build this house, was the first serious problem which they had to face. It is scarcely possible for us to realize the tremendous difficulties of their situation.

The first houses were built of the logs which were hewed from the trees of the forests. Such houses were very small. They usually had two rooms; but it was often the case that large families were forced to live in huts with only one room.

As time advanced and the settlers acquired means, better homes gradually took the place of the primitive ones.

The plan of the characteristic colonial house was probably borrowed from the early English architecture; and it is possible that Roman ideas of building may be traced in it. The old manor house was generally elevated from the ground. It was usually surrounded by broad verandas, a piazza, the roofs of which were supported by very large columns. At the front entrances, broad stone steps led up to the piazza.

Some of the handsomest specimens of colonial residences which remain today show the center building of two stories with a wing of one story on each end. In the roof are dormer windows, having a balcony extending from them. These houses were usually painted white. The blinds were generally painted green.

Entering the front door of one of these houses, one finds himself in a wide hall extending through the house. From this hall one is ushered into the parlor with its high

mantle, broad fire place, and pannelled wainscot. If the means of the owner justified, the ceilings were frescoed, and the side walls were covered with old English wall paper of a rich design. Frequently the wall of the dining room, or hall would have designs representing the chase drawn out in rich colors. The furniture was generally of old English design, but now and then Flemish or Byzantine styles were used. The dining room with the large table, and long side-board on which sat among other things the much used decanter, was a very attractive place to our forefathers.

The broad and high fireplace was found in all the rooms. Its capacity for heating was sufficient to keep comfortable a large family. It was broad enough to hold a stick of wood six to eight feet long.

The kitchen fireplace was of no less importance than the others. Suspended over the fire in this broad old fireplace was the family pot. On the hearth, over the red hot coals, was the skillet, the coffee pot, and the bread-oven. The more wealthy families had the large brick oven outside the house. It is this the pies and family bread were cooked.

The customs of the people were in the main those of the mother country changed by environments into that dilapidated state which the Englishman at home with turned up nose dubbed "Provincial."

The men wore cutaway coats, large rolling collars, knickerbockers, long silk stockings and low quartered shoes with large silver buckles. Their hair was roached back from the front, grew long, and was made into a cue behind. The white or black stock was always a necessary part of the toilet; and among the ultra fashionable, shirts with prodigious ruffler and frills were worn.

The colonial gentleman was noted for his extreme generosity and courtesy. He delighted in entertaining his friends, and his hospitality was always equal to his resources.

The colonial dame was a "thing of beauty and a joy forever" to her Lord. She was the equal of her husband in generosity and graciousness. Her daughter was as delicately beautiful as the roses which grew in the lore grounds that surrounded the colonial residence.

The married lady, especially if she were advanced in years, wore a becoming cap, made of thin cloth. Her dress was frequently very conspicuous in both figure and color; and it partook perhaps in style of the Elizabethan period. Fashion did not change then with each recurring season.

In faith the colonists were orthodox, and they were very scrupulous in the observance of the church laws. In New England, and particularly in Connecticut, the laws were made at the dictates of the clergymen. People were not allowed to visit on the Sabbath day, or to walk out for pleasure, except in their own gardens; nor was a man allowed to kiss his wife on the Sabbath day. In addition to these laws, many others quite as ridiculous were rigidly enforced. Everybody was required to go to church from two to three times a day on the Sabbath. In New England the faith was generally Unitarian or Presbyterian, and all alike were rigidly required to conform to the rules of the church. In New York more liberality prevailed; likewise in Pennsylvania, which was settled by the Friends or Quakers, though they were strict observers of the Sabbath.

Only the wealthy were educated, and Public Schools were the exception.

As is always the case with ignorant people, the colonists were more or less superstitious. Hence they were led to believe in witches and ghosts, and this often led to the persecution, and sometimes to the death of men and women who were accused of being sorcerers and witches.

