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women in 1876. Since that time Italian women have enjoyed a certain amount of higher scholastic training.

In 1867, women petitioned for entrance to the universities of Russia. The petition was refused, but the professors, in accordance with their right to give free public lectures; arranged lecture courses for women. This enabled the women of Russia to pursue university courses for ten years before they were finally admitted to the universities. At last in 1878, the University of Saint Petersburg commenced admitting women to its courses and degrees. Soon Moscow and others followed in line. Russian women are said to attend the universities in large numbers.

It is a singular fact that women have never been debarred from the universities of Holland, however, they had not taken advantage of the opportunity accorded them until in 1880 when women first entered the University of Amsterdam. Belgium admitted women to her universities in the same year, and, since 1883, all Belgian Universities admit women to their degrees.

In Norway Miss Cecele Thoresen asked to be admitted to the university of Christiania in 1880. According to the charter of the institution, she was refused admittance; but no sooner was this known to the world than a bill was reported and passed through the Norwegian Parliament admitting women to the degrees in arts and philosophy. This became law in July, 1882. Miss Thoresen then entered, and the students, who had always favored the movement, sent an address of congratulation and welcome.

Spain and Portugal seem to have had no laws debaring women from their higher institutions of learning, although but few women in these countries have seized the opportunity for higher education. Austria and Hungary seem, as yet, not to have joined in with the movement for the emancipation of woman. Perhaps the land of Maria Theresa will yet rise to that point where she can give woman the rights which naturally belong to her.

We have but little evidence that our forefathers of early colonial days cared much for the education of their daughters. However, in the course of time, girls were admitted to the public and private schools of the different colonies. At first they were taught in separate schools from those in which the boys were taught and that idea still prevails in some quar-

ters of our country east of the Appalachian Mountains. But in the course of time the girls were admitted to the boys' public and high schools more for economic than for prudential reasons.

The same ideas of woman's intellectual inferiority that were originally held by the English people prevailed with our forefathers. But in the public and private schools of early colonial days, the girls seized eagerly the opportunities of instruction and dissipated that foggy notion of the fathers. The girls proved their superior strength of intellect and demonstrated the fact that they were equal to their brothers in power of mental grasp, and in their intellectual strength.

When it had been proved beyond a doubt by the academies and seminaries for women which had sprung up in the earlier years of the Nineteenth Century, that sex differences were not of so great importance in education as had been supposed, it was not long until institutions of still higher rank sprang up over the country. The academies added one or two years to their courses of study and took the more pretentious name of college or seminary; and new institutions made their appearance in considerable numbers. The colleges for men also, since the lower schools had demonstrated the entire feasibility of co-education, began to open their doors to women, and, as a result of these movements, we have to day three classes of institutions of higher learning admitting women to their courses of study and to their degrees: Colleges for Women only; Colleges for Women Affiliated with Universities for Men; and co-educational institutions where both sexes have the same rights and privileges.

Of these institutions, the women's colleges on entirely separate and distinct foundations were first in the field. The first of these, seven in number, came into existence in the decade between 1830 and 1840. A number of the earlier institutions never succeeded in making themselves permanent. Of the twenty two colleges for women founded before 1850, only two are today doing college work that ranks with the work done in colleges for men. These are Rockford College in Illinois and Mount Holyoke College at South Hadley, Massachusetts. The former was founded in 1849 and the latter in 1837. Mount Holyoke was founded by the efforts and through the self sacrifice of Mary Lyon who became a teacher when quite young and early conceived the idea of establishing an institution where girls might have the best possible opportunities for gaining instruction and knowledge. Since 1893 this institution has been doing work of the highest class. It has a large faculty and is fully equipped for all college work. Mount Holyoke differs from other institutions of similar rank in that the students are required to assist in the domestic work connected with the dormitory life. Thus Mary Lyon made it possible for poor girls to receive the benefits of the very best instruction.

About this time Wesleyan Female College was founded at Macon, Georgia, and authorized to grant degrees. Soon after, in 1855, Elmira College at Elmira, New York, was opened. It has been claimed for this institution that it is the only college for women that made its courses from the

start equal to the courses of study given in the colleges for men.

