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The Isaqueena - 1916, February

Ella May Smith
Greenville Woman's College

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The
ISAQUEENA



February, 1916.

Nobody's "Hard to Please" With Our Jewelry

¶What "HALE'S GIFT SHOP" contains for you is everything that is new and beautiful in jewelry
¶For your own personal adornment or for "GIFTS" there isn't anything so pleasing as a piece of HALE'S JEWELRY.

Sterling silver seal pins, with safety catch	\$.50
Sterling silver seal rings50
10K gold seal rings	2.75
Sterling silver letter seals, with wax75

W. R. HALE JEWELER

105 N. MAIN STREET

GREENVILLE, S. C.

The Isaqueena



February, 1916

Published each month by the Students of the
Greenville Woman's College

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The Isaqueena

VOL. X

GREENVILLE, S. C., FEBRUARY, 1916

NO. 5

New hearts, new hopes, new fears,
New joys, new griefs, new tears,
New resolutions, staunch and firm,
For this is now the second term.

Latin and Aftermath



ORA, do for the land's sake hand me that old grammar," cried Dean.

"Dean Roberts, you will simply go crazy if you allow yourself to get so wrought up as that. Don't you know you will never pass an exam in such a state of confusion?"

"Yes, Helen dear, but—what are the principal parts of officio?"

"Helen, please read the fourteenth chapter," implored Rose. "I simply cannot put it together."

"First, tell me the construction of this word," wailed Nora, pointing to an entirely different chapter. Abashed at the expression in Helen's eyes, she added: "All right, Helen, go on with this terrific fourteenth chapter." Then for a few minutes the six or eight girls who had gathered in Helen Vaughn's room to study for their final exam.

in Latin were silent while Helen translated that impossible chapter.

"Oh! if I only c-o-u-l-d pass," groaned Nell Reed in a very hopeless tone. Indeed, Nell had a reason for groaning as Latin had always been drudgery to her.

"Listen! there is the bell for eleven o'clock, oh just an hour!" sighed Dean.

"Frances Covington," said Nora, "What in the world is the matter? Your face is actually drawn into the shape of a question mark, you've studied so much.

Just then Myrtle Lynch, a girl who never seemed to realize the value of her time, blurted into the room. "Say girls! how about my good luck, got a letter just now from my aunt saying that she is going to spend several weeks in New York City this summer, and is simply wild for me to go with her, and will, of course, share all my expenses. Gee! but won't I have a gay time." Nora, knowing Myrtle's trait of wasting other people's time as well as her own, thought it wise to cut her off as soon as possible. So, when Myrtle finally stopped a moment panting for breath, Nora stammered, "That's all mighty fine, Myrtle dear, but how about this exam. we are to have in less than an hour?"

"Oh! fiddle sticks, Nora Nelson, haven't I already studied a whole hour and a half trying to memorize that old pony?"

"Yes, but you better mind out about the constructions."

"Anyway, there's no sense in studying your head off, but I'll leave and let you study; just had to come in and tell you about my luck." With these remarks Myrtle quickly left the room.

"Law me, girls! look at this twenty-first chapter, it is

something fierce and don't you remember Miss McEachin's saying that it was a capital chapter for a quiz or an exam."

"Oh no!" ejaculated Dean, "I remember distinctly, Bess, that Miss McEachin did say something about it being a capital one and when everyone in the class groaned, she smiled and said, 'Well, we won't worry about that now;' as much as to say, 'I wouldn't be so hard on you!'"

"Yes," insisted Nell, "I know she won't give us that."

"All right then, skip over it if you want to but—goodness! look at all these rules she told us to know."

"Don't say rules to me. Didn't I sit up till a quarter past one last night studying them?"

"Oh my!" sighed Nora, "I can hear Miss McEachin saying 'Miss Nelson you can find that Bennett 288 (b), bring it in written twenty times to-morrow!'"

"Do somebody read the seventeenth chapter!"

"Helen, what kind of clause is this?"

"Great peace! there is the bell, quick, tell me what kind of clauses *ut* introduces and"—

"Hand me that pencil, Bess, over on the table!"

"Patience! I don't possess a rubber to my name."

"Come on girls," cried Carolina Clemmons, "let's go on down and get through."

"Honestly, Bess, I so nervous I'm nearly crazy."

In ten minutes the Livy class had come together and all were eagerly waiting for the questions to be put on the board. The first three questions were up; well and good. Then the fourth: Translate the whole twenty first chapter, give constructions of * * * *. As this question went up Helen glanced around at Bess who had drawn her book up nearer to her with the determination to trans-

late it if possible. In the meantime she looked over at Dean who was sitting as still as if she had been paralyzed. Nell and Frances both looked as if they had lost their last friend.

Helen was the first member of the class to hand in her paper, and was now on her way to her room to study for that most awful old examination to-morrow, when she heard someone hollering, "Oh! Helen, I flunked as flat as a pan-cake; and, child, you know this is the second year I've had Livy." It was Rose, clean out of breath, talking as fast as her nervous tongue could go.

Within a half hour all the girls had handed in their papers; and here and there were gathered little groups discussing the exam.

"I just knew she would give us that twenty-first chapter and I hadn't as much as looked at it," exclaimed Frances.

"Yes, I knew it too," put in Bess, "but Dean insisted that she wouldn't."

"Well, if you knew it you should have gone on and studied it," cried Dean.

"Now Dean," said Helen, "don't talk that way."

"Oh, I can't help it," answered Dean as she threw herself across the bed.

"And, child, I didn't get a single construction right," said Nell.

"Oh, dear! how about that old Math to-morrow?"

"Come on Dean, and all you girls," said Helen, "let's go for a walk and forget it."

MARY KILGO, '17.

An Interview



WHILE the Misses Fuller were in town they very graciously granted an interview to two representatives of the *Isaqueena*. These ladies, dressed in early Victorian costume, had completely captivated their audience the previous evening with a very artistic and sympathetic rendition of the English, Scotch and Irish folk songs.

The reporters were greeted with charmingly, unpretentious cordiality. It was lovely to see that the typical English beauty of these ladies was as apparent in modern dress as in Victorian costume, and it was with particular delight that the reporters found no complicated, modern hair arrangements, but a retention of the quaint, old style, which however trying to modern Americans, seemed to fit the faces before us perfectly.

"Oh, we like your town so much. We took a little walk yesterday morning when we got in from Spartanburg, and this is the best thing we've seen since Washington. We hear there is quite a little rivalry between Spartanburg and Greenville, but we certainly see no cause for it. This is so much better. Spartanburg is so dirty and oh, we like this so much better. It's a nice place."

They were very much interested in the fact that our magazine was named for an Indian maiden and seemed quite surprised to know that there were Indians in this section.

Then in the sweet, melodious voice of the English the ladies told of the folk songs.

"You see the folk song is just a simple, emotional expression of the people. They were never written, but just handed down. And our grand fathers sang them. Then a generation was skipped and the folk song died out. The younger people believed it a little old-fashioned to sing them. They liked better the cheaper and more modern music that was written. A few years ago Mr. Sharp asked an old man seventy years old to sing. He didn't want to do it at first, but finally said he didn't know anything new, but would sing something old, and he sang one of these old folk songs. Mr. Sharp was so impressed that he wrote the music. Then the English Folk Song Association was formed to collect these songs and keep them from dying out."

"They would go all over the country, but the old people wouldn't sing them unless they knew you well."

"You see, they were afraid they would be laughed at."

"Sometimes one old person would know just two verses of an old song, and they would find the others from a person in the work-house. That's our English poor house you know.

"Oh, it's so interesting to see how the folk song is developed in the different countries. Now one of the songs we sang last night they have in France, and in the countries there are so many alike," explained one with the intensity and interest of a true artist.

One of the reporters asked about the harp which had been used as an accompaniment in their recital.

