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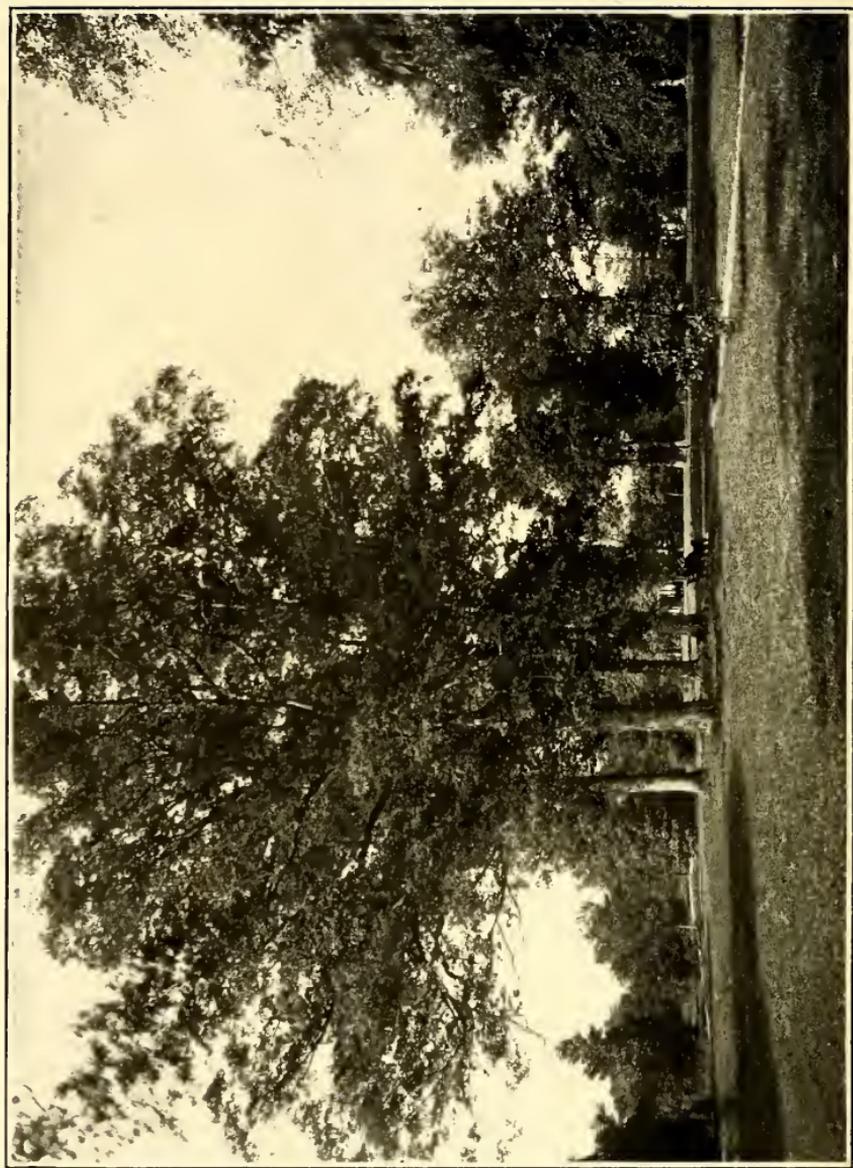
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NEW SERIES

APRIL, 1908

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— 2 —

CATALOGUE
SEVENTY-THIRD SESSION
1907-1908

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1908-1910

CALENDAR

1908

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1909

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COLLEGE CALENDAR

For Session 1908-1909

September 1—Beginning of the Session.

October 16—Senior Speaking and Reception by the Senior Class.

September 15—Applications for degrees submitted.

October 1—Last day for settlement of College fees for Fall Term.

October 7—Subjects of Senior and Junior Theses submitted.

October 26—Removal of conditions.

December 10-18—Fall Term Examinations.

December 21-31—Christmas Holidays.

January 1—Beginning of Spring Term.

February 1—Last day for settlement of College fees for Spring Term.

February 12—Anniversary Celebration of Literary Societies.

March 11—Senior Speaking.

March 28—Removal of conditions.

April 8—Last day for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 2—Senior and Junior Theses submitted.

May 11-18—Spring Term Examinations.

May 15—Sunday, 11 a. m., Baccalaureate Sermon.

May 18—Wednesday, 10 a. m., Annual Meeting of the Board of Trustees. 8:30 p. m.—Annual Concert by Wake Forest Glee Club and Orchestra.

May 19—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m.—Address Before the Alumni.

May 20—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

38986

History.

ORIGIN.

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well-trained young Baptist ministers; among them were Samuel Wait, Thomas Meredith, and John Armstrong. They found many Baptists, who, however, were without organization or an educated ministry. Under the leadership of these men, the Baptists of the State organized their Convention, one of whose chief purposes was the preparation of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

WAKE FOREST INSTITUTE.

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh, containing 615 acres, for which the sum of \$2,500 was paid. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia, were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and that manual labor in connection with study would not only tend to preserve health, but also assist in defraying the expenses of the students. The Legislature of 1833 grudgingly granted a meagre charter for a manual labor and classical institute. Samuel Wait was

chosen principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. In February, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For a year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 142, and then fell off to 51. In 1838, the manual labor feature was abolished and the Institute was re-chartered as Wake Forest College.

BEGINNING OF THE COLLEGE.

The equipment of the farm, the erection of a proper building, and the annual deficit in the running expenses, made a debt that hampered the institution for its first fifteen years. Variations in the price of food supplies caused a yearly loss in the steward's department. The years 1837 and 1839 were years of financial panic. Subscriptions were not paid, patronage diminished and debts increased. The educational spirit was not strong enough to remove these obstacles. The Trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. Principal Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. Finally in 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

BUILDINGS.

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form, the north and south wings contained each twenty-four bedrooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900, the central part was completely remodeled and refitted. It now contains the administration offices, and lecture rooms for the Schools of Latin, Greek, Political Science, Education, and the Bible.

Library Building.—In 1878, through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center is used for Library and Reading Room. The Reading Room was equipped through the generosity of Judge Charles M. Cooke of Louisburg. The wings contain lecture rooms for the Schools of Mathematics and Law, and the Halls of the Euzelian and Philomathesian Literary Societies.

Wingate Memorial Hall.—On the death of President W. M. Wingate in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed that a memorial building would be a fitting monument. This building, erected with this end in view, contains the Auditorium, the lecture room of the School of Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This

building, one of the best of its kind in the South, contains a lecture room, private laboratory, class laboratories, and storage room.

Gymnasium.—In 1900 the need of a gymnasium was so urgent that the Trustees ordered the erection of a suitable building at a cost of \$12,000. The ground floor contains bath-rooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is the most handsome building on the Campus, is three stories in height, well-lighted and arranged for laboratories and lecture rooms. The funds for this building were secured from the Alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining-room, a kitchen, seven private rooms, with verandas on two sides, above and below.

FACULTY.

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was president. These men brought high ideals of scholarship and learning. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a faculty composed of graduates. Upon the resignation of President Wait in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years the Johns Hopkins University, the University of Chicago, Cornell Uni-

versity, the University of Virginia, and Columbia University have furnished teachers. The Faculty now consists of sixteen professors, two associate professors, seven instructors, and seven assistants in the various departments.

ENDOWMENT.

For fifteen years the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the Trustees resolved to raise fifty thousand dollars. In October, 1852, W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merrit of Orange County, William Warren of Person, and John Blount of Edenton. On some of these very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships, did not materially improve the condition of the College. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention re-assembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, sub-

scribed five thousand dollars; R. Felton, five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand dollars each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was ever held in North Carolina. An old record reads "and surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within the space of a year John Mitchell, the general agent of the Board, was able to report that the entire amount had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved—largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand, six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the amount to one hundred thousand dollars. Pledges were taken on the condition that they be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in his hands an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions, but cash was not in hand. At 10 o'clock, Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. Then

they agreed to pledge their own real estate by mortgage for the payment of the \$5,000 pledged but not yet paid in. In this way the \$100,000 was secured. In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by a gift of \$12,000. In 1886, Mr. Bostwick made a gift of \$50,000. These donations were secured through the labor of Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment. These funds have been carefully guarded and have increased. At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched, Professor J. B. Carlyle of the chair of Latin being Agent. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment, which now amounts to \$302,614.71. The College property, exclusive of endowment, is valued at \$179,925.

ADMINISTRATION.

1834-1845.—Samuel Wait was the only Principal of the Institute and first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to white-wash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South and the experiment failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most

enlightened and progressive, but these were few. Even Baptists did not patronize the institution. The increasing debt made many of them think that it would fail. In 1836 the enrollment reached 143, but by 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence; a graduate of the University of North Carolina, and a student of Theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had always been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the office of the Presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

1849-1853.—Dr. Hooper's successor was John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, had studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the

responsibility for its payment. It was during White's administration that relief was obtained from the debts. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate president. This administration was a long one, extending to 1879, when President Wingate died. The three-fold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence was felt throughout the entire ranks of the denomination.

1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

1884-1905.—In 1884 Charles E. Taylor, Professor of Latin, was chosen president. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from

1884 to 1905. This was the notable administration in the history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meagre endowment of \$40,000; he left it with an endowment of more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became president of a faculty of six professors and one tutor; in 1905 the Faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly increased. The Lea Laboratory, the Gymnasium, and the Alumni Building were erected and the other buildings remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of the alumni and friends speaks in strong terms.

In 1905 Dr. Taylor was succeeded by Dr. William Louis Poteat, whose administration is now in its third year.

LOCATION.

The location of the College, sixteen miles from Raleigh, in a high, gently rolling and healthful country, is most fortunate. Six passenger trains of the Seaboard Air Line stop daily at the College. There are six mails daily. The express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the country. The proximity of the College to the capital of the State affords many of the advantages, without the moral dangers of city life.

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Professor of Biology.

B.A., Wake Forest College, 1877; M.A., 1889; Graduate Student, University of Berlin, 1888; Graduate Student, Woods Holl Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL. D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President of Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Lit., D.D., LL.D.,

Professor of Moral Philosophy.

B.Lit., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor of Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M.A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

LUTHER R. MILLS, M.A.,

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M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics and Bursar, *ibid.*, 1870.

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Professor of English Language and Literature.

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, John Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D.,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889.

JOHN F. LANNEAU, M.A.,

Professor of Applied Mathematics and Astronomy.

Graduate, South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

JOHN B. CARLYLE, M.A.,

Professor of Latin Language and Literature.

M.A., Wake Forest College, 1887; Supt. of Public Schools, Robeson County, 1887; Assistant Professor of Latin and Greek, Wake Forest College, 1887-1890; Professor of Latin, *ibid.*, 1890.

NEEDHAM Y. GULLEY, M.A.,

Professor of Law.

M.A., Wake Forest College, 1879; Member of State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

J. HENDREN GORRELL, M.A., Ph.D.,

Professor of Modern Languages.

M.A., Washington and Lee University, 1890, and Assistant Professor, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor of Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D.,

Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

E. WALTER SIKES, M.A., Ph.D.,

Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1898; Professor of Political Science, Wake Forest College, 1898.

JAMES L. LAKE, M.A.,

Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

WATSON S. RANKIN, M.D.,

Professor of Bacteriology and Pathology.

Student of North Carolina Medical College, 1897-1899; M.D., University of Maryland, 1901; Resident Physician, University Hospital, 1901; Graduate Student, Johns Hopkins University, 1901-1902; Resident Pathologist, University Hospital, 1902-1903; Professor of Bacteriology and Pathology, Wake Forest College, 1903.

LEWIS M. GAINES, M.D.,

Professor of Anatomy and Physiology.

B.A. and B.S., Hampden-Sidney College, 1898; Graduate Student University of Virginia, 1898-1899; M.D., Johns Hopkins University, 1903; Assistant Surgeon, Rhode Island Hospital, Providence, 1903-1904; Professor of Anatomy and Physiology, Wake Forest College, 1905.

J. HENRY HIGHSMITH,

Professor of Education.

A. B., Trinity College Durham, N. C., 1900, A. M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, New York City, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

GEORGE W. PASCHAL, B.A., Ph.D.,

Associate Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph. D., *ibid.*, 1900; Associate Professor of Greek and Latin, Wake Forest College, 1896.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Associate Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B. University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906.

J. RICHARD CROZIER,

Director of Physical Culture.

HUBERT MCN. POTEAT, B.A.,

Instructor in Latin.

JUDSON D. IVES, M.A.,

Instructor in Biology.

WILLIAM HARVEY VANN, B.A.,

Instructor in Mathematics.

JOHN W. NOWELL, M. A.,

Instructor in Chemistry.

HUBBARD F. PAGE, B.A.,

Instructor in English.

JAMES F. JUSTICE,

Assistant in History.

JAMES E. KNOTT,

Laboratory Assistant in Chemistry.

ROBERT G. ANDERS,

Assistant in Physics.

JOHN A. PATTERSON,

WILLIAM H. FURMAN,

Laboratory Assistants in Medicine.

VILAS F. HAMRICK,

Assistant in Gymnasium.

T. N. HAYES, B.A.,

J. M. PREVETTE,

A. R. GALLIMORE,

R. L. McMILLAN,

Assistants in the Library.

Officers.

WILLIAM L. POTEAT, President.

ELLIOTT B. EARNSHAW, Secretary and Bursar.

GEORGE W. PASCHAL, Librarian.

JAMES W. LYNCH, D.D., Chaplain.

MISS MINNIE GWALTNEY, Head Nurse of College Hospital.

Committees.

Publication—

Professors SLEDD, TIMBERLAKE, and LAKE.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Library—

Professors PASCHAL, ROYALL, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and SLEDD.

Athletics—

Professors CROZIER, BREWER, and RANKIN.

Buildings and Grounds—

Professors GORRELL, LAKE, and BREWER, and MR. W. W. HOLDING.

Executive—

Professors GULLEY, SIKES, and BREWER.

Entrance Requirements—

Professors SLEDD, PASCHAL, and LANNEAU.

Appointments—

Professors SIKES, CARLYLE, and HIGHSMITH.

Budget—

Professors BREWER, GORRELL, and LANNEAU.

Catalogue of Students.

GRADUATE.

Allen, John Edward, B.A.....	Warren County.
Bailey, Josiah William, B.A.....	Wake County.
<i>Law.</i>	
Barker, John Abner, B.A.....	Robeson County.
<i>Law.</i>	
Bazemore, Bryan Spivey, B.A.....	Bertie County.
<i>Medicine.</i>	
Bland, David Henry, B.A.....	Pender County.
<i>Law, Appl. Math.</i>	
Bunn, Julian Wilbur, LL.B.....	Wake County.
<i>Law.</i>	
Earnshaw, Elliott Brantly, B.A.....	Wake County.
<i>French, Education, European History.</i>	
Fletcher, Arthur Floyd, B.A.....	Forsyth County.
<i>Law.</i>	
Falls, Bayard Thurman, B.A.....	Cleveland County.
<i>Law.</i>	
Hayes, Thomas Norman, B.A.....	Wilkes County.
<i>Law, Political Science, English.</i>	
Josey, Edwin Bruce, B.A.....	Halifax County.
<i>Law.</i>	
Lennon, Woodberry, B.A.....	Robeson County.
<i>Law.</i>	
McBrayer, Claude Bernard, B.A.....	Cleveland County.
<i>Law.</i>	
McLendon, John Robertson, B.A.....	Union County.
<i>Law, Political Science.</i>	
Nowell, John William, M.A.....	Chowan County.
<i>Chemistry.</i>	
Page, Hubbard Fulton, B.A.....	Cumberland County.
<i>English, German, Bible.</i>	
Pearson, Rufus Brackin, B.A.....	Rockingham County.
<i>Political Science.</i>	
Poteat, Hubert McNeill, B.A.....	Wake County.
<i>French, Italian.</i>	
Sikes, Oscar Jennings, B.A.....	Union County.
<i>Law.</i>	
Vann, William Harvey, B.A.....	Wake County.
<i>French, English.</i>	
Vaughan, William LeRoy, M.A.....	Halifax County.
<i>Law.</i>	
Ward, Edmund Farris, LL.B.....	Robeson County.
<i>Law.</i>	

UNDERGRADUATE.

NAME.	RESIDENCE.	SESSION.
Adams, James McKee, Latin 2, Physics 1, Chem. 1, English 2, Bible 1 and 2, Greek 2.	<i>Wake,</i>	3
Allen, Aubrey Joel, Latin 1, Grammar 1, English 2, Biol. 1, Bible 1.	<i>Marlboro, S. C.,</i>	2
Allen, Charles Insley, Chem. 1, English 1, Math. Govt., Lat. 1.	<i>Anson,</i>	1
Allen, Furman, Jr., English 1, Math. 1, History 1, Political Ec. 1, Government.	<i>Marlboro, S. C.,</i>	1
Allen, William Cola, Latin 2, Physics 1, German 1, English 2, Math. 2, Hist. 1.	<i>Haywood,</i>	2
Anders, Robert Gibson, Physics 3, Chem. 1, German 1, English 2, Mor. Phil. 1, Hist. 1, Greek 2.	<i>Henderson,</i>	3
Arnette, David Westley, Latin 2, Greek 1, Chemistry 1, Bible 1 and 2.	<i>Moore,</i>	3
Baldwin, Henry Walter, Jr., Math. 2, Chem. 1, English 2, Law.	<i>Morgan, Ga.,</i>	2
Barker, Ernest Jerome, Chem. 1, English 1, History 1, Latin, Math., Latin.	<i>Robeson,</i>	1
Barnette, Charles Stonewall, Astron., Education 1, Chem. 2, Chem. 3, Spanish 1, Biol. 1, Mor. Phil. 1.	<i>Person,</i>	4
Baucom, Carson Devane, Physics 1, Chem. 1, German 1, English 1, Math. 2.	<i>Wake,</i>	2
Baucom, Herbert Wayland, Education 1, English 2, Biol. 1, Law, Mor. Phil. 1, Bible 1.	<i>Wake,</i>	4
Beach, Josiah Hill, Math. 2, Latin 2, English 2, Biol. 1, Political Economy 1, Govt.	<i>Caldwell,</i>	2
Beck, Joseph Henry, Latin 2, Greek 1, English 1, History 1, Bible 1 and 2.	<i>Rowan,</i>	1
Bell, Charles Thomas, Law, French 1, English 3, Political Economy 2, N. C. History.	<i>Carteret,</i>	3
Bell, Carl Wendell, Chem. 3, Biol. 1, Law, Mor. Phil. 1, Govt., Medicine.	<i>Wake,</i>	3
Bell, John Gaskell, Math. 1, Education 1, Chem. 1, English 1, History 1.	<i>Carteret,</i>	1
Belton, Joseph Franklin, English 1, Math. 2, Political Economy 1, History, 1, Latin 1.	<i>Surry,</i>	1
Bennett, Fleet Tate, Latin 2, English 2, Biol. 1, Govt., Bible 1.	<i>Sampson,</i>	3
Benton, Homer Clingman, Law.	<i>Mecklenburg,</i>	3
Best, John James, Math. 2, Education 1, Biol. 1, Latin 2.	<i>Duplin,</i>	2

NAME.	RESIDENCE.	SESSION.
Bird, Willeford Smith, Physics 1, Chem. 2, Chem. 3, German, French 1, Biol. 1.	<i>Cherokee, S. C.,</i>	2
Blackmon, William Robert, Math. 2, Physics 1, Chem. 2, German 1, English 1, Medicine, Latin 1.	<i>Lancaster, S. C.,</i>	2
Blackmore, Emmett B., English 1, Law 3, Govt.	<i>Duplin,</i>	2
Blackwell, James W., Jr., Chem. 1, English 1, Math., History 1, Latin 1.	<i>Durham,</i>	1
Blanchard, Henry Nathan. Math. 2, English 2, Biol. 1, Hist. 1, Bible 2.	<i>Guilford,</i>	1
Blanton, Roy Russell, English 1, Math., History 1, Latin 1.	<i>Rutherford,</i>	1
Bowen, Forrest F., Physics 1, Chem. 1, English 1, Math., Latin.	<i>Cleveland,</i>	1
Bowman, David Oberon, Latin 2, Chem. 1, English 1, Political Economy 1, Govt., Greek 2.	<i>Mitchell,</i>	1
*Boyette, Charlie Archie, English 1, Math., Law, Govt.	<i>Hertford,</i>	1
Brett, James Claxton, English 1, Chem. 1, Govt., History 1, Latin 1.	<i>Hertford,</i>	1
Brewer, William Covington, Law.	<i>Wake,</i>	2
Brewer, Samuel Waite, Law, French 1, English 1, Biol. 1, Education 1, Govt., History 2.	<i>Wake,</i>	3
Brickhouse, Robert Eure, Latin 2, Physics 1, English 2, History 1, Bible 1.	<i>Tyrrell,</i>	3
Britt, William Samuel, Law, Political Economy, Govt. History 1, History 2, Political Economy 2.	<i>Robeson,</i>	2
Brooks, George James, Math., English, History 1, Chemistry 1.	<i>Carteret,</i>	1
Broughton, Joseph Melville, Latin 2, Physics 1, Chem. 1, German 2, Math. 2.	<i>Wake,</i>	2
Brown, Donald Austin, Physics 1, Math. 2, History 1, Bible 1.	<i>Kershaw, S. C.,</i>	2
Brown, Frederick Fernando, Greek 1, German 2, Mor. Phil. 1, Political Economy 1, Political Economy 2, Bible 2.	<i>Buncombe,</i>	4
Brown, George Carlie, Math. 2, Latin 2, English 1, Political Economy 1, Greek 2.	<i>Madison,</i>	1
Brown, Herbert Julian, Appl. Math., Astron. Education 1, Law, History 2, Physics 1.	<i>Hertford,</i>	3
Brown, Richard Lane, Law 3, Political Economy 1, Govt., Hist. 1.	<i>Stanly,</i>	2

* Deceased.

NAME.	RESIDENCE.	SESSION.
Bryan, Paul Q., Biol. 1, Mor. Phil. 1, Political Economy 1, Govt.	<i>Halifax,</i>	4
Buchanan, Luther Thomas, Jr., Latin 1, Chem. 1, English 1, Math.	<i>Granville,</i>	1
Buck, George Cleveland, Math. 2, Chem. 1, Political Economy 1, Latin 1.	<i>Pitt,</i>	2
Butler, Bruce Fowler, Physics 1, Chem. 1, Biol. 1, Medicine.	<i>Sampson,</i>	1
Butler, John Stewart, Law.	<i>Sampson,</i>	2
Burke, John Henry, Math. 2, Chem. 1, English 1, Law.	<i>Lenoir,</i>	2
Byrum, John Thomas, Astron., Biol. 1, English 2, Mor. Phil. 1, Bible 1 and 3.	<i>Chowan,</i>	4
Bynum, Archie, Math. 2, Chem. 3, Biol. 1, Law, Greek, History 1.	<i>Chesterfield, Va.,</i>	3
Cabiniss, Joe Turner, Math. 1, English 1, Latin 1, History 1.	<i>Cleveland,</i>	1
Cable, Norman Thomas, Latin 2, Physics 1, Biol. 1, English 2, Political Economy 1, Bible 1.	<i>Johnston,</i>	3
Carlyle, Rudolf Richard, Law, English 1, History 1.	<i>Robeson,</i>	1
Carrick, Dee, Ed. 1, Latin 2, German 1, English 2, Math. 2, History 1.	<i>Guilford,</i>	2
Carroll, John DeLorme, Latin 2, Physics 1, Chem. 3, Political Economy 1, History 1, History 2.	<i>Darlington, S. C.,</i>	3
Carroll, James Grover, Appl. Math., Education 2, German 1, Biol. 1, Mor. Phil. 1.	<i>Sampson,</i>	3
Carroll, John Roderick, Math., English 1, History 1, Latin 1.	<i>Pitt,</i>	2
Chambers, Wilson, Chem. 1, Math., English 1, History 1, Latin.	<i>Anson,</i>	1
Cheek, Charles Eugene, Math. 2, Chem. 1, German 1, English 2, Latin 1.	<i>Alamance,</i>	2
Cheek, John Merritt, Education 1, Chem. 1, English 1, Math., History 1, Latin 1.	<i>Durham,</i>	1
Chisholm, William Rush, Latin 2, Physics 1, German 1, English 2, History 1.	<i>Lee,</i>	2
Clark, A. L., Law 2.	<i>Halifax,</i>	1
Clark, Elliott, Law 2, Govt., History 1.	<i>Halifax,</i>	3
Clark, Richard Elijah, Latin 2, Greek 1, Math. 2, History 1.	<i>Chatham,</i>	3

NAME.	RESIDENCE.	SESSION.
Clayton, Joseph Buren, Chem. 1, Latin 1, English 1, Math., Govt.	<i>Transylvania,</i>	2
Clayton, Overton Wilson, Law, English 1, Political Economy 1, Govt. History 1.	<i>Transylvania,</i>	2
Clyburn, Ernest Custine, Chem. 1, English 1, Math., History 1, Latin.	<i>Lancaster, S. C.,</i>	2
Coggin, Patt Belvin, Astron., Education 1, English 1, Biol. 1, Govt., History 2.	<i>Stanly,</i>	3
Cohn, Charles Armstrong, English 1, Govt. History 1, Math., Latin.	<i>Tyrrell,</i>	1
Collier, James L., Law.	<i>Manatee, Fla.,</i>	1
Collins, Fred. Tillman, Latin 2, Physics 1, English 2, Law, Political Economy 2, N. C. History.	<i>Robeson,</i>	3
Collins, Trela D., Math. 2, Latin, English 1, Greek, Latin 1.	<i>Randolph,</i>	2
Cone, George Edward, Physics 1, Chem. 2, Chem. 3, English 1, Biol. 1, Political Economy 1, Medicine.	<i>Hampton, S. C.,</i>	2
Conn, Edward Leslie, Law.	<i>Wake,</i>	2
Cook, William D., Chem. 1, English, Biol. 1, Math., Latin.	<i>Lancaster, S. C.,</i>	1
Cooper, Charles Memucan, English 1, Math. 2, Govt.	<i>Vance,</i>	2
Cooper, George Bunyan, Biol. 1, Math. 1, Law 1, French 1.	<i>Franklin,</i>	2
Couch, Vander Franklin, Math. 2, Physiol. Chem., German 1, Mor. Phil. 1, Medicine.	<i>Iredell,</i>	4
Cox, St. John, Law, English 1, Govt., History 1.	<i>Jackson,</i>	1
Cox, David Davies, English 1, History 1, Latin, Chemistry 1.	<i>Jackson,</i>	1
Creasman, Clarence Dixon, Physics 1, German 1, English 2, History 1, Greek 2.	<i>Buncombe,</i>	3
Creech, Oscar, Physics 1, French 1, English 2, Mor. Phil. 1, History 1, Bible 2, Greek 2.	<i>Johnston,</i>	3
Critchler, Percy Vann, Math. 1, Education 1, English 1, Govt., History 1, Latin 1.	<i>Martin,</i>	2
Dailey, Louis Ellsworth, Physics 1, Chem. 1, English 2, Bible 1 and 3, Greek 2.	<i>Camden,</i>	3
Daniel, William Brodie, Jr., Latin 2, Physics 1, Math. 2, German 1, English 1.	<i>Vance,</i>	2
Daniel, Thomas Mitchell, Biol. 1, Latin 1, Law, Govt.	<i>Marion, S. C.,</i>	3

NAME.	RESIDENCE.	SESSION.
Davis, James M., English 1, Math., Greek, Latin 1, Chemistry.	<i>Alexander,</i>	1
Davis, Charles Webb, English 1, Latin 1, History 1, Math. 1.	<i>Carteret,</i>	1
Dawson, Henry Percival, Law 2 and 3.	<i>Halifax,</i>	1
Denny, Robert Taylor, English 1, Greek, Bible 1.	<i>Rockingham,</i>	1
Dockery, Henry C., Jr., Physics 1, French 1, Law, Education 1, History 2, N. C. History.	<i>Richmond,</i>	3
Duffy, William C., Chem. 1, French 2, Math. 2, Law.	<i>Wake,</i>	2
Dulin, Philip Parker, Law.	<i>Iredell,</i>	1
Dunn, Ashby W., Biol. 1, Mor. Phil. 1, Political Economy 1, Govt.	<i>Halifax,</i>	4
Dunn, Robert Maynard, Law, English 1, Govt., History 1.	<i>Warren,</i>	2
Eddinger, William Lee, Chem. 1, Latin 1, English 1, Math. 2.	<i>Guilford,</i>	1
Edwards, Franklin, Astron., Physics 1, Chem. 2, Physiol., Chem. 1, Biol. 1, English 2.	<i>Southampton, Va.,</i>	2
Edwards, Herbert Spurgeon, Math., English 1, History 1, Latin.	<i>Chatham,</i>	1
Edwards, James Spurgeon, Math. 2, Latin 2, Chem. 1, English 1, Political Economy, Greek 2.	<i>Madison.</i>	1
Ellis, John Alston, Chem. 1, English 1, Math., Latin 1.	<i>Lee,</i>	1
Elvington, Robert Fulton, Latin 1, French 1, Mor. Phil. 1, Medicine.	<i>Marion, S. C.,</i>	5
Fleetwood, Willie Clarence, Latin 1, English 1, Govt., History 1, Bible 1, Latin.	<i>Northampton,</i>	2
Fletcher, Alfred Johnson, Law, English 1, Govt., History 1.	<i>Alleghany,</i>	2
Flowers, Albert Haynes, Astron., Latin 2, Physics 1, German 1, English 1, Greek 2.	<i>Robeson,</i>	2
Foote, Ovid Clemmons, Education 1, Latin 2, Math. 2, Biol. 2, Mor. Phil. 1, Political Economy 1, Govt., History 1.	<i>Wilkes,</i>	4
Forehand, R. Elton, Chem. 2, English 1, Political Economy 1, Govt.	<i>Chowan,</i>	2
Foreman, Henry Columbus, Math. 1, Govt., History 1, Latin, Chemistry 1.	<i>Stanly,</i>	1

NAME.	RESIDENCE.	SESSION.
Freeman, Elmo Vernon, Math. 2, Physics 1, English 1, Political Economy 1.	<i>Wake,</i>	2
Funderburk, Ray, Astron., Education 1, English 1, Biol. 1, Political Economy 1, Govt., History 2.	<i>Union,</i>	2
Furman, William Haywood, Math. 2, Physiol. Chem., German 1, English 1, Mor. Phil. 1, Medicine.	<i>Franklin.</i>	3
Futrell, Walter Edward, Education 1, Chem. 1, English 1, Math., History 1.	<i>Northampton.</i>	1
Gallimore, Arthur Raymond, Astron., Education 1, Latin 2, German 1, Biol. 1, History 2.	<i>Davidson,</i>	3
Gardner, Laurin, Astron., French 1, Biol. 1, Govt., Bible 2, Latin 1.	<i>Darlington, S. C.,</i>	1
Gardner, Willie Sevier, Law.	<i>Yancey,</i>	1
Garriss, Frank Henry, Chem. 1, English 1, Math., Latin, French 1.	<i>Bertie,</i>	1
Gary, Leonard Berkley, Chem. 3, Biol. 2, Mor. Phil. 1, Medicine.	<i>Rowan,</i>	3
Gay, Paul White, Latin 2, Biol. 1, Law, Govt., History 1, N. C. History.	<i>Northampton,</i>	3
Geiger, Hugh St. Claire, Physics 1, Biol. 1, Medicine.	<i>Orange, Fla.,</i>	1
Gentry, George Westy, Chem. 2, Medicine.	<i>Person,</i>	3
Gettys, Samuel Clinton, Math., English 1, History 1, Latin.	<i>Rutherford,</i>	1
Goodale, Banks Hankins, Math., English 1, History 1, Latin.	<i>Stanly,</i>	1
Gore, Arthur Derwood, Physics 1, Math. 2, Chem. 1, English 1, Latin.	<i>Columbus.</i>	2
Greene, Andrew Jackson, Education 2, German 1, English 1, History 1, Latin 1.	<i>Watauga,</i>	1
Greene, Wilson, Chem. 1, English 1, Govt., History 1, N. C. History.	<i>Franklin,</i>	1
Gregory, Soule Otto, Chem. 2, English 1, Math. 2, Physics 1.	<i>Lancaster, S. C.,</i>	2
Griffin, William Ray, Physiol. Chem., Medicine.	<i>Union,</i>	3
Gulley, Tom, Math. 2, English 1, English 2, Biol. 2, Law, Mor. Phil. 1.	<i>Wake,</i>	7
Hammond, L., Law.	<i>Scotland,</i>	1
Hampton, Wade Bruce, Education 1, Chem. 1, Law, Govt., History 2, N. C. History.	<i>Surry,</i>	3

