

THE GUILFORDIAN

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EDITORIAL

What is the matter with athletics at Guilford College? Why are the teams which Coach Doak sends into contests always composed of men who have received most of their athletic experience since they entered Guilford?

Let us look into the situation for a moment. Our present football team is composed of men who one time came in from high schools. But there is one significant fact about it. During the last three years only five men have entered Guilford college who had a record of as much as four years' football experience prior to their entrance to college. These five men are on the team! There remain three men on the regular lineup who had football experience of a limited amount in high school. Now, football players are not made in a single season any more than skilled surgeons are made by taking one course in elementary Biology. It takes training over a long period of time.

Indications are that the alumni who see the way athletics are going at Guilford and are doing something to remedy matters, are scarce. We give this as our opinion: The least that a loyal alumnus can do for his alma mater is to use his influence in securing desirable students for his institution, whether they be good athletes or not and that duty is all the more binding when the student is both a good athlete and a good scholar; and when business opportunities for such students in vacation are lacking, a type of loyalty demands that such students be given preference. Of course there are some Guilford alumni who are doing much to help the situation but it seems that this enthusiasm is not general enough.

There is something about a winning team that lends dignity to the institution which it represents. Such a team creates a morale in the student body that is necessary for the successful operation of a social community. This morale is based upon the fact that the student body feels that it can rely upon the team to uphold the dignity of the school.

We are not insinuating that our football team has been slack in working for the honor of the institution. We feel that every man of the team has worked heroically against odds in every contest that has been waged. And that same team will work through the season just as manfully and against even greater odds. But isn't it a more loyal alumni group that we need,—a group that is willing to fight out some of the games even before the team is enrolled as students?

Credit should be given to whom credit is due. In making this statement we have in mind the Y. M. C. A. cabinet. It is very evident that much credit is due to a part or the whole of that body.

Results are said to speak for themselves, and the executive body of the local Y. M. C. A. has certainly been getting results. When a section of a

dormitory has to have 100 per cent of its members present at the meetings in order to secure the attendance banner for the ensuing week, there must be interest somewhere. We are inclined to believe that the desire to secure this banner is not the only thing that has boosted the attendance this fall. Such sentimental things as banners and honor rolls and the like appeal to Sunday school children, but their appeal is only transitory, at the most, with grown-ups. Therefore we venture another opinion. The men of the campus go the Y. because of late there have been programs that justified the expenditure of the time which the meetings consume. There is good attendance because the men bring something away with them.

Before this issue of the Guilfordian is off the press, Guilford College will have entertained John Drinkwater, one of the greatest of the living English writers and essayists. For a few short minutes he will have stirred the current of student life with his wisdom. He will have dazzled local literary aspirants with his genius. He will have attempted to impart to the inexperienced the rich treasure which long and arduous toil has procured for him. John Drinkwater's life has been one of hard work.

It is worth much to a community to have such a person to visit it and speak from his store of wisdom. But the facts which he has to tell his audience are not nearly so rare and valuable as the example of his life. What he has accomplished in his lifetime of usefulness is not the important thing for his hearers to know but how he accomplished them.

Last week an article appeared in the columns of the Guilfordian under an Open Forum heading. Miss Katherine Shields and Miss Pansy Donnell's names should have been appended at the end but this detail was overlooked when the article was typed for the printer. Again we reiterate, "Credit should be given to whom credit is due."

FRANCIS T. KING

(Continued from page 1.) and there were no teachers to serve if there had been money to pay them. Francis T. King saw that there was no hope of preserving the Friends Church in North Carolina unless there was something done to educate the youth of the State.

He immediately began traveling through the Yearly Meetings of America and England to raise funds for the Baltimore Association which he founded. After he raised sufficient funds he began to organize his elementary school system which covered the whole part of North Carolina where Quakers lived. Joseph Moore, the first president of Earlham College in Indiana, was appointed superintendent of this system and the schools were soon under way.

The educated people, who would teach, were scarce in this State at that time. To meet this emergency a normal school was organized by the Baltimore Association with Joseph Moore in charge of it. This normal school was built on the historical spot which is now Springfield, near High Point. It was the first school of its kind ever established in North Carolina. Many teachers gathered there and secured what training it afforded in making them more efficient in their work. The Association also established a model farm near High Point where lectures were given in the interest of better farming. The farm was stocked with pure blooded cattle and good horses. Only the best of seeds were used in planting.

After King's system had seen several years of successful operation the State Board of Education again began to function and the situation was somewhat improved.

Having been relieved of this task, Francis T. King began to exercise his influence towards the creation of a higher institution of learning, which became known as Guilford College.

The students who are now enjoying the advantages of Guilford's opportunities little realize what a part this active philanthropist had in making the Quaker College in the South possible. He was so reserved he demurred

ALUMNI NOTES.

Class of 1924.

Nida Lee Blalock is teaching English and History in the Auora High School, Aurora, N. C.

B. Russell Branson is taking work in the Theological Department of the Hartford Theological Seminary, Hartford, Conn. He is doing his major work in New Testament, and judging from the "A" grades he has already received, must be getting along well in his studies. He has been elected Secretary-Treasurer of the Hosmer Hall Students' Association. His address is 155 Broad St., Hartford, Conn.

Jennie Howard Cannon is teaching French and tenth and eleventh grade Mathematics in the East Bend High School, East Bend, N. C. Miss Cannon spent last week-end with her parents at Guilford College, N. C.

Ruth Hodges is teaching French and English in the Saratoga School, a junior high school near Wilson, N. C.

Sara Hodges is working toward a Master's degree in French and doing some work in English in Bryn Mawr College, Bryn Mawr, Pa. She received the scholarship for 1925-1926 which is offered annually by Bryn Mawr College to a woman in the senior class of Guilford College.

Edward Holder is teaching English and History in the high school at King, N. C.

Olive Jinnette is teaching Home Economics in the King High School, King, N. C.

Margaret Levering is teaching sixth grade work in the Burlington High School, Burlington, N. C. Miss Levering says she likes her work and the people of Burlington.

Ruth Levering is teaching in the fifth and sixth grades at North Grammar School, Winston-Salem, N. C. She is also teaching a class of girls, fifth to seventh grades, at the Friends Church in Winston-Salem, N. C. Her address is 907 Jersey Ave., Winston-Salem, N. C.

Edith Macon is principal of Archdale Graded School, Archdale, N. C. She is a member of the Woman's Club of the Archdale community, and is working in the Sunday School and Christian Endeavor Society.

Robert Marshall is taking courses in English and Philosophy at Haverford College, Haverford, Pa. He says it is quite nice to find time to study with no Guilfordian work, office work, etc.; to interfere. He received the Guilford College scholarship to Haverford this year.

Bessie Phipps is spending the winter with her parents at R. F. D. No. 2, Greensboro, N. C. She is working in the Primary Department of the Sunday School of Alamance Presbyterian Church.

Pherlie Mae Siske is teaching English and History at Monticello High School, Brown Summit, N. C. She has helped with the organization of a Glee Club and a Dramatic Club for the boys and girls of the high school and takes part in the various activities of the community.

Vivian White is teaching Science at Roanoke Rapids High School, Roanoke Rapids, N. C. During the summer of 1925 he did graduate work at Duke University.

(To Be Continued)

When there was talk of naming the new College for him. It was in opposition to his wishes that even King Hall should be allowed to perpetuate his memory.

Some one has remarked of the card that is kept in East Parlor: "The name of Francis T. King and Abraham Lincoln are associated here in two lines of work which are of a kindred nature. Abraham Lincoln freed the bodies of slaves from labor; Francis T. King freed the minds of men and women from ignorance."

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