"An Englishman made it for us, and it is like the old Irish harps. Oh, I should say it belongs to the Middle

Ages. Of course the harp has been changed, but they were used as far back as in the time of the Druids. We love it too" added one. "It is so easy to sing by and just suits the folk songs. Of course, it doesn't do for modern things. Imagine Debussy on the harp!" she laughed.

"No, my Sister Cynthia is the only one that plays it. She specializes in that," explained Miss Dorothy in reply to a question.

The *Song of Five Souls*, a modern war song, had particularly impressed the audience the night before, and one of the representatives rather timidly asked for an opinion on the war.

"Oh, each side thinks it will win, but there will be great loss on both sides." "Things," one of these added positively, "can never be settled this way. I think this war has proved it."

"America will be the only prosperous country after the war," vouchsafed another, and added fervently, "Oh, I do hope she will keep out of it."

A keen appreciation of American leaders was shown in this remark.

"Oh, yes, things would have been very different with Roosevelt. You might have been in war before it broke out!"

"We have been in America a year," they replied in answer to a question.

"For a while we spent six months at home and six months in America."

"It's a kind of contract we have with our parents. We must spend six months with them, but since the Lusitania accident they felt it wouldn't be safe for us to come; so we spent our first summer in America last year."

"We were up in Maine and it was lovely. So different from England, the coast was so much more rugged. We were with friends and enjoyed it so much,"

"We've been on this tour only two weeks. From here we are going to Macon, Birmingham and on to New Orleans to recuperate. Then from the West we are coming back East through Kansas and Chicago; so you see we have a long journey before us."

With great reluctance the reporters rose to go. They rather timidly expressed the college girls' appreciation of their recital, but the warm response made them feel that it was truly appreciated by these charming, interesting, vivacious and gracious artists.

"Oh, we should like to see your magazine—what do you call it? Yes, *Isaqueena*. You can send it to our brother in Washington and he will forward it to us."

GRACE COLEMAN, '16.

Health and Sanitation in the Public Schools



PROBABLY no other subject is at present receiving any more attention than the one of Health and Sanitation in the Public Schools. Many investigations are being made along this line by the U. S. Bureau of Education, by the American Medical Association, and by the Rockefeller Sanitary Foundation. This subject which bears so closely upon our everyday lives may be treated in such a way as to make the people believe that our public schools are running over with dirt and filth, that they are the chief factor in the spreading of diseases, and are consequently a bad place to send our boys and girls. A better way is to treat it with reason and judgment, admitting there are some unsanitary and unsightly schools, and that many of the present conditions may be improved. In this way there is more probability of encouraging reforms in sanitation and the beautifying of our public school buildings. Our cities and towns may become more attractive and beautiful by having artistic and sanitary schools, and will in this way contribute to future generations the inheritance of a more healthy and vigorous manhood and womanhood. The present tendency is towards making school work as attractive and as interesting as possible, and the surroundings as healthful and beautiful since the children spend a great deal of their time in the school room.

That the people of United States are becoming more and more interested in the subject of sanitation and hy-

giene of the public schools is shown by the fact that nine-tenths of the existing laws and regulations bearing upon this subject have been passed within the last decade. The state has widely extended its control over school environment by investing different officials with powers of advice, approval of plan and equipment of school buildings, inspection and correction in operating the school plants. Forty out of the forty-eight states have taken legal action to limit local officials in regard to hygienic precautions in erecting school buildings.

Many states have empowered special officials to give advice in regard to the preparation of plans for school buildings, and the loan of these plans to districts desiring them, to formulate rules on matters pertaining to lighting heating, ventilating, and sanitation of the school buildings. Often this advisory official is aided by the County Superintendent, by the local Medical Inspector, the County Superintendent of Health, and in six states by the State Education department.

The power of approval of plans is more generally exercised and more potent than that of advice. It is invested in the hands of education officials, often aided by the State Board of Health. In twenty-one out of thirty cases these officials possess sole authority. In South Carolina both the State and County Boards of Education must approve all school plans before aid can be received from the county schoolhouse fund. This state aids all schools on building projects amounting to as much as \$300, provided the plans have been properly approved.

The power of inspecting the hygienic and sanitary conditions of school buildings is placed almost entirely with health officials who also have the right to frame sanitary

codes. In some states this duty is mandatory, and in others merely advisory. The board of correction, whose duty is to condemn and to correct faults in the schools, works side by side with the board of inspection. More than half the states have taken some legal action to compel remedial measures where they are needed, although some of the laws have very little effect on account of such light penalties for failure to carry them out. In many states the State Board of Health may adopt and enforce as laws any regulations which have been properly approved by the Attorney General.

In planning for a school building the first thing to be considered is the school site which should be chosen no less carefully than the average man does the site for his home. Most of our states, we are glad to say, have laws which compel their children to attend school until they become a certain age; and since this is true, the authorities should spare no pains to make the environment the best possible. The character of the soil, the condition of neighboring lots, the proximity of hills, trees, or buildings that would shut out the sunlight, healthfulness of the site, the architectural possibilities it may possess, the accessibility to all children, the social and moral character of the vicinity, are all important factors to be considered in choosing a site.

In so far as it is possible, the school building should not be near noisy factories, saw-mills, railway stations, or any other such noise which would interfere with the work of the pupils. Many states have passed laws requiring all liquor selling places to be a certain distance from the school grounds, allowing no matter of advertising liquor or tobacco to be distributed among the school

children or to be posted within 400 feet of the grounds. Many states also require all stables and pig-pens to be at least 200 feet away.

Another item to be considered in selecting a site, is whether it affords ample room for a playground. Every state has a law governing the size of the playground, which in many instances must be at least one acre; there are also laws concerning proper drainage, fencing, and installation of garbage cans. But with all this, the U. S. have given less attention to the location of schools than has any other country. In Scotland, Germany, and Belgium, all plans for schools must undergo a thorough examination and must be approved by the Bureau of Hygiene before they can be carried out.

After a desirable site has been chosen the next question which naturally arises is, "What kind of a building are you going to erect?" The first work concerning the construction of sanitary school-houses was published by Josef Furtenbach in Germany in 1649, in which he pleaded for healthful school buildings and grounds. His work received little or no attention at that time, but as the education of the common people began to spread, the problem of the school building gained more and more recognition. The nations began to realize that their chief element of strength lay in the education of their citizens into service for them. In our country Massachusetts led in the reform for better schoolhouses, having been aroused to the importance of the subject by the writings of Horace Mann who in 1837 declared that over one-third of the school houses in that state were wholly unfit for use.

In order to insure the greatest protection against fire,

the school house should be constructed of pressed brick and should have some system of fire escapes. The floor should be of hardwood and should be double in order to keep out cold, damp moisture from the ground beneath. One of the greatest needs of the rural schools of our country is that of better houses. More than half the school children in the United States are educated in the rural schools. In 1913 a joint committee appointed by the National Council of Education and the American Medical Association inspected the rural schools in eighteen states. The members of this committee said there was no more important health problem in education than that relating to the sanitation in the rural schools. Most of the buildings they reported as being cheap, ugly, uncomfortable, unsanitary, badly ventilated, and poorly heated and lighted. This does not mean that nothing is being done in regard to our rural schools. Within the last few years millions of dollars have been expended annually for their betterment. This same committee reported that out of 1,134 rural schools investigated, over 91% were wooden structures and the rest of brick; that over 63% of the buildings were old, and that no one of them received more than half as much light as was needed.