NAME.	RESIDENCE.	SESSION.
Hamrick, James Yates, Math. 2, Physics 1, Chem. 1, English 1.	<i>Cleveland,</i>	2
Hamrick, Otto Vetas, Chem. 1, English 1, Math. 2, Govt., N. C. History, Bible 2.	<i>Cleveland,</i>	2
Hamrick, Vilas Fitzhugh, Education 1, Latin 2, English 3, Law 1, Mor. Phil. 1, Govt.	<i>Cleveland,</i>	4
Hamrick, Waite Carlisle, Jr., Law, Political Economy 2, N. C. History.	<i>Cherokee, S. C.,</i>	4
Hardy, Charles Little, Math. 2, Latin 2, Spanish 1, English 1, Law, History 1.	<i>Pima, Arizona,</i>	2
Hardy, Leslie Cyrus, Law, Political Economy 1, History 1.	<i>Pima, Arizona,</i>	2
Harkrader, Law.	<i>Surry,</i>	1
Harper, Robert Leslie, Law, English 1, Govt., History 1.	<i>Wake,</i>	2
Harrill, Ector Augustus, Greek 1, Chem. 1, English 1, Latin 1.	<i>Cleveland,</i>	2
Harris, Joseph P., Chem. 1, English 1, Math., Govt., Bible 1.	<i>Anson,</i>	2
Hayes, John J., English 3, Law, Govt., History 1.	<i>Wilkes,</i>	1
Henderson, Oscar W., Latin 2, Biol. 1, English 2, History, Bible 1 and 3.	<i>Baltimore, Md.,</i>	3
Hendren, Ernest Sherwood, Education 1, Latin 2, Greek 1, Chem. 1, Biol. 1, Political Economy 1.	<i>Wilkes,</i>	2
Hendrix, Tillette, Law, Mor. Phil. 1, Political Economy 1, History 2.	<i>Davie,</i>	4
Herring, Alvah Livingston, Chem. 2, Physiol. Chem., Biol. 2, Medicine.	<i>Sampson,</i>	2
Highsmith, George Franklin, Latin 1, Chem. 1, Biol. 1, English 1, Math. 1.	<i>Harnett,</i>	1
Highsmith, Lewis Langston, Physics 1, Chem. 1, Biol. 1.	<i>Durham,</i>	1
Hill, John Bostwick, Physiol. Chem., German 1, Mor. Phil. 1, Medicine.	<i>Oconee, S. C.,</i>	4
Hilliard, Sidney Cecil, Education 1, English 1, History 1, N. C. History 1, Latin.	<i>Wake,</i>	1
Hines, Hugh Benjamin, Astron., Biol. 1, English 2, History 1, Bible 3.	<i>Hertford,</i>	5
Hipps, William Handy, Chem. 1, German 1, Biol. 1, English 2, Bible 1.	<i>Madison,</i>	2
Hogan, Kelly Wade, Astron., English 1, Biol. 1, Mor. Phil. 1, Political Economy 2, Bible 2.	<i>Montgomery,</i>	3

NAME.	RESIDENCE.	SESSION.
Holding, William Royall, English, Math., Latin, Greek.	Wake,	1
Hooks, Walter Johnson, Law.	Johnston.	1
Howard, Aurenus Tilden, Astron. 1, Physics 1, English 2, Mor. Phil. 1, Political Economy 2, Bible 2.	Sampson.	4
Howard, Ernest Brodie, Chem. 1, English 1, Math. 2, Law, Govt.	Granville,	2
Hoyle, James Edwin, Latin 2, Physics 1, Math. 2, Greek.	Wake,	2
Huffman, Reuben LaFayette, Law.	Catawba,	1
Huggins, Francis Marion, Math. 1, English 1, Latin 1, Govt., Bible 2, Greek.	Henderson,	1
Huntley, Howard White, Math. 1, Chem. 1, English 1, History 1, Latin 1.	Mecklenburg,	1
Hurst, William Thomas, Education 2, Chem. 1, Spanish 1, Biol. 1, English 2, Bible 2.	Chatham,	2
Ivey, Henry B., Chem. 2, Physiol. Chem., Mor. Phil. 1, Medicine.	Wayne,	3
Jackson, Charles Jeter, Physics 1, French 1, Biol. 1, Political Economy 1, History 2, N. C. History, Bible 1.	Pitt,	3
Jenkins, Edward Bearden, Latin 1, English 1, Math., History 1.	Buncombe,	1
Jenkins, James Lineberry, Chem. 1, Latin 1, Political Economy 1.	Stanly,	3
Johnson, Elbert N., Latin 2, Physics 1, Math. 2, History 1, Bible 2, Greek.	Sampson,	2
Johnson, George Henry, Math. 2, Latin 2, Biol. 1, English 2, Bible 2.	Robeson,	3
Johnson, Ralph Leslie, Law.	Johnston,	2
Johnson, Thomas Lester, Law, Political Economy 1, History 1, N. C. History 1.	Buncombe,	1
Jones, Bernice L., English 1, Govt., History 1.	Johnston,	1
Jones, Hubert A., Law, Political Economy 1 and 2, N. C. History.	Wake,	4
Jones, Henry Broadus, Latin 2, Greek 1, Chem. 1, English 1, Biol. 1, Political Econ- omy 1.	Union,	1
Jones, J. C., Biol. 1, English 1, Mor. Phil. 1, History 1, Medicine.	Wake,	1
Jones, Rufus, Law.	Stokes,	2

NAME.	RESIDENCE.	SESSION.
Jones, William Jackson, Education 1, Physics 1, Biol. 2, Law 2, Mor. Phil. 1, History 1, Bible 3, Law.	<i>Gates,</i>	4
Josey, Robert Carey, Jr., Math. 2, Chem. 1, Law, Political Economy 1, Govt., N. C. History.	<i>Halifax,</i>	2
Joyner, Grover Hunter, Math. 2, Latin 2, Biol 1, English 2, Govt.	<i>Hertford,</i>	3
Justice, James Foy, Physics 1, English 3, Law, Mor Phil. 1.	<i>Buncombe,</i>	4
Keller, Oscar A., Mor. Phil. 1, Bible.	<i>Caswell,</i>	1
King, Fairley Daniel, Physics 1, Math. 2, Political Economy 1, History 2.	<i>Wake,</i>	4
Kinlaw, James Elmer, Appl. Math., Political Economy 1, Latin 1, Physics 1, Chemis- try 1, English 1.	<i>Robeson,</i>	2
Kitchin, Leland Hodge, Latin 2, Chem. 1, German 1, Math. 2.	<i>Halifax,</i>	2
Kitchin, Sam. Boaz, Chem. 1, English 1, Biol. 1, Math.	<i>Halifax,</i>	1
Knott, James Edward, Latin 2, Physics 1, Math. 2, English 2, Law.	<i>Granville,</i>	3
Knott, Samuel Pierce, English 1, Political Economy 2, N. C. History.	<i>Granville,</i>	1
Koontz, Hercules Lee, Math. 2, Latin 2, English 1, Biol. 1, Law, Govt., History 1, History 2.	<i>Davidson,</i>	2
Kurfees, Frank W., Biol. 2, Mor. Phil. 1, Medicine.	<i>Iredell,</i>	4
Lanier, John Eric, Greek 1, Latin 2, Chem. 1, Biol. 1, Political Economy 1, His- tory 1, Bible 1.	<i>Harnett,</i>	3
Lassiter, Elvis M., Education 2, English 1, History 1, Bible 2.	<i>Wake,</i>	1
Leggett, Virgil Wilson, Chem. 2, Chem. 3, German 1.	<i>Halifax,</i>	2
Leggett, Lovira W., Chem. 2, German 1, Medicine.	<i>Halifax,</i>	3
Lennon, Rufus Stancil, English 1, Math., History 1, Bible 1.	<i>Columbus,</i>	2
Lewis, David Justin, Law, Govt., English, Math., History 1, Latin 1.	<i>Ware, Ga.,</i>	1
Liles, Frontiss Alexander, English, Govt., Bible 1, Greek.	<i>Anson,</i>	1
Lipscomb, Edwin Smith, Education 1, Math., English 1, Political Economy 1, History 1.	<i>Cherokee, S. C.,</i>	2

NAME.	RESIDENCE.	SESSION.
Little, William Dee, Chem. 1, German 1, English 3, Mor. Phil. 1, Govt., History 1, History 2, Political Economy 2.	<i>Union,</i>	3
Long, Roy Hamilton, Chem. 1, Math., History 1, Latin 1.	<i>Union,</i>	1
Lovelace, Thomas Pinckney, Math. 2, Spanish 1, English 1, Political Economy 1, History 1.	<i>Rutherford,</i>	2
Lunsford, Charles Julian, Physics 1, French 2, English 2, Math. 2, Political Economy 1.	<i>Buncombe,</i>	2
McBrayer, Daniel Madison, Spanish 1, English 1, Biol. 1, Political Economy 1, History 2, Bible 2.	<i>Rutherford,</i>	3
McCall, Donald Leon, Law, English 1, Govt.	<i>Marion, S. C.,</i>	1
McCullers, Vaden Leach, Math. 2, Chem. 2, Physiol. Chem., German 1, English 1, Biol. 1, Latin 1.	<i>Johnston,</i>	2
McManus, Oscar Willis, Chem. 1, English 2, Biol. 2, Bible 2, Greek 2.	<i>Chatham,</i>	3
McMillan, Henry Hudson, Latin 2, Greek 1, English 3, Mor. Phil. 1, Bible 2.	<i>Scotland,</i>	4
McMillan, Robert Leroy, Physics 1, Biol. 1, English 3, Law, History 2, N. C. History.	<i>Scotland,</i>	3
McMillan, Neil Frederick, Law.	<i>Cumberland,</i>	1
Marshall, George O., Astron., Physics 1, Mor. Phil. 1.	<i>Pender,</i>	4
Marshall, William Edgar, Latin 1, Math. 2, Physics 1, English 2, Political Economy 1, Greek.	<i>Wake,</i>	2
Marshbanks, Burgess P., Chem. 1, Spanish 1, Mor. Phil. 1, Political Economy, 1, History 2, Political Economy 2.	<i>Madison,</i>	3
Martin, Boyd Macon, Chem. 1, English 1.	<i>Wake,</i>	1
Martin, John Santford, Math. 2, Physics 1, Chem. 1, English 2, Law, History 1, Greek 2.	<i>Yadkin,</i>	2
Martin, William Royall, Law.	<i>Wake,</i>	5
Massey, Leroy Loyal, Latin 1, Chem. 1, English 1, Law.	<i>Wake,</i>	2
Massey, Hilliard Joshua, Education 3, Physics 1, German 1, Mor. Phil. 1.	<i>Franklin,</i>	5
Medford, De Vere Keith, Chem. 2, and 3, Biol. 1, Medicine.	<i>Haywood,</i>	2

NAME.	RESIDENCE.	SESSION.
Melton, Noah Abraham, Education 1, Chem. 1, English 2, Political Economy 2, Bible 2, Greek 2.	<i>Surry,</i>	3
Miller, Aaron Julius, English 1, History 1, Latin.	<i>Stanly,</i>	1
Mitchell, Blandus Gary, Math. 2, Physics 1, Law, Latin 1, French 1.	<i>Franklin,</i>	3
Mitchell, Ozias B., Math., English, Bible 1, Latin, History, Law.	<i>Johnston,</i>	1
Montague, Sam. S., Chem. 2, Medicine.	<i>Person,</i>	3
Moore, George Frank, Chem. 1, English 1, Math.	<i>Halifax,</i>	1
Moore, Odus L., Education 1, Chem. 1, German 2, Biol. 2, Mor. Phil. 1, His- tory 2.	<i>Cleveland,</i>	4
Moore, William Graydon, Math. 1, English 1, Latin 1, History 1, Greek 2.	<i>Caldwell,</i>	1
Morgan, Allie Dexter, Astron., Chem. 2, Biol. 1, Mor. Phil. 1, Medicine.	<i>Wake,</i>	3
Moseley, Zebulon Vance, Physics 1, Math. 2, Chem. 1, German 1, English 1, Law.	<i>Lenoir,</i>	2
Murchison, Carl Allanmore, Education 1, French 2, English 2, Political Economy 1 and 2, History 1.	<i>Louisville, Ky.,</i>	1
Murchison, Claudius Temple, Math. 1, German 1, English 1, N. C. History, Latin 1.	<i>Louisville, Ky.,</i>	1
Myers, Alonzo Harrison, Chem. 2, English 1, Latin 1, Biology 1, Physics 1.	<i>Wilkes,</i>	2
Nanney, John Harrill, Latin 1, Appl. Math., Chem. 1, English 2, Mor. Phil. 1, Bible 3, Greek 2.	<i>Rutherford,</i>	4
Newby, Miles Lory, Latin 1, English 1, Math., Bible 2.	<i>Norfolk, Va.,</i>	1
Nelson, Roy Earle, Math. 1, English 1, Math., History 1, Latin 1.	<i>Greenville, S. C.,</i>	1
Newell, James Clifford, Latin 2, French 1, Law, Mor. Phil. 1, Govt.	<i>Cabarrus,</i>	4
Newton, John Mills, Math. 1, Latin 2, English 1, Biol. 1, Greek.	<i>Davidson,</i>	1
Norton, Leo Watts, Math. 1, English 1, History 1, Latin 1.	<i>Durham,</i>	1
O'Brian, Leland R., Chem. 1, English 1, Math., History 1, Latin.	<i>Granville,</i>	1
Olive, Eugene Irving, Latin 2, Physics 1, Math. 2, Greek.	<i>Cumberland,</i>	2

NAME.	RESIDENCE.	SESSION.
Olive, James Leonidas, Chem. 1, Latin 1, English 1, Math., History 1.	Wake,	1
Olive, Thomas Homer, Physics 1, English 1, History 1, N. C. History, Law.	Wake,	3
Oliver, Charles Moseley, Math. 2, Latin 2, English 2, Bible 2, Greek 2.	Florence, S. C.,	2
Overbey, Daniel Webster, Law 2, English 1, Govt., Bible 1, Greek.	Rockingham,	1
Overton, Frank, Latin 2, Math. 2, German 1, English 1.	Pasquotank,	2
Patterson, John Albert, Math. 2, German 1, Biol. 2, Mor. Phil. 1, Medicine, Latin 1.	Cleveland,	3
Pass, Willie Younger, Chem. 1, English 1, Math., History 1.	Person,	1
Peele, Herbert Evans, Education 2, German 1, Biol. 1, English 3, Mor. Phil. 1, History 1.	Florence, S. C.,	4
Perkins, Willis Marion, Law.	Halifax,	1
Peterson, James Monroe, Law.	Mitchell,	1
Phifer, Charles McKnight, Chem. 3, Mor. Phil. 1, Medicine.	Iredell,	3
Phillips, Alexander Bradley, Medicine.	Chatham,	1
Pickett, Hubert Washington, Chem. 1, English 1, History 1.	Durham,	1
Pittard, Luther Allen, Chem. 1, English 1, Math., History 1.	Mecklenburg, Va.,	2
Pittman, Arthur Woods, Latin 1, English 1, Math., Govt., History 1.	Greenwood, S. C.,	1
Poe, Elias Dodson, Physics 1, Chem. 1, English 2, N. C. History, Bible 1, Greek 2.	Wake,	3
Pope, Richard Hunter, Latin 2, Greek 1, Chem. 1, Political Economy 1, Bible 1.	Erie, Pa.,	2
Powell, Lewis M., Law.	Wake,	5
Powers, James Alderman, Law.	Pender,	3
Prevette, John Green, Math. 2, English 1, History 1, Latin 1.	Wilkes,	3
Prevette, Joseph Milton, Education 1, Physics 1, Chem. 1, English 2, Law.	Wilkes.	3
Ragland, Carl, Education 1, Math. 2, Latin 2, German 1, Biol. 1, English 2, Biol. 2.	Granville,	2

NAME.	RESIDENCE.	SESSION.
Ranes, Arthur, Physics 1, French 1, English 3, Biol. 2, History 2, Math. 2, Mor. Phil. 1.	Wake,	4
Ray, Arthur Benning, Latin 2, Greek 1, Chem. 1, English 1, Math. 2.	Rockingham,	2
Ray, John E., Jr., Chem. 3, Physiol. Chem., German 2, English 2, Biol. 2, Mor. Phil. 1, Law.	Wake,	3
Revelle, Thomas Lewter, Education 1, Appl. Math., Physics 1, Chem. 1, German 1, Eng- lish 1, History 2.	Northampton,	3
Richardson, Henry Craig, Law.	Union,	3
Roberson, Mike, Math. 2, Physics 1, Chem. 2, English, Latin 1.	Durham,	2
Rockwell, Paul Ayres, Latin 1, German 2, French 1, English 1, Biol. 1, Math.	Buncombe,	1
Rodwell, Roy Oscar, Math. 1, Latin 2, Chem. 1, English 1, Political Economy 1.	Warren,	1
Rodgers, William Daniel, Jr., Chem. 1, Govt., English 1, Latin 1.	Warren,	1
Rogers, Exum Jeter, English 1, Math., History 1, Latin 1.	Wake,	1
Royal, Willie C., Latin 1, English 1, Bible 1 and 2, Math. 1.	Johnston,	1
Rozier, J. B., English 1, Math., Law.	Robeson,	1
Sharp, James Muritte, Law.	Rockingham,	1
Saintsing, George W., Law.	Wake,	1
Saintsing, James Edward, Law.	Wake,	2
Sanders, Walter C., Education 1, Latin 2, Chem. 1, English 1, Govt., History 2, N. C. History, Law.	Union,	2
Sawyer, Edwin M., Math., English 1, Govt., History 2.	Camden,	1
Sawyer, Philip Grady, Education 1, Physics 1, French 1, Math. 2, History 2, N. C. History.	Pasquotank,	3
Sawyer, Thomas C., English 1, Math., History 1, Latin.	Camden,	1
Scruggs, James Yarboro, Chem. 1, Latin, English 1, Math., History 1.	Lancaster, S. C.,	1

NAME.	RESIDENCE.	SESSION.
Settle, Edwin Ring, Education 2, Math. 2, History 1, Latin.	<i>Wilkes,</i>	2
Seymour, Theophilus Yates, Greek 1, Chem. 1, English 1, History 1, Bible 1 and 2.	<i>Wake,</i>	3
Shanks, Robert Hubert, Latin 2, Physics 1, Math. 2, German 1, English 2.	<i>Vance,</i>	2
Shipman, Thomas Few, Latin 2, Greek 1, Math. 2, Chem. 1, Law.	<i>Henderson,</i>	2
Singletary, Claude R., English 2, Math. 1, Latin, Greek, Latin 1.	<i>Robeson,</i>	3
Singleton, Thomas Christopher, Math. 1, Latin 1, Greek.	<i>Vance,</i>	4
Smith, Dillon Farris, Math. 1, Chem. 1, English 1, Latin 1.	<i>Mecklenburg,</i>	1
Smith, Julius C., Math. 1, Chem. 1, English 1, Latin 1.	<i>Guilford,</i>	1
Smith, Jesse Calvin, Law.	<i>Martin,</i>	1
Smith, Lee, Law.	<i>Brunswick, Tenn.,</i>	1
Sorgee, Benjamin, Astron., German 1, Biol. 1, Mor. Phil. 1, Bible 1 and 3.	<i>Lexington, S. C.,</i>	5
Staton, Charlie Linwood, Law.	<i>Halifax,</i>	1
Stevens, Herman Thomas, Law, Govt., Political Economy 2.	<i>Johnston,</i>	4
Stewart, John Ransom, Law, Biol. 1, Mor. Phil. 1, Political Economy 1.	<i>Davie,</i>	4
Stillwell, Edgar Herman, Education 3, Chem. 1, English 2.	<i>Jackson,</i>	2
Stokeley, William A., English 1, Math. 1, History 1, Chemistry 1.	<i>Pasquotank,</i>	1
Stringfield, Preston Calvin, Biol. 1, English 3, Mor. Phil. 1, Govt., Bible 3.	<i>Catawba,</i>	3
Sullivan, Eddie Flavel, English 1, History 1, N. C. History, Bible 1, Math., Latin.	<i>Anson,</i>	2
Sullivan, Ralph A., Math., English 1, Latin 1, Greek.	<i>Stokes,</i>	1
Sweaney, Frederick Erick, Chem. 1, Math., English 1.	<i>Rockingham,</i>	1
Sykes, Charles Lee, Law.	<i>Wake,</i>	1
Taylor, Thomas Franklin, Astron. 1, Political Economy 1, Govt., Bible 1, English 1.	<i>Pitt,</i>	2
Teague, Robert Tilden, History 1, English 1, Latin, Math.	<i>Chatham,</i>	1
Teague, Talmage Spurgeon, Latin 1, English 1, Math., History 1.	<i>Chatham,</i>	1

NAME.	RESIDENCE.	SESSION.
Thomas, Philip J., Education 1, Greek 1, Math. 2, History 1.	<i>Union,</i>	2
Temple, William Thaddeus, Law.	<i>Lee,</i>	1
Thompson, W. P., Biol., Chem. 1.	<i>Wake,</i>	1
Thorn, Edgar Nathaniel, Education 1, Astron., German 1, Biol. 1, English 2, Mor. Phil. 1, Bible 3.	<i>Rutherford,</i>	4
Thorn, Joseph Burrel, Jr., Astron., Physics 1, German 1, Biol. 1, English 2, Mor. Phil. 1, Bible 3, History 1.	<i>Rutherford,</i>	2
Tilley, Laddin L., Education 1, Physics 1, English 2, Law, Political Economy 1.	<i>Durham,</i>	3
Tillitt, Durant Howard, Latin 2, English 1, Law, History 1 and 2, Political Economy 1, Govt., N. C. History.	<i>Camden.</i>	1
Trent, Letcher Evans, Chem. 2, Medicine.	<i>Rockingham,</i>	2
Trueblood, Charles Herman, History 1, English 1, Govt., Latin.	<i>Pasquotank,</i>	1
Tunstall, George Taylor, Chem. 1, Math., English 1, History 2, Latin 1.	<i>Vance,</i>	2
Turner, Richard Admire, Law.	<i>Yadkin,</i>	1
Tyner, Bunyan Yates, Education 3, Astron., Bible 1, Law.	<i>Robeson,</i>	4
Underwood, Perdie Anderson, Chem. 1, English 1, Math., Govt.	<i>Sampson,</i>	1
Vernon, Charles Taylor, Physics 1, Chem. 1, English 1, Math. 2, Latin 1.	<i>Person,</i>	2
Vernon, Joseph Boyce, Latin 1, Chem. 1, English 1, Math., History 1.	<i>Person,</i>	1
Vinson, Hugh Peter, English, Math., History 1, Latin.	<i>Hertford,</i>	1
Walker, Richard Earl, Bible 1, Education 1, Latin 2, Physics 2, German 1, English 2, Math. 2, History 1.	<i>Rowan,</i>	2
Wall, Roscoe LeGrand, Latin 1, Math. 2, Chem. 1, English 1.	<i>Davidson,</i>	1
Washburn, Charles Wright, Math., German 1, English 1, History 1.	<i>Cleveland,</i>	1
Watson, John Alexander, Law, Political Economy 2.	<i>Jackson,</i>	3
Weathers, Benjamin Ashley, Chem. 1, Biol. 1, Physics 1, Latin.	<i>Wake,</i>	1

NAME.	RESIDENCE.	SESSION.
Weathers, Lee B., Education 1, Latin 2, Govt., Law.	<i>Cleveland,</i>	4
Webb, Norman Reid, Education 1, Latin 2, Physics 1, Biol. 1, English 3, Political Economy 1, History 2.	<i>Carteret,</i>	3
West, William Edgar, Greek 1, Chem. 1, Latin 1, Bible 2.	<i>Norfolk, Va.,</i>	3
Westfeldt, Gustaf Reinhold, Law.	<i>Buncombe,</i>	1
Wheatley, Claude Robinson, Law.	<i>Carteret,</i>	1
Wheeler, Creasy Clement Latin 1, English 1, Math., History 1.	<i>Wake,</i>	1
White, Edgar Eugene, Education 1, Physics 1, Chem. 1, German 1, Math. 2, Mor. Phil. 1, History 2.	<i>Cherokee,</i>	3
White, Lee McBride, Latin 3, Education 1, Physics 1, German 1, Biol. 1, English 4, Mor. Phil. 1.	<i>Jefferson, Texas,</i>	4
White, Hubert Taylor, Chem. 1, English 1, Math., Latin 1.	<i>Jefferson, Texas,</i>	1
White, Thomas Clarence, Chem. 1, French 2, English 2, Math. 2, Govt., Law.	<i>Cherokee,</i>	2
White, William Murdoc, Chem. 1, Biol. 1, English 1, Political Economy 1, History 1.	<i>Sampson,</i>	1
White, William Royall, Math. 1, English 1, Greek, Latin 1.	<i>Jefferson, Texas,</i>	1
Whitehurst, Henry P., Chem. 1, English 1, Math., Govt., History 1.	<i>Craven,</i>	1
Whitener, Clarence Lafayette, Law.	<i>Catawba,</i>	1
Williams, Carey Aristides, Latin 2, English 1, Math. 1, Chemistry 1, Political Economy 1.	<i>Halifax,</i>	1
Williams, Boyce Albert, Chem. 2, English 1, Govt., N. C. History.	<i>Union,</i>	2
Williamson, George L., Latin 2, Physics 1, Chem. 2, French 1, English 2, Law.	<i>Florence, S. C.,</i>	2
Willis, James Bennett, Biol. 1, English 2, Bible 1.	<i>Marlboro, S. C.,</i>	3
Willis, Willie Moore, Math. 1, Latin 2, English 1, History 1.	<i>Carteret,</i>	1
Wilson, Robert Wilfong, Law, Latin 2, English 2, Math. 2, Govt., Bible.	<i>Yancey,</i>	2
Winston, Marcellus Eaton, Chem. 1, Math., Govt., History 1, N. C. History.	<i>Franklin,</i>	1
Wishart, Ira Ely, Physics 1, Chem. 1, German 1, English 1, Bible 2.	<i>Robeson.</i>	3

NAME.	RESIDENCE.	SESSION.
Woodward, Isidore Cheshire, Math., Bible 1, Greek, Chemistry, English 1, Latin.	<i>Iredell,</i>	1
Wooten, James Franklin, Law.	<i>Lenoir,</i>	1
Wrenn, Edgar Houston, Math. 1, English 1, History 1, Law.	<i>Surry,</i>	1
Wright, Thurman Gregory, Math. 2, Physics 1, Chem. 2, Chem. 3, German 1, Biol. 1, English 1.	<i>Camden,</i>	2

 RECAPITULATION BY SCHOOLS.

Latin	143
Greek	46
English	254
Modern Languages	77
Mathematics	149
Applied Mathematics and Astronomy.....	26
Chemistry	141
Physics	68
Biology	79
Moral Philosophy	50
Political Science	305
Bible	59
Education	52
Law	123
Medicine	24

 RECAPITULATION BY STATES.

North Carolina	333
South Carolina	19
Virginia	5
Georgia	3
Texas	3
Kentucky	2
Arizona	2
Maryland	1
Pennsylvania	1
Florida	1
Tennessee	1
Total.....	371

Commencement, 1907.

WEDNESDAY, MAY 22:

Baccalaureate Sermon—Rev. H. H. HULTEN, D.D., Charlotte, N. C.

THURSDAY, MAY 23:

Address before Literary Societies—President IRA REMSEN, The Johns Hopkins University.

PRESENTATION OF MEDALS:

EUZELIAN:

Thomas Dixon Senior Orator's Medal, to R. H. Ferrell, Wake County.
 Junior Orator's Medal, to H. A. Jones, Wake County.
 Sophomore Orator's Medal, to P. B. Coggin, Stanly County.
 Freshman Improvement Medal, to Stanford Martin, Yadkin County.
 Freshman Improvement Medal, to Santford Martin, Yadkin County.

PHILOMATHESIAN:

Senior Orator's Medal, to W. H. Weatherspoon, Durham County.
 Junior Orator's Medal, to H. T. Stevens, Johnston County.
 Sophomore Orator's Medal, to C. J. Jackson, Pitt County.
 Freshman Improvement Medal, to J. E. Hoyle, Wake County.

Presented by JOHN A. OATES, Fayetteville, N. C.

MEDALS OPEN TO THE GENERAL STUDENT BODY:

The W. D. Upshaw Ready Speaker's Medal, to D. G. Brummitt, Granville County.
 The Thomas Dixon Essay Medal, to Charles A. Leonard, Iredell County.
 The WAKE FOREST STUDENT Essay Medal, to R. B. Pearson, Rockingham County.
 The WAKE FOREST STUDENT Fiction Medal,, to A. L. Fletcher, Ashe County.

Presented by President POTEAT.

CLASS DAY EXERCISES:

Orator: J. B. Turner, Wake County.
 Prophet: A. L. Fletcher, Ashe County.
 Poet: Woodie Lennon, Robeson County.
 Historian: O. R. Mangum, Durham County.
 Executor: W. H. Vann, Wake County.

Alumni Address—President JNO. C. SCARBOROUGH, Murfreesboro, N. C.
 Annual Meeting of the Alumni.
 Alumni Banquet

FRIDAY, MAY 24:

Addresses by Representatives of the Graduating Class:

T. H. Beverley,	O. J. Sikes,
T. N. Hayes,	W. E. Speas,
C. R. Mangum,	W. H. Weatherspoon.

Conferring of Degrees.

Baccalaureate Address by the President.

Degrees Conferred, 1907.

HONORARY.**DOCTOR OF LAWS.**

Professor JAMES W. BRIGHT, of the Johns Hopkins University.

DOCTOR OF DIVINITY.

Rev. H. H. HULTEN, of Charlotte, N. C.
 Rev. L. G. BROUGHTON, of Atlanta, Georgia.
 Rev. J. F. LOVE, of Atlanta, Georgia.
 Rev. WILLIAM LUNSFORD, of Asheville, N. C.

ACADEMIC.**MASTER OF ARTS.**

G. R. Edwards,	J. W. Nowell,	C. P. Weaver,
Rufus Ford, Jr.,	J. B. Weatherspoon,	H. L. Wiggs.

BACHELOR OF ARTS.

J. E. Allen,	J. R. Greene,	C. C. McSwain,
Charles T. Ball,	F. B. Hamrick,	O. R. Mangum,
B. S. Bazemore,	T. N. Hayes,	A. H. Nanney,
T. H. Beverley,	Burder Hipps,	R. B. Pearson,
J. B. Bridges,	S. J. Husketh,	L. M. Powell,
G. V. Brown,	W. O. Johnson,	O. J. Sikes,
T. B. Caldwell,	J. C. Jones,	W. E. Speas,
S. B. Conley,	A. V. Joyner,	C. B. Taylor,
Edwin Cooke,	W. Lennon,	J. B. Turner,
R. H. Ferrell,	C. A. Leonard,	W. H. Vann,
A. L. Fletcher,	C. B. McBrayer,	W. H. Weatherspoon,
Jesse Gardner,	J. R. McLendon,	J. W. Whitley, Jr.

BACHELOR OF SCIENCE.

E. L. Morgan,	J. W. Vernon.
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BACHELOR OF LAWS.

D. G. Brummitt,	J. R. Morgan,	E. F. Ward,
J. W. Bunn,	R. L. Sigmon,	H. L. Wiggs,
B. T. Holding,	G. J. Spence,	S. F. Wilson.
T. A. Lyon,	E. A. Turner,	

Matriculation.

Candidates for admission must be at least fifteen years of age, and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Payment of fees in the Bursar's office the first day of the term.
2. Registration in the President's office the first day of the term.
3. Enrollment in classes, after consultation with the Committee on Entrance Requirements.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission.

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students. All "conditions" must be removed before the close of the first year. The days set for the removal of conditions are,—in the fall term, October 26 and the first day of the final fall examination period, and, in the spring term, March 28 and the first day of the final spring examination period.

Entrance requirements are designated in terms of units, a unit being a course of five periods weekly throughout an academic year of the preparatory school. Thus, Algebra through quadratics and progressions, which is usually studied five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Twelve of these units are prescribed, as follows:

English, 3 units;

Mathematics, 2 1-2 units;
Languages other than English, 3 1-2 units;
History, 2 units;
Science, 1 unit.

The two remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

A student will not be received as a candidate for a degree if he enters conditioned on more than four units.

English.

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence-structure; and familiarity with the elementary principles of Rhetoric, including paragraph-structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

Two lists of books are given, one for study, the other for reading. The examination on the books for study and practice (*a*) will pre-suppose the thorough study of each of the books named. The examination will be upon subject matter, form, and structure.