The annals of Massachusetts and Virginia are black with the records of persecutions on account of religious intolerance and superstition. But it may be said to the credit of

Massachusetts, Connecticut, and Virginia, that they were the first to establish noble institutions of learning.

Harvard was founded at Cambridge in 1638, and represented the Puritan tenants for which the parent society was then noted. It is now nonsectarian.

Yale was founded at New Haven in 1701, by the combined action of a few ministers of the state. The charter was granted by the colonial legislature. For a long time it was supported chiefly by the Congregationalists, but now it is also nonsectarian.

In the beginning of the twentieth century with its luxuries, with its opportunities, we wonder how our forefathers could have lived without the many things which we have to make life easy and comfortable. They were deprived of much, it is true; they endured much to lay the foundation for our present greatness; and yet their life was not barren. There was in it and clustering all around it that beautiful romance which will ever attract the hearts and minds of men, and in which artists will forever find themes to please the world.

—*Josie Mauney.*

A VIOLET.

Angelyn Fetzer—First Grade.

A violet is a sweet little flower. Some violets are blue and some are white. My mama has some violets in the yard. I like to pick them, they are so sweet. Violets bloom in the spring-time.

UNFORTUNATE CURIOSITY.

Amy Blackwell—Eighth Grade.

One cold night in February a group of girls were seated around a cheerful coal fire. They were the older pupils of Mrs. Lacy's private boarding school. Lessons for the next day had been prepared and they were now enjoying a quiet social conversation until the ten o'clock bell for retiring should ring.

"Girls!" exclaimed Blanche Fentorn, "I can't stand the monotony of this school life any longer. I just must do something to liven up things. I had such nice times last year at the boarding school I attended that it makes me feel like I am at church all the time here. You girls are so prim and well behaved. You never get into any mischief or play any pranks." "We all love Mrs. Lacy so much and she is so kind to us, I don't know how we could have the heart to do anything to annoy her or give her trouble," said Lucy Mason, a dark-eyed, sweet-faced girl. "Oh, pshaw! You try to be so good, we could have something and not let Mrs. Lacy know anything about it," said Nellie Martin. "I would like to see any of you play a prank or have any fun day or night and keep Miss Pell from finding it out; for I don't believe she ever sleeps," said Gertrude Lynch, a mischief loving girl who had been listening with no little interest to the discussion. "Well," said Blanche Fentorn, "if you are all willing to join me and and will each one contribute a small amount, I will promise a jolly time for to-morrow night. We will have a supper in this room at eleven o'clock and Miss Pell will be none the wiser for it." All the girls readily consented to this except Lucy Mason, nothing would persuade her to join them. The bell for retiring rang about that time and the girls scattered to their different rooms.

Next day at the morning recess Blanche asked Maude Saunders, who was a day pupil and a special friend of hers, if she would not purchase the necessary good things for the

stolen feast and bring them to her without letting any one know it. She willingly agreed; and when she returned from her dinner she brought numerous packages and with some difficulty, but unperceived as she thought, conveyed them to Blanche. Unfortunately Bessie Ward, one of the younger pupils, was passing through the hall and saw Blanche hide them under her long golf cape and run to her room. She saw her return in a few minutes without them. Now Bessie was noted for her curiosity. She determined to know what was going on. "I believe," said she to herself, "that there is something nice in those bundles, and those girls are going to eat it on the sly. I am going to watch them to-night." She shrewdly decided that if they had a party, they would have it in the study-room after the hour for retiring as Miss Pell would have been around by that time for the night.

That night a few minutes before 11 o'clock Bessie crept softly through the hall and went into the room that the girls used at night for studying, and hid herself in the closet on the top shelf. It was not long before the girls began to make their appearance. They made a light and began to enjoy their forbidden feast.