Inasmuch as the children spend so much of their time at school it is only fair to have beautiful buildings. When we say that school houses should be beautiful, we do not necessarily mean that they must be expensive. A log school house may, if properly constructed and cared for, be much more beautiful than a more expensive building which is entirely inappropriate for a school house. What we want is a good substantial school house which gives a neat and sanitary appearance. Dissatisfaction with

country life which has caused so many young people to go to the city, has been partly due to the bleakness and ugliness of the farm home, the farm barn, the rural school house, and the country church. The people in the rural districts would soon see and feel the power of an attractive, common sense school house. A beautiful country school house will exert a quiet but persistent influence on all who live in the community, and will enter into their everyday lives. The district school house is the only building in the community that belongs to all, and as such a common building, it should be a model of sanitation to be copied in all the homes.

After the school building has been erected I suppose the subject of next importance is that of the water supply and its source. In the city where there is a regular system of water supply the problem is not so difficult as it is in the rural schools. In the city school the main problem is in the sanitary use of the water in regard to the common drinking cup and the open bucket, about which much is being said at the present time. Not until 1909 did any state take any legal action in regard to this matter. Kansas led the way and was rapidly followed by the other states, until now over half the states, South Carolina being among them, have some law or regulation barring the use of the common drinking cup or dipper. The use of the open water bucket has also been forbidden by many states who have insisted upon the installation of sanitary bubbling fountains.

A new problem arises in regard to the water supply in the rural district. A committee investigating this matter reported that out of 1,258 rural schools, only 567 are supplied with a well or with running water on the school

grounds; two-thirds of them depend upon springs or wells outside the grounds; and 266 depend upon carrying water from wells located more than a quarter of a mile distant. In some districts the method of each child's bringing a bottle of water from his own home has had to be resorted to. Of the 1,258 schools, more than half of them used a common drinking cup, and only five reported sanitary bubbling fountains.

As the water supply must come from a well or spring, careful investigation should be made to see if the water is subject to drainage from any contaminated soil or other unsanitary place. Ordinarily a deep driven well with a force pump is the safest well that can be used for the home or for the rural school house. And if the well is driven deep enough, a drinking fountain can be attached to the pump without any great expense.

The question of having sanitary toilets in the school is one of vital importance. Many diseases, such as hookworm and typhoid fever, are often spread in a whole community as a result of insanitary toilets. Where this matter has received the proper attention, such diseases have generally disappeared. Considered merely from the economic point of view, typhoid fever costs enough each year to go a long way toward the construction of sanitary and decent toilets. Here again we find this problem more serious in the rural school where there is no water pipe system. Authorities investigating these conditions in the rural schools have declared that the toilet facilities in the average school are not only a disgrace to the community but a menace to public health and morals. Not over 1% of the rural schools inspected had sanitary toilets. Out of 1,276 schools, 50 had no toilets at all, 52

only one, and the rest two. What hope is there in eradicating typhoid fever and similar diseases when toilets are wholly lacking or very insanitary. One of the biggest problems to-day in the rural districts is that of domestic and personal hygiene, and in connection with this every state and county board of health should undertake a persistent campaign for better hygienic toilets.

Twelve of the states have taken legal action in regulating the care of toilets in all the public schools. Most of them require the toilet to be at least 100 feet from the well in the case of the rural school; that they shall be cleansed frequently and sprinkled with ash or slaked lime; that they shall be well lighted, and equipped with means of ventilation independent of the system used for ventilating the remainder of the building.

Another item of importance but one which is greatly neglected is that of ventilating the schoolroom. Less than half the states have no regulations whatever regarding this subject, Ohio being the only one which has varied the amount of ventilation according to the age of the children. There must be some way provided to remove the bad air and to replace it with fresh air without producing draughts. The oxygen obtained from the air is absolutely essential to all life. Bad air lowers the strength and vitality of every one, and causes an inactivity of the brain on account of a lack of pure blood supply.

There is nothing more conventionalized than the amount of fresh air required per pupil per minute, and the standard accepted by all the states except Ohio, is 30 cu. ft. per pupil per minute. Only seven states have anything to say regarding the position and size of inlets

and outlets, and these all agree that the outlets should be as large as inlets and that they should be on the same side of the room. The other states rely upon only doors and windows for ventilation.

Passing from the problem of correct ventilation of the school room, we come to the important question of lighting it. A general rule to follow in lighting a school room is to exclude the direct rays of the sun. Hygienists have agreed upon one to five as being the proper ratio that should exist between window and floor area. They also agree upon the fact that it is best to have the light coming from the left and from the rear; and in no case should the windows be so arranged as to cause any cross lights, which are sure to throw shadows on the papers and books used by the children. Indiana is the only state which protects the eyes of both teacher and pupils, in permitting the light to enter only from the left.

The windows should approach the ceiling as near as possible to be able to conform to the usual architectural limitation. Indiana and Montana make the permissible difference between the height of the ceiling and that of the window one foot, while Texas makes it only six inches. The windows should be as close together as good construction will permit, in order for the room to receive as much light as possible. The panes should be large and a good quality of glass. Since the light from the upper part of the window is the most valuable, it is best to use square-topped windows so as not to allow any waste of space.

After the ventilation and the lighting of the school-room comes the question of heating it. As near as possible the temperature should be kept at 70° F. in all sorts

of weather, and in all parts of the room. Texas requires that the desks near the source of heat shall not be more than 50° warmer than those on the far side of the room. A good many schools still use the old stove methods of heating but more and more are having furnaces and radiators installed.

Having considered the exterior of the school building and its surroundings, let us now see what problems are presented on the interior of the schoolroom. Outside of being a work shop, the schoolroom is a living room for children at the age when they are particularly sensible to impressions. Therefore it should be as beautiful and as clean and cheerful as the home. The floors should be made of hard-wood which may be thoroughly cleansed and waxed. Everything in the way of furnishings should be very simple, and in this way we get a neat and business like appearance.

For the inside finish oak has been found to be the most durable, compact, and prettiest wood to be used. It gives a feeling of warmth and a beautiful tone to the whole room on account of its grain and richness of color. But no matter what wood is selected, the finish must be simple. The walls and ceiling should be tinted to harmonize with the wood work. The ceiling should be a very light tint of some color found in the finish, while the walls should be a middle color between the ceiling and the wood work. The window shades should be of the right color and thickness. They should be hung in pairs, one at the top to draw downward, and one at the bottom to draw upward.

In regard to the desks to be used, Indiana again scores the lead, by requiring 20% of the desks in each school

room to be adjustable, and for these to be changed at least once or twice a year in order to meet the demands of growing children. Indiana also requires all seats, chairs, and desks to be fastened to the floor unless there are less than sixteen children seated in one room.

After we have a good sanitary school building, it has to be kept that way by constant cleansing and disinfecting. Only in about one-fourth of the states has this subject been controlled by any authority outside of the local districts themselves. In most of the states the work has been taken up by the States Boards of Health. Nine of the states require regular cleaning and disinfecting, and specify the way the floors shall be treated, the proper time for work, the correct methods to be used, etc. The greatest improvement is by the new Wisconsin law of 1913, which requires the use of vacuum sweepers.

Every school building should undergo a thorough cleaning every year, preferably a few days before the opening of the school session. At the close of each afternoon session the windows should be put up, the floor sprinkled with some sort of saw dust or the like and then swept well; every piece of the furniture in the room should then be dusted well with a damp cloth. A clean schoolroom exerts a great influence on the children, especially those whose own homes are unsanitary. There is indeed need of some systematic plan of sanitary inspection, not to be included in the medical inspection of the children, but in regard to the building alone which should be inspected at least as often as once a month.

The function of education is to prepare a child for his life work, and the test of the value of an educational course is to see whether it fulfills this end. It is the

duty of the school to develop the child not only mentally but also physically and morally. In order to develop a child physically we have to train him in physical culture, in the general principles of hygiene, in the care of the body, and protection against various diseases. The physical health of every individual is dependent upon his knowledge of the fundamental principles of sanitation and hygiene, and prevention of sickness. And unless there is a general understanding of these subjects there cannot be an intelligent co-operation on the part of the community in regard to public health.