The second list (*b*) contains books to be read out of class. The candidate will be required to present evidence of a general knowledge of the subject matter of these books, and to answer simple questions on the lives of the authors. The

form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

FOR 1908-1909.

(a) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Burke: Speech on Conciliation with America. Macaulay: Essay on Addison, Life of Johnson. Milton: L'Allegro, Il Penseroso, Comus, and Lycidas. Shakespeare: Julius Cæsar.

(b) REQUIRED FOR READING. 1 UNIT.

Addison and Steele: Sir Roger de Coverley Papers. Coleridge: Ancient Mariner. George Eliot: Silas Marner. Irving: Life of Goldsmith. Lowell: Vision of Sir Launfal. Scott: Ivanhoe, Lady of the Lake. Shakespeare: Macbeth, Merchant of Venice. Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

FOR 1909-1910 AND 1910-1911.

(a) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Shakespeare: Macbeth. Milton: Lycidas, Comus, L'Allegro, and Il Penseroso. Burke: Speech on Conciliation with America; or Washington: Farewell Address, and Webster: First Bunker Hill Oration. Macaulay: Life of Johnson; or Carlyle: Essay on Burns.

(b) REQUIRED FOR READING. 1 UNIT.

Group 1 (two books to be selected). Shakespeare: As You Like It, Henry V., Julius Cæsar, The Merchant of Venice, Twelfth Night.

Group 2 (one book to be selected). Bacon: Essays. Bunyan: The Pilgrim's Progress, Part I. The Sir Roger de Coverley Papers in "The Spectator." Franklin: Autobiography.

Group 3 (one book to be selected). Chaucer: Prologue. Spenser: Selections from The Faerie Queen. Pope: The Rape of the Lock. Goldsmith: The Deserted Village. Palgrave: Golden Treasury (First Series), Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two books to be selected). Goldsmith: The Vicar of Wakefield. Scott: Ivanhoe, Quentin Durward. Hawthorne: The House

of the Seven Gables. ~~Thackeray~~: Henry Esmond. Gaskell: Cranford. Dickens: A Tale of Two Cities. George Eliot: Silas Marner. Blackmore: Lorna Doone.

Group 5 (two books to be selected). Irving: Sketch Book. Lamb: Essays of Elia. De Quincey: Joan of Arc and The English Mail-Coach: Carlyle: Heroes and Hero-Worship. Emerson: Essays (selected). Ruskin: Sesame and Lilies.

Group 6 (two books to be selected). Coleridge: The Ancient Mariner. Scott: The Lady of the Lake. Byron: Mazeppa and The Prisoner of Chillon. Palgrave: Golden Treasury (First Series), Book VI, with special attention to Wordsworth, Keats, and Shelley. Macaulay: Lays of Ancient Rome. Poe: Poems. Lowell: The Vision of Sir Launfal. Arnold: Sohrab and Rustum. Longfellow: The Courtship of Miles Standish. Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur. Browning: Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Evelyn Hope, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, The Boy and the Angel, One Word More, Hervé Riel, Pheidippides.

The books in these lists may be had in Macmillan's Pocket Classics at twenty-five cents a volume.

Latin.

1. Four books of Cæsar's Gallic War, or an equivalent amount of Cornelius Nepos. 1 unit.

2. Forms, constructions, and idioms of the Latin language such as may be learned from a good beginner's book and from drill in writing prose illustrative of the constructions of Cæsar's Gallic War. 1 unit.

3. Four orations of Cicero. 1-2 unit.

1, 2, and 3 constitute all the Latin required for entrance to Latin 1.

4. Six books of Virgil's Æneid, with special emphasis on metrical reading of the verse and the mythology, or three books of the Æneid and one book of Livy. 1 unit.

Greek.

1. Xenophon's Anabasis, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions, and idioms such as are found in the prescribed

portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek I.

2. Anabasis, Books II-IV, or Books II-III of the Anabasis and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the Anabasis. 1 unit.

Mathematics.

1. *Algebra.* 2 units.

Knowledge of Elementary and Higher Algebra as far as the binomial theorem, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, and progressions.

2. *Geometry.* 1-2 unit.

Knowledge of Five Books of Plane Geometry—embracing the relations of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages.

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the ability to translate easy English sentences into German; (4) the reading of not less than 150 pages of easy German prose and verse.

Students who are "credited" with German on admission will be excused from the parallel reading under German I.

French. 1 unit. (1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the ability to translate easy English sentences into French; (4) the reading of not less than 150 pages of easy French prose.

Students who are "credited" with French on admission will be excused from the parallel reading under French I.

Political Science.

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world, such as may be found in Meyer's General History, or any other general history of 500 pages.

English History. 1-2 unit.

The student should be familiar with the leading events in English History, found in Montgomery's Leading Facts of English History, or similar books of 300 pages.

United States History. 1-2 unit.

The student should be familiar with the history of the United States as it is told in histories of 300 pages.

North Carolina History. 1-2 unit.

Conner's Story of the Old North State gives a brief and concise statement of the leading facts of North Carolina History.

Science.

1. Physical Geography—1-2 unit.
2. Physiology—1-2 unit.
3. Zoology—1-2 unit.
4. Botany—1-2 unit.

Schools.

Instruction is given in the following Schools :

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. PURE MATHEMATICS.
 1. Algebra and Geometry.
 2. Trigonometry and Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoology.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. MORAL PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.
- XI. POLITICAL SCIENCE.
 1. History.
 2. Political Economy.
 3. Constitutional Government.

- XII. THE BIBLE.
- XIII. EDUCATION.
- XIV. LAW.
1. Common and Statutory Law.
 2. Equity and Equity Jurisprudence.
 3. Constitutional Law.
- XV. MEDICINE.
1. Anatomy.
 2. Physiology.
 3. Embryology.
 4. Biology.
 5. Chemistry.
 6. Toxicology.
 7. Medical Physics.
 8. Materia Medica and Therapeutics.
 9. Histology.
 10. Bacteriology.
 11. Pathology.
- XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor Carlyle.

Associate Professor Paschal.

Instructor Poteat.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this Department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

OUTLINE OF COURSES FOR 1908-1909.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in it if it becomes evident that he is not prepared for its work.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; Systematic drill in the use of lexicons (Harper's Latin-English); Original Exercises.

VIRGIL.—Æneid (Knapp); Hexameter Verse.

LIVY.—Books I and II or XXI and XXII; Lectures and Essays on Livy.

SALLUST.—Catiline (Greenough); Study of the times of Sallust.

OVID.—Selections.

COURSE 2.—Three hours weekly. Prescribed for the B.A. degree. Greek 2 may be substituted.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; Original Exercises in the more difficult principles of Syntax.

CICERO.—Select Letters (Abbott); Cato Major (Rockwood); Lectures on Cicero and his times.

HORACE.—Odes, Satires, and Epistles (Smith and Greenough); Lectures on the Augustan Poets; Metres of Horace; Eutropius (sight-reading).

PLINY.—Platner's Selections.

COURSE 3.—Three hours weekly. Elective.

COMPOSITION AND GRAMMAR.—Allen and Greenough's Grammar; Original Exercises requiring independent research.

TACITUS.—Germania and Agricola (Tyler); Lectures on Tacitus and his times.

JUVENAL.—Three Satires (Lindsay); Lectures on the Customs and the Literature of the Empire.

PLAUTUS.—Menæchmi (Fowler); Lectures on the History of Early Latin Literature.

Crowell's selections from Lucretius, Catullus, Tibullus, Propertius, Ovid, and Lucan.

COURSE 4.—Two hours weekly. Elective. Open to those graduates in Latin whose tastes lead them to special attainments in the language, and to those who contemplate teaching Latin. The course will be varied according to the aptitudes of students.

LUCRETIVS.—*De Rerum Natura* (Lee); Interpretation of the Text, with critical study of Syntax and Metres; Lectures on Roman Literature and Philosophy.

ELEGIAC POETS.—Tibullus (Clarendon Press Series); Propertius (Clarendon Press Series); Catullus (Merrill).

SENECA.—Moral Essays (Hurst and Whiting).

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Associate Professor Paschal.

COURSES FOR 1908-1909.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3, and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's Greek Prose Composition, references being principally to Goodwin's Greek Grammar and Liddell and Scott's Greek-English Lexicon (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four Orations of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the abridged version of the *Iliad* by Lang, Leaf, and Myers, and of the *Odyssey* by Butcher and Lang.

LITERATURE.—Jebb's Primer of Greek Literature; Capps's From Homer to Theocritus; informal lectures.

COURSE 3.—Three hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; Lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read.

DRAMA.—Ten plays from Æschylus, Sophocles, Euripides, and Aristophanes.

III. SCHOOL OF ENGLISH.

Professor Sledd.

Instructor Page.

For requirements for admission to this department, see p. 43.

No student will be admitted to Course I whose work is deficient in the elementary principles of composition, spelling, punctuation, paragraphing, and grammar.

The courses must be taken in the order given, nor may two courses be taken during the same year.

COURSE I.—Three hours a week. Prescribed for the B.A. and the B.S. degree.

RHETORIC AND COMPOSITION.—Theory of Rhetoric, with weekly themes and frequent class-room exercises. Hill's *The Beginnings of Rhetoric* reviewed rapidly, followed by a careful study of *Newcomer's Rhetoric*. Two hours a week throughout the year.

ENGLISH PROSE.—Given in connection with Rhetoric, and involving the study of the Essay and the Novel. Much of the reading is done outside the class-room, the student being re-

quired to write outlines and criticisms. The authors especially studied are Addison, Swift, Goldsmith, De Quincey, Scott, Macaulay, Thackeray, and Stevenson.

LITERATURE.—Pancoast's Introduction to English Literature (Revised Edition), Manly's English Poetry, two plays of Shakespeare, Gayley's Classic Myths. One hour a week throughout the session.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree.

SHAKESPEARE.—Critical study, in the class-room, of *The Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Ten other plays assigned for private reading and examination. The Temple Shakespeare for class-room, *The Cambridge Shakespeare* (Neilson) for outside reading. Dowden's *Primer* and Boas' *Shakespeare and His Predecessors*. Three hours a week throughout the first half session.

MILTON.—Rapid review of the Minor Poems and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books. The Cambridge Milton. A good classical dictionary is necessary. Three hours a week from January 1 to March 15.

WORDSWORTH.—Chronological reading of the poetical works, in Morley's edition, with special attention to Wordsworth's part in the Romantic Movement.

TENNYSON.—The Globe edition, with private reading in Luce's *Hand-book*, and in Stopford Brooke's *The Poetry of Tennyson*.

COURSE 3.—Three hours a week. Elective. Some special form, or period, of literature is made the subject of extended study. The courses below are given in alternate years.

THE ENGLISH DRAMA.—Symonds' *Predecessors of Shakespeare*, Manly's *Pre-Shakespearean Drama*, selected plays of Marlowe, Ben Jonson, Beaumont and Fletcher, Ford, Webster, and Otway, in the *Mermaid Dramatists*. Each student is required to select one dramatist for special study.

AMERICAN LITERATURE.—Some manual, such as that of Wendell, Trent, or Newcomer, serves as the basis of lectures and recitation, with extensive reading in the works and the bio-

ographies of representative authors. The department is especially well equipped for the study of the less prominent American authors. Attention is given to literature in the South.

COURSE 4.—Three hours a week. Elective. Open to students who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers.

OLD ENGLISH.—Cook's First Book of Old English, Bright's Anglo-Saxon Reader, Stopford Brooke's Early English Literature.

CHAUCER.—The Globe Chaucer, Pollard's Primer of Chaucer.

HISTORY OF LANGUAGE.—Lounsbury's History of the English Language, Greenough and Kittredge's Words and Their Ways.

COURSE 5.—Three hours a week. Elective. Open to those who have completed Course 2. This course is given wholly to the study of Rhetoric and Literary Criticism. An effort is made to develop in the student a sense of style.

GENERAL RHETORIC.—Genung's The Working Principles of Rhetoric. Lectures on the History of Rhetoric.

NARRATION.—Buck and Morris's Narrative Writing, Jessup and Canby's The Short Story. Crowell's Pocket Classics furnish inexpensive material for study and illustration.

ARGUMENTATION.—Baker's Argumentation, with selected speeches and orations.

LITERARY CRITICISM.—Lectures with reading in such works as Winchester's Principles of Literary Criticism, Cooper's Theories of Style, Brewster's Modern English Literary Criticism.

BROWNING.—A special course is offered in Browning to advanced students. The Camberwell edition, with Sharp's Life of Browning and Stopford Brooke's The Poetry of Browning.

IV. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred

pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the department is furnished with a full phoniographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

To enter Course I in French and Spanish, the student must have completed the work of Course I in Latin.

Course I in German is required for the B.S. degree.

Course I in German, French, or Greek is required for the B.A. degree.

OUTLINE OF COURSES FOR 1907-1908.

GERMAN.

COURSE I.—Three hours a week.

GRAMMAR AND COMPOSITION.—Collar's First Year German. Oral and written exercises throughout the session.

PROSE AND VERSE.—Hewett's German Reader; Grimm's *Kinder und Hausmaerchen* edited by Vos.

COURSE 2.—Three hours a week.

COMPOSITION.—Joynes' German Grammar.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

COURSE 3.—Three hours a week.

MODERN GERMAN LITERATURE.—Study and reading of the best works of the modern masters of the German novel and drama.

FRENCH.

COURSE I.—Three hours a week.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Oral and written exercises throughout the session.

PROSE AND VERSE.—Kuhn's French Reading for Beginners; Malot's *Sans Famille*; Labiche and Martin's *Le Voyage de Monsieur Perrichon*.

COURSE 2.—Three times a week.

COMPOSITION.—Fraser and Squair's French Grammar.

LITERATURE.—The study of French fiction of the nineteenth century. Extensive readings from the works of Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

COURSE 3.—Three hours a week.

A study of French dramatic literature; Corneille, Racine, Moliere, Voltaire, Hugo, Labiche, Scribe, Rostand, Hervieu, etc.

SPANISH.

COURSE 1.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

COURSE 2.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method; Marion and Garennes' *Introduccion a la Lengua Castellana*. Thorough drill in conversational Spanish with the use of the phonograph.

Rapid reading of the works of Galdos, Valera, Alarcon, Cervantes, Echegaray.

V. SCHOOL OF PURE MATHEMATICS.

Professor Mills.

Professor Lanneau.

Instructor Vann.

Instructor Jones.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must stand a satisfactory examination on Higher Algebra as far as the Binomial Theorem—especially on Laws of Exponents, Radical Expressions, Quadratic Equations, and Progressions. Also an examination on the five books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

TEXT-BOOKS.—Phillips and Fisher's Geometry.

SPRING TERM.—Plane and Spherical Trigonometry, and applications.

TEXT-BOOK.—Gore's Trigonometry.

COURSE 2. Three hours weekly. Prescribed for the B.A. and the B.S. degree. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry: Loci, the Line, the Circle, Systems of Co-ordinates.

SPRING TERM.—Conics, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Three hours weekly. Elective. Applicants for this course will be examined on the work of Courses 1 and 2.

FALL TERM.—Higher Algebra—including General Properties of Equations—and Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOKS.—Wells's Higher Algebra and Nichols's Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The School embraces Land Surveying and Astronomy. Both subjects are fundamental in the training of a civil engineer. Surveying is of great practical value not only to the engineer, but to the lawyer as well.

Each part of this two-fold course depends largely for its thoroughness on a good

EQUIPMENT.

For the Field:—Instruments of highest grade have been provided. A Surveyor's Compass with vernier, tangent screw and outkeeper; steel chain and pins; ranging rods; a superior Engineer's Level with 20-inch Telescope; Level-

ing Rods reading to one-thousandth of a foot; a Gurley's Surveyor's Transit with vertical arc, stadia, solar attachment, and latitude level; and other necessary instruments.

For the Sky:—The Observatory is well located. A revolving roof shifts the view as desired. Of chief moment is its highly finished 5-inch telescope, made to order by Gærtner & Co., of Chicago. Of superior workmanship, unusually complete and exact in its gearing, it is mounted equatorially, and is moved by nicely governed clock-work to synchronize with the stars.

COURSE 1.—*Land Surveying*: Three hours a week the entire session. Elective.

To enter this course a good knowledge of Trigonometry is required. It includes insight into the delicate adjustments of the various instruments, as well as their use in field practice. The field work embraces problems of heights and distances, surveys and resurveys; the dividing of land as required; surface, section, and cross-section leveling, etc.

Special attention is given to the necessary office work—plating the field notes and calculating and discussing results.

TEXT-BOOK.—Barton's Plane Surveying.

REFERENCES.—Carhart's Surveying, Hodgman's Manual, Gillespie's Higher Surveying, Johnson's Higher Surveying.

COURSE 2.—*Astronomy*: Three hours a week the entire session. Elective.

To enter this course requires familiarity with mathematics and general physics. It embraces, however, more of the "New Astronomy," more of the physical than of the mathematical. It is supplemented by frequent lectures, and by telescopic and outdoor observations—and by class-room illustrations with an adjustable Armillary Sphere, newly designed.

The purpose is—by text and lecture and telescope—to acquaint the student of the heavens with far-reaching facts

and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's Manual of Astronomy.

REFERENCES.—Young's General Astronomy, Newcomb and Holden's Astronomy, Langley's New Astronomy, Watson's Theoretical Astronomy, Loomis's Practical Astronomy, Souchon's Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Instructor Nowell.

COURSE I.—A year's course of descriptive chemistry, consisting of both class-room and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include a discussion of the more common metals and non-metals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course of organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the fall term. Elective, counting two in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

COURSE 4.—Physiological Chemistry. Two lectures and four hours laboratory work for the spring term. Elective, counting two in the B.S. degree.

The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to urinalysis.

VIII. SCHOOL OF BIOLOGY.

Professor Poterat.

Instructor Ives.

The biological sciences have had much to do with the changed conception of nature and the new complexion which the thought of our time exhibits. Hence their importance for the purpose of culture. The facilities for instruction are of the best. The new Alumni Building is devoted entirely to these subjects, with the allied branches of the School of Medicine. It is three stories in height and sixty by eighty feet, containing fifteen rooms for lecture and laboratory use. It is equipped with first-rate appliances. The method of study in this School leads the student into direct contact with nature. He makes and records his own observations. The stress of the School is upon laboratory work; the lecture, for the most part, is supplementary. Entrance requirements are stated at page 45.

COURSE I.—*General Biology.*—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents and dissecting instruments, including a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S., and the B.A. degree.

BOOKS—To be purchased by the student: Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course is designed to give the student a definite conception of the entire plant series by the study of representative members of all the different groups, from the simplest algæ and fungi up to the flowering plants. The practical study of plant physiology goes forward side by side with that of plant morphology, but the latter part of the spring term is devoted to a special course in the physiology of the Spermaphytes. Knowledge of the natural conditions under which plants grow is held to be sufficiently important to justify the requirement that materials for study in the laboratory be collected in the fields by the class under the guidance of the professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. The lecture periods are for the most part used for laboratory work. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Campbell's University Botany, Caldwell's Plant Morphology, and Macdougall's Oel's Experimental Plant Physiology. The library in the laboratory presents a wide range of reference material, including the manuals for species determination in particular groups.

COURSE 3.—*Zoology*.—The object of the course is to lead the student to a first-hand knowledge of all the types of animal structure. Representative Protozoans are studied first, and then one or more typical forms of each of the classes in succession up to and including the Vertebrates, the emphasis being put upon the morphology of the Invertebrates.

Three hours a week for lecture and recitation, and two for laboratory work, throughout the session. Lecture periods are for the most part devoted to laboratory work. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Parker and Haswell's Manual. Supplementary laboratory directions by the Professor. The library supplies ample material for the purposes of reference.

COURSE 4.—*Elementary Physiology*.—The student is led to a knowledge of the main facts in the gross anatomy of the human body and in the minute anatomy of its chief organs. The study of its activities proceeds upon this structural basis. The text-book is supplemented by lectures and demonstrations by the Professor. The laboratory provides a human skeleton and a series of normal and diseased tissues.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. degree.

BOOKS.—To be purchased by the student: Martin's Human Body (Advanced Course). A large number of valuable books of reference may be consulted in the laboratory.

COURSE 5.—*Geology*.—The course begins with study of the chief rock forming minerals, after which the class takes up the study of the general principles of Geology. The treatment of the subject in the text-book is supplemented by class lectures and practical exercises in the field.

Two hours a week during the spring term. Elective for the B.A. and the B.S. degree.

BOOKS.—To be purchased by the student: Crosby's Tables for the Determination of Common Minerals, and Le Conte's Elements of Geology. The Geological reports of the United States and of North Carolina, together with the classics of the subject are accessible in the laboratory.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the class-room are based upon previously assigned portions of the texts and are supplemented by quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE 1.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degree.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics,—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles, lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's *Physics* (Revised), Stone's *Experimental Physics*.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class studies Mechanics, Light, Electricity and Magnetism. The treatment of these subjects is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Carhart's *University Physics*, vol. I; Silvanus Thompson's *Lessons in Electricity and Magnetism*; Sabine's *Manual*, Ames and Bliss's *Manual*.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of Physics, special courses are offered in Mechanics, Light, and Electricity. The course in Mechanics is offered every year and is accompanied alternately by the course in Light and the course in Electricity.

The laboratory work is of an advanced nature and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of Differential and Integral Calculus, and the completion of Courses 1 and 2 in Physics.

TEXT-BOOKS.—Jeans's Theoretical Mechanics; Preston's Theory of Light; Franklin and Williamson's Alternating Currents.

X. SCHOOL OF MORAL PHILOSOPHY.

Professor Taylor.

The objects held steadily in view throughout the course are to direct the student to the sources of adequate knowledge of himself, of nature, and of God, and to discipline his mind to habits of sound thinking. That these ends may be attained, each member of the several classes is expected to assimilate all that may be presented to his attention, both in text-books and lectures. Earnest efforts are made by thorough analysis, illustrations, and frequent repetition from new points of view, to simplify as much as possible the more difficult problems.

A unity of purpose and of instruction runs through the course, and it is desirable, therefore, that the several studies be pursued in their regular, natural order.

To graduate in the School, one must be proficient in Courses 1 and 2.

COURSE I.—Three hour a week. Required for the B.A. degree.

PSYCHOLOGY AND METAPHYSICS.—(a) Conditions of neural activity. Sensation. Reflex action. (b) Phenomena of Consciousness, Cognition, Feeling, Desire, Volition. (c) Metaphysics. Necessary ontological inferences from facts observed and conclusions reached. Required for the B.S. degree.

TEXT-BOOK.—Davis's Psychology, supplemented by lectures.

LOGIC.—(a) Deductive Logic, including the discussion of Terms, Propositions, Syllogisms, and Fallacies. Written Exercises. (b) Inductive Logic and Method.

TEXT-BOOK.—Jevons' Logic.

ETHICS.—(a) Discussion of Conscience, Moral Law, and Grounds of Obligation. (b) Practical Morality.

TEXT-BOOK.—Davis's Ethics.

Students are required to submit to the professor by April 15th a satisfactory abstract of Hunter's History of Philosophy.

COURSE 2.—*History of Philosophy*.—Two hours a week. Elective for B.A. Open to those who have successfully completed the work of Course 1 or its equivalent.

TEXT-BOOK.—Weber's History of Philosophy.

The right is reserved to change text-books without further notice.

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The chief aim of this school is to familiarize the student with the life of mankind in its past and present bearing. Comparisons are made between different political, religious, and social institutions. Effort is made to obtain an appreciation of both ancient and modern institutions. The gradual and continuous evolution of modern society is emphasized. Men and measures of the past are examined in the light of the present and the past. Sound principles of interpretation and conduct are emphasized. Independence of thought is urged. Students are encouraged to learn from the past, but not to be bound by it. In the class-room discussions, perfect freedom of thought prevails; text-books are used, but freely criticised; every student is urged to think for himself, and to work out his conclusions with care.

To further these purposes, the Library has been well supplied with literature on the various phases of history. In this collection are to be found the works of Guizot, Gibbon, Holm, Grote, Hallam, Winsor, Bancroft, and many others. One aim of the course is to familiarize students with the great writers.

The North Carolina Baptist Historical Society Library is located here, and is used by students who wish to do original work along this line.

The method of instruction is chiefly through text-books, supplemented by lectures and parallel work. Written quizzes are frequently held. These methods are varied to suit the needs of the class and the subject.

The following courses are offered :

HISTORY.

COURSE I.—Three hours a week. Required of all candidates for the B.A. and LL.B. degrees. This course is a history of civilization.

FALL TERM.—*Ancient History*.—This includes the Oriental nations, Greece and Rome.

TEXT-BOOK.—Goodspeed's History of the Ancient World.

Mediæval History through Charlemagne.—This includes the break up of the Roman Empire, the migration of the Teutons, and their new homes, and the Empire of the Franks.

TEXT-BOOK.—Thatcher and Schwill's The Mediæval Age.

SPRING TERM.—*Mediæval History to the Reformation*.—Growth of the Papacy, Feudalism, Crusades, Chivalry, Mohammedanism, Monasticism, and Renaissance.

TEXT-BOOK.—Thatcher and Schwill's The Mediæval Age.

Modern History.—Reformation, Counter-reformation, Absolutism, French Revolution, Growth of Democracy in Europe, Modern States of Europe.

TEXT-BOOK.—Schwill's Modern Europe.

COURSE 2.—Two hours a week. Elective for B.A.

FALL-TERM.—*History of the Presidency*.

TEXT-BOOK.—Stanwood's History of the Presidency.

SPRING TERM.—*American Political Theories*.

TEXT-BOOK.—Merriam's American Political Theories.

NORTH CAROLINA HISTORY.—One hour a week. Elective for B.A. The aim of this course is to familiarize the student with the most significant facts in State history. No

text-book is used. The constitutional development, the party changes, the religious life, the industrial history, and leaders, are emphasized.

CONSTITUTIONAL GOVERNMENT.—Three hours a week. Elective for B.A. Required for LL.B.

FALL TERM.—*English History and Constitution.*

TEXT-BOOKS.—Larned's History of England and Dicey's Law of the Constitution.

SPRING TERM.—*United States History and Government.*

TEXT-BOOK.—Ashley's The American Federal State.

POLITICAL ECONOMY.

COURSE I.—Three hours a week. Required for LL.B. Elective for B.A. and B.S.

FALL TERM.—Fundamental theories are treated in a simple manner. Attention is called to the industrial development of the United States.

TEXT-BOOK.—Seager's Introduction to the Study of Economics.

SPRING TERM.—A closer examination of rights of property and the laws of production and distribution.

TEXT-BOOK.—Hadley's Economics.

PARALLEL READING.—Reports on special topics, reviews of magazine articles or assigned books.

COURSE 2.—Two hours a week. Elective for B.A. This is a course in the study of society.

FALL TERM.—History of Society.

TEXT-BOOK.—Small and Vincent's Introduction to the Study of Society.

SPRING TERM.—Sociology.

TEXT-BOOK.—Dealy and Ward's Text-Book on Sociology.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this school is a part of the regular work of the College, and is in no sense a theological annex. There

are four courses in the College open to students for the study of the Bible—two in English and one each in Greek and Hebrew.

THE ENGLISH BIBLE.

The text of the American Revision of the English Bible is the basis of the work in the classes of this department. Hand-books, maps, and the Library are used, but always with direct reference to the text itself.

The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament.*—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the several Hebrew prophets* are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as sidelights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament.*—Three hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social, and religious life of the Jews for three centuries immediately

preceding the Christian Era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. The *Harmony of the Gospels*, by Stevens and Burton, and the *Constructive Studies in the Life of Christ*, by Burton and Mathews, will be used as helps in this study. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. Conybeare and Howson's *Life and Epistles of St. Paul*, will be used in connection with the Bible text. (4) Exegesis of one of Paul's epistles or the study of some other *great subject* of fundamental interest to the New Testament student. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of the book of Romans.

Professor Cullom.

THE GREEK NEW TESTAMENT.

COURSE 3.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Syllabus of Greek Syntax; Thayer's Lexicon.

Professor Royall.

THE HEBREW OLD TESTAMENT.

COURSE 4.—Three hours a week. Elective for the M.A. degree. The class is expected to master Harper's *Elements of Hebrew*, along with the *Hebrew Method and Manual*, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of

teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the pupil may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the school-room is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, state, and national governments to education.

TEXT-BOOKS.—Seeley, *New School Management*. Chancellor, *Our Schools, Their Administration and Supervision*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method, and of the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, *Principles of Teaching*. Bagley, *The Educative Process*.

METHOD IN EDUCATION.—*Spring term*. The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common school.

TEXT-BOOKS.—McMurray, *Elements of General Method*. Roark, *Method in Education*.

COURSE 3.—Three hours a week. Elective.

The History of Education.—Primitive and Oriental education. Greek and Roman education. Early Christian education and

its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism, Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Painter, Great Pedagogical Essays.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, Fundamentals of Child Study. Tracy, Psychology of Childhood.

(This course may be taken with profit as preparatory work to Education 2, and also to Moral Philosophy, Course 1.)

COURSE 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students.)

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follows: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President.*

WALTER SIKES, M.A., Ph.D., *Professor of Political Science.*

NEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department.*

EDGAR W. TIMBERLAKE, B.A., LL.B., *Associate Professor of Law.*

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who cannot write and speak correctly, and is not familiar with elementary mathematics.

Admission to First-Year Class.—Students who can not take a college course must have had a general education at least equivalent to a high school course before they can be admitted as candidates for a degree.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first year class, and must pass satisfactory examinations on all the law work of the first year, those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The course of instruction extends through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of

the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Blackstone (Lewis), Domestic Relations, Crimes, Adams and Bispham on Equity, Greenleaf on Evidence, Vol. I; Crosswell on Administrators; Clark's Code of Civil Procedure, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 2.—Clark on Contracts, Hopkins on Real Property, Clark on Corporations, Cooley's Constitutional Law, Constitution of the United States, Constitution of North Carolina, Bigelow on Torts. Five hours a week throughout the year. *Professor Timberlake.*

SECOND YEAR.

COURSE 3.—Richards on Insurance, Boone on Banking, Bigelow on Wills, Norton on Bills and Notes, Huffcut on Agency, Hale on Bailments, Tiffany on Sales, selected cases. Five hours a week throughout the year. *Professor Timberlake.*

COURSE 4.—Clark's Criminal Procedure, Shipman's Common Law Pleading, Shipman's Equity Pleading, Bryant on Code Pleading, Hughes on Federal Procedure, Womack on Corporations, Bankruptcy and Conveyancing, selected cases. Five hours a week throughout the year. *Professor Gulley.*

THIRD YEAR.

COURSE 5.—Guaranty and Suretyship, Negligence, Damages, Fraud, Libel and Slander, Mortgages, Lieus, Municipal Corporations, Conduct of Lawsuits, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 6.—Shumaker on Partnership, Davis on International Law, Minor's Conflict of Laws, Admiralty, Roman Law, History and Evolution of Law, Sharswood on Legal Ethics. Five hours a week throughout the year. *Professor Timberlake.*

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, unless in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students, and are entitled to the same privileges, and may, without extra charge, take work in other college classes.

SUMMER LAW SCHOOL.

The summer course in Law begins on the eighth day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President and Professor of Biology.*

WATSON S. RANKIN, M.D., *Dean and Professor of Histology, Bacteriology, and Pathology.*

LEWIS M. GAINES, B.A., B.S., M.D., *Professor of Anatomy, Physiology, and Pharmacology.*

CHARLES E. BREWER, PH.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

JOHN W. NOWELL, M.A., *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money to students who contemplate the study of Medicine, Wake Forest College, in compliance with a constant and increasing demand on the part of its patrons, established the School of Medicine in May, 1902. It is generally recognized that the eight years of collegiate work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this department adopts is to combine the academic and the medical training in such a way as to preserve the advantages of each, and at the same time make it possible for the student to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the School of Medicine are the same as those of the other schools of the College. See page 40.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This department has but one claim to existence and that is the excellence of its work. Accordingly, it undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, supplying the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years.

RECOGNITION OF THE WORK IN THE SCHOOL OF MEDICINE.

Beginning with the session of 1908-'09 certificates of recommendation for advanced standing in medical colleges will be given to those students only who have completed this two year medical course and either the Bachelor of Science or the Bachelor of Arts course.

