

**COL. BLAIR REVIEWS EDUCATIONAL CONFERENCE**

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per cent of the children of the state were not in schools, and those that were only attended seventy-one days, the average school term, being taught by a teacher paid twenty-four dollars a month and instructing an average class of fifty-four pupils. The average value of the school houses was a hundred and seventy-one dollars.

The first, second and third conference for education met at Capon Springs a summer resort and was interested mostly in the education of the negro. But Colonel Blair saw a broader purpose for the conference—that is the uplift of all the people of the South because the education of the negro depended on the education of the white man. With this twofold purpose in mind Colonel Blair and Mr. A. E. Fries invited the conference to meet in Salem and thus see the real nature of Southern educational and social conditions as guests in the Southern homes.

Robert Ogden, the great New York philanthropist, was not present at the first conference in 1868, but he did attend the subsequent meetings, being elected president of the third conference and thus serving for sixteen consecutive years in this office. Men other than the president, Ogden, attending the meeting were: Walter H. Page, Eugene Bronson, Rev. A. B. Hunter, Chas. McIvor, Albert Shaw, Charles Dakney, J. M. Curry, John Brooks, C. A. Glenn and Rt. Rev. Edward Bond-thaler.

The Conference for Education, which met in Salem caused drastic constructive changes in the education of the South. The most important of these which were discussed by Colonel Blair were: it brought the states together; from it Governor Aycock received inspiration for his great educational work in North Carolina; it brought about the immediate improvement of public schools, it suggested changes for the betterment of farming; it brought about the enrichment of rural life; racial adjustment was encouraged; the school system was changed; and social progress and development took place.

Colonel Blair designated some of the high spots of historical education in North Carolina. By 1800 North Carolina had developed the rudiments of a system of education under Calvin Wiley. In 1705 Charles Griffith became the first teacher in North Carolina. In 1720 Bray established the first library in North

Carolina at Bath, but owing to the usefulness of the leaves of the books for wrapping paper, the library soon became depleted. In 1741 North Carolina received her first printing press. In 1762 Reverend Reed, a fiery educational reformer, preached a sermon on education to the legislature of North Carolina. This sermon was ordered printed by the legislature and thus this sum became the first state's money spent for education.

Some humorous and beneficial light was thrown on the beginnings of schools by Colonel Blair who stated that New Bern's first public school was started by a tax on rum; the first classical school in the state was founded in Wilmington; the first incorporated school was established at New Bern; Davidson College grew out of Crawford Academy in Western North Carolina!

**WEDGEWOOD WARE SHOW SCENES OF THE CAMPUS**

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the campus in an enduring and useful form. Realistic views of the campus are framed in the graceful Wedgewood J Weston border, selected as typical of the beauty of the campus. They are: Main Hall and Morrison Church, Fountain Courtyard with 1802 Doorway, Sisters' House and Alice Clewell Building, Ligon Biting Building, Lizaora Hanes Home Economics Building, Salem Academy, West Gate Entrance, and the Old Steps. They will be executed by Josiah Wedgewood and Sons, Ltd. of Etruria, England on their famous Wedgware, in dinner service size (10 1/4 inches in diameter), and will be available in a choice of colors—green, sepia, Staffordshire blue, rose pink, and mahogany.

These plates are ideal for Christmas or graduating gifts. If the purchaser desires, a gift card will be sent to the recipient. The price for a set of eight plates is \$12, and for each separate plate the price is \$2.00. Orders from alumnae are coming in fast, and students show much interest in purchasing the plates.

**POLITICS IN LIMELIGHT ON MONDAY AND TUESDAY**

(Continued from Page Three)

The voting which took place on Tuesday was on national and state tickets only. As could be expected, the voters proved themselves to be mainly Democratic. Of the one hundred and two votes cast, seventy were Democratic with only twenty-

eight Republican and four Socialist votes.

On Tuesday night approximately one hundred students of Salem took part in the Prosperity Parade held by the Democrats in anticipation of the election of Governor Roosevelt to the presidency of the United States. During the parade, word of the election returns was passed through the large crowds that gathered in spite of the light rain. Great was the excitement as the incoming returns piled up a larger and larger number of electoral votes for Governor Roosevelt. Early Wednesday morning came the news that Roosevelt was president-elect with four hundred and fifty-three electoral votes with only eighty-three for President Hoover and approximately 153,811 votes for Mr. Thomas.

**GLADYS SWARTHOUT GIVES FIRST CIVIC MUSIC PROGRAM**

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Stojowski; second was the impressionistic "Reflets dans l'eau" by Debussy, and last "Etude" by Borokiev, which demanded much technical ability.

Miss Swarthout continued with a group of English songs; "Don't Come In Sir, Please" by Cyril Scott was a gracious and charming setting of a Chinese poem. "Clouds" by Ernest Charles was a lovely tone picture, in which the marvellous accompaniment as well as the melody, carries the mood of passing clouds. "Shoes" and "Chinoise" by the colorful and effective composer, Kathleen Manning, have a combining thread, in the first the question of the path which the shoes of a lover's fair lady took, and the second song paints a Chinese love tryst with a real Chinese setting. The last number on the program was "May Magic" by Anne Stratton, and was a joyous song full of the spirit of the awakening earth.

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**SALEM STUDENTS OBSERVE AMERICAN EDUCATION WEEK**

(Continued from Page One)

ed for the day-by-day observance. Tuesday morning Jan Patterson told about "The Homes of the Pioneers." Thursday morning Marion Hadley reviewed "Two Centuries of

Progress in the New World Schools." Friday, Georgia Huntington discussed "The Schools of the Pioneers" while Beth Norman spoke of "The Schools and Progressive Living." Saturday, Susan Calder closed the series of talks with a presentation of "The Schools and American Ideals."

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If any one told you that you were making it needlessly hard for your boy or your little daughter to get on in school you wouldn't believe it could be true. But are you giving your child or your children the good light they need for their home studying?

In many of the schools light is still poor, so it is especially important to provide good light where children's home work is done. See that the lamps they use are of sufficient wattage to give plenty of light and that there can be no glare in their eyes, either direct or reflected.

Poor light makes concentration difficult, brings on fatigue and drowsiness quickly, is damaging to young eyes, and is often responsible for faulty posture, which is a danger to be guarded against.

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