The realization of health as a basis for education has been slow in the South where the preponderance of the rural population has retarded community control of sanitation. But there has been great progress made along educational lines in the South since the Civil War, and the educators have been chiefly concerned with the child and his physical condition as a basis for his mental education.

There are many diseases common to school children in almost any district you may happen to go into. One of the most prevalent, the most harmful, and yet the most preventable, is hookworm. Much work towards stamping out this disease has been done by members of the Rockefeller Sanitary Commission which was founded by John D. Rockefeller in 1909, with a capital of a million dollars, to be used for this one disease alone. As a result of this disease the general efficiency of the laboring classes has been greatly impaired, and especially in our own Southern States. More than 12% of the cotton mill employees in the Southern States are infected. The only way to eradicate this disease, which lowers the vitality and

energy of its victims, is by preventing the pollution of the soil by persons so infected. This disease does its work slowly but surely, weakening the race by each generation, tending to produce conditions of physical, intellectual, and moral degeneracy.

This is merely one of the many diseases found among school children, but taken as an example, we can see what economic loss as well as loss of health is brought about each year. Among the many diseases so prevalent in the public schools are tuberculosis, typhoid and malaria fever, spinal curvature, diseased tonsils, adenoids, measles, whooping cough, defects in eyes, ears, teeth, and nervous system.

From the above account we see the great need of medical inspection in all our schools. The time is past when mental and moral instruction are able to answer for the physical condition of the child. What each state needs is a whole-time health officer whose duties are, to make sanitary examinations of every public school building, to make a physical examination of every child, and to instruct the teachers in principles of sanitation and hygiene.

Every child whether in the city or in the country needs fresh air and plenty of exercise as a means of keeping his body in good physical condition. And a school house without an adequate playground for such a purpose is an educational deformity and a gross injustice to childhood. In order to secure the best physical conditions we must have regulated rest and play for all the children in school. To obtain the best results the child must be studied with a view to developing the weak, conserving the strong, and overcoming the deformities of the defec-

tive. Here is where we see the need of well regulated exercises in athletics, which enable an establishment of higher morals and ideals among school boys and girls. As a rule crime is found among those who are physically deficient, and not among those whose bodies are well developed.

But in training boys and girls in athletics there should be an equally important instruction in regard to the purpose of bodily exercise on a basis of sound judgment. There should be a physiological knowledge of the sports and of the different muscles exercised in each. But above all, care should be taken not to overstrain in regard to physical ability, which may result in some defect for life.

In conclusion we may say that there is no more important factor that affects our every day life than that of "Health and Sanitation in the Public Schools." In speaking of the influence of the school upon the child and upon the community through him, Honorable P. P. Claxton, U. S. Commissioner of Education says, "Schoolhouses are not only the temple which we erect to the god of childhood. they are also the homes of our children for a large part of the day thru the most plastic years of their lives, the years in which they are most responsive to impressions of beauty or of ugliness, and when their environment is most important. It is truly an economic waste to destroy the health and lives of our children thru failure to observe the simple and well-known sanitary laws. The places to which our children come to gain preparation and strength for life should be sanitary and hygienic, and not hot-beds sown with germs of disease and death."

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Helping

A cheery word where such are few,
Some help when things go wrong,
A merry greeting when you're blue,
A smile, a bit of song,
Will help to bring the sunshine
To another's life and mine.

ELIZA WOODSIDE, '17.

The Difference



HERE'S the 'phone ringing again. I wonder if its Ethel saying she can't come over this afternoon? I hope not, for we had planned to study for 'exams' tomorrow."

In a few minutes Helen was back at the window, looking for Ethel, for it was time now that she was in sight. Mrs. Green had 'phoned her when Ethel left and that had been over five minutes ago.

Yes, she has at last turned the corner where the big brick house stands, and is walking very hurriedly. We are attracted by the strictly tailored suit she wears and the becoming fur toque. Everybody thinks Ethel is pretty and surely she is far prettier this afternoon than ever before. The cold winter air has brought a deep flush to her cheeks and she has almost buried her face in her muff, trying to keep warm.

Poor, plain little Helen stands watching this picture as she says, "Oh! why can't I be like Ethel? Everybody"—but before she finishes, Ethel comes in.

"Hello there! You positively refused to come to the door. I finally came on in without any further invitation."

"Truly, Ethel, I'm sorry," said Helen. "Come, let's begin some of this studying and you will soon forget that I didn't come to meet you as I promised. But I almost forgot again. Take off some of your wraps before we start."

* * * * *

The library table is lined with books and papers and the two girls are trying dutifully to study, but Ethel keeps on thinking of something that she is obliged to tell.

"Say, Helen, have you seen that adorable spring suit at Johnson's? It's an awful price but the most stylish thing you ever saw. We had lots of fun down street yesterday afternoon. I wish you could have gone with us. Marie bought a most remarkable hat."

"I did want to go," began Helen. "At times I was almost tempted to go on anyway and let that Math. 'exam.' go, but you know what this year means to me. Everything, almost. And when you think of that, what is an afternoon down street? I must get my degree in June. Why Ethel, I've got to have it."

At this they are again reminded of the neglected studies and hurriedly begin again.

"Did you ever solve that fourth problem on page seven, Ethel?"

"Yes," said Ethel, "at least Laurie May gave me hers. You know she's a good-natured girl, but I wouldn't want to chum with her, would you? She's such an old book-worm and the most tiresome creature at times. Did I tell you about the new house her father is building?"

Apparently Helen had not heard any of the latest gossip, therefore Ethel was doing her best to spread it. She talked the whole afternoon and when six o'clock came she got up to leave, earlier than usual, for she had a date with Bob for the theatre that night.

* * * * *

Midnight finds Helen just finishing her evening of intense effort. Wearily turning from her note books, she

draws a chair to the big fire-place, and toasts her feet by the fast dying coals as she thinks aloud.

"Well, I've done my best, but I am far from satisfied. It seems to me that each subject needs as much effort and time as I can give to all together, and that nothing is properly assimilated. But it is the best I could do, and I must get sleep enough to make me fit for the strain to-morrow. I wonder how Ethel will come out? She is just about getting in now from her theatre party. I'm disappointed in Ethel, awfully disappointed in her. She talks about everybody and nothing seems to suit her. I don't believe I ever have seen a girl change so in all my life. All during the Graded School both of us seemed to have the same aim, we had such a good time together. But some way she has changed from year to year until she is an entirely different girl now. Why she doesn't think about a thing but clothes and having a good time. Sometimes I wish we could start all over again. But I must go to bed; it's nearly twelve-thirty."

* * * * *

The weeks slowly passed and Helen, finishing her last 'exams.' started home. Glancing at her watch, she found that there was a whole hour before dinner which would give her plenty of time to go around by Ethel's, and see why she had not been to school. But she had hardly walked a block in the direction of the Green's home, when a grand, new touring car whizzed by.

"I wonder who it was that waved at me. And oh! she is coming back this way. I do believe it's Ethel, but surely that can't be her car. Yes it is Ethel, and she all by herself."

In a second the car had stopped close to the curbing and

with a promise to take Helen home in a few minutes, the two girls are once more together. "Isn't this a dandy car, Helen? I begged, teased and did everything else imaginable to get it and finally, just positively refused to do without it any longer. I had to have something to do. The mornings seem so long"—— But before she had finished Helen broke in, "Oh! but your books Ethel, surely you are coming back to school. I was on my way around to your house when I met you. I thought perhaps you were sick since you hadn't been there this past week. Were you?"

"Goodness no! I'm not sick. I'm through with school though. Seems like I have been going all my life, anyway. I'm not interested in any such things any more. You are not young but once and I believe in having a good time then."