At its meeting in Atlantic City, May 1904, the Association of American Medical Colleges, after examining the work of the School of Medicine in Wake Forest College admitted it to membership. Membership in the Association insures to our students the same recognition accorded to students from any other college. In May, 1907, this School was admitted by the Board of Regents of the University of New York to its List of Accredited Medical Colleges, in Group I., Class 3.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

While the department has been well equipped with apparatus and material since its establishment in 1902, it has been somewhat cramped for lack of proper buildings. Thanks to the untiring efforts of Professor Carlyle, and the generosity of the Alumni of Wake Forest College, this ob-

stacle has been removed by the erection of the handsome and commodious Alumni Building. This building, constructed especially for laboratory purposes, is 65 x 80 feet and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Beside these there are private laboratories for the professors of the above subjects. The equipment of these laboratories, both in apparatus and in material, is complete in every detail. Arrangements have been made with professors and janitors in the large hospitals and laboratories for a constant supply of microscopic material. The Anatomical and Physiological laboratories are likewise supplied with all the necessary material.

EXPENSES.

See College Expenses, page 98.

COURSES IN MEDICINE.

Upon complying with the requirements for admission three choices are open to the student. First, he may select Medicine alone.* This is the same work that is given during the first two years in all good medical colleges. Second, he may select Medicine, together with any academic courses desired, without extra cost for tuition. Third, he may take—and this is desired wherever possible—the four years' work for the Bachelor of Science degree, including as electives two years' medical work. Should this last course be followed, the student graduates in four years with the B.S. degree, and at the same time has completed two years of his medical training. This gives him admission into the third year of medical colleges, so that in two years after graduating with the B.S. degree he can secure his M.D. degree.

COURSE 1.—*Anatomy*.—Instruction in gross human anatomy extends over a period of two years. The work is divided as follows: the first six to eight weeks are devoted to the study of Osteology, preparatory to the work in dissection, which begins about the first of November. To each student is loaned a com-

* But see second paragraph, p. 75.

plete human skeleton, which he may keep for constant reference until the end of the session. Upon completing the work in Osteology, the work in the dissecting room is begun. Each student is expected to make a complete dissection of the body. To this end the body is divided into three "parts," viz: (1) Arm and Wall of the Thorax, (2) Leg and Abdomen, including the Perineum, (3) Head, Neck, and Thoracic Viscera. To each student is assigned one of these "parts," for which he becomes responsible, and which he carefully dissects under the constant guidance of the Professor of Anatomy, who attempts to instill as far as possible a desire for independent thought and investigation. Upon the completion of his third "part," the student has dissected the entire body. However, in most cases it is expected that the student can finish the two "parts" each year, thus enabling him to dissect an extra "part" as a review or to make a regional dissection.

The Anatomical Laboratory is located on the top floor of the new Alumni Building, and has been specially constructed for the purpose and thoroughly equipped for high-grade work. Especial pains have been taken to provide a well-lighted apartment.

During the course in Osteology the class meets four times a week for lectures, recitation, and demonstration, and twice a week for laboratory work. After dissecting has begun, a minimum of eight hours a week in the Anatomical laboratory is required of each student, while in addition the class meets once a week for recitation and conference on the work of the week. Students desiring to do extra work in the laboratory can make special arrangements to do so.

Upon completion of the work in Osteology, a practical examination in that subject is held. After each student has concluded the dissection of the "part" assigned him, he is given a practical examination on that part. When the course in Anatomy is completed at the end of the second year, each student is given both a practical and a written examination on the work of the entire two years, thus testing his knowledge and grasp of the whole subject.

TEXT-BOOKS.—Text-book of Anatomy, Cunningham, 2d edition; Laboratory Manual of Anatomy.—Barker.

REFERENCE BOOKS.—Anatomy—Gray, Morris, Quain, Gerrish. Spalteholz—Hand Atlas of Human Anatomy. Sobotta-McMurich—Atlas of Anatomy.

Professor Gaines.

COURSE 2.—*Physiology*.—The course in Physiology extends from January to the succeeding Christmas. By means of this arrangement the student is given the opportunity of making considerable progress in Anatomy, Histology, Chemistry, and Physics, all of which are so important in preparing the way for a satisfactory understanding of Physiology. It is hoped, therefore, that all students who contemplate taking the work in Physiology will arrange to take all of these other branches prior to or in conjunction with the Physiology course.

The work consists of lectures and recitations, accompanied by demonstrations before the class of experiments illustrating the important principles of Physiology. The class meets three times a week throughout the course. From January to May the subjects taken up include the physiology of muscle and nerve, of blood and lymph, of the organs of circulation of blood and lymph, of respiration, and of digestion and secretion. During the Fall Term the subjects introduced include a study of heat production and regulation, reproduction, of the anatomy and physiology of the central nervous system, and finally of the anatomy and physiology of the organs of special sense.

In addition to the work outlined, during the last few months of the course each student will be given an opportunity of performing a number of experiments in the laboratory. He is expected to keep a careful record of all such experiments, and they will constitute part of the work upon which his grade is based. A new laboratory, well equipped for the performance of all important fundamental experiments in physiology, will be open to those who take this course. The final examination on physiology is held when the subject is concluded. The examination is both written and practical.

TEXT-BOOK.—Howell: Text-book of Physiology (1906).

REFERENCE BOOKS.—American Text-book of Physiology, Schæfer's Physiology, Experimental Physiology (Hall).

Professor Gaines.

COURSE 3.—*Biology*.—Lectures and laboratory work the same as Biology, Course 1 (page 59).

Professor Potcat.

COURSE 4.—*Inorganic Chemistry*.—Lectures and laboratory work the same as Chemistry 1 (page 57).

Professor Brewer.

COURSE 5.—*Physics*.—Lectures and laboratory work the same as Physics 1 (page 61).

Professor Lake.

COURSE 6.—*Histology*.—This fundamental branch of microscopy is necessarily a part of the first year's medical course. Two lectures, with two afternoons per week, three hours each, are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is abundantly supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

Professor Rankin.

COURSE 7.—*Organic Chemistry*.—Lectures and laboratory work the same as Chemistry, Course 2 (page 57).

Professor Brewer.

COURSE 8.—*Physiological Chemistry*.—Two lectures and four hours laboratory work a week for the first ten weeks of the Spring Term. The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to Urinalysis.

Professor Brewer.

COURSE 9.—*Toxicology*.—Two lectures and four hours' laboratory work a week for the last eight weeks of the Spring Term. In this course are given methods of detecting in foods, tissues, and organs of the body typical poisons of each of the several groups.

Professor Brewer.

COURSE 10.—*Pharmacology*.—The work in Pharmacology extends from January to the end of the session, and it is recommended that it be taken only by students who have completed their work in Physiology. The work consists of lectures and

recitations, accompanied from time to time by demonstrations of the action of the more important drugs upon animals. Specimens of the more common drugs will be shown to render the student familiar with their appearance. The action of all the important drugs of the Pharmacopœia will be studied in detail. Toward the end of the session special instruction in prescription writing will be given. The class meets three times a week.

TEXT-BOOKS.—Pharmacology and Therapeutics, or The Action of Drugs—Cushny (edition 1906).

Professor Gaines.

COURSE 11.—*Bacteriology*.—Three lectures and three afternoons in the laboratory a week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) Lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection, and Immunity. (b) Lectures, recitations, and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil, and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

Professor Rankin.

COURSE 12.—*Pathology*.—Three lectures and three afternoons in the laboratory a week during the second term of the second year's Medical Course are devoted to this subject. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is abundantly supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting. At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique.

(c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

Professor Rankin.

XVI. SCHOOL OF PHYSICAL CULTURE.

Director Crozier.

Realizing the importance of physical education, the Trustees erected in 1900 a commodious Gymnasium at a cost of \$12,000. The main floor is 50 by 80 feet, and is equipped with apparatus. The lower floor contains baths, toilet-rooms, and storage rooms. The Director is in charge of all exercises and adapts the work of each student to his individual needs. In the examinations he is assisted by the physicians of the School of Medicine. All fees for the use of Gymnasium, lockers, or keys are controlled by the Athletics Committee.

Attendance in the Gymnasium is required of all students three periods a week for three years. Students are graded as in the other departments, and a failure to make the required grade will be a bar to graduation. These grades are reckoned in making up the general average.

Degrees.

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws.

Bachelor of Arts.

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (p. 81) and have completed the following courses:

Prescribed (¹Forty hours) :—

- Latin 1 (5 hrs),
- Latin 2 (3 hrs) or Greek 2 (3 hrs),
- English 1 and 2 (6 hrs),
- French 1 (3 hrs) or German 1 (3 hrs) or Greek 1 (5 hrs),
- Mathematics 1 and 2 (8 hrs),
- Chemistry 1 (3 hrs),
- Biology 1 (3 hrs),
- Physics 1 (3 hrs),
- Moral Philosophy 1 (3 hrs),
- History 1 (3 hrs).

Elective (²Twenty hours, which must include at least two advanced courses) :—

- Latin 3 (3 hrs),
- Latin 4 (2 hrs),
- Greek 1 (5 hrs),
- Greek 2 (3 hrs),
- Greek 3 (3 hrs),
- Greek 4 (3 hrs),
- English 3 (3 hrs),
- English 4 (3 hrs),
- English 5 (3 hrs),
- French 1 (3 hrs),
- French 2 (3 hrs),

¹ Forty-two, in case Greek is taken.

² Eighteen, in case Greek is taken.

- French 3 (3 hrs),
 German 1 (3 hrs),
 German 2 (3 hrs),
 German 3 (3 hrs),
 Spanish 1 (3 hrs),
 Spanish 2 (3 hrs),
 Mathematics 3 (3 hrs),
 Applied Mathematics (3 hrs),
 Astronomy (3 hrs),
 Chemistry 2 (4 hrs),
 Chemistry 3 (4 hrs),
 Biology 2 (4 hrs),
 Biology 3 (4 hrs),
 Biology 4 (1 hr),
 Biology 5 (1 hr),
 Physics 2 (4 hrs),
 Moral Philosophy 2 (2 hrs),
 History 2 (2 hrs),
 History 3 (2 hrs),
 Const. Government (3 hrs),
 Pol. Economy 1 (3 hrs),
 Pol. Economy 2 (2 hrs),
 Law 1 (5 hrs),
 Bible 1 (3 hrs),
 Bible 2 (3 hrs),
 Bible 3 (3 hrs),
 Education 1 (3 hrs),
 Education 2 (3 hrs),
 Education 3 (3 hrs),
 Medicine 2 (3 hrs),

Bachelor of Science.

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (p. 81) and have completed the following courses:

Prescribed (Twenty-nine hours) :—

- Latin 1 (5 hrs),

English 1 (3 hrs),
German 1 (3 hrs),
Mathematics 1 and 2 (8 hrs),
Chemistry 1 (3 hrs),
Biology 1 (3 hrs),
Physics 1 (3 hrs),
Psychology (1 hr).

Elective (Thirty-four hours, which must include at least two advanced courses) :—

English 2 (3 hrs),
German 2 (3 hrs),
German 3 (3 hrs),
French 1 (3 hrs),
French 2 (3 hrs),
French 3 (3 hrs),
Mathematics 3 (3 hrs),
Applied Mathematics (3 hrs),
Astronomy (3 hrs),
Chemistry 2 (4 hrs),
Chemistry 3 (4 hrs),
Biology 2 (4 hrs),
Biology 3 (4 hrs),
Biology 4 (1 hr),
Biology 5 (1 hr),
Physics 2 (4 hrs),
Physics 3 (4 hrs),
Logic and Ethics (2 hrs),
Moral Philosophy 2 (2 hrs),
Political Economy 1 (3 hrs),
Medicine 1 (4 hrs),
Medicine 2 (3 hrs),
Medicine 6 (3 hrs),
Medicine 8 (1 hr),
Medicine 9 (1 hr),
Medicine 10 (3 hrs),
Medicine 11 and 12 (5 hrs),

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's work of not less than fifteen hours a week. This work must include at least three of the following advanced courses: Latin 3 and 4, Greek 3 and 4, English 3, 4 and 5, French 2 and 3, German 2 and 3, Spanish 2, Mathematics 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2 and 3, Moral Philosophy 2, History 2 and 3, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

Bachelor of Laws.

To be entitled to the degree of Bachelor of Laws the student must have completed Law, History 1, Constitutional Government, Political Economy 1, and have passed a satisfactory examination on English Grammar and the elementary principles of Composition and Rhetoric. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree.

Theses and Addresses.

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five

dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that school. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as thesis.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty will select six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May, each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words, on the third Friday evening in October; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must be submitted to, and be approved by, the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College, and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude*; those whose average

grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

All "conditions" must be removed by April 10 of the Senior year.

Recitations and Examinations.

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week. No student may take more than sixteen recitations a week who fails to make an average grade of 90.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the session, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80.

Students who fail on the examination may be examined at the next regular examination on the same part of the course, and the result of the re-examination is averaged with the daily grade previously secured. No student, however, will be allowed a special examination until he shall

have shown good reason for it, and shall have presented to the professor the Bursar's receipt for one dollar paid to him to be turned into the Library Fund. This fee will be remitted, first, in case students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the School of Law, classes are examined only at the times designated by the Faculty.

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

Reports.

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians only. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by patrons to the suggestions contained in these circulars.

Discipline.

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as to enable them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property are forbidden. Students wishing to go further than four miles from the College must obtain permission from the President or his representative. Students who persist in violating this regulation will be expelled.

Every effort is made to develop in students the principles of true manliness and sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not restrain themselves from all mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies.

There are two Literary Societies—the Philomathesian and the Euzelian. Each society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance

in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

The exceptional excellence and value of these two societies is believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees, by special enactment, prohibit all other secret societies in the College. This act is a part of the organic law of the institution. Accordingly, students who take part in the organization or perpetuation of any secret student fraternity, society, or organization other than the Literary Societies, or who actively affiliate with any such fraternity, society or organization, thereby forfeit their membership in the College.

Several medals are offered by the Societies.

In the Philomathesian Society:

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society:

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal, for the best essay. Open to all members of both societies.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by "The Wake Forest Student" as follows:

For the best essay.

For the best story.

For the best poem.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year with a joint debate in the afternoon, and orations in the evening.

The Library.

The Library now consists of upwards of eighteen thousand thoroughly classified and catalogued volumes and several thousand pamphlets. Additions are made regularly by the Faculty. It contains two special collections—"The James C. Maske Collection" of the Ancient Classics, and "The Skinner Library" of religious literature. In its contents, management, and usefulness the Library will compare favorably with that of any similar institution in the South. Its value is considerably enhanced by a card catalogue. It is open every day, forenoon and afternoon, when students and others are permitted to visit it and, under certain restrictions, to consult or borrow books.

The College Library contains special shelves for the library of the North Carolina Baptist Historical Society, and any books, pamphlets, church records, papers, manuscripts, minutes of associations, and other documents tending to throw light upon the history and progress of our denomination, will be gladly received and carefully preserved.

During the past year donations have been received from the following sources:

Government of North Carolina,	Thos. A. Emmett,
M. M. Smith,	Dr. Chas. E. Taylor,
U. S. Government,	Fuller Memorial Committee,
McIver Memorial Committee,	S. C. Tapp,
Virginia State Government,	J. W. Millard,
Professor L. R. Mills,	Thos. W. Davis, Sec.

The Reading Room.

The reading room is opened every day in the forenoon and afternoon. The officer in charge is required to preserve order. The magazines and pamphlets may be borrowed on certain conditions. The best current literature is regularly received. The following periodicals may be mentioned:

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| <p>The Atlantic Monthly,
The Century,
Harper's Monthly,
Scribner's Magazine,
McClure's Magazine,
The Cosmopolitan,
Current Literature,
The Circle,
Everybody's Magazine,
Uncle Remus' Magazine,
Lippincott's Magazine,
The World's Work,
The Forum,
The North American Review,
The Bookman,
The Dial,
Putnam's,
Review of Reviews,
The New England Magazine,
The Sewanee Review,
The South Atlantic Quarterly,
The American Historical Review,
The Edinburgh Review,
The Quarterly Review,
The Westminster Review,
The Contemporary Review,
The Fortnightly Review,
The Nineteenth Century,
Chamber's Journal,
The Outlook,
The Independent,
The British Weekly,</p> | <p>The World To-Day,
The Nation,
The Literary Digest,
The Saturday Evening Post,
Harper's Weekly,
Collier's Weekly,
Country Life,
The Illustrated London News,
The Youth's Companion,
The National Economist,
The Political Science Quarterly,
Educational Review,
Classical Philology,
The Classical Journal,
School Review,
The American Journal of Philology,
Modern Language Notes,
The American Journal of Theology,
The American Journal of Sociology,
The Biblical World,
The Expositor,
The Homiletic Review,
The Review and Expositor,
The Missionary Review of the World,
The Baptist Missionary Magazine,
The Foreign Mission Journal,
The Missionary Herald,</p> |
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The Popular Science Monthly,	The North Carolina Baptist,
The Journal of the Chemical	The South Carolina Baptist,
Society,	The Christian Advocate,
Popular Astronomy,	The World and Way,
The American Naturalist,	Service,
Nature,	The Standard (Chicago),
The American Lawyer,	The Congregationalist,
The N. C. Law Journal,	The New York Times,
Physical Culture,	The Baltimore Sun,
Association Men,	The Washington Post,
The Sunday School Times,	The News and Observer,
The Religious Herald,	The Charlotte Observer,
The Baptist Courier,	The Columbia State,
The Western Recorder,	The Charleston News and Courier,
The Baptist Argus,	The Atlanta Constitution,
The Baptist and Reflector,	The Wilmington Star,
The Baptist Standard,	The Union Republican,
Charity and Children,	The Progressive Farmer,
The Biblical Recorder,	The Christian Index.

The Museum.

The College Museum contains a considerable variety of minerals, a series of typical fossils and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. Additions are constantly being made. The students and other friends of the College are asked to help in this work.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

- President W. L. Poteat.
- Professor S. A. Ives, Murfreesboro.
- Dr. Watson S. Rankin.
- Instructor J. D. Ives.
- Rev. Bernard W. Spilman, Kinston.
- Master Wingate Battle, Atlanta.
- Master Dick Battle, Atlanta.

Wake Forest Scientific Society.

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are or have been members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association.

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1907 was delivered by President John C. Scarborough, Murfreesboro, N. C.

The following are the officers of the Association:

President—Dr. Rufus H. Hunter, Raleigh, N. C.

Vice-President—Professor J. B. Carlyle.

Secretary and Treasurer—Dr. G. W. Paschal.

Local Alumni Associations have been organized at a number of points in North Carolina and other States.

Publications.

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its twenty-third volume, and deserves the support of the friends of the College, and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

"The Wake Forest Weekly" is the organ of the Athletic Association.

The Young Men's Christian Association publishes annually a manual for the guidance of students in college life.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Athletics.

The authorities encourage all manly sports which they do not deem harmful to mind or body. Especial emphasis is placed on outdoor sports, and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis-courts. In each college year Field Day is recognized for the encouragement of track athletics. The athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays. No student is allowed to represent the College on an athletic team whose daily average in all classes is below 80.

Religious Exercises.

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning pray-

ers are marked absent. From the time of entering the chapel to the time of leaving it students are required to abstain from all irreverent behavior.

A well-organized Baptist church, Dr. James W. Lynch, pastor, worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well-equipped Sunday school, largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Inter-State Convention and to the Student Conference. It organizes both a Bible Study Band and a Mission Study Band. These bands are divided into classes with leaders and meet regularly once a week. The present officers are: C. J. Jackson, President; N. A. Melton, Vice-President; R. L. McMillan, Recording Secretary; J. D. Carroll, Corresponding Secretary; J. M. Adams, Treasurer. The Association publishes annually a manual for the convenience of students.

Ministers.

There is no theological department in the College. Young men called to the work of the Gospel ministry take the same courses of study and receive the same instruction as others. Of the total number of students this session seventy-eight are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point. Once again, the Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary. In this class the following subjects are presented: (1) The principles of sermon making; (2) a few of the fundamental doctrines of the Christian religion; (3) the history of the New Testament church—its organization, its function, its ordinances, its office; (4) a brief outline of the church's activities, with special emphasis on its missionary enterprises at present. No one of these subjects will be given any two years in succession.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education, which expressed the opinion that the highest interests of ministerial students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

College Expenses.

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term ¹	14.00
Contingent deposit ²	2.00

Special Fees—

Chemistry fee per term.....	\$ 5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

¹ Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term, will be required of all students who fail to matriculate on the first day of the terms.

² The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

No student is allowed to enter any class without the Bursar's certificate of registration.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

Board and Lodging.

Table board can be obtained in private families at \$1.75 to \$2.50 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$1.50 to \$1.75 per week.

Furnished rooms, with fuel, in the dormitory building are rented at \$16.00 for the fall term and \$20.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by August 20th are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the com-

fort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

Room rent will not be refunded except to students who leave the College.

The Students' Aid Fund.

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session thirty-seven students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Professor E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest.

Those who wish to remember the College in their wills should employ the following form :

“I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said college, the sum of.....dollars.”

DAILY SCHEDULE.

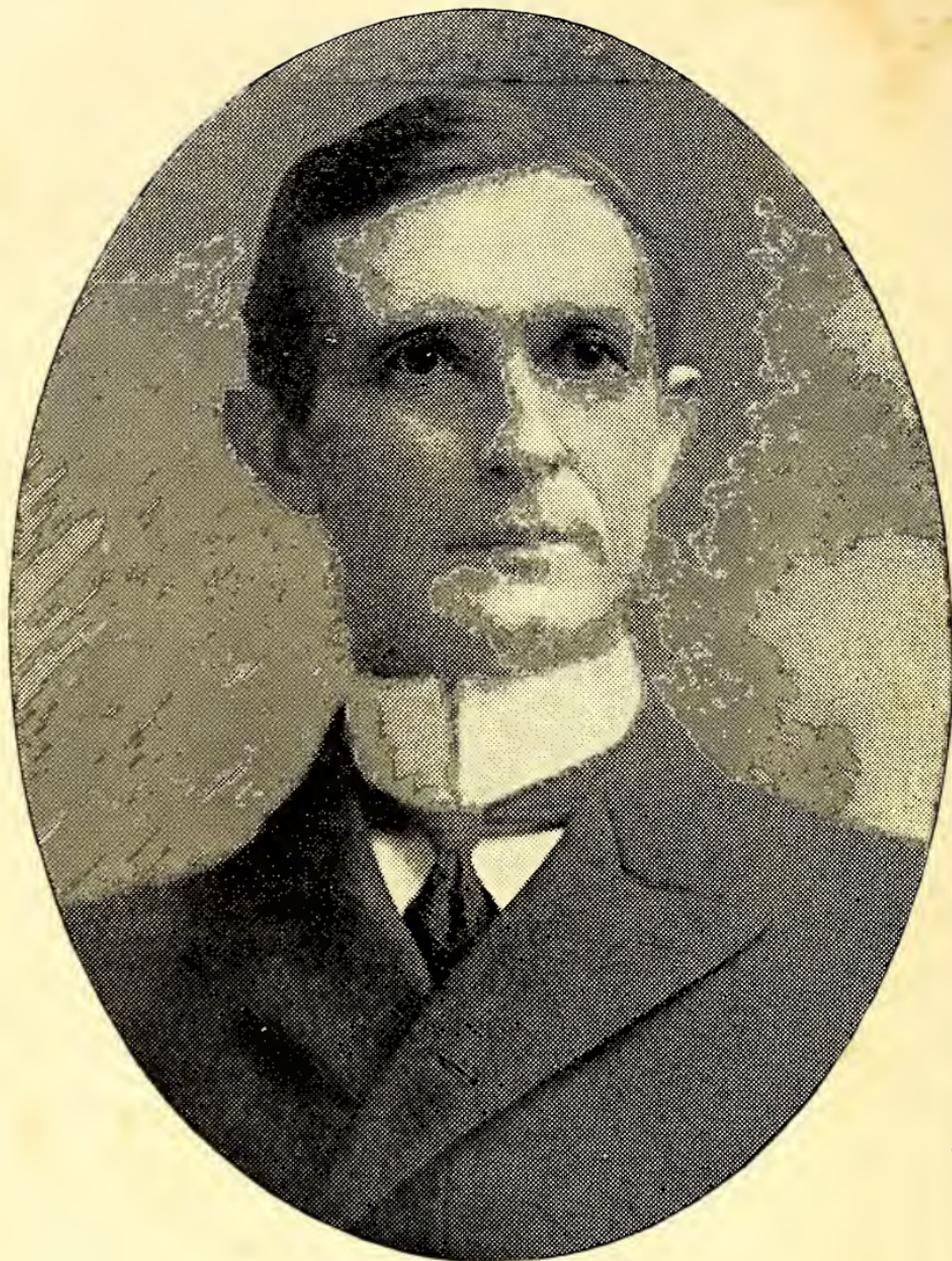
PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
First. 8. 10—9. 00	Mathematics 1. Law 1. German 1. Political Economy 1. Education 3.	Mathematics 1. Law 1. Education 3. Medicine 1. Bible 2. Latin 3.	Mathematics 1. Law 1. German 1. Political Economy 1. Medicine 1. Latin 4. Biology 2 and 3.	Mathematics 1. Law 1. Education 3. Medicine 1. Bible 2. Latin 3.	Mathematics 1. Law 1. German 1. Political Economy 1. Medicine 1. Bible 2. Latin 4. Biology 2 and 3.
Second. 9. 00— 9. 50	Mathematics 1. Physics 1. Spanish 1. Government. Medicine 10. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Law 4.
Third. 9. 50—10. 40	Mathematics 1. Latin 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1. Mathematics 3.	Mathematics 1. Latin 1. Law 2. Bible 3. Biology 4 and 5. Chemistry 3. English 3. Biology 2 and 3.	Mathematics 1. Latin 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1. Mathematics 3.	Mathematics 1. Latin 1. Law 2. Bible 3. Biology 4 and 5. Chemistry 3. English 3.	Mathematics 1. Latin 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1. Mathematics 3. Physics 2.

10:40—11:00. Chapel Services.

Fourth. 11.00—11.50	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. French 1.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. History 1.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. History 1.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. History 1.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. History 1.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. History 1.	
Fifth. 11.50—12.40	Mathematics 2. Moral Philosophy 1. Latin 2. Medicine 2. English 1. Education 1. English 5. Law 5.	Mathematics 2. Moral Philosophy 1. Latin 2. North Carolina Hist. Bible 3. Spanish 2. Law 5.	Mathematics 2. Moral Philosophy 1. Latin 2. North Carolina Hist. Bible 3. Spanish 2. Law 5.	Mathematics 2. Moral Philosophy 2. Medicine 2. Political Economy 2. English 1. Education 1. English 5. Bible 1. Law 5.	Mathematics 2. Moral Philosophy 2. Medicine 2. Political Economy 2. English 1. Education 1. English 5. Bible 1. Law 5.	Mathematics 2. Moral Philosophy 1. Latin 2. History 1. German 2. Law 5.	
Sixth. 12.40—1.30	Latin 1. Greek 3. Medicine 11 and 12. Education 1. English 3. Law 6.	Latin 1. Greek 3. Medicine 11 and 12. Law 6.	Latin 1. Greek 3. Medicine 11 and 12. Law 6.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6.	Latin 1. Greek 3. Medicine 11 and 12. Education 2. Physics 3. Law 6.	
Seventh. 2.30—3.20	Latin 3. English 1. Bible 1. Education 2.	Chem. Laboratory 1. Biolog. Laboratory 1. Phys. Laboratory 1.	Chem. Laboratory 1. Biolog. Laboratory 1. Phys. Laboratory 1.	2.30—4.30 Period for Laboratory Work.			Chem. Laboratory 2. Phys. Laboratory 1.
Eighth. 3.20—4.10	English 2.					Chem. Laboratory 2. Biolog. Lab. 2 and 3. Phys. Laboratory.	

INDEX.

	PAGE.		PAGE.
Admission, Requirements for	40	Investing Committee	15
Aid Fund	100	Latin, School of	47
Alumni Association	94	Law, School of	70
Anatomy	76	Lea, Sidney S.	6
Applied Chemistry	58	Library	91
Applied Mathematics	55	Literary Societies	89
Astronomy	56	Location	13
Athletics	95	Logic	63
Bachelor of Arts, Degree of	82	Master of Arts, Degree of	85
Bachelor of Law, Degree of	85	Mathematics, School of Pure	54
Bachelor of Science, Degree of	83	Matriculation	40
Bacteriology	80	Medals, Society	90
Bequest, Form of	101	Medicine, School of	74
Bible, School of	66	Ministers	97
Biology, School of	59	Modern Languages, School of	52
Board and Lodging	99	Moral Philosophy, School of	63
Botany	60	Museum	94
Buildings	6	Observatory	56
Calendar	3	Officers of the Faculty	19
Catalogue of Students	20	Pathology	80
Chemistry, School of	57	Pharmacology	79
Commencement, 1907	38	Philosophy, History of	63
Committees of Faculty	19	Physical Culture	81
Constitutional Government	65	Physics, School of	61
Contingent Deposit	98	Physiology	61, 77
Degrees	82	Political Economy	66
Degrees Conferred, 1907	39	Political Science, School of	64
Discipline	89	Psychology	63
Donations to Library	91	Publications	95
Donations to Museum	93	Reading-room	92
Education, School of	68	Recapitulation by States and Schools	37
Endowment	8	Recitations	87
English, School of	49	Religious Exercises	95
Ethics	63	Reports	88
Examinations	87	Schedule of Recitations	102
Executive Committee	15	Schools Classified	46
Expenses	98	Scientific Society	94
Faculty	16	Spanish	54
Fees	98	Surveying	56
French	53	Theses and Addresses	85
Geology	61	Toxicology	79
German	53	Trustees	14
Greek, School of	49	Tuition	98
Gymnasium	7	Y. M. C. A.	96
Histology	78	Zoology	60
History of College	4		
History	64		



REV. J. W. LYNCH, M.A., D.D.,
COLLEGE CHAPLAIN.

NEW SERIES

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3

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The Development of the "Curriculum" at Wake Forest.

BY DR. CHARLES E. TAYLOR.

PROLOGUE.

Ex Oriente Lux. Out of the East came the germs which, nurtured in the genial soil of Attica, have developed and borne fruit in the higher education of modern times. Pythagoras was the first to designate the system of Nature as Kosmos, discerning therein universal order, harmony, beauty. His disciples, scattered by persecution throughout the Hellenic world, became disseminators and teachers. Thus, in the course of time, Pythagorean principles came to pervade Greek thought. According to this doctrine, all education consisted of (1) Gymnastic, which made the body strong, active, and beautiful; (2) Music, which included the studies (Grammar, Dialectic, and Rhetoric) presided over by the Muses; (3) Mathematic, embracing Arithmetic, Geometry, and Astronomy. These studies were pursued for seven years by the young men of Athens who were candidates for citizenship. Inasmuch as they were deemed essential as part of the equipment for freemen, these studies were called Eleutheriai Technai. Hence our expression "The Liberal Arts," which, as originally used, referred to studies whose function and tendency is to free the mind from superstition and the person from bondage. The final examination was public, and only those who came up to the physical, intellectual, and ethical standard were, after their oath of allegiance, admitted to full citizenship.

The curriculum of The Seven Liberal Arts requisite for graduation into Athenian citizenship has been, ever since, until very recent years, essentially the curriculum of Euro-

pean and American colleges and universities. Through the comparative darkness of a thousand years the torch of learning was passed from hand to hand. And its light, kindled in Greece, brightened by the illumination of Christianity, was transmitted to succeeding ages as The Seven Liberal Arts. During the Imperial Age of Rome foundations for the Higher Education were established in many cities of the East and West. For more than ten centuries and until the city was taken by the Saracens, the Liberal Arts continued to be taught in Constantinople. The curriculum of the schools of mediæval Italy, France, and England, both before and after the Renaissance, was practically identical with that of ancient Athens.

In the twelfth century the disciples of Abelard at the University of Paris, became so radical and independent in their teaching that they were forbidden to lecture without special licenses from the ecclesiastical authorities of the Church of Notre Dame. This license designated the man to whom it was given as a Master of Arts (*Magister Artium*) and was a certificate that he was a competent and approved teacher of The Seven Liberal Arts. Each young student chose some Master of Arts as his "adviser" and as, in the language of knighthood, the term "bachelor" signified a young man serving under the direction and patronage of a superior, the immature student or apprentice in scholarship was called a Bachelor of Arts. It was in Paris, therefore, in the early years of the thirteenth century, that these familiar degrees, now long recognized throughout the world, were first conferred. In Paris, also, it was that necessity first arose for "halls" as living-rooms and meeting-places for the Masters and their Bachelors. In 1253 Robert Sorbonne furnished a building and an endowment sufficient for the support of a number of students. This collection of professors and students were called Sorbonne's "collegium." Hence our word College.

