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MORE ABOUT SALEM AUTHORS

(Continued from Page One)
of music. His work consisted of compositions especially written for the use of students of Salem Academy, besides church music. Most of these compositions played are the property of his daughter, Miss Emma Leinbach. At that time Miss Amelia A. van Vleck was a teacher of music (1859-1911), who composed five marches and waltzes.

The first of the student compositions is "Come Now O Lord" by Rosa Mickey, now Mrs. Fries. Whether Mrs. Fries, who is expected at the meeting tonight, will sing that or another composition, is not known. Professor Frederick Agthe (1878-80, 1885-87), composed many songs and anthems. Another music professor, George F. Markgraf (1886, 1891), composed eleven marches for the Salem orchestra besides several songs. Near these musical works is placed the original manuscript of his own outline for pupils of voice entitled: "How to Learn French and German, When You Only Have the Music Lesson for that Purpose". To Misses Adella Fries and Etta Schiff, now Miss Louise Sidall, student of Mr. Markgraf, and later a teacher at Salem, composed three published songs.

Of Mr. Charles S. Skilton's compositions, forty-one are noted. This composer, who taught at Salem from 1893 to 1896, wrote songs, orchestral compositions, solos for the organ, piano, and violin, and choruses. In the library there is a copy of the opera, "Signe et Alpha". This opera, which he wrote the music and Miss Adelaide Fries the words, and which was presented by the students. His instrumental music includes many selections based on American Indian themes, among them four numbers comprising *Suite Primitive*.

The collection of works by Charlotte Mathewson Lockwood, composer and concert artist, who attended Salem 1920-1924, is far from complete. There are in the library several arrangements for the organ of classical compositions, including Wagner's "Valkyrie."
Dean Charles G. Vardell, the gifted and unassuming head of the School of Music, has found time in his busy life to compose at least four published works besides many others which were successful in concert performances. These three are on display: "Dark Days or Fair," dedicated to Mrs. Fardell; "Conceit Gavotte," and a cantata, "The Inimitable Lovers" from the poem by Alfred Noyes, which was performer here at commencement two years ago.

Literary Works
Two books concerning the life of Stonewall Jackson, were written by Salem students, one his wife, Mary Anna Morrison Jackson (1819), and the other his granddaughter, Anna Preston.
Miss Adelaide Fries is the author of eight historical works containing the results of the research in the Moravian archives. They are accurate, thorough and accurate. She also composed the words to songs and an opera, besides her own class play.
Other students whose books have been published are: Mary Fries Blair, Harriette Walker, Evelyn Corbin, and Shirley Watkins.

Heading the list of books written by teachers at Salem is Bishop Edward Rondthaler's *Memorabilia of Fifty Years*, his most widely read work. A teacher of German and French (1878-1879), Miss Josephine Warrschke, wrote *Beginning French*, a textbook to be used with Otto's *French Grammar*. Other authors are Miss Emma A. Lehman, President John H. Clewell, Miss Anna M. Siedenberg, Prof. Edmund Schwarz, Mr. Douglas L. Rights, Miss Joanna Helm Floyd, Dr. Pearl V. Willoughby, and Miss Mary S. Day.

Teachers and alumnae of Salem have contributed widely to magazines and journals, either as a vocation or because of special interests. Among them are Mrs. Edna Wilson Messer, Miss Ruth Parrish, Mrs. Lindsey Patterson, Mr. W. A. Blair, Miss Nocturne in G Minor — Chopin — Laura Elizabeth Blaud

OLD SALEM TEXTBOOKS

(Continued from Page Two.)
added, multiplied, subtracted and divided. If he reads any of the problems, he notices frequent reference to drawing "a line on your state." There are twenty-three lessons before arabic notation is used in the book. "Part Fourth" of the book begins: "We shall now show a different mode of expressing numbers."
For one or —. We write 1 et octo. For ten—10 meaning ten and not millions; 0 signifying nothing.

The idea in this system is that the pupil learns the sign of a number before he learns the sign of its name.
There is an even older arithmetic book in the library than this used. It was published in 1796 and used by Anna Pauline Slusher in 1805 and by Sophia A. Herman in North, 1829. The book is *The American Accountant; or School Master's New Assistant* by Benjamin Workman. The book is rather difficult to read because the old fashion is like our present if it used. It is comprised in four books:

Book I—Containing Arithmetic of whole numbers, divers denomination, and the common rules to the end of the double rule of three.
Book II—Fractions, vulgar, and decimal.
Book III—Mercantile arithmetic; or all the rules necessary for forming a complete accountant methodically arranged and largely exemplified.
Book IV—Extractions, progressions, etc., being the higher rules of arithmetic.