"But, Ethel, I thought we had planned to go North next fall and enter one of the Universities there. You haven't given up that idea, have you? Father and I were talking about it this morning at breakfast. He seems so anxious for me to go right on up to the very top and I'm going to try my best to do it.

"I'll have to get out at the next corner for I should have been home long ago."

"Well Helen, if you must get out," said Ethel as she stopped the car, "here's the place. I hate to disappoint you about not going next fall, but you know how it is. The folks at home are trying to talk me into going, in fact, I thought at one time that they were going to send me off anyway, but I just raised a 'declaration of independence' in the Green home and I think now they will leave me alone for a while. I'll tell you, Helen, I don't care any-

thing about going and that's all there is to it. Guess you heard about the dance Tuesday night. You are going, aren't you?"

"I don't see how I can very well, mother says such late hours and studies don't go together, and I believe she is right. Ethel, I wish you would change your mind and go with me. Think about it, hear?"

"Nothing doing! You are talking just like Dad and Mother, but I can't! I've lost all interest in the idea of spending all my youth and good looks digging in a musty college. I don't expect ever to teach school. Better come to the dance. So long! Oh, I say, Helen, come around to see me before you leave."

The bit of sarcasm had not passed Helen unnoticed and all the way home she was thinking seriously. As she walked up the path, leading to her home, she reverted to her old habit—thinking aloud. "Father always told me that while we are digging in a musty college, as Ethel calls it, we are laying a foundation that will be with us when 'youth and good looks' have long since disappeared. When we are both fifty, I wonder if Ethel will regret this?"

MARY M. RICE, '19.

Julia's Recital



OTHER, hurry and get ready," called Julia as she hurried by her mother's room. "My recital begins at eight-thirty. Oh! If I can get through, how happy I shall be."

As she passed, I caught a glimpse of a tall, slender girl, with beautiful golden hair. She was dressed in pale pink and in her arms she carried lovely orchids.

I had come to Atlanta the day before to see Mrs. Cope, my girl friend. We had been living in different places ever since we had been married.

"May, it doesn't seem possible that you have a daughter old enough to give a recital. Why, it seems as if it was only yesterday that we were in college. Do you think often of the good times we used to have at dear old G. W. C?"

"Yes, time flies, Jane. You don't know how proud and happy I am to-night. I know Julia will do well, but I am so afraid she will want to go abroad to study. Last summer when she was in New York, some man who heard her sing told her she had a voice that would make her famous if she would go to Europe to study. I hope she will give up the idea."

At this moment the maid came into the room.

"Miss Julia said for me to tell you she was going with Mr. Wilber, and would see you after her recital."

"My, what made her go with Jack? Her hair will be blown to pieces, for he has no idea how to drive a car."

"Come, May, it is almost time, and we don't wish to be late to-night, of all nights," said her husband as he came into the room.

When we arrived the auditorium was packed with Julia's friends. The curtain was drawn aside by two little girls dressed in pink. When Julia came on the stage there was a flutter of excitement. Already the people of the city had begun to love the bird-like voice of Julia Cope.

She made a beautiful picture as she stood there—head thrown back, cheeks flushed, and eyes shining as I had never seen them. Everything was very still while she sang; for the people realized that this voice was wonderful. Julia never seemed conscious that she was singing as she had never sung before. Her voice to-night held an indefinable quality that thrilled her audience.

Not far from where we sat was big, handsome Jack Wilber, gazing at Julia intently. Suddenly his face was aglow. Searching quickly for the cause, I saw that Julia had smiled at him.

When Julia had sung her last number, she lingered for a moment in the midst of a bank of flowers, while she acknowledged the storm of applause. She had succeeded, and there was a happy smile of content on her face, as she slowly left the stage.

"Oh!" whispered Mrs. Cope, "I see that I'll have to give up my girl."

"Well, daughter," said Mr. Cope, as she joined them, "you have won the hearts of all Atlanta. Has this triumph fully decided you to go abroad and sometime sing before royalty?"

"No, Father, I decided to-night to stay at home and sing for you and mother."

Smilingly she turned and looked at Jack. I saw a look pass between them. I knew then for whom she had decided to stay at home and sing.

RUTH BROWN, '19.



Rags and Tatters



A DESCRIPTION.

At the mere mention of beautiful scenes, one instantly pictures to himself some glorious sunrise or sunset, a range of grand and majestic snow-capped mountains, a calm and peaceful lake, or a beautiful, shady lane thru a grove of "murmuring pines and hemlocks." And why is it that for a background for these scenes one invariably pictures a fairy-like spring time, a summer with rose petals scattered everywhere, or an autumn so delightfully pleasing that a great injustice is done if comparing it with the master-piece of an artist is even thought of? Why it it that one cannot, or rather does not, imagine some beautiful scenes to be laid in that bleak month of February, when the winds blow so dismally among the naked shivering trees; in that month which seems to be the darkest hour of the night, the hour just before the awakening of all life into new being? Is it possible that there can be no scenes found at this time which make us stop and look again, scenes which fill us with awe and wonder, scenes which make us realize the vastness of things? Is it possible? Surely it cannot be.

'Twas only a huge bare-looking oak tree, against a sky tinted with the last rays of the sun, and the passing of a day that had brought cares not unlike the biting and pierce-

ing winds which had blown all day. And yet—what a picture it made and what emotions it caused within the person's mind, as fainter and fainter grew those delicate shades of pink and blue clouds; and as dimmer and still more dim became the black and crooked outlines of the old oak tree's numerous arms against the sky, whose last colors were past fading into blackness and nothingness.

RUTH CANNON, '17.

A GEOMETRICAL PROPOSITION.

Given: I love you.

To Prove: You love me.

Proof: I love you.

I am a lover

All the world loves a lover,

You are all the world to me.

You love me.

Q. E. D.

—*Selected.*

“TILL I GET MY MONEY.”

“Come on, Rena, let's go get some ice-cream from the tea-room.”

“I can't, Agnes, I haven't got but two cents. ‘Guess though I can have it charged 'till I get my money.’”

“Did you hear about the picture show, Rena, they are going to have? Miss Black said for us all to be sure to go.”

“Wish I could, but I haven't got but two cents. Maybe I can borrow a quarter till I get my money.”

"The circus is coming to-morrow. Wish I could go. Agnes, will you credit a body. I'll give it back to you when I get my money."

"The Lyceum tickets are on sale for one dollar and seventy-five cents. I want-a go so bad, but I haven't got but two cents. Maybe somebody'll lend me that amount till I get my money."

"Furman's going to play foot-ball to-morrow. Rena, go with me, will you?"

"Can't honey,—wish I could, 'cause there's the cutest fellow on the team—met him the other night at the reception. But I haven't got but two cents. If you'll pay my way on the car, (the boys are going to let us in free, thank goodness! I'll pay you when I get my money.)"

"All girls who owe Y. W. C. A. dues, pay at once."

"Miss Wilson," said Rena, sorrowfully, "I'll pay when I get my money. Father's going to send it soon. I haven't got but two cents to my name."

"You are invited to a feast in room 343 to-night at 7:45."

"Girls, I've been planning a feast ever since college opened. I haven't got but two cents now but I'll have one when I get my money."

"The fee for the Athletic Association is now past due. All girls who owe *must* pay up *at once*."

"Agnes, you know, I owe the Athletic Association fee. If you'll lend me the money (I haven't got but two cents) I'll pay when I get my money."

"Come on girls, let's go to the drug store."

"I can't. I haven't got but two cents."

"Oh! I'll lend it to you, Rena."

"Well, I'll pay it back when I get my money."

"You know I haven't failed to have company on Thursday afternoons yet. My friend, the Furman fellow who plays on the foot-ball team is coming. Mother sent me a new dress, but I need some hair ribbon. I haven't got but two cents. Guess I'll have to borrow enough till I get my money."