Most of the leaders of immigration to New England and of the founders of Harvard College had been students of the Liberal Arts at Emmanuel College, Cambridge. This was distinctively a Puritan institution. Both teachers and students discarded the prayer-book and refused to wear caps and gowns (which, by the way, are altogether ecclesiastical in origin and significance) and feasted instead of fasting on Fridays. It is not surprising, therefore, that the curriculum of Liberal Arts of Emmanuel College (except Music, which was omitted,) should have been reproduced in America's first seat of learning. Seven other colleges were chartered during the Colonial period. All of these were more or less rigidly modeled upon the plan of Harvard, as Harvard had been modeled upon the plan of Emmanuel. Since the Colonial Period more than four hundred and fifty colleges and universities for men and women have been established in the United States. Until quite recently, with one notable exception, all these have been modeled, consciously or unconsciously, after the eight older colleges. The exception is the University of Virginia, which, from its foundation in 1825, has never offered a "curriculum" of studies. From the beginning, according to the plan of Mr. Jefferson, the institution was organized as a group of independent "Schools."

About the middle of the last century, when new studies became clamorous for admission, the rigid curriculum was compelled to submit to modifications. The doors were at first forced ajar, then pressed further open, and at last entirely removed. The gradual transition from "Curriculum" to "Courses of Study Required (or Elective) for Degrees" is in part illustrated by the changes at Wake Forest College.

The Wake Forest catalogue for 1859-60 presents the following as the curriculum of study. Each applicant for the Bachelor of Arts degree was required to take this course,—all these studies, none but these, and these exactly in the order laid down. The same men who entered as freshmen were members of all the same classes as long as they remained in college.

FRESHMAN CLASS.

Fall Term.

Xenophon's Cyropedia and Greek Grammar reviewed; daily.
 Select Orations of Cicero. Odes of Horace; daily.
 Greene's Analysis; daily (?).
 Algebra; 4 days in the week.

Spring Term.

Memorabilia. Plato's Crito.
 Epodes of Horace. Prosody. Livy.
 Geometry.

SOPHOMORE CLASS.

Fall Term.

Trigonometry.
 Homer.
 Satires and Epistles of Horace. Art of Poetry. Tacitus.

Spring Term.

Herodotus. Thucydides.
 Mechanics. Analytical Geometry.
 Juvenal. Persius.
 Natural Philosophy.

JUNIOR CLASS.

Fall Term.

Demosthenes on the Crown.
 Logic.
 French.
 Latin Prose Composition.
 Chemistry.
 Descriptive Geometry. Calculus.

Spring Term.

Rhetoric (Whatley). Political Economy.
Astronomy.
Æschylus. Greek Literature.
Cicero De Oratore.

SENIOR CLASS

Fall Term.

Physiology.
Roman Literature.
Civil Engineering (!!).
Moral Science. Butler's Analogy.

Spring Term.

History of Greece.
Cicero De Officiis.
Mental Philosophy.
Geology.
Federal Constitution.

This curriculum was practically identical with that of the other colleges of the country at that time. Latin and Greek, it will be observed, were continued throughout almost the whole course, were required of all students, and were the staple of the instruction given.

It was after the War between the States, during which the College was closed, that a change in the grouping of studies (rather than of studies themselves) appeared. The arrangement of work into four Departments and thirteen Schools was a triumph in logic, though, it would seem, unnecessarily complicated. But there was a distinct departure from the curriculum, in that students were not required to pursue a definite order in taking up their several studies. Natural History, also, now appears.

CATALOGUE OF 1867.

1. Department of Languages.
 - A. School of Latin.
 - B. School of Greek.
 - C. School of Modern Languages.

2. Department of Mathematics.
 - D. School of Algebra and Geometry.
 - E. School of Trigonometry and Astronomy.
 - F. School of Analytical Geometry and Calculus.
3. Department of Natural Science.
 - G. School of Natural Philosophy.
 - H. School of Chemistry.
 - I. School of Natural History.
4. Department of Belles Lettres.
 - J. School of English and History.
 - K. School of Logic and Rhetoric.
 - L. School of Moral and Mental Philosophy.
 - M. Political Economy and Evidences of Christianity.

The arrangement of studies into Departments and Schools was continued until the Session of 1872-3. The catalogue for the previous year announced a new grouping. This omitted "Departments" and provided for only six "Schools." There were,

- I. School of Latin.
- II. School of Greek.
- III. School of Modern Languages.
- IV. School of Mathematics.
- V. School of Natural Science.
- VI. School of Moral Philosophy.

This system of Schools, with additions and changes which will be noted, has been in vogue to the present time.

In 1881 was added VII, the School of the Bible. This embraced

1. Biblical Introduction.
2. Biblical History.
3. Bible Doctrine.
4. Ecclesiastical History.
5. Preparation and Delivery of Sermons.

The several studies included in this School were taught, mainly, if not altogether, to candidates for the ministry by

several of the professors. The School was abolished in 1883 and must not be confounded with the present School of the Bible.

In 1884 School V was expanded into three distinct Schools—V, Physical Science, VI, Chemistry, VII, Natural History.

In 1885 English was taken from the School of Modern Languages and made III, School of English. And Political Economy was eliminated from the School of Moral Philosophy and, with History and Constitutional Government, established independently as X, School of Political Science.

Up to 1887 little range of choice was offered to students in the selection of the work which they were allowed to offer for their degrees. In that year, however, six different courses, each one rigid within itself, were published. These had reference to the Bachelor of Arts degree only.

The catalogue for 1890-1 announced a Department of Physical Culture. In this catalogue, Electives appear. Five courses leading to the Bachelor's degree are offered. With these are five groups of elective studies. The Elective "groups" are limited to the corresponding required "courses."

In 1893 the School of Natural History became the School of Biology and Geology. This title was changed not long afterward by the omission of "and Geology," though the study is still included in the work of that School. This year a "Course Preliminary to the Study of Medicine" was offered for the first time.

The following year the requirements for the degree of Bachelor of Arts were somewhat simplified by the condensation of the five "Courses" and "Groups" into four. At the same time four "Courses" and "Groups" requisite for the Master of Arts degree were specified. These were based upon the requirements for the Bachelor's degree.

In 1893-4 appeared the first announcement of XI, the School of Law. Two years after an additional "Course" with its group of electives, following upon the establishment of School XI, was offered for both the Bachelor's and Master's degrees. This was also the first year in which appeared the offer of the new degree of Bachelor of Laws. This was conferred upon the successful completion of Junior and Senior Law, History, Political Economy, and Government, a two years' course. The catalogue of 1905-6 extended the requirements for this degree to cover three years.

The catalogue of 1896-7 announced XII, the School of the Bible, and also substituted for the five "Groups" and "Courses" a single course of study for all applicants for the Bachelor's degree, with the privilege of selecting studies amounting in the aggregate to twenty hours a week from an extended list of elective studies. The order in which part of this work should be taken was recommended, though not required. And any Bachelor of Arts was allowed to take the Master's degree upon the completion of fifteen hours a week of additional work, provided that two of his classes should be Senior work.

In 1899 The School of Physical Science was divided, resulting in VI, School of Applied Mathematics and Astronomy and IX, School of Physics.

In 1900, XIV, the School of Education was announced, and, in 1902, XV, the School of Medicine. In the latter year, naturally following upon the introduction of the new Medical Department, the College offered the degree of Bachelor of Science, a four years' course in which the first two years of Medicine might be taken as elective work.

During the years 1871-6, a degree of Bachelor of Philosophy was conferred upon fifteen students. This degree was then abolished. From 1876, for a number of years, the degrees of Bachelor of Science and Bachelor of Literature

were offered and in several cases conferred. These degrees were both abolished. The new degree of Bachelor of Science does not stand, therefore, in the order of historical succession to the degree of the same name previously conferred.

The development of Wake Forest College has been natural, responding to the need of the young men of North Carolina, rather than a mechanical imitation of other institutions. And nowhere is this vital process in its development as a living organism more clearly to be discerned than in its success in breaking from the hard, encasing shell of the curriculum and its gradual expansion into the wider range of instruction given.

The Divine Installation of a Human Life.

BACCALAUREATE SERMON PREACHED AT WAKE FOREST COLLEGE, MAY 17, 1908, BY THE COLLEGE CHAPLAIN, REV. J. W. LYNCH, D.D.

"Then Jehovah put forth his hand, and touched my mouth; and Jehovah said unto me, Behold I have put my words in thy mouth: see I have this day set thee over the nations, and over the kingdoms, to pluck up and to break down and to destroy and to overthrow, to build and to plant." Jer. 1:9, 10.

The unique and remarkable personality to whom these words were spoken was born at a place called Anathoth, a little village three miles north of Jerusalem. His name is Jeremiah, which means "Whom Jehovah has appointed." He was of priestly lineage, and was destined, like our Lord, to be a man of sorrows and acquainted with grief, the type of his suffering nation and one of its greatest prophets. While very young he was invested with the prophetic office, and his ministry extended over forty years, witnessing the rise and fall of five kings. He came to the nation when gods were plentiful and men were scarce—so scarce that the prophet caused the following advertisement to be read in the capital city: "Run ye to and fro through the streets of Jerusalem, and see now and know, and seek in the broad places thereof, if ye can find a man, if there be any that executeth judgment, and seeketh the truth." Such preaching was unpopular, and evoked a storm of criticism. From beginning to end the prophet was a mark for obloquy. The people disliked him; his brother priests hated him; his own kin scorned him. All his life he had to contend against the despair which makes men lose confidence in the promises of God and in their own future. One thing saved him—that one which is the equal of the sum total of comforts, namely, the consciousness of a divine purpose in his life. He

wanted to give up, but the purpose held him to his melancholy task, as the nails held Jesus to the cross. He had apprehended that for which he had been apprehended, and nothing could break the divine connection. See him tugging at the chain that bound him to the Throne. "Then I said, I will not make mention of Him, nor speak any more in His name. But His word was in my heart as a burning fire shut up in my bones, . . . and I could not stay." He was a Prometheus bound, while vultures tore his heart—but he brought us fire from heaven! His faith saved him, as indeed it must save every man called of God. Like the noble Roman who bought at its full value the ground on which the forces of Hannibal were encamped, he, too, bought in the darkest hour of his life, with all requisite formalities, the field on which he was born, proclaiming that under the Lord of Righteousness the voice of gladness would once more be heard in the land. In his last years he was driven into exile—banished to the land of Egypt, and died at last in a foul pit in his own country, a martyr to the divine purpose that drove and held him.

After the prophet's death came his apotheosis. His countrymen began to call him a prophet, then a great prophet, and finally *the* prophet. He takes his place with Moses, Isaiah, Daniel, and these loom up on the plain of Jewish history like the pyramids silhouetted against the Egyptian sand, and surviving the ruins of a hundred civilizations.

We approach such a life with reverence. We become interested and sympathetic spectators to the formal exercises of the young man's graduation and final commission. We expect and we shall find parallelisms in Jeremiah's life and in ours: for "all these things happened unto them for ensamples; and they are written for our admonition, upon whom the ends of the world are come." By following the ancient record of this particular transaction we are able to

trace the method and process of the divine installation of a human life. We note:

I. *The pre-natal purpose of God in a human life.* "Before I formed thee, I knew thee; and before thou camest forth I sanctified thee, and I ordained thee a prophet unto the nations."

(1) These words hold and teach the venerable and dignified doctrine of divine election to service. The young prophet was made to understand in the beginning that the map of his destiny had been printed in heaven. He had only to follow and fill in its outlines to fulfill the divine purpose and expectation in his life. That the prophet so understood it is plain in his own words. "O Lord, I know that the way of a man is not in himself: it is not in a man to direct his steps."

(2) A belief in the pre-determined purpose of God in some form and under some name has shaped the course and moulded the career of the world's strong men. They have moved in the direction of its propelling power, as trains follow the iron-bound track, or electric currents run over the far-reaching wires.

(3) Without such a doctrine man lives a purposeless life in a causeless world. The doctrine is rational, yea, imperative—the only escape from intellectual despair. It rectifies the scientific idea of development. It eliminates atheism from evolution. It drives Chance from the universe. It makes Law a servant, and not master. It gives personality to God, and breaks the paralyzing spell of Fatalism. It asserts a living, thinking, willing, loving Cause in all things, and calls it God, Father, Saviour, Guide, and Comforter. It assigns God a part in our formation and our career. It explains and glorifies individuality. It accounts for departures from the usual order which have given the world some of its greatest and most useful men. They were unlike their

sires or their age, and they rose because they were God-called, God-filled, and God-led. Back of and antedating Darwin's law of variation are the words "one star differeth from another star in glory." He made it so—it did not happen. It dignifies and ennobles life by linking it with God and eternity, as dew-drops are sphered by the distant stars. It tends to reconcile us to our lot, giving songs in the night, and making our hearts to cry, "Abba, Father." Standing upon this solid teaching, as upon a rock-ribbed mountain, Paul was able to see far and to say: "And we know that all things work together for good to them that love God, to them who are called according to His purpose."

(4) The figure of the potter and the clay recurs, and again and again it comes. Theology can not ignore it; philosophy can not dispense with it; science can not get away from it; experience can not deny it; and song and poetry are compelled to image it.

"Thou seemest human and divine,
The highest, holiest manhood, thou;
Our wills are ours, we know not how
Our wills are ours to make them thine.

"Our little systems have their day,
They have their day and cease to be:
They are but broken lights of thee,
And thou, O Lord, art more than they."

II. *The awakened consciousness of the divine purpose in the soul.* "Ah, Lord Jehovah! behold, I know not how to speak; for I am a child."

(1) It was a cry of pain—the pain every earnest man feels when he is brought face to face with the map of his destiny. Cæsar felt it when he crossed the Rubicon. Saul of Tarsus felt it when he fell dazed and blind on the Damascus road. Jesus felt it when He cried in the shadow of the cross:

"Now is My soul troubled; shall I say, Father, save Me from this hour? for this cause came I into the world." You felt it when you left home for college, or chose your calling and pitched your tent towards the goal of your ambition. You felt it supremely, agonizingly, when you gave your heart to Christ, and took upon you the vows of the Christian life. The mourners' bench is not misnamed. Your tears there were not all due to excitement, or remorse. God had hold of you, and "it is a fearful thing to fall into the hands of the living God." In that supreme hour of destiny fear and confidence wrestled in your soul, like Jacob and the angel at the brook Jabbok. God held you until it hurt. After the conflict the sun rose upon you, but you went away limping. Like the prophet Isaiah, you got a glimpse and touch of the eternal burning before which cherub kneels and seraph bows and angel veils the face.

How shall we understand the suffering solemnity of a marriage? The glad hour is fraught with pain, like the rose that conceals a thorn. In spite of floral decorations, joyous music, and brilliant attire, the hush of painful solicitude comes over the festive scene. Loved ones weep, or suppress their tears. The contracting parties approach the altar with trembling knees and choking voices. The minister, accustomed to public speaking and familiar with his ceremony, is often visibly affected and sometimes embarrassed. How shall we explain this tension of hearts? It is the tremble of the soul in the presence of destiny. There is about to be enrolled for the first time the map of two human lives. Paul indicates the awfulness of the soul's contact with the infinite when he wrote: "Work out your own salvation with *fear* and *trembling*, for it is God that worketh in you."

(2) And yet self-distrust may go too far. Humility may be reduced to zero. The soul must not wear the conscious-

ness of its predestination as a binding Nessus shirt. The capital *I* must be invested in every successful enterprise and endeavor. If you have no confidence in yourself, the world will take no stock in your work. Hence God's rebuke of the young man's diffidence. "Say not I am a child; for to whomsoever I send thee thou shalt go, and whatsoever I shall command thee thou shalt speak." "Only a clod" is the surprising epitaph inscribed on the frail memorial of a peasant in an English churchyard. Whether dictated in pathetic or cynical temper that epitaph is really very grand. What wonderful things are latent in a clod! All possibilities of form, color, fragrance, and fruitfulness, are there. Put a clod in God's hands and see what He can do with it. He warms it with His sun, moistens it with His dew, fattens it with His chemistry, impregnates it with His life, and out of the God-filled and God-tilled clod come exquisite shapes, ravishing hues, purple clusters, strengthening bread, gladdening oil, dropping honey, burning roses, bridal lilies, and a thousand other miracles of grace and glory. "Say not I am a child."

"Stand up! thou art as true a man
As moves the human mass among;
As much a part of the great plan
That with creation's dawn began,
As any of the throng.

"The great! what better they than thee?
As theirs, is not thy will as free?
Has God with equal favors thee
Neglected to endow?

"With these, and passions under ban,
True faith, and holy trust in God,
Thou art the peer of any man!
Look up, then, that thy little span
Of life may be well trod."

III. *The equipment and consecration of life for the accomplishment of the divine purpose.* "Then Jehovah put forth His hand and touched my mouth; and Jehovah said unto me, Behold I have put My words in thy mouth." In the light of other and parallel passages I understand this to mean sanctification, inspiration, endowment—in short, the communication of a divine message.

(1) Jeremiah made the mistake of thinking that God's message can only be *spoken*. Moses made the same mistake at the burning bush. Said he in answer to God's command: "O, my Lord, I am not eloquent . . . but am slow of speech, and of a slow tongue." And the Lord said unto him, "Who made man's mouth? or who maketh the dumb, or deaf, or the seeing, or the blind? have not I the Lord? Now therefore go, and I will be with thy mouth, and teach thee what thou shalt say."

(2) There are thousands of ways of translating God's words.

If you can not speak eloquently, maybe you can write and weep. So did Jeremiah. His pen transcribed the Law, and his head became a fountain of tears. Dante wept the Divine Comedy into being, and Hamlet's sobs and sorrows inspired the greatest of Shakespeare's plays.

If you can not speak, maybe you can sing. Moses was no orator, but he wrote a song that is sung in heaven—a work of collaboration called by John *The Song of Moses and the Lamb*. "I sing for God," cried Jenny Lind, who did not always sing in opera houses and cathedrals. That divine voice achieved its greatest triumph in Castle Garden, even as Jesus spake His master-parables in the presence of publicans and sinners.

There is in America a wonderful personality who was born blind and deaf and dumb, or soon became so. When the little stranger landed upon our shores, she found a world

of unbroken silence and perpetual night. Its joyous gates of knowledge were as closed to her as the gates of Paradise after the expulsion—all save one, the sense of touch. By her patience, her industry and unconquerable thirst for intellectual light, Helen Keller, with the help of devoted teachers, has made the sense of touch beautiful as the Golden Gate that opened upon the Temple in Jerusalem. With her frail, delicate, sensitive, and apocalyptic finger she has touched the hem of His garment and been made whole—touched the Infinite and translated His message, whether written upon the petals of a rose or the human face divine.

If you can not speak or write or sing or sign God's message, you can live it. The logic of life is the most convincing argument. A sign-board is not without its place in the world. It is not a work of art. It has no inscription of classic Greek, or Elizabethan poetry, but standing there at the parting of the ways, it is worth more to the lost, tired, and anxious traveler than would be the Parthenon, or statue of Apollo. God calls and consecrates some to be sign-boards. Their lives bend toward truth, or duty, or faith, or hope, or love, or courage, or resignation, as the needle points to the pole, or flowers in the room lean toward the light. "Ye are our epistle written in our hearts," writes Paul to the Corinthians, "known and read of all men." On your lives, young gentlemen, God and your teachers have written the message which you are now to translate to your fathers and mothers, neighbors and friends, and the world in which you move.

"So let your lips and lives express
The holy Gospel you profess;
So let your work and virtues shine,
To prove the doctrine all divine."

IV. *The final and formal commission of the God-purposed life into the world.* "See, I have this day set thee over the

nation, and over the kingdoms, to pluck up and to break down and to destroy and to overthrow, to build and to plant."

(1) Divine power and authority are bestowed upon men for a two-fold purpose: *to discourage evil*, "to pluck up and destroy"; *to encourage good*, "to build and to plant." You are not to tear down, unless you can build; and you are not to pluck up, unless you can plant. Always and everywhere you are to war against evil, but you are *to overcome* it with good. You are to incarnate both the *severity* and *goodness* of God. Your whetted sword must be "bathed in heaven," *i. e.*, justice must be tempered with mercy, truth united with grace, evil overcome by good. Where you root up tares plant wheat; where you close barrooms open Sunday Schools; where you take away the staff and crutch substitute the carriage and automobile; where you cast out devils repopulate with angels.

(2) See in these words the terrific power with which the Almighty clothes His leaders. Every age has its leaders, and they are supreme men. They are invested with the immeasurable power and prerogative of leadership. As such, they rise above the common mass, as mountains tower above the plain. Every soldier in the Roman Empire was important, but what were all without Cæsar? Every mason in Italy was important, but what were all without Michael Angelo? Every sailor in the fleet was important, but what were all without Columbus? Wonderful is the master-mind. It turns rabbles into armies, and vain strivings into blazing triumphs. Ten thousand mediocrities do not make a master, but a master magnetizes ten thousand mediocrities into masters.

(3) In a very potent and precious sense, gentlemen, you are supreme men, "come to the kingdom for such a time as this." Think not because you are not a Jeremiah, or David, or Cæsar, that you are not set over kingdoms. There are

kingdoms of minds and hearts and busy industries, as well as kingdoms of state and empires and thrones. In the economy of grace even an unspeaking child may effect the undoing of kings. Herod sought to slay the Child, and the Child overturned Herod's throne. God sometimes hides His counsel from the worldly-wise and prudent and reveals it unto babes. He loves to incarnate His will in a child, to hide His infinitude in a cradle, to dwell in a burning bush, and to abide in a broken heart.

The eagle is king of birds and lord of the air, poetic picture of regnant prowess, and symbol of our national strength. Yet I know a bird that can whip the eagle, and drive it to despair. That ruby throat, that little denizen of floral land, that quivering, shimmering, piece of perpetual motion, the humming bird, can put the eagle to flight. The secret of its superior prowess lies in its ubiquitous agility and nimbleness. It can get at the eagle, but the eagle can not get at it. God has put the little kisser of flowers over the king of birds and lord of the air.

In the picture see the prophecy of the text and promise of your life. "I have set thee this day over the nations and over kingdoms." Your life, like humming birds, may be concealed among the flowers,—*"hid with Christ in God,"*—but the king of evil, even the prince of the air and ruler of darkness in high places, will never be beyond the reach of your influence—your voice, your vote, your pen, your prayer, and the pungent, aggressive, purifying salt of your life. You can do all things through Christ who strengtheneth you. He is able to make you this day "a fortified city, and an iron pillar, and brazen walls, against the whole land." He is able to save to the utmost—horizontally, vertically, infinitesimally—all who come unto God by Him. He is able to do for you exceeding abundantly above all that you ask or think, according to the power that worketh in you. He is able to

keep that which you have committed unto Him against that day. He is able to keep you from falling, and to present you faultless before the presence of His glory with exceeding joy.

I commend you one and all to His strong and tender grace. I lay you on His heart, as a mother puts her darlings to bed, and with good-night kisses cements them to the Throne. With pleasant memories coming on behind, and good wishes running ahead, the pastor, the president, the teachers, the students, the people—all unite with your hearts in repeating the prayer God put on Jeremiah's lips, a prayer that epitomizes the sermon and comprehends the future: "Wilt thou not from this time cry unto me, My Father, Thou art the guide of my youth?" Amen.

Baccalaureate Address.

BY PRESIDENT WILLIAM LOUIS POTEAT,
MAY 22, 1908

BROTHERS OF THE REPUBLIC OF LETTERS:—A philosopher who from his old Greek grave speaks even yet in the thought of the world, described education as “friends seeking happiness together.” Does your Wake Forest experience support the description? In the four years which lie next behind us regular and severe tasks have kept your growing strength at tension and set limits to the free range of the moment’s impulse and preference. The like labor and restraint have marked the life of your teachers. Indeed, in the opening vistas of this occasion you are probably thinking most of the end of labor and the slackening of restraints, and you so explain not a little of the happiness which warms your hearts to-day. The teachers likewise feel, no doubt, the grateful sense of relief in the prospect of the vacation freedom and repose. Do these admissions compromise the old philosopher’s conception of education as applied to our experience? Have we not these four years really been friends seeking happiness together?

There were, indeed, the first months of discovery and adjustment, months of a shy reserve which was as much a token of a delicate self-respect as of a natural timidity in a strange environment. The ruling impression was that all professors were middle-aged, learned and aloof, if not formidable. By and by the icy barriers began to melt down, first between student and student, then between student and teacher. Common interests were discerned, the general ground of which came shortly to be illuminated by bright particular spots of personal attachment. Professors were found to possess, not only a bottle of the red ind of criticism,

but also a can of the milk of human kindness, and, in their professional relations, to be concerned mainly to guide, to guard, and to serve,—to be men, in short, frankly human-hearted, sensible, sympathetic, and accessible.

The happiness of the professor is that he works on the early, growing section of life's endless procession. He is always on the morning side of the planet. For him—

Life's morning radiance hath not left the hills,
Her dew is on the flowers.

Besides, "a college life is a life where it is easy and pleasant to practice benevolence and kindness, and where a small investment of trouble pays a large percentage of happiness."

The fact of your happiness in the fellowships of student life is no less certain. Even now as you begin to sever the ties which four years of good comradeship have knitted you feel it as never before, and as the separating years come and go with thronging cares and unaccompanied labor, it will grow in your memory yet more bright and precious.

But these personal relations in which we have found our happiness supply also the best part of our education. The drill in form and syntax and formula, the quiz and answer, the laboratory's precise observation and careful record, are good, but the touch of elbows which they involve is better; the touch of spirit is best. The less formal part of the education process is the more important. It is our fellowships that educate us. And this, not simply because, as Bacon says, "a man's wit and understanding doe clarifie and break up in communicating and discoursing with a friend, wherein he waxeth wiser than himself, and that more by an hour's discourse than by a day's meditation." It is rather because our fellowships make the opportunity for the subtle interplay of life upon life which is the heart of education. Our

fellowships form our ideals, they infect us with their virtues or their vices, they set our standards, they determine our emotional attitudes, they fashion our life.

And the books which we read for culture,—what are they but the extension of the range of personal fellowship? For a good book, as says Milton, is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life. Here again spirit touches spirit to enlarge and to vitalize, that is, to educate. One takes over as a personal experience Dante's lofty disdain of littleness, David's contrition, Carlyle's deep scorn of sham, Ruskin's openness to the beauty of the world, Browning's triumphant optimism.

The drudging student trims his lamp,
Opens his Plutarch, puts him in the place
Of Roman, Grecian; draws the patched gown close,
Dreams, "Thus should I fight, save or rule the world!"

If omniscience were the guide of life, if it were attainable, if it were even desirable, you might pride yourself upon your precise acquisitions in letters and science. Permit me to remind you that these acquisitions are only the incidentals of education. The main question about you now is, not what you know, but how you feel. Not your information, but your attitude. Not your possessions, but your standards of value. Have you acquired here permanent intellectual interests and satisfactions? Do the things of the mind kindle your enthusiasm? Such a test and fine fruit of your student career is a testimony to the atmosphere of personal intercourse, the climate of opinion, in which you have lived. Do not be discouraged, therefore, if in the coming days you find your biology and geometry, your psychology and Latin and German drop piecemeal out of your mind; if you get to be unable to recall the names of half the books you have read; if you can not quote Shakespeare and Tennyson with

aptness and precision. You may forget your studies, but not the friends of your studies. You will not lose the outlook on life which you have acquired here, your inspirations, or your moral and spiritual alliances, and these be the great things, the determining things, in life.

Your Alma Mater hails you to-day with pride and congratulations. She crowns you to-day with the last token of her affection and confidence. She commends you to-day to your high task in the wider world.

Faculty Personals.

Dr. Benjamin Sledd, Professor of English, made the address before the graduating class of Chowan Baptist Female Institute, Murfreesboro, May 13. His subject was "Women and Literature."

Instructor J. D. Ives, of the School of Biology, is taking special courses in the University of Chicago during the summer quarter.

The following appointments have been announced: Instructor Hubert McNeill Poteat, M.A., to a Fellowship in Classical Philology in Columbia University; Instructor William Harvey Vann, B.A., to a Scholarship in English in Columbia University; Instructor John William Nowell, M.A., and late Instructor Thomas Belton Caldwell, B.A., each to a Scholarship in Chemistry in the Johns Hopkins University.

Associate Professor E. W. Timberlake, of the School of Law, is assisting Professor N. Y. Gulley in the instruction of the Summer Law class. Heretofore Professor Gulley has done all the work.

Director J. Richard Crozier, of the Athletics department, has a baseball engagement for the summer with a league team at Decatur, Ill.

Dr. Watson S. Rankin, Professor of Bacteriology and Pathology, has spent six weeks of the vacation at Statesville, N. C., in the installation of a special laboratory in a private sanatorium of that city.

Dr. J. H. Gorrell, Professor of Modern Languages, moved into his beautiful new residence on Main street the second week in July.

Professor J. B. Carlyle, of the Chair of Latin, made about a dozen addresses on prohibition during the campaign in the spring, and a number of high school commencement addresses.

Associate Professor E. W. Timberlake's address on "The Unwritten Law," made before the North Carolina Bar Association, appears in the "Reports" of that Association, Volume 9, 1907.

In the *Journal of the American Medical Association* (Chicago), January 11, Dr. Lewis M. Gaines, late of the Chair of Anatomy and Physiology, reports an interesting case of Septic Pyæmia. He read a paper on "Confusions and Errors in the Diagnosis of Rheumatism" before the Tri-State Medical Association in Charlotte, February 18 to 19. Dr. Gaines left the College May 3, after making satisfactory arrangements for his work to the close of the session. His resignation was accepted by the Trustees at commencement. He goes to Atlanta to enter more fully upon the practice of medicine. Since his appointment two years ago he has done notable service both as teacher and as College Surgeon and Superintendent of the Hospital.

Professor John F. Lanneau, of the Chair of Applied Mathematics and Astronomy, read before the Greensboro session of the North Carolina Academy of Science, May 1, 1908, a paper on "An Adjustable Armillary Sphere," newly designed by him and built by Wm. Gaertner & Co., of Chicago. He has named it "The Cosmoid." The unique piece of apparatus was exhibited. An abstract of the paper appears in *Science* for June 26, 1908. Professor Lanneau is a member of the Executive Committee of the Academy for the ensuing year.

Dr. Charles E. Brewer, Professor of Chemistry, was elected State Councilor of the Junior Order of United American Mechanics at Winston-Salem, February 20. He has made the following addresses: At Buie's Creek, "Presentation of Flag," February 19; "Education in North Carolina," at Rockingham, June 18; "Our Country," at Tryon, July 5.

The second edition of Professors Sledd and Gorrell's "La Princesse de Cleves," which was printed in June, 1907, was exhausted in January, 1908, and a new printing was called for at that time.

Dr. Willis R. Cullom, Professor of the Bible, was on the program of the sixth annual Conference under the direction of the Young People's Missionary Movement of the United States and Canada, held July 3 to 12 at Kenilworth Inn, Biltmore, N. C. He gave six lectures on as many evenings, the general topic of the lectures being "The Bible a Missionary Book."

Dr. Walter Sikes, Professor of Political Science, lectured before the Public High School at Bunn on Washington's birthday; and during the month of May made addresses at the following places: Manndale Institute, Chatham County, Collegiate Institute, Cabarrus County; Corinth Church, Granville County; Creedmoor, Granville County.

Dr. G. W. Paschal, Associate Professor of Latin and Greek, has been elected Vice-President for North Carolina of the Classical Association of the Middle West and the South. He is erecting a handsome residence of concrete west of the Wingate property. He publishes in the *Classical Weekly* for May 9 a review of Murray's "Rise of the Greek Epic."

President W. L. Poteat publishes in the July number of the *South Atlantic Quarterly* an article on "The Scope and Function of Science." He gave before the Young Men's Christian Association of the North Carolina Agricultural and Mechanical College a lecture on "Choosing a Plan of Life," February 25; before the public school teachers of Wake County a lecture on "Country Life," March 6; before the Baraca class, Baptist Church, Louisburg, a lecture on "The Young Man of Nazareth," March 12; before the North Carolina Sunday School Convention at Burlington, a lecture on "The Little Child," April 9; and made the Literary Address at the commencement of the Salem Academy and College on "The New Factor in Modern Culture," May 26. He attended the Conference for Education in the South held at Memphis, April 22 to 25, and the North Carolina Teachers' Assembly held at Charlotte, June 16 to 19.

Professor J. Henry Highsmith, of the Department of Education, has made the following addresses: Auburn, N. C., April 20, on Local Tax; April 21, address at the closing exercises of Aulander Academy, on "Why the Community Should Favor Education"; at Bethel Church, Garner, N. C., on "The Sunday School," April 26; commencement address, Kittrell Graded School, "The Function of Education"; May 8, Pilot Mountain, N. C., literary address, Graded School commencement, "The Safeguard of the Republic"; May 24, an address before the Baraca class of Baptist church at Rolesville; a speech on prohibition at Johnson's school-house.