"What delightful oyster patties," exclaimed Gertrude Lynch. "And these cocoanut macaroons are simply delicious," said Nellie Martin. "Isn't it a pity," said Emma Davis, as she sucked a juicy grape, "that Pauline Cooper had to have that dreadful attack of neuralgia to-night?" "Yes, but she shall have some to-moroow," said Blanche Fentorn as she arose from the table, "for I am going right now to put something away for her." She filled a paper bag with some of the choicest things on the table and remarked as she walked towards the closet, "I think it will be safe in here on the top shelf." As she went to place it on the shelf a very cold hand grasped it; and forgetting the necessity for being cautious, she uttered shriek after shriek. The other girls lost their presence of mind and

joined in the confusion. In the midst of the noise, in walked Miss Pell and two other teachers. The scene explained itself. The girls were sent to their rooms and a more crest fallen crowd could not be imagined. Bessie Ward, the author of all this trouble was pulled down from the shelf, the bag of good things taken away from her, and she was sent to her room without even a taste.

This was the begining and the end of secret frolics at Mrs. Lacy's school.

COMMENCEMENT.

The commencement exercises for this year will begin on Thursday evening, May 31, when the annual sermon to the graduating class will be preached by Rev. J. W. Stagg, of Charlotte, N. C., who is one of the state's ablest preachers. On Friday, June 1, the graduating exercises will be held in the Assembly Hall of the Morehead School. Hon. Thomas W. Mason, of Jackson, Northampton county, N. C., who is well known as an orator, has been invited by the faculty of the school to deliver the annual literary address. In addition to this address, the three members of the graduating class making the highest average, will read essays.

The annual alumni address will be delivered by Mr. W. J. Christian, Jr., an alumni of the school, who is reading law at the University of North Carolina, and who is one of the state's rising orators.

THE PICTURES OF FEBRUARY.

All students are not artists, yet in their lives they all fashion a picture; many are never committed to canvass, yet may be more lasting thereby. During the month of February we have been pulling some from our sacred studios, some that will rival Raphael's best.

On the twelfth the portrait of Lincoln was once more scanned. His trials with charcoal, wooden shovel, and borrowed books as stepping stones to an education, his love for birds, beast and nature, his desire to set the slaves free so that this might indeed and in truth be "The land of liberty," and his purpose of justice, to pay the Southern slave owners for the poor unfortunates, add new tints of beauty to this honest picture to be stored away in the great treasure house.

The twenty-second found all of this land astir, eager to catch another glimpse of the most loved of our national pictures. The hatchet and the cherry tree never seemed more real. The boy surveyor glowed with energy. His Virginia plantation life, caused a longing for, "The good old days."

Mt. Vernon portrayed a brother's love. The general, president, and commander-in-chief of the American army, all form the high color for this magnificent picture, which has stood the test of years.

Ere this celebrated day has closed, we turn from Washington to Lowell's pen pictures destined to bless the world long after the productions on canvass have faded and crumbled.

The twenty-seventh, is the annual time to place Longfellow in full light, and to admire Hiawatha for portraying so vividly the primitive days of our land; Evangeline for the high type of fidelity in the depths of adversity; and many other minor touches that give strength and beauty to the picture.

These pictures are all from living models, and cannot fail to arouse higher desires for greater achievements whenever viewed, and have left an impress on the rising generation to bear fruitage in the coming years.

—*Minnie Walker.*

A BUTTERCUP.

Susie Cox—Fifth Grade.

The first recollection I have of myself was when I was nothing but an old brown bulb, in a basket with many others.

One day a lady came along and bought a half dozen and I was one of the number.

She took me home and planted me. I grew very tired of seeing and hearing nothing of the world. So when it grew warmer I decided I would come out of the earth.

I had been out about a week when a little boy came out and saw me, and I guess his mother gave me to him, for he always tended me, and when I began to bud he watched me very closely.

One day when he came out to look at his flowers, for he had a garden of flowers, he saw that I was in full bloom.

He did not pull me right away, but that evening when he came from school he pulled me and took me in to his little sister who was sick.

The next day one of her little friends came to see her and told her of a poor little girl whom she had known before. When the child started home, she gave me to her to take to the poor little girl.