"The text books have come. Take ten pages for the next lesson."

"Gracious, Fannie! I haven't got but two cents. Please lend me the price till I get my money."

"You know I haven't written home in almost two weeks. I haven't got but two cents. It is just enough to buy a stamp. Gracious! I owe another letter which is *very important* but I can't write that till I get my money."

"Miss Lorena Parkins will please pay her debts. She owes, it is understood, quite a sum."

This anonymous notice was found by Rena on her table.

"Well, I will pay up," she said to herself, "when I get my money. I spent my last two cents for that stamp yesterday."

Before she did get her money, however, she felt as though she could have been bought for two cents.

IRENE BLIZZARD, '19.

A girl named Gloriana,
Her voice, a clear soprana,
Would sing so high,
That from fear you'd sigh,
She'd not get down to the piano.

HELEN MORGAN, '18.

* * *

A VALENTINE.

It was raining. Oh! did I say it *was* raining, I meant it *had been* raining, for a century, so it seemed to the girl who wearily came into the sitting-room from school. Oh! it was just as she had imagined, as she had seen it so many, many times in reality. The room, dark, dreary, disorderly, and cold—yet *cold* even though in the grate a fire was vainly trying to peep from its load of ashes—made her shiver and half-close her eyes as if about to faint. But presently she roused herself, glanced half-sheepishly at the corner where the old grandmother sat knitting, and with a pitiful effort towards a smile went out to the kitchen to see if maybe there was some bit of dainty prepared for her dinner. But no, disappointment again; there had been a scrap dinner, and oh! how she hated scrap dinners.

Without tasting anything she left and went quietly to her cold, bare room, where she might at least have the luxury of uninterrupted thought. She threw herself wearily across the bed and lay there thinking, idly watching the rain roll down the pane; and soon there gathered in her own eyes, raindrops which splashed down her cheek and fell unheeded on the counterpane. With a low moan of despair she buried her face in her hands and wept out

her woe. She was discouraged and no one seemed to care. For a long time she had been keeping the house together, and the children in order—body, mind, and soul. She had done well and had been happy until lately. She was a Senior at College and stood well in her classes, but the hard winter's work was telling on her, and now—she was ready to give up. Perhaps it would have been all right if some one had encouraged her, had even taken an interest in her affairs; but at school the teachers theorized and idealized the relation of pupil and teacher, of home and school, etc., and paid no attention to her. She had been up all the night before, watching over the sick baby; and after the morning's work was done, she had left for school. Her excuse for lessons was rejected, her heart sank as she saw the little zero go down in book after book, lessons were far more important than the mere health of a child. She realized what these marks meant, what Senior doesn't? The rank injustice of it smote her heart and lying across the bed, she rivaled the clouds outside.

Once she thought she heard a noise outside, a step—she raised her head to listen but hearing nothing further, lay still—pondering. Over and over again she pondered the question, whether she would give up her school life, her dream, her ideal, and go to work in some store, clerking perhaps with no chance to rise, or keep on. As she wondered if after all it was worth while, she saw a gleam of white under the door, and moved by curiosity jumped up to get it. It was a nice white square envelope addressed to her. With trembling hands she tore it open and inside was a—*valentine*. One that is bought in a store, all decorated with lace, pinkness and nothings. Her heart smote her when she recognized that quaint old-fashioned

hand-writing, how often she had seen that writing at home. Lying on the table near her was a Bible, the fly-leaf of which showed that same hand-writing. It had been a present from her grandmother on her birthday.

With a glad cry she rushed down stairs to the silent waiting figure in the corner. Holding out the envelope she threw herself into the kind old arms, murmuring, "Oh! granny, you are too kind. I am going to try again and not be discouraged any more. For now I know some one cares and it is worth while to keep on."

JOSE MCMANAWAY, '16.

* * *

A VALENTINE EPIC.

(With apologies to rhyme, rhythm, and poetic diction).

- (1) A maid lived all alone
 With no beau to call her own,
 But she longed and sighed a Mrs. to be,
 But she was tall and thin,
 And a mole grew on her chin,
 Really, she was no beauty to see.
- (2) And though she had no beau
 She wanted one so
 That she thought and thought all night
 And she tore her hair
 In her despair
 Till you'd have thought she was maimed in a
 fight.
- (3) Then like joy after pain,
 And like sun after rain,

She was filled with a brilliant idea :
"I know of a man
And I'll do what I can,
For this," she said, "is leap year."

(4) Now pardon me those
Who have plenty of beaux
And don't think I am false to my sex ;
But a beau of any sort
This girl had naught,
And therefore was greatly perplexed.

(5) "A Valentine I'll buy
And send to that guy."
Now that guy's name was John.
"I love you so,
Will you be my beau?"
Was the sentiment written thereon.

(6) On St. Valentine's day
John was sad to say
No Valentine had he received,
Then a knock at the door
Bade him weep no more
No longer was our Jonnie peeved.

(7) He gave the missive a feel
And broke the seal.
He examined the contents with care,
But he saw the left hind end
And his spirits did descend
For he knew the initials writ there.

- (8) He bought a comic of a woman short and thin
With a healthy mole upon her chin
 John sent it to his pursuer,
 "I'll get even with the mutt—
She must think I'm a nut!
 Just leave it to me, *I'll* subdue her."
- (9) And the maid was quite coy,
To think she'd hear from a boy,
 And the very next day she did hear.
But her face was aflame
Though the picture had no name,
 She knew the face reflected there.
- (10) Well the years have rolled on,
And she's still all alone,
 But happy and contented is she.
And she laughs still yet
Of the little secret
 Of the *Mrs.* she tried to be.

T. CAROLINE S. EASLEY, '19.

The Isaqueena

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Editorials



We, the new staff of the College Magazine, in order to form a more hearty co-operation, extend our appreciation, provide for the common comment, promote the general welfare, and secure the blessings of tranquility to ourselves and our posterity do publish and present this *Isaqueena* for the Greenville Woman's College of Greenville, South Carolina.

THE SECOND SEMESTER.

As the first semester emerges into the second, so should despair emerge into hope. We have before us—all alike—a beautiful new record. As each new impression is written thereon we should ask—Is this better than the last? And, if not, we should strive to make the next excell all others.

To you who have flunked—don't give up. Keep on "for better or for worse." To fail is not the worst thing in the world. To overcome failure is decidedly the best thing in the universe.

"For hence a paradox
Which comforts while it mocks
Shall Life succeed in that it seems to fail."

Therein lies a consolation for the so-called "flunked out." Get to work and win!

To you who have made the average. You did well, commendably well, and you have good reason to rejoice. If, however, yours was a mere "skimming thru" don't be satisfied. Get down to hard study and demonstrate those latent and uncultivated capabilities. Next time you should excell—don't be satisfied with seventy-five!

To those who have excelled—you have your own reward. The only appropriate word is this—just keep on excelling!

To the three of you—disappointed, happy, and exultant—the same opportunity is offered. Let's all buckle down and win out!

DISTRACTIONS IN G. W. C.

Usually pictures of Alma Maters are painted in most glowing colors—all the beauty and symmetry is shown without revealing the defects. Perhaps this is advisable yet it is my desire to paint for you another picture. It is well known that “a chain is no stronger than its weakest link.” We all realize that G. W. C. is a strong, strong chain but until its few weak links are strengthened the chain will never be thoroughly perfect. Therefore in view of perfecting G. W. C. I will enumerate some of the distractions found therein.

One of the most prevalent distractions in this college is the puffing machine in our back yard. It’s “work is from sun to sun”—really “its work is never done.” From morning until night this machine diligently puffs away. When one is trying to study, puff, puff goes this machine and puffs our would-be concentrated thoughts away into in concentration. Likewise when in class and teachers earnestly explain incorrigible truths, away goes the machine and away go our good intentions into nothingness. Thus we see that though this puffer does worlds of good, in that it puffs enough hot air to keep the college hot—yet it also does a large amount of harm in that it degenerates the straight paths toward knowledge.