Professor Mills was made Professor Emeritus of Mathematics by the Trustees at commencement,—an honor most worthily bestowed. Professor Mills declares that after forty years of teaching he is "out of the wilderness" for good and all. During the past winter he spent much of his time with his daughter, Mrs. J. A. Wray, at Live Oak, Florida. In

May he spent several days with his friends and colleagues in Wake Forest, on his way to visit his daughter, Mrs. Claude Kitchin, in Scotland Neck.

The following appointments for the session of 1908-1909 have been made by the Executive Committee upon the recommendation of the Faculty:

R. L. McMillan, Assistant in English.

Roger McCutcheon, Assistant in English.

F. T. Collins, Assistant in History.

J. E. Knott, Assistant in Chemistry.

B. P. Marshbanks, Assistant in Physics.

Instructors Page, Ives, and Jones will continue their work for the next session in English, Biology, and Mathematics respectively.

Mr. E. P. Ellington, B.L., 1886, has been appointed to the position of Librarian. He will devote his whole time to the Library. For several years he was Superintendent of Public Instruction in Rockingham County.

Professor Darius Eatman, who occupied with distinguished success the chair of Education in this College from September, 1903, to May, 1907, met a tragic death by drowning in Cannady's pond near Oxford, N. C., July 16.

Among the Alumni.

The many friends and admirers of Dr. Joseph Q. Adams, Associate in English in Cornell University, will be pleased to learn that Dr. Adams's health has been greatly improved and that he has returned to his work at Cornell. For some three months of the winter and spring he was at his father's home in Charlotte for medical treatment. Dr. Adams is making a name for himself among scholars of English. Numerous articles of his have appeared within the past three years in the various philological and critical journals. His special field of research is the English Drama. One of the most scholarly of Dr. Adams's recent articles appeared in *Modern Language Notes* of March. In this Dr. Adams discusses the anonymous play called *The Cyprian Conqueror*.

Professor Earle B. Fowler, B.A., who during the past session was in charge of the English Department of the Baptist University for Women, Raleigh, has accepted the Chair of English in Howard College, Alabama.

David A. Covington, M.A., who has been Instructor of Greek in the University of Chicago during the past two years, has been in charge of the Department of Greek during the summer session of the University.

Professor S. A. Ives, M.A., of the Chair of Science, Chowan Baptist Institute, Murfreesboro, is taking special work in Biology in the University of Chicago during the summer session.

Harry Trantham, M.A., has been compelled by the illness of his father to resign his Rhodes Scholarship at Oxford, but by special permission of the University he will return next summer for his Master's degree.

Record.

President Vann, of the Baptist University for Women, Raleigh, spoke before our students on Washington's birthday. His subject was, "International Arbitration."

The two weeks following commencement the College Glee Club and Orchestra gave concerts in the following towns: Oxford, Greensboro, Thomasville, Winston-Salem, Statesville, Hickory, Shelby, Gaffney, S. C., Monroe, and Rockingham.

Dr. John G. Harrison, of Mercer University, spoke before our students at chapel services on March 4.

J. A. Oates, M.A., with W. D. Upshaw, of Atlanta, inaugurated the prohibition campaign in North Carolina, February 25, in Wingate Memorial Hall. The overwhelming triumph of the cause of prohibition in the State may be ascribed in a large measure to the splendid services of Mr. Oates, who was Chairman of the Anti-Saloon League.

Class championship in basketball was won by the Sophomores over the Seniors, February 5, score 19 to 9.

In the annual debate, held with Mercer University, at Atlanta, April 20, Wake Forest lost after a gallant struggle against heavy odds. The query was: "*Resolved*, that the tendency toward centralization of power in the Federal Government is for the best interests of the Republic." Wake Forest supported the affirmative. Our representatives were F. F. Brown of the Senior class and F. T. Collins of the Junior class. Dr. John E. White was the presiding officer of the debate. The credit of winning the series of three debates is Wake Forest's.

Dr. W. S. Brooks, President of Baylor University, paid Wake Forest a flying visit on February 18. Dr. Brooks was making a tour of the Baptist colleges of the South.

The basketball team played the following games:

With Asheville Farm School, Feb. 17, score 18 to 16.

With Asheville Y. M. C. A., Feb. 18, score 12 to 16.

With Atlanta Y. M. C. A., Feb. 19, score 29 to 23.

Columbus, Ga., Y. M. C. A., Feb. 20, score 18 to 60.

The Spring Term Senior Speaking occurred on the 2d of April. The following gentlemen made addresses: Messrs. Herbert Peele, J. C. Newell, V. F. Couch, O. C. Foote, P. C. Stringfield, Lee B. Weathers.

Rev. Jesse Bynum Boone died at his home in Hendersonville, N. C., June 17, after a two-months illness of softening of the brain and paralysis. Mr. Boone was a student of this College, 1860-61. He was a member of the Board of Trustees of the College, 1878-88. And again upon his return to North Carolina from 1892 to his death. He was born October 1, 1836, and was accordingly seventy-two years of age. He had been pastor at Statesville, Salisbury, and Hendersonville, in this State, and at Moberly, Mo. He was President of Judson College, Hendersonville, N. C., 1883-89, agent of the Baptist University, Raleigh, in 1891, and for ten years General Manager of the Baptist Orphanage at Thomasville.

New Trustees were elected at the annual meeting as follows: To succeed Dr. W. R. Gwaltney, deceased, Mr. E. F. Watson, of Burnsville; to succeed Mr. A. R. Foushee, resigned, Mr. G. E. Lineberry, of Winterville.

Dr. and Mrs. G. W. Paschal have deeded to Wake Forest College about half an acre of ground containing the picturesque spot called Sunset Rock. This name was bestowed

on the spot some years ago by little Margaret Sledd, and Dr. Paschal wishes his gift to be understood as a memorial of his little friend.

On the occasion of a very attractive call to a university city in a Southern State the Wake Forest Church and the Wake Forest Board of Trustees were brought to recognize afresh the importance of the work of Dr. James W. Lynch here as pastor and College chaplain. The following resolutions were passed June 3d by the church:

“Resolved, That we, the Wake Forest Church, are sore in heart at the thought of losing our beloved pastor.

“Resolved, That we think of his ministry among us, remarkable though it has been, as having now reached a crisis—the opening to him of a wider door of opportunity in connection with our College, our community, and our State.

“Resolved, That we are in full accord with him in the view that he takes in regard to broadening the field of our church work, and that we hereby pledge our co-operation in all measures looking to this end.

“Resolved, That in grateful recognition of that rare consecration of all his powers to the message of life, as he invariably brings it to us, we tender him an annual vacation co-extensive with that of the College.

Resolved, That it is our fervent hope that our pastor may be clearly led by the Spirit of God to abide with us.”

The Executive Committee of the Board of Trustees in session June 4th adopted the following resolutions:

“It is resolved by the Executive Committee, that the loss of Dr. J. W. Lynch from the position of College Chaplain would be a genuine disaster to the College and through the College to the State at large.

“It is resolved further, that in recognition of his manifold and highly important influence upon the total life of the Institution, and in token of our appreciation of him and his

work, we tender him a 33 1-3 per cent increase of his salary as College Chaplain."

Greatly to the relief of the entire community, Dr. Lynch announced on the 7th of June his determination to remain at Wake Forest.

The Summer Law School began its work on Monday, June 8th. Associate Professor Timberlake is assisting Professor Gulley. The class numbers 29.

The Literary Societies held their seventy-second annual celebration on February 14. The program was as follows:

DEBATE, 2 P. M.

B. Y. Tyner, President.

Lee M. White, Secretary.

QUERY:

Resolved, That the present tendencies toward centralization of power in the Federal Government are detrimental to the best interests of the Republic.

AFFIRMATIVE.

Hubert A. Jones, Eu.

Fred. T. Collins, Phi.

NEGATIVE.

George O. Marshall, Phi.

Edgar E. White, Eu.

ORATIONS, 8 P. M.

. F. F. Brown, Eu.

A. T. Howard, Phi.

MARSHALS.

J. A. Patterson, *Chief*, Eu.

J. M. Prevetie, *Chief*, Phi.

Ray Funderburk.

A. L. Herring.

J. M. Broughton, Jr.

J. B. Vernon.

The decision in favor of the negative was presented by Chief Justice Clark, in behalf of the committee.

COMMENCEMENT, 1908.

Commencement opened Sunday morning, May 17, with the Bacalaureate sermon by Dr. J. W. Lynch, the college pastor, who preached on the subject, "The Divine Installation of a Human Life." The sermon appears in this issue of the BULLETIN.

During Commencement week, distinguished visitors were called upon to conduct morning services in the college chapel. At the Thursday morning service, interesting talks were made by Maj. James H. Foote, of North Carolina, and Mr. Jos. J. Freeman, of Virginia, the only surviving members of the class of 1852.

The regular exercises began on Wednesday evening with the annual concert by the college Glee Club and Orchestra.

The annual Literary Address was made by Senator Robt. L. Taylor, of Tennessee, on Thursday morning. At the conclusion of Senator Taylor's address, the various medals were presented to the winners:

Awarded by the Philomathesian Society and presented by Mr. G. E. Lineberry:

- Senior Orator's Medal, to H. E. Peele.
- Junior Orator's Medal, to F. T. Collins.
- Sophomore Orator's Medal, to G. T. Best.
- Freshman Improvement Medal, to J. J. Hayes.

Awarded by the Euzelian Society and presented by Mr. W. J. Ferrell:

- Thomas Dixon Senior Orator's Medal, to J. C. Newell.
- Junior Orator's Medal, to N. A. Melton.
- Sophomore Orator's Medal, to E. R. Settle.
- Freshman Improvement Medal, to J. H. Beck.

Medals open to the general student body were presented by President Poteat:

- The Thomas Dixon Essay Medal, to H. J. Massey.
- The *Wake Forest Student* Essay Medal, to C. A. Murchison.
- The *Wake Forest Student* Fiction Medal, to H. H. McMillan.

At half-past three o'clock, Class Day exercises were held in Memorial Hall.

- Orator: A. W. Dunn, Halifax County.
- Prophet: W. H. Furman, Franklin County.
- Poet: P. Q. Bryan, Halifax County.
- Historian: V. F. Couch, Durham County.
- Executor: H. E. Peele, South Carolina.

Dr. J. O. Atkinson, of Elon College, N. C., delivered the annual address before the Alumni Association on Thursday evening at 8 o'clock, his subject being "Freedom and Restraint."

After Dr. Atkinson's address, the Association was called to order by President W. W. Holding for the transaction of business. The following officers for the coming year were elected:

G. E. Lineberry, of Bertie, President; J. J. Freeman, of Virginia, Vice-President; E. W. Timberlake, Jr., of Wake Forest, Secretary and Treasurer; Orator for 1908, Rev. Oscar Haywood, of New York City, with W. J. Ferrell, of Raleigh, as alternate.

The Secretary was instructed by the Association to send out a letter each year, at least thirty days before Commencement, requesting all members of the Association to pay the annual fee of \$1.00.

The graduating exercises of the College were held at 11 a. m., Friday, May 22. After the invocation by Rev. J. A. Beam, of Leaksville, N. C., orations were delivered by members of the Graduating Class as follows:

P. C. Stringfield, Catawba County.—"The Problem of the Pacific."

H. A. Jones, Wake County.—"Socialism—Not the Remedy."

J. F. Justice, Buncombe County.—"Industrial Ethics."

F. D. King, Union County.—"The Trend of American Life."

H. T. Stevens, Wake County.—"The Coming American."

F. F. Brown, Buncombe County.—"Builders of the South."

On the recommendation of the Deans of the several departments, the following degrees were conferred by the President:

ACADEMIC DEGREES.

Master of Arts.—J. E. Allen, E. B. Earnshaw, T. N. Hayes, H. F. Page, H. M. Poteat.

Bachelor of Arts.—R. G. Anders, C. S. Barnette, F. F. Brown, P. Q. Bryan, J. T. Byrum, J. G. Carroll, Oscar Creech, A. W. Dunn, O. C. Foote, Tom Gulley, V. F. Hamrick, T. Hendrix, A. T. Howard, H. A. Jones, W. J. Jones, J. F. Justice, F. D. King, W. D. Little, H. H.

McMillan, G. O. Marshall, B. P. Marshbanks, H. J. Massey, O. L. Moore, J. H. Nanney, J. C. Newell, H. E. Peele, J. E. Ray, Jr., J. R. Stewart, Benjamin Sargee, P. C. Stringfield, E. N. Thorne, J. B. Thorne, B. Y. Tyner, L. B. Weathers, L. M. White.

Bachelor of Science.—V. F. Couch, W. R. Griffin, J. A. Patterson, W. H. Furman, J. B. Hill, Jr.

Bachelor of Laws.—R. L. Brown, W. S. Britt, O. W. Clayton, W. C. Hamrick, Jr., T. N. Hayes, T. L. Johnson, J. R. McLendon, O. J. Sikes, H. T. Stevens, J. A. Watson.

Members of the Graduating Class other than the orators submitted theses as follows:

- J. E. Allen, Warren, N. C.—“A History of the Baptist Churches of Warren County.”
- R. G. Anders, Henderson, N. C.—“The History of Arithmetic.”
- W. S. Britt, Robeson, N. C.—“Changes in the Judiciary of North Carolina.”
- F. F. Brown, Buncombe, N. C.—“Centralization of Power in the Federal Government.”
- R. L. Brown, Stanly, N. C.—“Locke Craig as Governor.”
- P. Q. Bryan, Halifax, N. C.—“Alexander Hamilton, Statesman.”
- J. T. Byrum, Chowan, N. C.—“History of Ballard’s Bridge Baptist Church.”
- J. G. Carroll, Sampson, N. C.—“Elementary Mathematics.”
- O. W. Clayton, Sampson, N. C.—“Why We Need a Large Navy.”
- V. F. Couch, Iredell, N. C.—“The Coming Crisis: Who Shall Stand?”
- O. Creech, Selma, N. C.—“The History of State Prohibition.”
- A. W. Dunn, Halifax, N. C.—“The Beginnings of Scotland Neck.”
- E. B. Earnshaw, Wake N. C.—“The Function of Education in a Democracy.”
- O. C. Foote, Wilkes, N. C.—“Compulsory Education.”
- W. H. Furman, Franklin, N. C.—“The Great American Fraud.”
- W. R. Griffin, Union, N. C.—“Some Superstitions in Medicine.”
- Tom Gulley, Wake, N. C.—“The Formation of Soil.”
- V. F. Hamrick, Cleveland, N. C.—“The Growth of the Independence Idea in America.”
- W. C. Hamrick, Gaffney, S. C.—“The Tariff.”
- T. N. Hayes, Wilkes, N. C.—“Child Labor Legislation in North Carolina.”
- T. N. Hayes, Wilkes, N. C.—“North Carolina’s Contribution to Poetry.”

- T. Hendrix, Davie, N. C.—“Sketch of Judge Ruffin.”
- J. B. Hill, Oconee, S. C.—“Benton’s Expunging Resolutions.”
- A. T. Howard, Sampson, N. C.—“The New Internationalism.”
- T. L. Johnson, Buncombe, N. C.—“The Unheralded Hero.”
- H. A. Jones, Wake, N. C.—Anniversary Speech, 1908.
- W. J. Jones, Wake, N. C.—“Compulsory Education.”
- J. F. Justice, Buncombe, N. C.—“Centralization, the Problem of American Democracy.”
- F. D. King, Union, N. C.—“The Trend of American Life.”
- W. D. Little, Union, N. C.—“The Race Problem of the North.”
- J. R. McLendon, Union, N. C.—“The Dissatisfied Man.”
- H. H. McMillan, Scotland, N. C.—“Some Defects in Civilization.”
- G. O. Marshall, Pender, N. C.—Anniversary Speech, 1908.
- B. P. Marshbanks, Madison, N. C.—“The Whig Party.”
- O. L. Moore, Cleveland, N. C.—“State Control of Schools.”
- J. H. Nanney, Rutherford, N. C.—“Christian Missions as a Social Force in South America.”
- J. C. Newell, Cabarrus, N. C.—“Abraham Lincoln a Friend of the South.”
- H. F. Page, Harnett, N. C.—“The Origin and Development of the Elegy.”
- J. A. Patterson, Cleveland, N. C.—“The Patent Medicine Fraud.”
- H. M. Poteat, Wake, N. C.—“Voltaire.”
- J. E. Ray, Jr., Wake, N. C.—“The Comparison of the Characters of Juliet and Ophelia.”
- Arthur Ranes, Wake, N. C.—“Æsthetic Education.”
- B. Sargee, Lexington, S. C.—“Some Early Revivals in American Colleges.”
- H. T. Stevens, Wake, N. C.—“Child Labor.”
- J. R. Stewart, Davie, N. C.—“History of the Tariff in the United States.”
- P. C. Stringfield, Catawba, N. C.—“The Problem of the Pacific.”
- E. N. Thorne, Rutherford, N. C.—“Dangers of Government Ownership of Railroads.”
- J. B. Thorne, Rutherford, N. C.—“History of Mars Hill College.”
- B. Y. Tyner, Robeson, N. C.—“Evolution in Educational Ideas.”
- J. A. Watson, Jackson, N. C.—“The National Campaign Issues from 1789 to 1860.”
- L. B. Weathers, Cleveland, N. C.—“The Thermopylæ of America.”
- L. M. White, Guilford, N. C.—“Sketch of Sydney Lanier.”

Announcements.

The fall term of the session of 1908-9 will begin on the first day of September. That day is set apart for the purpose of matriculation. Students who for any reason ask to be matriculated on any subsequent day of the fall term will be charged an extra fee of two dollars. The matriculation fees, which with the contingent deposit of \$2 aggregate \$16, must be paid by every student at the time of his matriculation. The settlement of the tuition fee of \$25 a term can not be deferred beyond the first day of October.

Students seeking admission without certificates from approved high schools will be examined for entrance on Wednesday, September 2. For an entrance examination on any subsequent date a special fee of one dollar will be charged. The dates for the removal of conditions in the fall term are,—October 26 and the first day of the final fall examination period.

Secretary E. B. Earnshaw will be pleased to forward to any prospective student a blank Certificate for Admission. Such a form is to be filled out in detail as indicated and forwarded by the high school principal to the College Secretary.

The Board of Trustees are to meet in special session on the 23d of July for the election of a successor to Dr. Lewis M. Gaines in the Chair of Anatomy and Physiology.

The Town Commissioners of Wake Forest have voted to issue bonds to the amount of \$10,000 for the purpose of installing an electric light plant in the town. The Executive Committee of the College Board of Trustees have announced to the Town Commissioners that, in case the lights are satisfactory and of reasonable price, the College may be counted upon to subscribe for lights. It is hoped that lights will be installed by next January.

NEW SERIES

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Caps and Gowns.

BY DR. CHARLES E. TAYLOR.

“But of all aprons the most puzzling to me hitherto has been the Episcopal, or Cassock.”—Herr Teufelsdröckh in Thos. Carlyle’s *Sartor Resartus*.

During the apostolic age, and for several centuries thereafter, special vestments for church officials were unknown. We have high authority for believing that the bishops, elders, or presbyters of the churches, even when engaged in ministerial functions, were clad like the men who composed their congregations. The earliest insignia distinctive of rank or dignity in ecclesiastical costume were two dark stripes of varying width on long white tunics. These stripes are adaptations from the *lati-clavus*, or broad stripe, which indicated the rank of Roman senators, and the *angusti-clavus*, or narrow stripe, which marked the robes of the equestrian order. It is a remarkable and suggestive fact that the hierarchy of the Roman Catholic Church should have derived the insignia of their rank through their possession of civil power in the state. We know that this power was exercised by the bishops of the Church of Rome.

In the full development in the eleventh and twelfth centuries of the robes which, with slight modifications, have been used in the Romish church till the present time, some effort was also made to assimilate the vestments to those appointed by the Mosaic law for the priesthood of Israel. And all additions made by authority during the Middle Ages were intended to be suggestive of some symbolical motive to convey some doctrinal significance. To-day (September 10th), when this is being written, appears a telegram in a morning newspaper describing the close of the Eucharistic Congress of Roman Catholics in London. Here is

one sentence:—"On either side of the aisle stood fourteen Archbishops in red and purple, twenty-two Abbots and other prelates in their more sombre cassocks, while, beside the altar, * * were six Cardinals * * robed in scarlet, denoting their rank."

The origin of the hood was in the "amysse" which was worn in the choir services simply for protection from cold by the canons of cathedrals and churches. Under the name of the "mozetta," it is still used by ecclesiastics of the Roman Catholic Church. It consisted of two parts: the tippet, or cape, worn around the shoulders, and the cowl, or hood proper. In modern academical hoods a differentiation has taken place. The Oxford hood, for the lower degrees, for instance, consists of a large cowl only. The style used at Cambridge (England) for the same degrees includes also the remains of the tippet.

The tendency in Great Britain at present and for some years past is toward conformity with a general type of gowns, hoods, and caps, without seeking to indicate by cut or color the university from which a degree has been secured. Emphasis is laid upon the fact that a man has the knowledge for which his degree stands rather than upon the place where he obtained it.

As the first colleges and universities of Mediæval Europe were inaugurated and controlled under the auspices of the Church of Rome, the official insignia of these institutions were, of course, ecclesiastical in their origin. It was not unnatural that, in an age when every distinction of rank was indicated by variations in costume, there should be special costumes for each grade in the universities. And it was no less natural that, as these were under monastic or direct Papal patronage and control, the type of costumes for Doctors, Masters, and Bachelors should conform in a general way to that of Bishops and other prelates.

The Reformation wrought little change in this respect. The dignitaries of universities of England and Germany, as well as those of Catholic countries continued to wear the robes which had become familiar by centuries of use. This usage, in the course of time, with many other European customs, has passed to America.

The use of caps and gowns in American colleges, however, was, until quite recent years, uncommon and sporadic; and there was little regard for the cut or color or fabric of the garb worn by the recipients of the several degrees. The change to the present almost universal usage is largely due to the efforts, primarily, of one man, Mr. G. C. Leonard, of Albany, New York, and, secondarily, of tailoring establishments commercially interested in introducing their manufactures. In 1887 Mr. Leonard was a member of the committee of arrangements of the senior class of Williams College in Massachusetts. Up to that time caps and gowns had been occasionally used in that institution, but the gowns had been so shapeless that Mr. Leonard was confident that they were not correct in style. He imported a gown from England and found it quite different from most of those used in America. Having had his attention drawn to this matter, Mr. Leonard, after graduation, gave much study to it and finally entered into the business of manufacturing academic robes. In 1893 he published an illustrated article entitled "The Cap and Gown in America." This attracted much attention and probably suggested the calling of an Intercollegiate Commission which met in 1894 at Columbia University. In 1895 this Commission offered to the colleges of the country a suggestion for a statute to be enacted by institutions wishing to carry into effect the recommendations of the Commission. This statute at once received favorable recognition from Columbia, Yale, Princeton, and scores of other institutions.

The recommendation of the Commission was that there should be three types of gowns and hoods, for Bachelors, Masters, and Doctors, respectively. The Bachelor's gown is the most commonly worn and has long pointed sleeves; the Master's gown has a long, closed sleeve, square at the end, which comes well below the knee, the arm coming through a slit near the elbow; the Doctor's gown is like a pulpit or judge's gown, with full round open sleeves, and is faced with velvet and has three bars of velvet on the sleeves. The Doctor's cap may have a gold tassel, while the Bachelors and Masters wear black tassels. The Doctor's and Master's gowns are silk, the Bachelor's of worsted stuff.

These distinctions in gowns follow close to the British usage, but the American system of hoods, besides providing three distinct forms for the several degrees, are lined with silk of the official colors of the institution granting the degree, and trimmed with velvet of the color that represents the department of learning to which the degree pertains, as follows:—

Arts and Letters.....	White.
Theology and Divinity.....	Scarlet.
Laws	Purple.
Philosophy	Blue.
Science	Old Yellow.
Fine Arts	Brown.
Medicine	Green.
Music	Pink.
Pharmacy	Olive.
Dentistry	Lilac.
Forestry	Russet.
Veterinary Science	Gray.
Library Science	Lemon.
Pedagogy	Light Blue.
Commercial Science	Drab.

The following reasons have been assigned for the selection of these colors. Some are historic; others appear to the writer to be very fanciful. "The white, for a degree in arts and letters, comes from the white fur of the Oxford and Cambridge B.A. hoods; the red, for theology, follows the traditional color of the church, as signifying ardent love and zeal for the faith, as used by cardinals for centuries. The purple, for law, comes from the royal purple of the king's courts; the green, for medicine, from the stripe in the army surgeon's uniform and, earlier, from the color of the medicinal herbs. The degrees in philosophy are shown by blue, the color of truth and wisdom; science, gold-yellow, which signifies the wealth contributed by scientific discoveries. Pink was taken from the pink brocade prescribed for the Oxford Doctors of Music; olive, allied to green, was selected by pharmacy so closely allied to medicine, while russet was taken from the jolly old English foresters who wore it in the fall as they quaffed their brown October ale."

The regents of the University of the State of New York, in July, 1902, issued a charter to the Intercollegiate Bureau of Academic Costumes of Albany. The object of the corporation is "to establish and maintain a library relating to universities, professional, technical, advanced schools and colleges of the world, particularly as to their membership and their ceremonial, and other public appearances, including their gowns, hoods, caps, robes, badges, banners, arms and other regalia used on such occasions; to maintain a register of statutes, codes and usages, designs and descriptions of the articles of academic costume and regalia with their correct colors, materials, qualities, sizes, proportions, and the arrangement thereof; to promote social intercourse among members of universities and colleges, and to disseminate information on the subjects mentioned."

The registry of this Intercollegiate Bureau now contains a record of the official colors and arrangements for about two hundred and fifty colleges.

* * * * *

On a bright morning last summer the writer attended the commencement exercises of a great University. It was a most spectacular function, gorgeous in color. The long procession of several hundred professors and instructors shone in the June sunshine like a peripatetic rainbow. What if some of the learned gentlemen perspired under their burdens of velvet and wool, and others, conscious of being conspicuous in their velvety robes and hoods, looked a little sheepish? They could at least find some comfort, perhaps, in the reflection that their variegated peacockery bore some meaning to the eye of an initiated expert.

An old-fashioned person, after the procession, like a gaudy caterpillar, had slowly crept through the campus and into the hall, might perhaps, have been excused for questioning the wisdom of engrafting mediævalism upon American institutions and for preferring the virile garb in which Wayland and Swain and Maxey taught and presided to the most subtle creations of milliners with their inevitable suggestiveness of petticoats.

Address Before the North Carolina Peace Society, Greensboro, October 14, 1908.

BY PRESIDENT WILLIAM LOUIS POTEAT.

MR. CHAIRMAN :—I am for war. In the afternoon of yesterday at Guilford Battle-Ground I was transported into the heroic days of the Revolutionary period. Last night at Raleigh Mr. Thomas Nelson Page conducted me into the noble presence of Robert E. Lee. Enveloped in such an atmosphere one could hardly fail to recognize the full personal power, the high virtues and faculties, evoked in war, and the noble arts and the sanctities of home and honor founded and defended by war.

Permit me to remind you that, while two of the ancient Hebrew prophets foresaw the reign of international peace "in the latter days," when nations would beat swords into plowshares and spears into pruning-hooks, another prophet of equal insight and authority cried, pending that consummation, "Proclaim ye this among the nations: Prepare war; stir up the mighty men; beat your plowshares into swords and your pruning-hooks into spears." There you have the program of "adequate armament." So long as man is man and social injustice is inveterate and self-perpetuating, the nation with the quickest conscience and the fullest allegiance to the program of universal peace in righteousness, will require the keenest swords and the longest spears. And they will have to be provided at some sacrifice of the milder arts of peace.

War has been the effective agency for the suppression of evil entrenched in backward stages of culture and for pushing forward the moral progress of the race. For some obstructions require dynamite. The tempest and the volcanic

eruption have place in the orderly system of nature. Think of that portentous shout in the Palais-Royal, "To arms!" and the bloody deluge which followed in the reign of terror. Frightful? But they might have been written in the "Book of the Wars of the Lord." For hollowness and insincerity *had* to cease. There had to be a return to Truth, the chief good, whatever the aggregate cost in lower values. The French Revolution turned us out a truth, in the terrific precision of Carlyle's phrase, a truth clad in hell-fire, since they would not but have it so.

Hear a parable. Hoary Falsehood and his confederate Cruelty lie in their fenced city of Jezreel. The watchman on the tower reports the troop of an Avenging Fate coming down upon Jezreel out of the future. "Send a horseman out to meet them," cries the trembling king, "and let him say, Is it peace?" The horseman goes even to the troop and says, "Is it peace?" But the Advancing Doom makes answer, "What hast thou to do with peace? Turn thee behind me." The watchman on the tower tells saying, "He came even unto them, and cometh not again; and the driving is like the driving of Jehu, for he driveth furiously." And Falsehood and Cruelty harness themselves and pass out each in his chariot to parley in their own persons, saying, "Is it peace? Is it peace?" And the Advancing Doom answers, "What peace, while you corrupt and afflict the land?" And the arrow of uncompromising War breaks in between the shoulders of Falsehood and goes out at his heart in the field of Naboth, and Cruelty flees stricken in his chariot to Megiddo to die there!

Moreover, even in advanced stages of culture, war must be admitted as a last resort in the protection of the home territory and the national honor. Territorial sovereignty and the honor of nations may or may not be involved in a given controversy. That and other questions of fact may be

submitted to arbitration. But the inviolability of its territory against invasion or the vindication of its honor a nation can not admit to be an open question. It must fight, for it faces extinction or, what is worse, a life of dishonor. Here the moral code for the nation coincides with the moral code for the individual.

If it be aught toward the general good,
Set honor in one eye and death in th' other,
And I will look on both indifferently;
For let the gods so speed me as I love
The name of honor more than I fear death.

Mr. Chairman, I am for peace. But of what value is the contention? One of the Psalmists cries,

Woe is me, that I sojourn in Meshech,
That I dwell in the tents of Kedar!
My soul hath long had her dwelling
With him that hateth peace.
I am for peace;
But when I speak, they are for war.

Kant's essay on "Perpetual Peace," published soon after the Peace of Basle (1795), instead of extending the interval of peace, was rather a sort of introduction of the Napoleonic wars. Since the Treaty of Berlin (1878), in the very era of international peace conferences, the public debt of Germany, mainly military, has increased 265-fold. The First Hague Conference resolution on the restriction of military budgets was followed by an increase of military and naval expenditure without a parallel in history. The war budget of Russia for 1909 shows an advance of \$20,000,000, and the Peace of Portsmouth is but of yesterday. Argentina took part in setting up the gigantic statue of Christ on the summit of the Andes, and carved on one of the faces of the pedestal "Peace on earth, good will to men," but its Chamber

of Deputies voted a few weeks ago a naval expenditure of \$65,000,000, mainly because Brazil had set that ridiculous pace. Just now, a few months after the sitting of the second Hague Conference, an international crisis is precipitated in the Near East, and instead of appeal for its settlement to the court of arbitration established nine years ago by the First Hague Conference, Austria-Hungary insists that its violation of the Berlin Treaty is nothing amiss, Turkey protests and mobilizes its army, Servia proceeds with the enlistment of volunteers, and Bulgaria counts up its 380,000 soldiers and 500 guns for the defense of its new independence! You speak of peace, but the nations are for war. The nations themselves sit down together to discuss community of interests and to resolve upon universal peace, then rise up ready to play their old fierce game of war and to wash their feet in the blood of the wicked.

Nevertheless, we can not recall our declaration of war upon war. The back of this monster must be broken. I make two suggestions:

First, we must educate against the war spirit, and thereby strip off the factitious glamour and romance of the military career. Our present method needs to be reversed. We continue even yet to foster this relic of our barbarous past. We cultivate the war spirit with sedulous care. We stir it into the baby's food. With its sham instruments of drum, toy pistol, and tin sword we infuse it as a dominating influence throughout the boy's play. With its formal, mechanical, and coercive discipline we enthrone it in the youth's education. And with unmeaning parrot praise we glorify it when manhood adopts the "grand pastime" of war as a profession. This habit must be changed, or the successive generations will continue to think first of the arbitrament of the sword.

Second, we must extend more and more to public and na-

tional relations the moral code universally recognized in personal relations. Not a little progress is already made. The society of nations is developing an international conscience, which will not allow them now to fight over matters once the occasions of bloody war. France and Germany could not fight to-day about the Spanish succession as they did forty years ago. War is coming to be a moral anachronism, as is the appeal to the fist, the knife, and the pistol in the case of personal differences.

