

**The Guilfordian**

GUILFORD COLLEGE, N. C.

PUBLISHED WEEKLY

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**THE GUILFORDIAN,**  
 Guilford College, N. C.

**SUBSCRIPTION PRICE****\$1.00 PER YEAR****CALENDAR.**

Wednesday, 7.30: Freshman Class meeting.  
 Science Club.  
 Thursday, 9.15: Lecture, Conditions in Russia, Mr. Tatlock.  
 Baseball, Guilford vs. Trinity, at Guilford.  
 Prayer meetings.  
 Friday: Guilford vs. A. & E. in Greensboro.  
 Literary Societies.  
 Saturday: Baseball, Scrubs vs. Winston High.  
 8.00: Freshman contest.  
 Monday: First chorus practice.  
 Tuesday: Senior Class meeting.  
 Wednesday: Sophomore Class meeting.  
 Literary Club.  
 8.00: Lecture, The Modern Drama, Dr. Henderson.

Perhaps a word concerning Science Club elections will not be out of place here. This society is the only organization on the hill whose membership is entirely selective and for this reason some more stringent regulations regarding eligibility should prevail. As the case now stands almost any one whose name is proposed easily become a member of this club and consequently no particular honor attaches to membership. The fact that a person is a member of this society is at present no especial indication that he or she possesses even an ordinary amount of interest in science or scientific studies.

It would seem therefore that if eligibility rested on the basis of the amount of work done in the science courses which the curriculum offers, or upon genuine interest in the subjects discussed, then the general standard of the club would be raised. It would be an honor to belong to such a society and a desire for membership might serve as an incentive to harder work in the sciences.

**THIS IS YOUR PROBLEM.**

Nearly 40,000 illiterates were taken into the United States Army with the first draft. The above statement is startling when we consider the fact that the draft was made up of physically fit men between the ages of 21 and 31. This eliminates that great class of elderly illiterates who have never had a chance and the physically unfit. It also eliminates the greater number of foreign born illiterates.

One of the army camps recently reported more than 15 per cent. of white men and nearly 50 per cent. of the colored men illiterate. If the percentages give above are anything like correct for that class of men, then we may expect a far greater percentage of illiteracy than has ever been reported among the people as a whole.

One hundred and thirty-two thousand and one hundred and eighty-nine white adult illiterates were reported in North Carolina by the census of 1910. Many of these have since learned at least to read and write and many are now being taught, but indications are that we have hundreds of illiterates whose names have never been written on any census report and thousands barely in the twilight zone of literacy.

There is no time for an endless discussion of causes, nor will it avail us anything to close our eyes to facts and indignantly disclaim writers who are prone to saddle North Carolina, and especially the "poor mountain whites," with wholesale illiteracy and ignorance and then proceed to mount this imaginary hobby and put it through the usual moth-eaten paces for the delectation of the usual credulous readers. We must realize the foundation of truth in these fabrications else they would not have stood so long.

Adult illiteracy is the very darkest page that we continue to write into the history of our State. Causes over which we had no control were greatly responsible for it, but we are responsible for its continuation and we must guard against its dangers and menace to the welfare of our State.

The Legislature of 1917 made an appropriation for teaching adult illiterates. This fund is apportioned upon the basis of the number of illiterates taught. Any one who is willing and able to do this work may be paid from this fund when the requirements are met. Some splendid work is being done in the State but whole counties and communities are not doing anything along this line. This is more the business of the teacher than of the preacher, nor of any one more than of every one who has himself been more fortunate than those who have never even learned to read or write.

We are most anxious to co-operate with any school, church, society, fraternal order, women's clubs, or any other reputable organization or individual who may undertake this work. If there are illiterates—one or many—in your community it is your business to do something other than to be smugly satisfied with conditions as they are.

Write us that we may send to you the regulations for the expenditure

of the State fund for teaching adult illiterates and that we may offer suggestions that may be helpful concerning the work.

ELIZABETH KELLY

Director of Schools for Illiterates.  
 State Department of Education,  
 Raleigh, N. C.

Few educational institutions of importance in the United States are without a student weekly or daily newspaper. These papers are a definite and fixed part of the make-up of every live and progressive student body of practically every enterprising and educational institution. The numbers of such papers are increasing just as there is a growth in institutions and increase in attendance.

Today a student newspaper is almost as necessary to the life of a wide awake student body, and the importance of these newspapers is realized. What of the football victories, of the glee club's success, of the class and student body elections, of the social activities on the campus, of the progress of an alumnus—what of all these without a newspaper to carry the intelligence to the public? What of the ingenious pranks? What of the student meetings? What of the eternal "Freshman questions?"

Most of these go for naught unless there be yawning columns and eager readers. Newspapers of general circulation may care for the matters of greatest importance to the students; but what about the little things of the campus life? Alumni want the old college paper not alone to learn who made the touchdowns or hit in the ninth with the bases full, but they want to know when John Doe, who flunked out in his senior year, makes a visit to the campus and speaks at the mass meeting. The "Old Grads" want to know if Miss Jennie Blank is still serving punch at the Fraternity receptions, and if Bill Brown, the college politician, was elected president of the Senior class.

Much of what the students read in the college paper is not actual news to them, but he thinks more of what is going on if he sees it in print. Then there are folks at home watching to see if Roderick draws a column and a half when he joins the Fraternity, or scanning the page only to wonder why Juanita didn't get more praise when she had a part—possibly three lines—in the Senior play. What would a student do if he couldn't kick on the "rotteness" of the write-up of the Y. M. C. A. stunt, or if he didn't have an opportunity to declare he would hunt up more news or quit?

The college newspaper is an institution of its own. It is necessary to the lives of both knockers and boosters, for it pleases those who condemn it fully as much as those who praise it. A college newspaper is sauce to the goose and to the gander, and its position in student life is firmly fixed. Students may be likened unto the lioness which cuffs her young at one moment, then fights for them the next; for they alternately condemn and praise, support and neglect, ridicule and laud—their college paper.—Harvard Crimson.

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