Let us now go into the college library with head erect and thoughts sincere. No sooner are we there than from the adjoining room come sounds of scales and scales and then some more scales. Sometimes an angry voice is heard from within those mysterious depths. Our thoughts then dwell so long upon just what was said and just how she took it—our erstwhile theme is forgot and all is blissful oblivion.

Do these distractions cease with the coming of the night? Well, yes, to a certain extent. During close study hour when all is dark and still our thoughts are then concentrated—absolutely concentrated—when soft, sweet, tender even yet, come sounds of distant violins, bidding us dream our dreams. Gone then are trigonometric examples—all is bliss and all gives up to sounds of muffled violins, sometimes—perhaps once a week, sounds as of thunder and lightning disturb our peacefulness—they come from the auditorium. After long moments of listening and wondering we realize the self-evident fact: Orchestra practice!

Sadly we must cease listening to these alluring sounds and return to lands of knowledge. Indeed, these may be attractions but are they not more or less disastrous attractions? And would it not be best for them to be abolished in so far as is possible?

* * *

THE EDUCATIONAL DEPARTMENT OF THE GREENVILLE WOMAN'S COLLEGE.

All true education consists in developing the mental powers in such a way as to make them capable of coping with the problems of everyday life. During the last few years the Greenville Woman's College has made great strides toward the accomplishment of this result. Chiefly has this been done thru the department of Education in our College.

There are three courses of Education offered in G. W. C.: History of Education, which is an historical and critical survey of the leading systems of education, with special emphasis upon the growth of education in mod-

ern times and its influence in determining the essential features and problems in the present; Educational Psychology and Child Study which involves the principles of psychology as applied to the education of the child, with special emphasis upon the study of the physical and mental development of children; General Educational methods which treats of the great fundamental questions connected with universal education with special emphasis upon the *classroom* as the unit of the present educational system.

By taking one or two of the above courses a girl will be well trained in the ways and methods of teaching. And as so many girls of to-day desire that vocation they are thus enabled to embark upon a great task which becomes their life-work in some cases, at least.

As a specimen of the work being done in the Departments of Education in the Greenville Woman's College, an essay on *Health and Sanitation in the Public Schools* has been published in this issue. In order to show the careful study and research work done in the writing of this paper the author's bibliography has been quoted. Other splendid papers were worked out by other girls; these papers dealt with vital questions of the day also, such as: Rural Schools; The Negro Problem; and the Education of the Foreigners in America. Preparedness is undoubtedly the policy of the Greenville Woman's College.

Exchanges

PRISCILLA POTEAT, Editor.

Few magazines have been received by the Exchange Editor this month, so instead of the usual exchanges a paper on the Exchange Department, written by Miss Marie Padget, is published. This paper was read by Miss Poteat before the Press Association in Spartanburg in November.

THE EXCHANGE DEPARTMENT.

It is not the purpose in this discussion to discourse eloquently upon the general function of the exchange department. For years that has been done with more or less length and with less variety in the first issue of every college magazine in the land. The writing of a paper on this subject is the supreme test of originality, and he who can say anything new on the subject deserves an eulogy. Nor is it our motive to moralize on the proper attitude of that omniscient paragon of detachment, the exchange editor, for with few exceptions he is impersonal and unprejudiced in his judgments. Furthermore we do not presume to dictate to enlightened assembly the points to be considered in measuring a magazine, for surely they are as familiar as the Greek unities. We have chosen rather to bring into prominence some of the points which we as exchange editors have rather neglected.

As a matter of fact, few magazine critics pay enough attention to the appearance of a publication. Perhaps we imagine that we have evolved beyond a mere consideration of the external. If so let us study the psychology of clothes. As to the cover for magazines no standard has been adopted. Some schools insist that variety is the spice of magazines and have different covers each month, using cartoons, pen and ink sketches or some other design. Though it is a matter which each individual staff must decide for itself, the variety in covers gives a rather "ragtime" appearance while the standard cover, which has usually the college seal in two half-tones or some conventional arrangement of the title, gives a better impression of the true stand of a college magazine. Another item of importance in the appearance of a magazine is the quality of the paper and the printing used. Nothing so weakens one's impression of a magazine as flimsy, transparent paper and smeary printing.

Probably there is no division of opinion that a magazine is spoiled by having advertisements on the back cover and along with the literary department.

Exchange editors seldom raise their voices to criticize magazines for allowing a very few students to do all the writing. As exchange editors we must insist that the magazine be really representative of the school. We must see to it that there is more development of the "mute inglorious Miltons." We must insist upon more democracy and less of putting the best forward.

There is one practice of the magazine which the exchange editor seems least able to judge, and that is the short story. The reason for this is probably that the structure of the short story is studied in so few of our

schools. In a word, we should consider the plot, its development and culmination, the thesis to be proved, the structure of the story and the style.

While we are on the subject of the literary department, we can not resist the suggestion that exchange editors should encourage essays that are more original and on more up-to-date subjects. We have depended entirely upon the class-room for our magazine essays with the result that they are usually on superannuated topics, consist mainly of material gleaned from books and pieced together, and are uninteresting to the average reader.

The complexion of a newspaper is apparent in its editorials. Are we willing to have our magazine judged by our editorial page which is often the most farcial department of our journals? Many editors strive to discuss problems of which they can have no real personal knowledge, these discussions being based upon articles read in magazines. The magazine is from, for and by the college, and its editorials should discuss college problems and activities. Exchange editors must demand that editors come down to earth and to campus earth at that. Some editors are doing this, but they are discussing only the complimentary things, and are leaving the college skeletons to the darkness of their particular closets. The editorial department is probably the only one which should be instrumental in reform of college evils. If the weaknesses are to be corrected they must be exposed.

It is a noted question as to how much space should be given to locals. Certain it is that some publications are too much dominated by the happenings of the school to be called true literary magazines. Some schools are solving this problem by issuing a separate newspaper for the locals.

So much for the phases that the exchange department should watch for in our journals. Now as to method of criticism we would advise first that the editor read the exchange departments of the best magazines that come to his notice. Here he sees the department at work, and gets more practical aid than from dozens of such harangues as this.

The magazine critic is often puzzled as to how many magazines he shall review each month, and how many articles in each. Perhaps there will never be any rule about this. Some prefer to take three or four magazines and criticise each as a whole. Others follow the plan of taking several, giving a general estimate of them, and then taking each department and criticizing the work of each magazine in the department under consideration. Still others pick out the best material in perhaps a half dozen magazines and discuss them at some length. Probably the best plan is to have no set plan and use variety in criticism.

In choosing magazines to criticize let us not ignore the small, weak magazine. If we had been so treated we would all still be small and weak. The exchange department is above all an arrangement for mutual helpfulness.

As to criticism itself, let us make it constructive. Platitude this may be, but if familiar to us, it is evidently a familiarity which has bred contempt, for we have a dearth of constructive criticism. It isn't scathing criticism that is irritating, it is the kind which leaves us suspended in the air with a feeling of dissatisfaction but with no clue as to how we may improve. It is simple to find faults, but the man who makes a real contribution is the man who can suggest a remedy.

In and Around College

HELEN DAVIS
SEABRONA PARKS
MARY FRANCES KIBLER

} Editors.

Y. W. C. A.

On account of the unspeakable trials of the mid-term examinations there has been little time for practical work in the Y. W. C. A. We have, however, elected our new officers for the coming year who are:

Helen Davis.....President.
Ethel Simpson.....Vice President.
Willie Bryan.....Recording Secretary.
Florence Shaw.....Corresponding Secretary.
Ruth Canon.....Treasurer.