But we shall need our army and navy probably down to the last chapter, need them as policemen are needed in the most progressive communities. And they must be adequate and well trained, and we must willingly pay the cost of these hired servants of the nation. But we must insist that they be severely restricted to the actual national necessity. If our territory is ever invaded or our national honor insulted, we shall all turn soldiers to defend them.

And so, Mr. Chairman, I am for war; I am for peace. I am in favor of the program of the N. C. Peace Society—"adequate armament and effective arbitration."

The Higher Education.

BY J. W. LYNCH, D.D.
(Biblical Recorder.)

I recently ran away from home for a few days' rest. Going some hundred and fifty miles, I alighted from the train in a fine rural community—a sober village, an associational school, a big Baptist church more than a century old, and an industrious and prosperous country around.

During my stay I was in the homes of two worthy and useful men, leaders in the business of the community, in the church and Sunday School, in the academy, in the Association, and in the administration of the village and county governments. Everything in and about their homes betokened prosperity and independence. Moreover, the men were conversant with Baptist affairs, and easy and at home on all questions of public interest. They were broad-minded and public-spirited. I learned, too, that they have children at the University for Women and at Wake Forest.

I began to ask myself the secret of their influence. Was there a secret? Yes, there is an explanation. By referring to the catalogues, I find that both men were at Wake Forest for a short time. I suppose that they studied Latin, Greek, and mathematics, most of which they have very likely forgotten. But even these studies, we may believe, left a deposit which has enriched their minds for all time. Still it is possible that some close-fisted and narrow-minded utilitarian will exclaim: "What a waste of time and money!" Not so. There is more at college than books and teaching. There is a vision, a spirit, an inspiration. These men were at college long enough to catch a glimpse of the world of truth, to get an outlook upon life, to be ignited by the intel-

lectual spark, to glance in outline the kingdoms of this world and the next, to be impregnated with a noble ambition, and to fall in love with ideals that have never ceased to call and beckon. This is the higher education and the best of all.

What is the moral and application? It is this! Get the bright boy and girl off to college. If they are made of good stuff, they will return home to become leaders and centres of influence. Even one year at college opens upon a field of immeasurable usefulness and a vista of undying glory. * * *

Encourage the young preacher, who has taken a college course, to go to the seminary. If need be, drive him there for a while. In one year he will discover his ignorance—a great discovery!—and become somewhat acquainted with the geography of the world of books. It will be greatly to his advantage, as well as the public, for him to be for even so short a time at the centre, and to form intellectual and heart-alliances with the future leaders of men.

The ancient classics, higher mathematics, astronomy and like subjects may or may not be immediately practical and money-making studies, but the fellowships, inspirations, visions, enkindled ambitions and enthusiasms of college life are usually tremendously and gloriously practical. These often change the course of one's life, widen its channel, deepen its currents, and give an ever-increasing momentum and celerity to its flow.

Faculty Personals.

President Poteat has made the following addresses :

At the Beulah Association, August 4, on Education.

At Parks Spring, Caswell County, August 6, on The Public Wealth.

At the Liberty Association, Denton, August 18, on Education.

At the Hundred and Fiftieth Anniversary of the Sandy Creek Association, Carthage, October 4, on "What Baptists Have Done for Education."

At the First Baptist Church, of Greensboro, October 11, on "Christianity and the Social Order."

Before the North Carolina Peace Society, Greensboro, October 14. The address is printed in the present issue of the BULLETIN.

At the annual meeting of the State Literary and Historical Association in Raleigh, October 13, Dr Benjamin Sledd was chosen First Vice-President. Dr. Sledd is also a member of the committee of five which awards the Patterson Memorial Cup.

There has been much changing of residence among the faculty. Dr. G. W. Paschal has moved into his handsome new house on South street; Dr. E. E. Stewart, the new Professor of Anatomy occupies the Gore Cottage vacated by Dr. W. S. Rankin, the latter moving into Dr. J. H. Gorrell's former residence; while Dr. Gorrell has moved into his handsome new house on "Faculty avenue."

The Managing Committee of the College Hospital at its meeting on September 9 appointed Dr. W. S. Rankin superintendent for the present term.

Director J. Richard Crozier, with Mrs. Crozier and their daughter, returned to his work in the College on October 1.

Mr. Crozier thinks the outlook promising for basketball and baseball teams.

Professor J. Henry Highsmith, of the Department of Education, conducted the Teachers' Institute for Columbus County at Whiteville, August 3-14. From August 17-21 he was with the teachers of Yadkin County in an Institute held at Yadkinville. On Oct. 14th Professor Highsmith attended the Wilmington Association which met at Wallace. He made an address on the "Teaching Function of the Church." On Thursday, October 15, he attended the Roanoke Association at Rocky Mount, speaking on "Religious Instruction."

Professor J. B. Carlyle, of the School of Latin, has made the following addresses: August 16, on the occasion of the laying of the corner stone of the new school building, at Creedmoor, subject, "The Value of the School to the Community"; September 2, before the Robeson County Medical Society, at Lumberton, on "The Doctor of To-day"; October 11, at the Raleigh Tabernacle Church, on "The Mission of the Sunday School."

In the "Literary and Historical Activities in North Carolina, 1900-1905," published by the Historical Commission, appears an important paper by Dr. E. W. Sikes, of the School of Political Science on "The Genesis of Wake Forest College." It covers nineteen pages and brings the history of the institution down to the first graduating class under the charter of 1838. Dr. Sikes has also made a notable contribution to the history of North Carolina. In the "History of the South," the large enterprise edited by Dr. Chandler, and to be published by a New York house, he writes the section on "The Royal Province of North Carolina."

The following is clipped from the *Lexington, N. C., Dispatch*, of Aug. 12:

"No more helpful talks have been made in Lexington than those of Dr. E. W. Sikes, of the Faculty of Wake Forest College, who con-

ducted the teachers' institute last week and lectured for the benefit of the public Tuesday and Friday nights, first on "The Presidency" and second on "The Growth of American Democracy." These were racy addresses, full of humor, valuable information and of influence that broadens and elevates. We regret to say that Lexington didn't take notice as it should have, and that few people heard what was in every sense of the word an intellectual feast. Superintendent Vann is to be congratulated on securing Dr. Sikes, and it is to be hoped that he can be had again for like service. The teachers were greatly benefited by the institute."

To Professor William B. Royall, D.D., of the School of Greek, Professor A. T. Robertson, D.D., of the Southern Baptist Theological Seminary, dedicates his recently published volume, "A Short Grammar of the Greek New Testament." The dedication follows: "To W. B. Royall, D.D., Professor of Greek in Wake Forest College, True Greek and Teacher."

At a meeting of the Board of Trustees in Faircloth Hall, Raleigh, July 23, 1908, Dr. Edgar Eginton Stewart, of New York City, was elected Professor of Anatomy and Physiology, to succeed Dr. Lewis M. Gaines resigned. Dr. Stewart was born and reared in New York City, took four years of collegiate training in the College of the City of New York, and received his professional degree from the College of Physicians and Surgeons in 1906. Since that time his hospital experience has been extensive,—in the City Hospital, in the City Almshouse, in the Roosevelt Hospital, and for a year and a half in the House of Relief of the New York Hospital, handling more cases than any other hospital in the city except Bellevue. In the House of Relief he was physician and surgeon in charge of all cases. Besides, in his ambulance service he personally treated 1,500 cases representing well-nigh every species of accident to the human body. Dr. Stewart was married to Miss Phyfe, of Bovina Center, N. Y., July 9th. They arrived at Wake Forest about a week before the opening of the session.

Record.

The chapel service on the opening of the session September 1st, was conducted by Dr. J. W. Lynch, the College chaplain, who after reading a selection from the Scriptures, made a beautiful and impressive address on the text, "He hath set my feet in a large place." Rev. Dr. Henry W. Battle, of Kinston, and Rev. Dr. I. M. Mercer, of Rocky Mount, were on the platform and spoke hearty words of greeting and congratulation. Both of these gentlemen entered their sons in College this session. The exercises were concluded by words of welcome to old and new men with remarks on "The College Family" by President Poteat.

The total enrollment for the present session was 363 on October 20th. The entire enrollment for the whole fall term of last session, the largest previous enrollment, was 356.

Mr. Thomas Dixon, Jr., has presented the College a set of bound volumes of the *New York Times*, running from 1856 to 1907.

President E. M. Poteat, of Furman University, Greenville, S. C., lectured in the Wingate Memorial Hall on the evening of September 26. His subject was "Making the Most of the Stuff."

Dr. C. B. Williams, of Baylor University, Waco, Texas, visited the College during the last week of September. While in Wake Forest he conducted September 27th the Sunday morning services, preaching on the subject, "The Philosophy of Prayer."

Dr. S. J. Porter, of Richmond, Va., one of the Field Secretaries of the Foreign Mission Board, spoke before the Y. M. C. A. on the 28th of September. His subject was "The Missionary Ideal."

Chapel service was conducted Sept. 2 by Rev. J. A. Campbell, Principal Buie's Creek.

At the fall Senior Speaking which came on October 20th. the following gentlemen made addresses: Mr. L. L. Tilley, of Durham County, on "Liberty as a Basis of National Greatness"; Mr. L. E. Dailey, of Camden County, on "How North Carolina does, and how she should, spend the Money appropriated for Schools"; Mr. J. B. Willis, of Marlboro County, South Carolina, on "Southern Heroes"; Mr. N. A. Melton, of Surry County, on "The Vain Effort of Emperor Julian."

The first class to graduate in Wake Forest College, the Class of 1839, numbered four men. The total number up to the present time who have received degrees is 1134. The largest class so far was that of the last session, numbering fifty-five. The applications for degrees at the coming commencement show a remarkable increase. Seventy-one men are applying for seventy-three degrees. This increase is in part due to the raising of the entrance requirements. It shows that the entering men are pushing through to graduation in a gratifyingly enlarged proportion.

Wake Forest is playing football for the first time since 1895. Mr. A. P. Hall, formerly of Swarthmore College, Penn., is coaching the team, and Mr. L. C. Hardy, of Arizona, is manager. Games have been played with the University of North Carolina, the Agricultural and Mechanical College, and the Warrenton High School, resulting in the following scores: University of N. C., 17; Wake Forest, 0. A. and M., 25; Wake Forest, 0. Wake Forest, 21; Warrenton High School, 0. Other games will be played with Davidson, A. and M., and the N. C. Medical Association of Charlotte.

At a large and enthusiastic meeting held October 8th the College Athletic Association was organized for the current year, and the following officers elected: President, F. T. Collins; Vice-President, W. H. Higgs; Secretary, R. L. McMillan; Manager of baseball team, Archie Bynum; Assistant-Manager of baseball team, C. L. Hardy; Manager of track team, Dee Carrick.

At a meeting of the Senior Class on Sept. 9th, officers were elected for the present session. The officers elected were: President, J. M. Adams, of Wake; Vice-President, H. W. Baucom, of Wake; Secretary, Ray Funderburk, of Union; Treasurer, W. B. Hampton, of Surry; Prophet, E. C. White, of Catawba; Orator, John Lanier, of Harnett; Poet, R. E. Walker, of Rowan; Executor, J. H. Beech, of Caldwell; Historian, A. D. Morgan, of Wake.

At the meeting of the Young Men's Christian Association on October 12, Messrs. J. A. Ellis and J. M. Adams were appointed delegates to the first International Student Bible Conference which meets at Columbus, O., Oct. 22-25. Messrs. A. R. Gallimore and H. M. Blanchard were elected editors of the *Calendar* to be published by the Y. M. C. A. Interest in the work of the Y. M. C. A. continues, about two-thirds of the student body being members of this organization.

Arrangements have been made for a series of three debates with Randolph-Macon College, Va. The first of these debates will be held in Raleigh on Thanksgiving Day, when the following query will be debated:

"Resolved, That injunctions ought to be allowed as a means of preventing strikes." Wake Forest will defend the negative side of the question. The second debate in the series will probably be held either in Lynchburg or Norfolk.

The Summer Law School opened on June 8th with an unusually large attendance, the entire enrollment being twenty-nine. Prof. E. W. Timberlake assisted Prof. N. Y. Gully in the work. The following gentlemen stood the Supreme Court examination on August 29th and received license to practice law: C. W. Bagby, H. M. Bonner, L. F. Bodenheimer, Stokes Buchanan, A. L. Clark, P. P. Dulin, B. T. Falls, L. L. Harkrader, T. N. Hayes, S. S. Holt, L. C. Hardy, J. R. Jones, C. V. McNeely, J. C. Newell, B. W. Parham, R. L. Ray, R. T. Weatherman and M. L. Wilson.

At an enthusiastic mass meeting of the entire student body steps were taken to eliminate hazing from the College. A committee of nine students, recommended by the Senior Class, to be known as the Student Senate, was appointed. This committee, which is composed of six seniors, two juniors and one sophomore, will try all cases brought before them, and students found guilty will be expelled from the College. The Faculty represents in a way a supreme court, to which the one expelled may appeal. The main significance of the new plan is that every student, from senior to freshman, is honor-bound to report any one who has anything to do with hazing. The seniors proposed this plan, but it was unanimously adopted by the whole student body, and it has in it more of helpfulness than any previous movement for the suppression of this college reproach.

Announcements.

The 75th Anniversary of the opening of Wake Forest College will be observed February 11, 1909, the day before the Anniversary of the Literary Societies. The principal address on that occasion will be delivered by President W. H. P. Faunce, of Brown University. Other addresses will be,—one by Dr. E. W. Sikes, on "The Genesis of Wake Forest College," and another by Dr. Charles E. Taylor on "The Men of the Period." It is expected that the venerable Major John M. Crenshaw, the first student to be entered on the rolls of the institution, and who is happily still with us, will be present on the occasion and take part in the exercises.

The Managing Committee of the College Hospital announce that the daily charge for students, to cover board and medicine, will be one dollar after January 1st, next, for outside patients two dollars from the date of the action, October 22d; and that members of the Faculty and the members of their families may have the privileges of the Hospital on the same terms as students, that is, on the payment at the beginning of each term of the Hospital fee of one dollar.

Dr. J. L. White, pastor of the First Baptist Church, of Greensboro, will begin a series of meetings in the College on November 9th and continue them two services a day for one week.

The first day of January will be the opening day of the spring term. It will be given up to the registration of students. Registration in the office of the President will be necessary only in the case of new men entering at that time. Registration in the Bursar's office will be required of all students. In the case of all students who ask to be registered

on any date later than the first of January, an extra fee of three dollars will be charged. Students who find themselves ready to take up the work of classes at the point which they have reached after a half session's advance may enter with advantage at the beginning of the spring term.

The program for Commencement of 1908-09 has been completed: Dr. J. W. Lynch will preach the Baccalaureate Sermon Sunday, May 16, at 11 a. m. Dr. Chas. F. Aked, of the Fifth Avenue Baptist Church, New York City, will deliver the Annual Literary Address, Thursday, May 20th, at 11 a. m. Dr. Oscar Hagwood, of Collegiate Baptist Church, New York City, will deliver the Alumni Address May 20th, at 8.30 p. m. Friday, May 21st, will be Commencement Day.

Mr. A. D. Ward, of New Bern, president of the Board of Trustees, has established a medal to be given for the best oration delivered on Commencement Day by a representative of the Senior Class.

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The Denominational College

BY PRESIDENT WILLIAM LOUIS POTEAT.

There are certain outstanding features of the present educational situation which appear to be unfriendly to the denominational college. They raise fundamental issues and call for a frank examination.

The prosperous industrialism of the time may be first mentioned. We can not but rejoice in it. Educational, as well as political and religious, progress is directly dependent upon commercial prosperity. There is hope in it for the development of the barely touched mines of romance and shy tradition in the South, and the possibility of a leisure out of which a native literature will spring up. But material prosperity rapidly acquired leans heavily toward luxury, and luxury is only another name for the elevation of sense over soul and the materialization of life. Matthew Arnold thought Chicago "beastly prosperous." The success and comfort in which all grades of society are represented discredit to a degree the life of culture and the bearing of college training upon efficiency in the conduct of life. One hears on every hand slighting allusions to the higher education as dilettanteish and unpractical: "Don't talk to me about culture, I am busy"; "I can wait to take no education that is not pitched on industrial lines." The great industrial positions, it is said, are held by the "graduates of the college of hard knocks," while the graduates of Harvard and Princeton and Richmond and Wake Forest are their office secretaries. Besides, there are intelligent and friendly critics of the college curriculum who insist that it is antiquated in

*An address, expanded at points, made in the discussion of the Trustees' Report on Wake Forest College to the late Baptist State Convention. See Report, p. 221, of this issue.

spots and that the training which it supplies fails to connect with concrete opportunities in the world to-day. In this sort of discredit not the denominational college alone, but all kinds of literary colleges are involved.

Another mark of our period is the new assertion of the sufficiency, the independence and emancipation of the individual. It is one of the side results of the scientific movement of the latter half of the last century. This movement, which went so far in not a few minds toward discrediting all traditional religious beliefs, has joined the democratic movement, and together they have created the secularist tendency. Democracy, prosperity, science, spell secularism. What is secularism? It is the exclusion of all the interests of the eternal world from all the affairs of this world. An extreme expression of it is presented in the social democratic movement of Germany, which of all conventional religious beliefs retains only the reverence for Christ. There is the literature of realism; the current formula, art for art's sake, that is, form is everything, content, whether moral or immoral, counts for nothing. And there are certain benevolences clearly Christian in origin and impulse which somehow prefer to have no affiliation with organized Christianity. This secularist temper isolates the denominational college in a group to itself, puts it in a side eddy of the main current, if it does not leave it stranded, while the institutions breathing forsooth the air of the new liberal knowledge it supports and sweeps on to assured success.

The two features which I next present are probably only different aspects of secularism, but for clearness' sake they may be treated separately. One of them is the new philosophy of society and the functions of the State. The new dogma asserts that the State is the social spirit, which expresses itself not only in the government, but also in the institutions of religion and of education. The State is the largest social category representing the whole round of life.

Hence the State is the only fit agency for the education of all the people. All other education is individualistic, divisive, narrow. And so the State takes over all grades of education. In 1816 pioneer farmers on the rolling plains of Indiana put into their constitution the requirement that the General Assembly, as soon as circumstances should permit, must organize a general system of education from the grammar grades all the way through the university, free of tuition and open to all. That legislation was the birth of the State system of education. It is now represented more or less completely in every State in the Union except six. And observe the development of this system since that date. For the period of the last ten years the increase of students in forty-seven endowed and denominational colleges has been 45 per cent, while in the same number of state colleges the increase has been 102 per cent. President Jordan, of Leland Stanford, has lately said that the State universities are only at the beginning of the process of development. He is sure that in the next ten years they will double their resources, their equipment, and their prestige. I make here no attack upon the State system of education. I mention it in this connection only as a symptom of the tendency of the period.

I refer lastly to the discrimination of the Carnegie Foundation against the denominational college. Satisfactory provision against an old age of dependence and want attracts the highest grade of men and obtains from them their full capacity of work. Experts estimate that the feeling of personal ownership, the spirit of "my company," developed in employees adds ten per cent to the value of their work. The eighteen railroad companies paying retiring allowances and having a pay-roll of four hundred million dollars a year make, accordingly, by the pension system forty million dollars yearly. In the past ten years seventy large railroad and industrial corporations have adopted this system, not so much

upon humanitarian considerations, as for the improvement of the service.

Up to 1900 the only educational institutions which had adopted this system of retiring allowances were Harvard, Yale, Columbia, Cornell, and the University of California. In 1905 Mr. Carnegie provided a fund of ten million dollars (later increased to fifteen million dollars) to strengthen and dignify the profession of the teacher by making it possible for colleges on the accepted list to pay retiring allowances, not as a charity, but as a right. I will not say that this great benefaction purposely discriminates against the denominational college, but in practical effect it is the same as if it did discriminate against it. It would seem to be in the way of working the disruption of this class of institutions. Of course, the right of a benefactor to designate the direction of his gift must be recognized. And Mr. Carnegie designed in this great and noble foundation to aid education distinctively rather than religion. And I honor and respect him for it. He is entitled to the distinction of being a citizen of the world. There are only two conditions imposed which determine the eligibility of institutions to the benefits of the Foundation. First, the institution must be of strictly college grade as defined by the trustees of the Foundation. Second, the institution must not be controlled by a religious denomination. Under this latter condition 65 per cent of the colleges and the college teachers of the country are excluded.

Moreover, within the last few months the able and learned president of the foundation, Dr. Pritchett, has printed and distributed an important address on the relations of denominations to education in which he practically rules out the denominational college. He sets forth two alternative positions which a denomination may take respecting colleges. It may say, in the first place, "Our relations with colleges are religious, not denominational. We have fellowship with all colleges without seeking to control them or undertaking

their support." The clear inference is that the denominations which are interested shall camp around the state universities and, as a friend said to me, peck at them from the outside. In the second place, a denomination may say: "We find the denominational college a necessary part of our denominational machinery and assume, accordingly, the control of it and the support of it."

My objection is that Dr. Pritchett's categories are not exhaustive. Not all denominational colleges are mere parts of the machinery of propagandism. In some colleges established on distinctively Christian foundations, religion is fostered by methods which respect the student's intellectual aspirations, and which it is hardly just to construe as equivalent to the inculcation of particular forms of worship and particular views of truth. Certainly Wake Forest College fits into neither one of Dr. Pritchett's exclusive alternatives. Ninety per cent of the students in Wake Forest are already members of some church when they enter, and the denominational affiliation of practically all is already fixed, and no effort is made to alter it. In less than one-tenth of one per cent is it altered during residence. The college is not "turned into an agency for the conversion of youth to a certain experience of religious life." Conversion to a *real* experience of religious life is a proper incidental aim of a Christian college, and such an aim is in no way incompatible with educational consistency or with freedom from intellectual constraints. Wake Forest is Christian first and Baptist afterwards.

Dr. Pritchett urges, in support of the first alternative named above, that a denomination has to deal with many other organizations in the world, such as governments, parties, corporations, labor unions, benevolent societies, etc., which it may influence for good without taking on the responsibility of control. Certainly; but the denomination will do most to infuse Christian ideals into all these organizations

in the schools, which train for all. After the school period its influence is indirect and remote. Christian ideals need to be established in early life at the risk of not being established at all. This is precisely the field and the justification of the denominational school and college.

The several features of the educational situation which have now been specified may be interpreted as converging to a crisis for the denominational college. But there is no crisis for the denominational college, and I will tell you why. Religion is fundamental. It is the strongest and most universal of all social bonds. In primitive times men who traced their descent from the same totemic gods were brothers in a close society. Tribes having a different totem were alien. In higher stages of culture religion is the only force which can effect the subordination of individual interest to community interest. All history proclaims religion to be the mother of nations. Moreover, community of religious sentiments and ideals is even now leveling the barriers which separate nation from nation, as the range of these common sentiments and ideals widens, and there is growing up under our eyes, coextensively with the spread of Christianity, "the society of mankind."

Not only so. It must be admitted that the various elements which combine to form modern culture had their origin in religion. The arts and sciences sprang out of religion. Medicine, the mother science, began with the priest. Astronomy was at first cultivated to ascertain what the gods had to say about the destiny of men. Architecture had its birth in the piety which would fain provide fitting abodes for the gods; and painting and sculpture adorned what architecture had provided. The first poetry and music celebrated the praises of the gods. The first philosophy was theological. Morality also was born of religion. A primitive man did not say to his fellow, "I will not strike you, if you

will not strike me." They agreed, rather, not to strike one another before the altar. Men did not decide to be courageous. They fought for the shrine, and discovered that they were courageous. Men did not resolve upon cleanliness. They purified themselves for worship, and found that they were clean. Men did not determine to be honest. They respected the divine allotment of property, and grew to be honest. Men cherished the thought of heaven, and by degrees the thought of heaven began to get itself translated into the terms of actual human life. In short, religion not only prescribes the moral code, but adds the enthusiasm and devotion which insure its observance; it defines for us our duty and gives us heart to do it.

Face to face with these facts, will you tell me that there is no place, or a small place, for religion in education? Consult President Butler, of Columbia University, perhaps the leading American authority on pedagogical matters. He will say that education is the process of fitting the student to enter upon the total possessions of the race, and he will specify five sections into which these possessions fall, of which the crowning section is religion.

But this may all be accepted. The objection is not to religion in education, but to the denominational type of religion in education. But I answer, there is no other type of religion. Like all vital activities, religion must take outward embodiment. There may be uniformity of religious conceptions in the savage state, but simultaneously with the rise out of that state they become varied in proportion to the height of the culture. I admit that in the glow of the early experience Christianity was inchoate and structureless, but when it gathered itself together for its great task and moved out upon the conquest of evil, it organized itself; organized itself about different conceptions of the religious experience; and these organizations are the Christian denominations.

Now, it may be inquired whether this inevitable tendency to formal organization about different thought centers has defeated the aim of Christianity for the world. Quite the contrary is true. Like different individuals with peculiar personal traits, gifts, occupations, and affiliations, the different denominations make their particular contribution to the saving of the world, and take their particular place in world movements without any necessary duplication of plant and labor, and without any necessary antagonism. Duplication and antagonism there have been, but they have been due to blunders and perversions not inherent in the segregation of Christendom into smaller bodies organized on the basis of particular interpretations of the Christian experience and the Christian mission. These individualized organizations, in the nature of the case, are able to develop and apply, to a degree impossible in a more general relationship, the enthusiasm and energy of the men and women who find in them a congenial Christian atmosphere. And, on the other hand, any danger of the disintegration of the universal Christian body is forestalled by the unifying Christian spirit and impulse which pervade all its special organs.

The conclusion is manifest. Religion is not displaced, is not to be displaced. And the only religion in the world today effective as a social force is organized religion, or religion of the denominational type. Accordingly, religious work in education, as in any other section of our social activities, must not be left entirely to the hazard of individual impulse, if its results are to be large and abiding. It must be organized. The organization has actually, if not inevitably, taken effect on the basis of community of beliefs and aims. It is ill-judged and unfair to assume that association on such a basis involves of necessity, in secondary or college education, the ignorance and rancor of a narrow partisanship.

I for one accept the challenge of the Carnegie Foundation.

I accept the challenge of the State system of education. I accept the challenge of the prevailing secularism of the time; and, with all the responsibilities which it involves, I hold to the denominational college as the only guarantee of a positive Christianity in higher education, and as a prime agency in preserving our civilization from ultimate disintegration and decay.

The Times and the Men.

BY DR. CHARLES E. TAYLOR.

Do men make eras or do eras make men? These are old and much mooted questions. But controversy about them has been needless. For we may give affirmative answers to both.

Eras make men in that they offer avenues for the exercise of abilities which in other times would have remained dormant. Had he been born forty years earlier, few would ever have heard of the college professor whom we know as Stonewall Jackson.

Men also make eras in that, through discussion, they mould public opinion and inflame popular passion. Civil War and Reconstruction were the outcome of the agitation of social questions by Wendell Phillips and Harriet Stowe and Thaddeus Stevens.

Each page of history is, for the most part, a record of the effects of the lives and labors of a preceding generation. And, in turn, the men of each new era are profoundly influenced by the spirit of their own time.

Both of these truths are illustrated in the beginnings of Wake Forest College.

Without some knowledge of external conditions, it is impossible to form a sound judgment concerning the actions of men. A deed which under some circumstances is trivial, under others is heroic or dastardly. An expression from the lips of one is folly. Uttered by another, it is wisdom. The occasion makes the difference. Acts easy at one time will be difficult at another. We can now travel safely and in comfort to New York or to Florida in a single day. But in the early thirties of the last century a man starting on such a journey would make his will and leave his household weeping as he departed.

In order, therefore, to form an adequate estimate of the courage and faith and prudence and sacrifices of the men who founded our College, we must, if possible, have a clear vision of the setting of the stage upon which, seventy-five years ago, the curtain rose.

A glance at the history of the period reveals that the decade in which the College was founded was appointed to be the fullness of time for numerous discoveries and inventions and for the first flowering of the best in Victorian literature.

It was in 1831 that Faraday made the experiments whose success rendered possible the subjugation of electricity for light, heat, and motive power, and that Liebig discovered chloroform. In 1832 Morse proved that electric telegraphy was possible. Cyrus McCormick in 1834 was perfecting in Rockbridge County, Virginia, the reaper which was to revolutionize agriculture and multiply loaves for hungry millions. In 1836 Colt invented his revolver and Ericsson first applied the screw to navigation. Iron was first galvanized in 1837 by Crawford, and rubber first vulcanized in 1839 by Goodyear. In the same year Daguerre made the first photograph. In 1840 Grove showed the gleams of the first incandescent electric light and water for the first time gushed from an artesian well.

Were I to ask you who were the foremost in English literature during the last half of the nineteenth century, there would spring to your lips the names of Thackeray, Tennyson, the Brownings, Dickens, Carlyle, George Eliot, and Ruskin.

It was during the years between 1830 and 1840 that these began to do the work that has made them a shining galaxy in the firmament of letters.

"Before 1830, New England had no distinctive literature," said Prof. C. A. Smith, in a recent address. "But by 1840 she was represented by Longfellow, Lowell, Whit-

tier, Hawthorne, Emerson, and Holmes, the six names that have given the New England States their incontestable supremacy in American literature."

It was during these same years that Charles Darwin, Alfred Russell Wallace, Thomas H. Huxley, and Herbert Spencer were in patient silence doing the work which was to revolutionize the thought of the world as radically as did the Copernican hypothesis.

While this era was genetic in science, art, and literature throughout the civilized world, it was also a period of swift and pregnant transition in political, financial, and social conditions in our own country, and especially in the State of North Carolina.

The founders of the Republic had passed from the scenes of their heroic struggles in war and their fruitful debates in council. Only a few months before, James Monroe and John Randolph had joined the great majority. Only John Marshall and James Madison, universally revered for character and honored for achievement, lingered a few weeks longer ere they crossed the bar.

At the time when Wake Forest Institute first opened its doors, Andrew Jackson had for less than a year been President, for the second time, of the twenty-four States which then composed the American Union. This man of iron will, unassailable integrity and vigorous, though unpolished intellect, had, less than two years before, brought to naught the Nullification Act of South Carolina. And the stormy waves stirred by the clash between the Palmetto State and the hero of New Orleans were still rolling angrily throughout the land.

Less than five months before, he had issued his famous order for the removal of the country's deposits from the Bank of the United States. This act had produced feverish excitement in all parts of the country. The political cauldron, already simmering, began to boil furiously. The bank was

compelled suddenly to curtail its discounts to the extent of what was then the enormous sum of ten million dollars. This withdrawal of credit naturally resulted in a widespread panic and shrinkage of values. Wheat, always a most reliable barometer, fell from one dollar to sixty-two cents a bushel. Private capital, ever sensitive, speedily retired from circulation. Loans commanded thirty per cent of interest. Manufactories were closed, thousands of operatives were deprived of employment.

Congress was at this time meeting in what is known in our annals as the Panic Session. Thomas H. Benton declared that it was the most fiery and eventful session of his long career in Congress. For the first and only time, the three great statesmen, Webster, with the majestic presence of an Olympian divinity, Calhoun, master of all the enginery of logic, and Clay, charged with magnetic power to influence men, were united in policy and action. But in vain they sought to batter down the inflexible purpose of the President.

On March 7, 1834, just twenty days after the opening of Wake Forest, Henry Clay, after a speech of similar import by Webster, arose in the Senate and appealed to Vice-President VanBuren, who sat beneath the eagle on the canopy above. "Go to the President and tell him the actual condition of this bleeding country. Tell him it is nearly ruined by the measures that he has put into operation; that in a single city a loss of more than fifteen million dollars has occurred. Tell him of the alarming decline in the value of all kinds of property, of the depreciation of all products of industry, of the stagnation in every branch of business. Entreat him to reflect that there is a point beyond which human endurance can not go, and let him not drive this brave, generous, and patriotic people to madness and despair."

It was in this year, 1834, that, under the leadership of Clay and Webster, the Whig party was formed, and that the

Democratic party, under pressure of the new opposition, assumed new shape.

For weeks, that same year, the country was apparently on the eve of war with France to compel the payment of certain indemnities awarded long before by treaty.

General Scott was engaged in repressing a movement of hostile Indians at a little village on the shore of Lake Michigan, called Chicago, and destined in after years to become a queenly city and the seat of a great and opulent university.

In North Carolina, David L. Swain was the chief magistrate of the 738,000 people who at that time lived in the State. Of these, only 472,000 were white.

Here too there was a period of local unrest, exceptional in intensity, superadded to that in which the people of the whole country shared. In a State with a mean breadth of one hundred miles and a length of five hundred, the people of the piedmont and transmontane sections had become increasingly jealous of the power of the east, due to an unfair system of representation. The echoes of the stormy debates upon the Reform Bill, which had in 1832 extended and purified the franchise in England, had reverberated through North Carolina. And it was in the same year in which the College was founded that this dissatisfaction reached its culmination and that the Legislature called together the notable Convention of 1835, which radically changed the Constitution of the State.