Through the generosity of Matthew Vassar, Vassar College was founded in 1865. At the opening, this college had but two buildings, the main hall and the observatory. The observatory has been made famous by its renowned director, the astronomer Miss Maria Mitchell. From the first, Vassar has been crowded with students, and she has taken the highest stand among the educational institutions of the country. New buildings have arisen and the institution is highly endowed. About the same time that Vassar was founded, and less than 100 miles away, was founded Wells College at Aurora, New York. For many years the number of students was limited to 75, but during recent years the number has been greatly increased.

(Concluded next week.)

**JERRY VARDELL.**

By Exodus Keene.

In Ten Chapters. Chapter VI.

Coach Rowe laughed heartily at Dick Ross for refusing to play in the game with Jerry, and said: "He's too much for you is he, Dick?" Of course Mr. Rowe thought that Dick would get over his mood in an hour or so, and that Jerry and the Big Half Back would become good natured rivals. "No, he isn't any match for me," said Dick, "but such an awkward rube as that, hasn't any business in a foot-ball game, I'll bet he doesn't even know now what position he played in the game this afternoon. Suppose we should put a guy like that in the 'Varsity game. There'd be a second 'Comedy of Errors' and we'd be the laughing stock of the town. He won't have any such chance while I'm in the game."

"Dick, there's no use clouding up so about Jerry. I think your position is safe yet unless he happens to run into you again. Ha! ha!" said the Coach. "And besides, he'll have no opportunity to get in training for the 'Varsity game.'" "Mr. Rowe, I'm not worrying about my position," Dick put in. "What I was thinking about is, that that lubber is likely to cripple some of us before the game comes off." This statement of Ross's was ridiculously funny, especially to me, because I knew of another experience of Dick which Mr. Rowe had missed.

Summarily the conversation changed to something pleasanter, and we quickly made our way to our rooms and prepared for supper. No further opposition to Jerry was shown until the next afternoon. When the Coach called up the same squads which had played the practice game of yesterday, Dick Ross caught up his sweater and started to leave the field. "What's this about, Ross?" said Mr. Rowe. "You remember what I said to you yesterday afternoon, don't you?" responded Dick: "I won't play another game if that 'country rube' has to walk all over a fellow." At this Jerry with a big genial smile, which caused a person to forget the multitude of freckles which it had to overcome, came up to Mr. Rowe and said, "I don't want to spoil the game, so I'll just get out and wait." The Coach was loath to give Jerry up, but knew that he could not replace Ross easily, so "gave in," and put another scrub in Jerry's stead.

"Shorty" James, called to Dick as Jerry was disappearing through the gate of the old athletic grounds, "Old pal, you'd better watch that guy, he'll get your girl

while you're playin' foot-ball." I heard Edna say only yesterday, "Mr. Vardell will make a great Full Back some day." Dick laughed. "He needs to fill it up some." Then the teams were off into the game.

Edna Harper was the daughter of President Harper, but no one seemed to think of that, for she was one of the jolliest girls in the entire school, and everybody thought of her as that. She was one of these smiling enthusiastic souls, who seems to know and like everybody, and whom everyone else seems to know and admire. In brief she was geniality and energy personified, and was an idol in student life, of course. There was nothing officious in her conduct, nor was she solicitous, just endowed with a nature well attuned, and fed by an unending stream of beautiful impulses. At the tennis meets, at the games of baseball, basket-ball and foot-ball, and in every contest in which the students of Eron College were pitted against those of another, Edna Harper was there, and was life and inspiration to it. That, Dick Ross had gone into ecstasies over the attention she had shown him, was nothing abnormal at all. She was attracted by the strength of the big man, and they had been college sweethearts, during the two previous years, and that is why the boys were teasing Dick about it, the freakish notion of Jerry becoming his rival.

Jerry had never met any of the girls he had been too timid to attend the reception given the new students and for this reason was denied their acquaintance. The truth about the matter is Jerry had not cared to know any of them, if he had, he would have been too timid to say anything to them, so what was the use.

The new student was cut deeply by the conduct of the Eron Full Back toward him, but he was the sort that keeps their troubles to themselves, and it was for this reason perhaps that Jerry Vardell decid-

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