Infinite faith is intrusted in you, so it's up to you, officers, to make a success of our Y. W. C. A.

* * *

SOCIETIES.

Saturday night, February 5, the two literary societies held their weekly meetings. The hour was spent in the election of officers for the coming semester. The following officers were unanimously elected:

PHILOTEAN:

PresidentGrace Coleman
Vice President.....Leta White
SecretaryJennie Sue Way
TreasurerFlora Manship.

ALETHEAN:

President	Clayte Bailey
Vice-President	Laurie Best
Secretary	Helen Wray
Treasurer	Nellie Thompson

During the meeting, the Alethean Society challenged the Philotean Society to a public debate. This challenge was accepted and the debate is being looked forward to with a great deal of interest.

Locals

We have had the pleasure and privilege this week of hearing a series of lectures at the First Baptist church by Dr. Mabie, of Boston, Mass. Dr. Mabie talked to the student body in chapel Tuesday, Wednesday and Friday.

Misses Carolina Roper and Virginia Barksdale spent last week-end at their homes in Laurens.

Misses Julia Jay and Lottie May Vaughan spent the week-end at their respective homes.

Miss Lucy Salley, who was operated on at the City Hospital, last Saturday, is back with us again, and is rapidly recovering.

Miss Willis, of Charlotte, N. C., has returned to her home, after spending several days with her sister, Miss Margaret Willis.

Everybody breathed a sigh of relief on January 31, for that day brought the end of the mid-term examinations. The new semester began February 1st.

Mr. O'Farrell, of King's Mountain, spent Sunday with his daughter, Miss Louise.

Miss Louise O'Farrell spent Monday at her home in King's Mountain, returning to the college Monday night.

Misses Marguerite Halsall and Clayte Bailey attended the annual Student Volunteer's Convention which met with the Presbyterian College in Clinton, S. C.

JOKES.

Miss M. Padgett, in her Latin class, attempting to obtain the future perfect subjunctive: "Can't anyone in this class say, 'I have been loved'?"

—o—

Miss Goodhue: "Fools ask questions that wise men cannot answer."

La Hentz Bramlet: "I guess that's the reason I failed on my exam."

—o—

Senior Bailey and Freshman Corpening: "You had better hurry and sit down or you'll grow."

Fresh. C.: "You know anything *green* grows."

—o—

Extracts from exam. papers:

Thos. Jefferson and Alex. Hamilton were two of the best presidents that the U. S. has ever had.

Edgar Allen Poe and Shakespeare were two Greek poets. Shakespeare invented poetry.

Rudyard Kipling is a famous modern Hindu writer on education.

—o—

Ellen Newton, becoming suddenly ill, sent Carol to the infirmary for some "pneumonia."

Dr. Ramsay: "Miss Smith, what kind of clothing did John the Baptist wear in the wilderness?"

Marian S.: "Why-er, I think he wore a one-piece dress, didn't he, Dr. Ramsay?"

—o—

Miss Wilber: "Can any little boy tell me what a cow is?"

Billie, in the back of the room, waving his hand: "Yes-sum, it's a thing with a great long tail and two horns."

—o—

A woman became so infatuated with the word incubator that she named her first-born "Incubator" and called him "Inky" for short.

—Selected.

Question: "Why should one never starve in the Desert of Sahara?"

Answer: "Because of the sand which is there."

Question: "And how did they get there?"

Answer: "Why the race of Ham grew and mustered there."

—Selected.

—o—

Annie Von Lee: "Gee, I almost happened to an accident a while ago. I fell down because I couldn't hold up my equilibrium."

—o—

Marguerite Halsall (to P. C. boy) "Are you a Senior?"

P. C. Boy: "Not so you can notice it."

Marguerite Halsall: "I thought I hadn't noticed it."

—o—

Julia Jay: "I don't see why the Anderson girls left so early—There's another interruption car at 8:00 o'clock."



Athletics



In the first inter-collegiate game between the girls on the local court this season, the G. W. C. sextette defeated the team representing Anderson College, by the decisive score 38-18. The game was played on the open air, dirt court, which was surrounded by enthusiastic rooters from both schools. Yells and songs aided by the noise of their friends from Furman and the city, all combined to make quite a gala occasion. The Anderson girls, who were coached by Miss Geary, played a good game, but the work of the G. W. C. players was superior in guarding and also in passing the ball, and by consistent playing earned the victory, much to the delight of ardent supporters on the side-line.

Field goals: G. W. C., 34; Anderson, 16.

Foul goals: G. W. C., 4; Anderson, 2.

Time keepers: Misses Cody and Waters.

Referee: Mr. Dushan. Time of halves: 15 minutes.

At a later date the G. W. C. girls have a game to play in Anderson, and then their sister college will endeavor to come out winners.

The teams lined up as follows:

G. W. C.

Donald

Cox

Anderson College.

Shirley

Erwin

Forwards

	Forwards	
Easley, C.		Sullivan
	Center	
Smith		Gentry
	Jumping Center	
Gambrell		Pruitt (sub. Morris)
	Guard	
Wilson		McAlister
	Guard	

* * *

Saturday, February 12, G. W. C. will go to Due West. This trip is looked forward to with a great deal of interest. It is hoped that quite a number of rooters will attend the game.

* * *

The tennis clubs have begun playing again. The Athletic Association has recently had the courts repaired, and the appreciation for this is shown in that they are never vacant at recreation periods.

Point System of Honors

FOUR POINT HONORS.

Editor of ISAQUEENA.
Business Manager of ISAQUEENA.
Editor of Annual.
Business Manager of Annual.
President of Y. W. C. A.
President of Student Government.

THREE POINT HONORS.

President of Athletic Association.
Presidents of Classes.
Presidents of Societies.

TWO POINT HONORS.

Secretary and Treasurer of Societies.
Secretary and Treasurer of Y. W. C. A.
Secretary and Treasurer of Athletic Association.
Secretary and Treasurer of Student Government.
Departmental Editors.
Chairman of Program Committee.
Council Members.

ONE POINT HONORS.

Other Class Officers.
Other Society Officers.
Other Y. W. C. A. Officers.
Other Athletic Association Officers.
Other Society Officers.

No girl may hold offices amounting to more than six points.
By Action of Faculty, 1915.

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The institution is a noble tribute to the faith, sacrifices, and loyalty of its friends. It is the second largest college for women in South Carolina, enjoying the distinction of having more of its alumnae teaching in the schools of the State than any other college save one.

The work of the College is strongly endorsed at home and abroad. For many years the number of boarding students has been limited by the capacity of the dormitories, and the annual income from college fees for local students alone is equal to the income of the endowment of any college in the State, which enables the College to give the best education at reasonable prices.

Believing that the aim of all training should be the development of heart, mind and body, the College seeks to give the product of symmetrical womanhood.

Greenville is located at the foot of the beautiful Blue Ridge Mountains and is on one of the great thoroughfares of the South. It is an old educational center and maintains the best ideals of our people in the midst of a great material prosperity. The advantages and opportunities of such a community are educational by-products of no small value. Along with these must be mentioned Greenville's climate and health. The air and water are perfect. The College in all of its sixty years of history has never lost a student by death and it has enjoyed singular freedom from epidemics of every form.

The College is giving the best modern education to young women. The faculty consists of men and women holding degrees from the leading colleges, universities and conservatories. Fourteen units are required for entrance. One major and two minor conditions are accepted, to be worked off before reaching the junior year. Our B. A. diplomas are accepted for graduate work at the best universities. The degrees of M.A., B.A., B.L. are given. Diplomas are awarded in the Conservatory of Music, the Departments of Art, Expression, Kindergarten and Domestic Science.

In order to meet the needs of the local students and the boarding students not prepared for entering the Freshman Class, a high grade academy is maintained by the College, well equipped, with instructors of the same character and grade as the teachers in the College.

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