The next day the little girl took me to school and on her way home she gave me to the little sick girl. She was very glad to get me and I helped to cheer her room for a long time.

Editorial.

WALTER BUDD,

EDITOR.

We welcome this opportunity of expressing our thanks to the people of Durham for their cordial reception of our Magazine, and for their kind and encouraging remarks about our efforts. It was not without trepidation that we placed our little publication before the eyes of a critical public. We knew that unless the public realized that we were "simply a number of boys and girls trying to do our best," and that we "made no touring pretensions," we would be more criticized than encouraged. This would cause the pupils to hesitate before exposing themselves to criticism by allowing their essays to be published, and, as a result, the Magazine would fail for lack of material. We knew also that unless the patrons of the school realized that the Magazine represents, not the editing grades, but the entire school, they would not feel so freely disposed to give their support to the Magazine by patronizing its advertisers. As a result, the Magazine would be a failure financially. In other words, we knew that the success or failure of the Magazine depended on its reception by the public, and the consequent encouragement or discouragement to the pupils. We counted on its being received with the same, generous spirit with which every new movement in the school has been greeted by the people of Durham. We have not been disappointed. Everywhere have we been greeted with commendation. We are truly grateful for this; our efforts, hereafter, will be directed towards making it altogether *deserved*. This certainly means much, not only to our feelings, but also to the success and permanency of the Magazine as a part of the school work.

This encouragement has amounted to something more than mere words. The fact that our business managers presented us a clear receipt up to date from our publisher by noon on the second day after the March issue was distributed to the public, is sufficient proof of this assertion. It is a fact that the entire amount was collected from the business men of our city in payment for advertising. It was not necessary to ask for even one donation, and we are proud of it. We thank the business men for the courtesy shown our managers, and for their promptness in settling our bills against them. We also feel grateful to the different newspaper editors of the state, who have so kindly overlooked our many faults and so generously complimented our few virtues.

The acknowledged needs of Durham at the present time are a public building, a union depot, a street-car line, and a public park. The first three of these improvements have been almost daily discussed by our local papers; but the last, which would benefit the people of Durham more than all the others combined, has been almost wholly neglected. We admit that either of the first three of these improvements would be a very great convenience to the people of Durham, but we are certain that a park would do them more *good* than any other improvement now practicable.

The larger number of Durham's twenty thousand inhabitants are day-laborers, who work from ten to twelve hours every working day. After they have given nature her share of their time, there remain but two hours, or three at most, of the twenty-four at their disposal. This time is usually taken up with home-work; but when, as often happens, they wish to devote this spare time to their own amusement and instruction, what place is there in reach to which they may go and be both amused and instructed? Certainly there is the Public Library; but the most

of day-laborers are very poorly educated, and many of them have no education at all. The word "book," therefore, creates in them only a pang of regret at the thought of their inadequate, or, it may be, neglected opportunities for gaining an education. Under these circumstances, they certainly will not go to the Public Library where their lack of education would be more noticeable than elsewhere. Consequently, they either stay at home, or spend their spare time in unprofitable employment. In this way, their lives are practically spent within the four walls of a factory work-room.. Now if we had a public park, their spare time would more than likely be spent there; and their minds would be broadened and their lives made more enjoyable by coming in contact with the crowds always to be found in a public park.

Besides the Public Library is not open on Sunday—a grand holiday with many working people. Every Sunday afternoon crowds of them visit the city cemetery which is the only plot of any size in the city to which the public has free access. The contrast between artificial and natural things, illustrated in the walks, plots, and monuments, and the shrubs, trees, and flowers, suggests to them almost the same ideas that reading a book suggests to well-educated people. By obtaining ideas in this way, the uneducated of Durham will be in a measure enlightened.