"The whole adapted to the Commerce of the United States, and comprehending every thing necessary to a complete practical knowledge of the science of arithmetic."
To use the most amusing book was *The Juvenile Speaker* which was published in London in 1837. It contains plates of gestures labeled suitable for specific occasions accompanying selections which are marked as to which gestures should be used and as to the proper inflection. The gestures here being pictures are described in detail. The selections are from "standard" authors and are grouped under the heading of sacred, moral and descriptive pieces. No selections are contained which are calculated for amusement merely. "They tend only to create a taste for what is frivolous."

McGuffey's *Sixth Eclectic Reader*: 1879 was also used at Salem and is belonged to Lizzie Ashburn and is somewhat similar to *The Juvenile Speaker*.
A very interesting book to Salem people is *Beginning French Book* Ahn's and Belazes Systems, because the English-French exercises were written by Mrs. Josephine Warrschke, a teacher at Salem in 1878 and 1879. She was also Josephine Walker's grandmother. This book is divided into seven sections: first —pronouncing, second — spelling, third — translating, fourth — familiar words, fifth—easy phrases and dialogue, sixth—tales and poems (with interlinus translations, and last the English-French exercises. The writers placed this section last because they believed that children most easily learn foreign languages in the same manner that they learn their own. The cover of the book is decorated with strange figures which resemble caricatures or cartoons.

Salem students studied geography too. There is a *Modern Geography*, copyright 1813, which belonged to Anna A. Lienbach in 1820. It contains "a general description of the most remarkable countries throughout the known world;" and "many important additions to the geography of the United States that have never been published."
Les Willis (The Water Sprite) — Chaminade Nancy McNeely
Mary Heitman, Miss Isabel Ferguson, Miss Ida Wilkinson, Mr. F. L. Starr, Miss Ruth Giersch, Miss N. Allen Thurman, and Dr. Howard Rondthaler.

As further research brings more compositions to light and as Salem talent continues to produce works for publication, the list will continue to be lengthened.

appeared in any other work of the kind." It is illustrated with six maps comprising the latest discoveries and engraved by the first American artists.
Another kind of geography studied was the geography of the heavens which the *Atlas* by Elishah H. Burritt A.M. 1835 was designed to illustrate.

All of these books may be found in the library and are well worth close examination.

THE MIND OF A CAMPBELL

Mr. Campbell, teacher, candy-maker, electrician, and puzzle-maker offers this classic for training the mind before starting to study. Though he contributed it to this paper long ago, there has never before been a time critical enough to print it. Get to work!

Each statement is relevant and must be considered in arriving at the correct answer. Answer can be determined in 5 to 10 minutes.

A brakeman, a fireman, and an engineer are employed on a train. Their names are Robinson, Smith, and Jones—not necessarily respectively.
On this train are three passengers with the same names—hereinafter referred to as Mr. to distinguish them from the three trainmen.

1. Mr. Robinson lives in Detroit.
2. The brakeman lives half way between Detroit and Chicago.
3. Mr. Jones earns exactly \$2000 a year.
4. Smith beat the fireman at billiards.
5. The brakeman's nearest neighbor, who is one of the three passengers, earns exactly three times as much as the brakeman.
6. The passenger living in Chicago has the same name as the brakeman.

Question: What is the engineer's name?

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AMERICAN EDUCATION

(Annual report of the National Student Federation of America)
Searching questions are the fashion of the day. In a world where economy reigns, every institution, every activity, must justify itself. It is essential that higher education be subjected to the same skeptical analysis as everything else. Such analysis will have an impact on the individual student as well as on the system as a whole.
For the individual student the question of the value of a college education assumes a significance which it has hitherto lacked. Today education involves sacrifice, in greater or lesser degree, for almost everyone. Until now most Americans have gone to college because it never occurred to them not to; today such luxury cannot be afforded. The question on application blanks for every institution in the country—"Why do you want to go college?"—has at last become a question which every student must honestly face and for which every student must have a valid answer.

For an educational system as a whole the analysis is of equally great importance. Not only must each institution offer its students the means of answering satisfactorily the question posed above. Each educational institution must also justify itself on a broad social scale. The endowment for institutions of higher education in this country runs into billions; the institutions supported by the public drain large sums from the state treasuries. If this vast expenditure is wise and we believe it is—the educational institutions must repay society in the only way they can: by turning out educated men capable of taking their place as leaders in the life of that society.
Education has too long been taken for granted in America. Democratic theory has enshrined it as an indisputable right; but there is no right without duty. It is the inescapable and solemn task of both institutions and individuals to fulfill that duty.

Fresh: "I just bumped my crazy bone."
Soph: "Just comb your hair right and it won't show."