But the question may arise that since it is a walk of only a few minutes from any part of the city to the woods in any direction, why do not the working people go there to be educated? Nobody but a naturalist, and, perhaps, a poet can see anything very beautiful in ordinary woods; but any one can appreciate the beauties of Nature when they are pointed out to them, and enhanced by the hand of cultivation in a park. Therefore people cannot be expected to take to the woods so readily as they will go to a park. Thus if by establishing a park, the uneducated of the city will be enabled to appreciate the highest of

all ideas—those of the Almighty materialized in Nature—then in behalf of the cause of education and for the benefit of the working people, let us have a public park.

The benefit to be derived from a park would by no means be confined to the working class of people. A park would be a place of recreation and enjoyment to every citizen of Durham. There the business men would be able to “get a fresh breath” after being confined to their offices during business hours; there their wives would find a place to rusticate or recuperate; there children would find room to bring color to their cheeks and health and vigor to their bodies without tearing the house down; there students would find rest for their minds in contemplating the beauty of the scene; there athletics would receive a stimulus in the establishment of an athletic field; there the probability of a street car line would be made an assurance by the amount of travel to and from the park; and there would be centered one of Durham’s chief claims to being the leading city of the state.

The establishment of a park in Durham is more than of local importance; it is of national importance. There is at present, a very strong movement on foot to establish The Appalachian National Park in the Eastern part of the United States corresponding to the Yellowstone Park in the West. Western North Carolina has been suggested as an ideal place for this park; and it is said that President McKinley is very favorably impressed by the suggestion—in fact, has indorsed it. Of course, everybody knows what the establishment of this great park would mean to North Carolina. Now the question which should present itself to every fair minded North Carolinian is, “How can we North Carolinians expect the American Nation to realize the superiority of North Carolina over her sister states as the site of this great park, when we ourselves do not show our appreciation of her advantages by establishing city parks?” *Now* is the time for us to establish a city park

if we wish it to have influence in North Carolina's favor in deciding this important question.

There are good sites for a city park both North and South of the city. Any of these may be purchased *now* at a very reasonable price; but in a few years when Durham will have grown until it reach them, it will be impossible to buy them for ten times the present price. We venture to say that if the movement were started properly, some of Durham's many philanthropic and patriotic citizens would help the city pay for the land and work.



SPRING.

Annabel Hunter—Fourth Grade.

We are all so glad to see the spring,
For pleasant days have come to stay,
The birds they merrily sing,
And children romp and play.

The trees are putting forth their leaves,
The grass grows greener every day,
April showers drip from the eaves,
And flowers are blooming bright and gay.

The birds are building in the trees
Nests so snug and warm,
So the baby birds in every breeze,
Be safely kept from cold and harm.

Bare foot boys go forth to fish
In every branch and brook;
Little girls with toy plate and dish,
Play house-maid, nurse, and cook.

THE AMERICAN ROBIN.

The American robin is a little smaller than the partridge. It is dark-brown on the wings and back, and has a brick-red breast. Its throat is streaked with white and black, around the eyes is white, the tail is black tipped with white.

There is an old Norse legend that tells how the robin got its red breast. There was in oldentimes but one fire to warm the earth and its people. This fire was kept up by an old man and his grand-son. It happened one day that the grand-father fell sick; then the little boy had to keep up the fire and wait on his grand-father also. This was hard work for a little boy, but he did it faithfully for a long time. One night, however, he fell asleep, and the fire went nearly out. The polar bear came down from the North and stamped on the fire, hoping to put it out; but a robin near by flew down and began searching among the coals for a spark. By and by she found one, and spreading out her wings she began fanning it. In doing so she burned her breast, but she did not stop until she had a good fire. Then she flew off and started a new fire every where she alighted. In this way everybody in the world had fires, instead of one common fire.

During the hatching season, birds sing a great deal. The female stays on the nest, and the male goes out to get food. Early in the morning he flies to a tree near the nest and sings his morning song, and then goes out for breakfast. He returns in the evening, and when he has sung his good-night songs, he flies off to the roost. Sometimes as many as twenty-five thousand robins have been known to roost in the same locality.

As soon as the little birds are old enough they follow the male bird when he flies to the roost. At this time the female is hatching her second brood.

Robins build five or six nests before choosing the one in which to lay the eggs. The nests are made of sticks,

strings and clay, and are not neat-looking. The eggs are about the size of cat-bird eggs, and are greenish-blue in color.

The robin is a native of the United States and Canada. Its food consists chiefly of berries and insects.

Robins often take patches of berries for their own, and get angry if any other birds feed there. A lark once flew down in a robin's berry patch and began eating the berries. This made the robin very angry and he flew at the lark. On another day the lark flew at the robin and scared him; after this they were good friends.

Many robins go South for the winter. They return home in March. We have more robins in May than in any other month.

When feeding their young, the robins often fly up in the air and let the food drop. The young ones try to catch it, thus learning to take food on the wing.

Some one tells this story, illustrating the perseverance of robins. A naturalist once went out to watch birds. Seeing a robin and knowing that these birds use strings in building their nests he tied a string to a root. The robin saw the string, flew down and caught the end of it. He tried to fly but the string pulled him back; he tried over and over again to get the string. It is not said whether the naturalist cut the string or not, but he would have shown the bird a kindness by doing so.

Another story is told of how the robin got its red breast. When Christ was crucified and had the crown of thorns upon his head, a robin came and tried to take it off. The thorns stuck him, and the blood which flowed from the wounds dyed his breast red.

—*Abbott Lloyd.*

ROBERT E. LEE.

Thomas Fuller Southgate—Second Grade.

Robert E. Lee was born in Virginia, January 1807. His father, who was called "Light Horse Harry," died when Robert was only twelve years old.

Robert went to West Point when he was about eighteen years old. He kept his gun so bright that the captain said that he could see his face in it. When the Mexican war broke out, he went to it, and was a very brave soldier. After this war was over he went back to West Point, and became a teacher.

Later he was sent to the edge of the Gulf of Mexico to keep the Indians back from the people.

When the Civil war broke out, Lee was in the United States Army. He loved the North, but he loved the South better. He left the United States Army, and was made commander-in-chief of the Southern Army.

While the North could put seven hundred thousand men in the field, the South had only sixty thousand.

After the war was over, Lee went back home. He was a very good attendant at church. He went out to church one dark, drizzly night, and took pneumonia.

He died in October, 1870. Everybody was very sorry. The people put up a fine monument for General Robert E. Lee.

LOUISA MAY ALCOTT.

Annie Anderson—Sixth Grade.

Louisa May Alcott was born in Germantown, Pennsylvania, November 29, 1832. Her father, Amos Bronson Alcott, after his marriage in New England, accepted a position as principal of a Germantown academy, which he occupied from 1831 to 1834. He afterwards taught a children's school at his own residence, but he was unsuccessful and returned to Boston in 1835, when Louisa was two years old.

From this time, Mr. Alcott was a close friend and associate of the poet and philosopher, Emerson; and with Emerson and a few other friends, he engaged in the Brook-Farm experiment of ideal communism at Roxbury, Massachusetts. This resulted in the utter financial ruin of Mr. Alcott. Then he removed to Concord, where he lived until his death.

It was at this time that Louisa, though she was a small child, formed a noble and unselfish purpose to retrieve the family fortune.

When she was only fifteen years old, she began to teach in a barn. Her school was attended by the children of Mr. Emerson and those of other neighbors.

Almost at the same time she began to compose fairy stories, which were contributed to papers. As these stories brought her scarcely any money, she continued to teach, receiving her own education, privately, from her father.

When only twenty-one years old, she went out to seek her fortune.

Two years after this brave start, Miss Alcott's first book, "Fairy Tales," was published. She then began to write also for magazines of reputation.

In 1862, she went to Washington, where she served as a nurse in the government hospitals. While she was there, she wrote a series of letters to her mother and her sisters.

These letters were issued later in a volume entitled "Hospital Sketches and Camp-Fire Stories."

Being naturally fond of young people, Miss Alcott began from this time to write for them.

Her most important books are: "Moods," "Morning Glories," "Little Women," "An Old-Fashioned Girl," "Little Men," "Jack and Jill," "Lulu's Library," "Eight Cousins," and its sequel "Rose in Bloom."

Miss Alcott died in Boston, March 6, 1888, being fifty-six years old; her death occurred just two days after the death of her father, who was eighty-five. Her father had been an invalid for many years and had depended on her for his support.

She was buried in the cemetery at Concord, near the grave of the poet Emerson.

NOTES ABOUT OUR GRADUATES.

Mr. Luther Carlton is practicing law in Roxboro.

Miss Adlaide Ramsey is teaching in the Morehead School.

Misses Mamie Dowd, Ella Peay, Nellie Rawls, and Josie Taylor are residing at their homes in this city.

Miss Daisy Barbee is teaching in the East Durham School.

Miss Mary Crabtree has accepted a position in Ramsey's Music Hall.

Miss Bessie Langhorn is, at present, living in Atlanta.

Jeter Howerton has a position in Howerton's carriage shop.

Miss Gelia Bradsher has a position in the office of the American Tobacco Co.

Will Brown is now in Texas, where he has been for some time.

Miss Mollie Holloway is teaching in the North Durham School.

—*Earl Jordan.*

SCHOOL DIRECTORY.

School Board.

Julian S. Carr, Chairman; M. H. Jones, Secretary; W. H. Rogers, Auditor;
B. N. Duke, Geo. W. Watts, Frank L. Fuller.

Superintendent

J. A. Matheson.

Principal Morehead School.

W. D. Carmichael, Jr.

Principal Fuller School.

Ernest J. Green.

Manual Training and Drawing Teacher.

Miss Eloise Kent.

Morehead School.

HIGH SCHOOL DEPARTMENT.

English—W. D. Carmichael, Jr., Teacher.

Latin and Greek—B. R. Payne, Teacher.

Mathematics—J. C. Turner, Teacher.

Science and History—Miss Hattie McAllister, Teacher.

Sixth Grade—Miss Bettie Blair, Teacher.

Fifth Grade—Miss Fannie Carr, Teacher.

Fourth Grade—Miss Bessie Battle, Teacher.

Third Grade— } (a) Mrs. J. W. Goodson, Teacher.
 } (b) Miss Addie Ramsey, Teacher.

Second Grade—Miss Nellie Fuller, Teacher.

First Grade—Mrs. A. W. Jordan, Teacher.

The Fuller School.

Sixth Grade—Ernest J. Green, Teacher.

Fifth Grade—Miss Maggie Holloway, Teacher.

Fourth Grade—Miss Lula Johnson, Teacher.

Third Grade—Miss Lottie Markham, Teacher.

Second Grade—Miss Berta Tomlinson, Teacher.

First Grade—Mrs. A. P. Robinson, Teacher.

Miss Hallie Holeman, Supply Teacher.

The Whitted School.

Eighth and Ninth Grades—W. G. Pearson, Principal, Teacher.

Sixth and Seventh Grades—Miss Kate Truman, Teacher.

Fifth Grade—Miss Louise Whitted, Teacher.

Fourth Grade—Miss Leola Husband, Teacher.

Third Grade—Miss Badie Moore, Teacher.

Second Grade—Miss Portia Whitted, Teacher.

First Grade—Misses Nannie O'Daniel and Mattie Bishop.

Cooking and Sewing—Miss Julia McCauley.

The Inter-State Telephone and Telegraph Co

Local and Long Distance Telephone Service.

The tolls for all long distance conversations, by whomsoever made, will be charged to the subscriber at whose phone they originate. Non-subscribers are required to pay in advance for all toll messages. Tolls on all long lines are for conversations of five minutes or less. Each additional five minutes or fraction thereof, will be charged for as a separate conversation at tariff rates. Connection may be had with the following places:

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