There were barely 380 miles of railways in the whole country. In North Carolina there were none. And the public highways were in some seasons almost impassable.

Along these highways, in those years of discontent, trailed trains of wagons, westward and southward bound, in and around which were the families of men whose influence was destined to be potential in State-building elsewhere. It was swarming time from the old mother hive, North Carolina. Some years later Hon. Caleb B. Smith, of Indiana,

stated that one-third of his constituents had come from the Old North State. A few years ago, at one of the Virginia Springs, I met a Presbyterian minister from southern Illinois. Having learned that I was from North Carolina, he expressed to me his belief that more than half the people in his section were of North Carolina ancestry.

The educational condition of the State in 1834 may be inferred from the fact that sixteen years later, when the public schools had been in operation for ten years, one white person in every seven, over twenty-one years of age, could neither read nor write.

Among the fifteen thousand Baptists of this State, including the Anti-missionary and Free-will membership, the period was one of strife and schism. The organization of the Convention in 1830 had been the signal for an active manifestation of anti-mission spirit. Under the leadership of men like Joshua Lawrence and James Osborne several strong associations had already divided, leaving, in most cases, those churches which favored the Convention in the minority.

It is not without reason that I have mentioned, though with necessary brevity, some of the conditions prevailing in 1834.

If ever men sallied forth to inaugurate an important and difficult enterprise, while confronted by peculiar obstacles, the leaders who cooperated in the founding of Wake Forest were those men. An intimate knowledge of the state of the country between 1834 and 1840 will forever silence every criticism of these pioneers that is born of ignorance.

Every condition and influence, whether in the Union, the State, or their own denomination was so unfavorable that their ultimate success seems almost miraculous.

On the forefront of the publications of a great university has sometimes appeared the legend, "An institution is the

lengthened shadow of a man." Without stopping to criticize a figure of speech which implies that an obstructive man has prevented light from illumining an institution, we may question the truth of the idea which the sentence is intended to express.

While one peak in a mountain range may seem to stand out more prominently than others, when the point of view is changed these others are seen to be of almost equal altitude. And it is certainly true that in the establishment of any great institution many coefficient, personal forces have coöperated. This was the case in the genesis of Wake Forest College.

A marble tablet on our Library Building proclaims that Samuel Wait was the founder of the College. That he was the most prominent leader in the movement and that the College would not have begun its work at the time it did without his labors and influence can not be questioned. But it is also true that, without the cooperation of several groups of men, his labors and influence would have been in vain. Hooper, who introduced the resolution into the Convention, Purefoy, who suggested the location for the College, Meredith, who advocated the enterprise with his vigorous pen, Dockery, Battle, Crenshaw, Skinner, and a score of others who made financial sacrifices, were also, in a true sense, founders of the College. And to speak of these men is part of my task to-day.

And, first, it is right that I should refer to the little group of men who, though not natives of North Carolina, have laid our people under lasting obligations to them. Few States have contributed more than our own to the settling and up-building of other sections. And it was only equitable reciprocity that men like Wait, Meredith, and Armstrong, from other States, should become co-workers with the people of North Carolina.

Samuel Wait, born in New York, converted in Vermont, educated in the District of Columbia, and graduated from

Maine, was led by a peculiarly providential occurrence to settle in North Carolina.

In the record of the life of the Patriarch Joseph, the veil has been drawn aside and we are permitted to discern the divine leading and control. Is it not true that, if biography could be written now with the same knowledge and from the same point of view as was his, we could see the same control in behalf of and the same leading of all consecrated men? Mr. Wait himself wrote, when, with Dr. William Stoughton, he started southward on an agency for Columbian College, "Let Providence guide us."

The running away near New Bern of the horse driven by the agents and the wrecking of their vehicle necessitated a delay for repairs. This resulted, first, in Wait's forming the acquaintance of the Baptists of New Bern, then in his settlement as their pastor, and later in State-wide usefulness.

Herein we may discern an example of the truth that among the numerous antecedents necessary to any event none are so insignificant as to be negligible. If the horse had not been well baited and had not run away, it is not likely that Wait would have made his career in this State. And, if he had not settled and lived here, it is probable that a Baptist college would not have been established here until, perhaps, years afterward. And if the College had not begun its work at that time, uplifting influences of incalculable potency would have been lost to our Southern land.

As opportunity was given, Mr. Wait attended associations and visited country churches. The lack of aggressive enterprise among the Baptists of the State surprised and saddened him, and he was more than ready to take an active part in the organization of the Baptist State Convention.

That the Kingdom of Heaven cometh not with observation was illustrated by the simple procedure in the modest origin of what has become a large and influential body. Seven ministers and seven laymen met in Greenville on

March 26, 1830, and passed, without dissent, a resolution of nine words. And, lo, the Convention was born!

By this body Mr. Wait was chosen to serve as its first agent, with a compensation of \$35.00 per month and no allowance for traveling or office expenses. Reluctantly, yet impelled by his sense of duty, he entered upon the uninviting task and for two or three years traveled from the seaboard to the mountains in his own covered wagon. Publicly and by the fireside he so pleaded for all the objects of the Convention as to lay the foundations for future unity and progress. Gifted with a melodious voice and skilled in the art of music, he was sometimes able to sing his way into the hearts of the people when every other avenue was closed.

It is likely that at the present time few missionaries in foreign lands live a more strenuous life or endure greater hardships than did Mr. Wait during the years of his agency.

In after days he wrote of the amazement with which he learned by observation the general condition of the churches and of the ministry at this time. He referred to the intemperance, neglect of public worship, and unchristian feeling in the many cases of alienation among the membership. "Never in my life," said he, "have I witnessed such a mortifying prostration of every trait by which a gospel church ought to be distinguished."

Very early in his agency he became convinced that, to elevate the tone of piety among the churches and to cultivate the missionary spirit, a religious periodical and means for the education of the ministry were essential. And, as he passed back and forth among his brethren, he sowed the seed which were to germinate into the College and the *Recorder*.

This fruition, however, could never have been but for the active and intelligent cooperation of Thomas Meredith.

In his history of North Carolina, Col. John W. Moore declared that the name of Meredith surpasses in importance all others in the Baptist annals of the State. Certainly, with

the possible exception of William Hooper, he was in scholarship and intellectual vigor without a peer among his brethren.

Born in Pennsylvania of Quaker ancestry, he graduated from the university of that State. When twenty-one years old he came South, was ordained at Edenton, and served as pastor churches in New Bern, Savannah, and Edenton.

Upon the shoulders of Meredith fell the mantle of the gifted and consecrated Martin Ross, and he was perhaps the leader in organizing the Baptist State Convention. Its constitution, though since amended, is, in the main, as it was originally written by him. The address prepared by him in behalf of the Convention is one of the ablest papers ever presented to the people of this State.

Contemporaries of Mr. Meredith have borne witness to his impressive appearance. His features were delicately chiseled; his brow was high; his eyes were singularly brilliant; and his bearing dignified and stately. He possessed, however, a social disposition and, as is the case with every really great man, was not lacking in appreciation of humor.

Because of the fact that they all came to North Carolina from other States and that, moreover, each was prominent in the event we celebrate to-day, we think of Wait, Meredith, and John Armstrong together.

The last named of the trio was another of the gifts of Pennsylvania to North Carolina Baptists. The youngest of the three, he did not possess the patience of Wait or the logical acumen of Meredith, but seems to have been charged with more of personal magnetism and popular power than either. That he was an able preacher may be inferred from the fact that he was chosen to deliver the introductory sermon before the Convention three times during its first ten sessions. He was one of the charter members of that body and for seven successive years served as its Corresponding Secretary.

His connection with the early life of the College was most intimate, first as a trustee, then as an agent, and, last, as a professor. That he did not succeed in his efforts to relieve the College from its burden of debt should not be allowed to detract from our estimate of the ability of the man or the value of his services. It may be doubted whether, under the cloud of financial distress which hung over the country all through those years, an archangel could have compelled success.

That these three men were able to accomplish, in several directions, what they actually did, is a proof both of their own prudence and of the toleration of their brethren. It was only about two years before the event whose anniversary we are celebrating to-day that the Nat Turner Slave Insurrection occurred in Southampton County, Virginia, right on the border of North Carolina. Those whose fears had been aroused by this event suspected that the intended massacre had been instigated by Northern emissaries,—forerunners of John Brown, the fanatic.

In 1834 abolitionists in the North and their opponents, in both the North and the South, were in the very thick of a controversy which often passed from argument to violence. On the 10th and 11th of July, 1834, the antagonism to abolitionists and to freed negroes culminated in riots in New York City which were only quelled by the use of military force. It was in 1833 that the lifelong labor of Wilberforce in England finally resulted in the Act of Parliament which freed the eight hundred thousand slaves in the West Indies and remunerated their owners. This action was as fuel to the flames already fiercely burning in America.

Nowhere have I ever found any intimation that Wait, Meredith, and Armstrong were in the slightest degree distrusted by their brethren. Such men as Charles W. Skinner, wealthy and liberal, William P. Biddle, affluent, yet devout and humble, Henry Austin, the first treasurer of the

Convention, Charles McAllister, of large estate and of great capacity for administration, were owners of large numbers, as were other trustees, of smaller households, of slaves. Yet all these wrought together with the men who had been reared in the North in a harmony which was unmarred by suspicion or controversy.

It is interesting and instructive to discern also the spirit of cooperation between the erudite and unlearned, between brethren of high and low degree.

Among the earlier members of the Board of Trustees were plain farmers and merchants and humble home missionaries who were planning for others opportunities which had been denied to themselves. In their deliberations they sat side by side with men who had enjoyed the best advantages in scientific and literary training afforded at that time.

William Hooper, grandson of a signer of the Declaration of Independence, had been educated both at Chapel Hill and Princeton College. After serving as professor of ancient languages at the Universities of North and South Carolina, successively, he became for a short time the President of Wake Forest College.

For two years of his earlier life he was a priest in the Episcopal Church. Then, impelled by conscientious conviction, after extended investigation, he became a Baptist and was ordained as a minister. To the end of his long life he was a proof that godliness is not incompatible with wit or humility with taste and erudition.

James McDaniel, a zealous advocate of missions and education, was so honored by his brethren that for nineteen years he was made President of the Convention. He possessed in rare measure the gifts and graces of an orator and many are the traditions of the power and pathos of his eloquence.

Patrick W. Dowd, a graduate of Columbian College and the first President of the Convention, was a man of wide reputation as a preacher and showed equal adaptation to labor in country and city pastorates.

George W. Hufham, an alumnus of Chapel Hill and a thorough classical scholar, had fitted himself for the practice of medicine. But God called him to a nobler work and for more than fifty years he was an earnest and effective minister of the gospel.

Another graduate of Chapel Hill, Aaron J. Spivey, of Bertie, was endowed with such powers of speech and grace of manner as to make him welcome in the social circle and more than acceptable in the pulpit.

I heard Dr. William Hooper say, when, in his old age, he made his last visit to our Convention, that, looking back upon his association with the brethren, he had found intelligence (he did not say *learning*) equal to his own, and that he had found in some of them a power in preaching and soul-winning far superior to his own, though they were commonly classed as uneducated men.

As it has been all through succeeding decades, so in the formative days of the Convention and the College, men high in social position and political life planned and labored and gave liberally of time and money in fellowship of endeavor with the humblest of their brethren.

John Culpepper, Josiah Crudup, Alfred Dockery, John Kerr, representing their districts in Congress; A. J. Battle, Stephen Graham, William Hinton, Alexander Moseley, George W. Thompson, the peers in social standing of any men in the State,—all these and others like them deemed it no dishonor to coöperate with those who were less generally known but who were men of large brain, unflagging zeal, and earnest piety, men who were for the most part descendants of pioneers who had explored and conquered the wilderness.

Sometimes a man well stricken in years, when congratulated on the recurrence of his birthday, will smilingly assure his friends that he is seventy-five years young. What we

accept as pleasantry touched with a certain pathos from a person we may believe to be true of an institution.

Wake Forest is only seventy-five years young,—only an infant compared with some of her sister institutions in other lands which have life histories of a thousand years. And she will still be young and vigorous when in 1984, with seventy-five more of useful and prosperous years added to her life, she shall celebrate her sesqui-centennial birthday.

No one of us will be present to voice or receive the congratulations of that occasion, but it is permitted us, standing to-day on one of Pisgah's heights, to rejoice as we contemplate the event in prophetic imagination.

A generation yet unborn may, perchance, have adorned with marble where it found only brick. It may have assembled all the appliances of learning, have employed hundreds of instructors and gathered together a thousand students for each hundred of to-day. But the enrichment and improvement that our descendants may behold will be but the natural fruitage of the tree planted by Wait and his contemporaries.

And then, as now, true success in the work of the College will be possible only as there shall prevail in the Convention, shall animate the trustees and faculty of the College the same spirit of self-sacrifice, cooperation, and consecration to high and far-off aims that characterized the sainted fathers and mothers in Israel who founded the College.

· “Do spirits come to earth again? Then what a sainted throng
Return to witness hopes fulfilled, for which they labored long,
And hover o'er these precincts dear, in triumph's vesture clad,
To see the travail of their souls, and seeing it are glad.

When all the pomp of sordid wealth shall long forgotten be;
When vanished is the shrine of Fame where Folly bends the knee,
The joy of those shall still remain who through life's narrow span
Their God served most acceptably by serving fellow-man.”

Wake Forest Institute.

BY DR. E. W. SIKES.

In 1813, when the Triennial Convention was organized, Brown University was the only institution in America under Baptist influences. This Convention was broad in its scope and nurtured evangelism, missions, and education. The agent of this Convention was Luther Rice, the returned missionary. He made many trips through the South. He was a familiar figure in North Carolina—especially in the homes of the Biddles and the Dockeries, and others. Rice was also the agent of Columbian College, Washington, D. C., an institution under the care of the Convention. In his travels through the South Rice taught and preached education. The result was that State Conventions were organized and became interested in education. The outcome of it was the founding of colleges along the track of Rice's journey—Richmond College, Mercer University, Furman University, and Wake Forest College.

Efforts had been made frequently before 1830 to unite the Baptist churches in some general organization, but all efforts had failed. In 1830 it was undertaken again, led by some bright young men like Dowd, Wait, Meredith, and Armstrong. They succeeded in organizing the Baptist State Convention.

This Convention, at its first session in 1831 at Rogers's Cross Roads, Wake County, declared its purpose to aid in the education of young men preparing for the ministry. Some funds were collected for this purpose, but there was no school controlled or influenced by the Convention. Men like Armstrong, G. W. Thompson, Carter Harrison, and Baker had private schools. They offered to instruct free of charge any beneficiaries of the Convention, and two young

men were placed with them. One year later, in August, 1832, when the Convention met at Reeve's Chapel, Chatham County, it took a still more advanced stand on the subject of education. During the year the feeling had grown that the Convention should have a school of its own. On their own responsibility some members had made investigations and had mature plans to recommend to the Convention.

The Committee on Education was composed of Dr. William Hooper, professor in the University of North Carolina, and the State's most gifted classical scholar, W. R. Hinton, and Gray Huckaby. The report of this committee gave birth to Wake Forest Institute. It recommended that the Convention undertake to establish a Literary Institute on the Manual Labor Plan, that an instructor be employed to teach the ministerial students and such others as his time would permit; that a farm be purchased and a superintendent be employed. The Convention was urged to adopt this report on the ground that there would be many beneficiaries; that a farm of 615 acres could be secured from Dr. Calvin Jones seventeen miles from Raleigh; that it was located in a Baptist community with Baptist churches around it, and that the manual labor would help pay the expenses of the students.

There was some opposition to this report. Some ministers thought that it would put an end to their preaching, that in the future none but an educated man would be allowed to preach. The Convention adopted the report but declared that it was not its purpose to suppress any one. The Convention appointed a committee to purchase the farm and to report to the Board of Managers of the Convention at the earliest possible date. This committee went to work and secured a subscription for \$1,500 on the grounds; in the same month—August—the farm was bought, and on September 25 the committee reported the result of this work to the Board of Managers at a meeting in Raleigh. At this

meeting the Board of Managers named the school the Wake Forest Institute.

Correspondence was begun with parties in the North in order to secure a teacher. There were many New England teachers in the South at this time. No one seemed to think that there was any one in the State suitable for the position. No one could be secured. In December the committee on teacher met in Raleigh. The committee consisted of Samuel Wait, agent of the Convention; Thomas Meredith, editor of the *Interpreter*; John Armstrong pastor at New Bern, and the learned Dr. William Hooper. Samuel Wait says of this meeting that "We were deliberating in a house then occupied by Bro. Meredith. Some of the committee expressed a wish to have a consultation on the piazza on the back part of the house. And there the other three of the committee informed me that they had agreed to appoint me principal of the contemplated school. Nothing could have surprised me more. I told them at once that I was not the man for the place, but that I would join any two to appoint the other. Bro. Meredith remarked very kindly that perhaps it would be of some service to me, and help me a little in deciding the question of duty, to know that before they had consulted together at all each had made up his mind to recommend me or had thought of doing so if the others concurred." Mr. Wait withheld his formal acceptance till May of the year 1832, when the board met at Cashie, Bertie County.

Some of the committee wanted the school to start at once, in the following February, but Wait thought it best to wait a year longer that things might be prepared. In the meantime the farm was to be rented. Meanwhile Mr. Wait was to continue the agent of the Convention, and also to create a sentiment favorable to the school. During the year 1833 the new principal traveled over many counties of the State, and the school was on his mind and heart. He explained the school to the churches and to the people, and collected funds,

furniture and anything that he thought would be needed. In nearly every part of the State something was done for the school—the enterprise was popular. It was the first real task that the Convention had undertaken. The manual labor feature was applauded by Meredith in the *Interpreter*. Armstrong lectured on it in Raleigh, and the lecture was published in full in the *Raleigh Register*.

The figure of Samuel Wait with his wife and little daughter traveling over North Carolina preaching the Gospel of Education is one of the most thrilling pictures in the educational history of North Carolina. Listen to the recollections of the little girl:

“Imagine a covered Jersey wagon of pretty good size—a seat across the middle accommodated father and mother, while in front was a little chair in which sat their little daughter—about four years old when this work began. In front of father’s feet was room for a good-sized lunch basket. Along with the basket was a large bottle, which was often filled with milk for the comfort of the travelers; sometimes the milk was churned to butter. * * * This conveyance was the home of the little family—all the home they knew for three years—as they zigzagged back and forth from the mountains to the seashore. * * * There were two horses—both white. * * * Old ‘Tom’ was high, long, and raw-boned, with white mane and tail, while ‘Dick’ was short, and more compact, with black mane and tail, and altogether the better looking horse. They were brought to Wake Forest where they worked faithfully on the farm for many years.”

On one occasion while in the West the little girl was stricken with scarlet fever. The sainted Stradley of Asheville took them to his home. On another occasion they were lost and spent the night in the woods. Many other thrilling experiences happened on these journeys.

In November, 1833, the Convention met at Dockery’s

Meeting-house, Richmond County. Here Mr. Wait resigned his agency work and announced that the school would open early the next year. When Mr. Wait left the Convention his vehicle was loaded with things for the new school.

This Convention appointed a committee to secure a charter for the school from the Legislature then assembling. The Committee proceeded at once to Raleigh and asked for a charter. William H. Battle, of Franklin County, who was later known as Judge Battle, introduced the charter in the House. There was objection to it. It was amended, but when it came before the House for its final reading, Benjamin Settle, of Rockingham County, moved that the measure be indefinitely postponed. This motion was lost, and the bill passed by a vote of 90 to 32. In the Senate the opposition was fierce and strong, but the members of the committee to secure the charter were experienced and skillful fighters. Dockery, Graham, and David Thompson had all been members of the body, the Biddles were wealthy, and the Outlaws had always been conspicuous in politics. These men were not to be outdone, and yet when the measure came up for final reading in the Senate, the ballot was 29 to 29. William D. Moseley, of Lenoir, was Speaker. He cast the deciding vote that gave Wake Forest a chance to go to work. It has been said that this vote cost Moseley the governorship of North Carolina. But was it not more serviceable to found a college than to be a governor?

There was nothing in the charter that made it dangerous. Its powers were meager; there was no power to confer degrees; the school property was not to be exempt from taxation, and the charter was to continue for twenty years only. Never was so meager a charter so grudgingly given. One reason of the opposition was the belief that it was to be a theological school. An article signed "Clodhopper" was printed and placed on the desk of each representative, in which the charter was attacked. "The Remonstrance of an Old-time Whig" was another article prepared for the same

purpose. Meredith answered these articles in his most ex-coriating style. The manual labor feature may have been under suspicion, for the same men who voted against the charter were opposed to the Greensboro Manual Labor School. Scientific agriculture had few advocates. Five years later the Wake Forest Institute was chartered Wake Forest College—along with Davidson College—without opposition. Time has shown that there was no danger from the theological quarter. In fact, there were very few ministerial students at first, only eighteen out of the seventy-two students who entered the first year were professors of religion.

Professor Wait came up to the farm in November, 1833. He found much that needed to be repaired. Though late, he determined to sow some wheat. Mr. Foster Fort gave him ten bushels and Mr. William Crenshaw gave him the "ploughing in." Professor Wait found Dr. Jones's residence standing where the Administration building is now. It faced east; a long avenue of oaks led to the front gate, which was at the public road which ran through the middle of what is now the campus; there was also a carriage house, barn, lot, and the usual slave quarters. These log cabins he whitewashed and supplied them with good furniture and converted them into dormitories. Professor Wait said that he never heard a word of complaint, though the young men knew that they had been built for slaves. The carriage house—16 x 24—was converted into a chapel and lecture-room.

In February sixteen students presented themselves, the first of whom was a little boy with whose parents Professor Wait had been stopping near the Institute. This small boy is the venerable and respected Major J. M. Crenshaw, who is still with us. Students continued to come in during the year till the number reached seventy-two.

Professor Wait was the only teacher for the first year. The preparation of his pupils varied all the way from those

like James Delke who was about ready for college to those who found difficulty in wrestling with the "Single Rule of Three." The text-books were Pike's Arithmetic and Lindly Murray's Grammars and Geographies.

It was difficult to furnish accommodation for a crowd so large. Where the seventy-two slept no record says, but to furnish them with mattresses kept Professor and Mrs. Wait busy often to midnight. When feathers were exhausted shucks were used. There was no room large enough for all to dine at one time, so they were served in three relays till there was erected a cloth tent seventy feet long.

The farm was in need of repairs. The fences were down and the ditches were filled up. The farm was under the guidance of Mr. Charles Merriam, brother of Mrs. Wait. The crop was planted and students began their work. Late in the afternoon Professor Wait with his farmer boys would fare forth to work in the fields. There was no time for a summer vacation, for the crop was on hand. At the end of June, however, examinations were held. The committee who came to examine the pupils were Governor Swain, Judge Gaston, and Dr. William Hooper. The trustees had held a meeting in May, when Alfred Dockery presented the Institute with a set of shop tools and Charies Skinner a bell. The farm labor was not unpopular, for it afforded an infinite amount of amusement. Major Crenshaw says that he was the small boy and that his was the task of the "water-toter." However, judging from the books, the labor did not go far toward paying expenses. Listen to the Treasurer's books:

To J. C. Dockery—

Board, washing and tuition.....	\$74.50
Candles	1.30
Damage to bed20
Deduct for labor	9.36
To Robert Steele—labor.....	1.57
To John M. Crenshaw—labor.....	2.70

The average credit for work for the first year was four dollars. The largest amount earned by any student was \$19.73 1-2. This student was John M. Norfleet, of Person County, who became a Mississippi planter. The manual labor was not satisfactory. The farm did not pay. The farm was closely identified with the Steward's Hall, where every student was required to board. This department fell behind every year. The price of board was raised, but the debt grew. Board was first put at \$4.50 per month; it was then advanced, but the system was not satisfactory. This feature was suspended when the Institute became a college in 1838.

The first year closed with great success. In August the school was the scene of a great revival that sprang up spontaneously. A student had attended a camp-meeting and been converted. As soon as he returned to the Institute he began to talk to his fellow-students. Professor Wait knew nothing of it, till a student in his class seemed affected. Upon inquiry, he learned the cause. Then this good man of God said, "It is time for a prayer-meeting." The exercises of the school were stopped and for four days there was much praying, singing and searching of the Scriptures. There is no record that a sermon was preached. As a result of this revival only seventeen were left unconverted, and they were interested.

The report of this to the Convention is a song of triumph and a shout of praise. Enthusiasm for the Wake Forest Institute was now high. The Trustees contracted with Captain Berry to erect the finest school building in the State; Meredith was elected Professor of Mathematics, though he never served; Armstrong became Professor of Ancient Languages, assisted by young Graves, fresh from the University of North Carolina, and they hoped to secure the scholarly Hooper for Moral Philosophy; Charles Wall became tutor

of husbandry. So with hope high the first session closed with an enrollment of seventy-two.

The first work of the second session was the organization of the Literary Societies in February, 1835. Professor Armstrong delivered an address on "The Importance of Polemic Societies." After this address it was voted to organize two societies. Hiram K. Person and James C. Dockery, two of the more mature students, were appointed to divide the student body. They did so. Those chosen by Person became the Euzelian Society, and those by Dockery the Philomathesian. Person became the first president of the Euzelian Society, and C. R. Merriam of the Philomathesian, while George Washington was only vice-president. When the new building was completed in 1838, these societies were given homes in it. The most striking feature in the history of the life in Wake Forest College has been the influence and power of these societies. The affection for them and the adoration of them is the finest specimen of college spirit. This feeling began at once. These boys of the Institute were very fond of display and celebration. Professor Wait himself was in full sympathy with them. On each 4th of July some kind of celebration was held. The representative of one society would deliver an address and one from the other would read the Declaration of Independence. After one of these celebrations the following record is found in the Euzelian Society:

Half box of raisins.....	\$2.50
Prunes	1:50
6 lbs. almonds	1.50
Half jug lemon syrup.....	2.30
Half bottle rose oil.....	.30

The records of these societies, which have been kept in good order since the first session, show that the standard of parliamentary procedure was placed unusually high. Every

committee reported and the report was recorded. A vote of thanks was recorded for every person who showed them any favors. Between the two societies there existed the most dignified, formal and courteous relations. The records show that they continually thanked and counter-thanked each other. It was, therefore, surprising to find in the record of the Philomathesian Society a rather testy resolution resolving "that the Euzelian Society be allowed to select the Commencement speaker provided they choose Judge Gaston."

How different were the queries of those days! There was no wrestling with Trusts, Railways, Injunctions, and Ship Subsidies. Here are some of their queries. The first query ever discussed in the Euzelian Society was, "Resolved, that there is more pleasure in the pursuit than in the possession of an object." The decision was in favor of the negative. "Is it judicious in the government to force the Indians to move contrary to their wishes?" "Would it be policy in North Carolina to establish a penitentiary?" "Was Brutus actuated by love of country in murdering Cæsar?" "Is slavery as practiced in the United States incompatible with the spirit of free institutions?"

These societies have continued their work throughout the seventy-four years of their existence—save the years of the Civil War. In 1862 the Euzelian Society resolved that their records be placed with Mrs. ——— for safe-keeping till we meet again. In the Philomathesian record is the following pathetic entry, dated January 27, 1866, and probably written by the late Dr. W. R. Gwaltney:

"On that day after an interval of three years and a half the Philomathesian Society was reestablished under most favorable auspices. What a blessing it is that we are permitted to meet in this magnificent hall and become members of this time-honored society. Only two old members were again assembled, and it is heartrending to think that many of the noble founders and perpetuators of this association

are, some of them, filling honorable graves on Virginia's soil, while we are proud to know that many of them are filling those honorable stations in life which the Almighty has so wisely ordained. We but lament the untimely fate of the honored braves who have fallen for their country's sake."

During the five years of the Institute, Professor Wait was assisted by a strong faculty composed for the most part of men graduated from New England colleges. Armstrong was a fine linguist and went abroad for two years to perfect himself in his studies. Graves was graduated from the University of North Carolina and became the first president of Baylor University. Wilcox, Morse, Richardson, and White, were graduates of Brown, then in charge of the great Francis Wayland. Alban Hart was an Englishman who had studied in Italy and Spain. Altogether, the work of the Institute was so well done that it was befitting that it should grow into a college, which it did in 1838. In 1839 was graduated the first class, numbering four. The literary address was made by the eloquent Henry W. Miller, of Raleigh.

Faculty Personals

At the late Baptist State Convention Professor J. B. Carlyle, of the School of Latin, was a second time elected President of the Convention.

Dr. Chas. E. Brewer, of the School of Chemistry, was elected one of the Secretaries of the Baptist State Convention. He made at Rocky Mount, January 12, an educational address, and at Middlesex, January 31, an address in presenting a Bible to the public schools.

Dr. G. W. Paschal contributes to the Quarterly Bulletin of the Baptist University for Women an article on "The Study of Art in Southern Colleges for Women."

Director J. R. Crozier, of the Department of Physical Culture, has been engaged to manage the Raleigh baseball team the coming season.

President Poteat has made the following addresses: Before the Astrotekton Literary Society, B. U. W., Oct. 31, on "Dante and His World"; at Laurinburg, Nov. 1, before the Laymen's Missionary Convention; at the First Baptist Church, Greensboro, Nov. 15, two addresses on "What is Religion?" and "The Young Man of Nazareth"; at the Tabernacle Baptist Church, Raleigh, Jan. 10., members of the Legislature being the guests of the occasion, on "Christianity and Civic Righteousness"; at Weldon before the City Public Schools, Feb. 22, on "The Transformation of the South"; at the Atlantic Christian College, Wilson, March 1, on "The Education for the Time."

Professor J. Henry Highsmith has made the following addresses: on January 17, before the Teachers' Association on "The Essential Qualifications of the Teacher"; at Enfield, Jan. 26, at the Baptist Church on "Sunday School Work"; at Wake Forest, Feb. 19, before the student body on "Robert

E. Lee"; at Goldsboro, Feb. 26, before the Woman's Club on "Æsthetic Education."

Dr. W. R. Cullom, of the Chair of the Bible, has issued a folder which sets out in detail the third term's work (spring of 1909) of the Correspondence Course in Bible Study authorized by the North Carolina Baptist State Convention. This course is in the Book of Acts and Paul's Epistles. To his professorial work in the Department of Bible Dr. W. R. Cullom adds the manifold labors of several pastorates. He is pastor of churches at Dunn, Wakefield, Mt. Vernon, and Middleburg. He issues monthly a valuable paper, the *Pastoral Visitor*, devoted to the interests of his several charges.

Dr. E. E. Stewart, of the Chair of Anatomy and Physiology, gave on the evening of March 1, under the auspices of the Young Men's Christian Association, an important and clear address to practically the entire student body on Social Purity.

Dr. Charles E. Taylor made at chapel, on February 22, an address on George Washington.

At the celebration of the one hundredth anniversary of the birth of Edgar Allan Poe the principal addresses were made by Dr. Benjamin Sledd and Dr. J. H. Gorrell.

Dr. Watson S. Rankin, Dean of the Department of Medicine, made the address at the banquet given the students of the University of North Carolina Medical School by Dean Hubert A. Royster, in Raleigh, Feb. 20.

Among the Alumni

Rev. Daniel Clayton Britt died February 20 at Rutherfordton, N. C., where the interment occurred February 23. Mr. Britt entered Wake Forest College in 1894, and was graduated with the degree of B.A. in 1898. He held pastorates in Pittsboro and Rockingham, but failing health compelled him to give up pastoral work and move to the western part of the State. He was thirty-six years of age.

Mr. Thomas Dixon, Jr., of the class of 1883, has added another novel to his popular series. It is called "Comrades" and comes from the presses of Doubleday, Page & Co. The scene is laid in California for the most part, and the main theme of the story is socialism.

Rev. William Wright Barnes, who after receiving his B.A. here took his theological course at the Southern Baptist Theological Seminary, has entered upon the presidency of the American-Cuban College, Havana, Cuba.

David A. Covington, of Monroe, North Carolina, died in Chicago, February 15. Mr. Covington was a grandson of Professor W. G. Simmons, and was graduated from Wake Forest College with the degree of B.A. in 1903 and of M.A. in 1904. In the autumn he entered the University of Chicago for graduate work in Greek, having been awarded the fellowship in that department over many competitors. Since 1905 he had held the position of instructor in Greek in the University of Chicago, and would have received the Ph.D. degree at the close of the present session of that institution. His funeral at Monroe was preached by Dr. W. B. Royall.

Mr. Thomas N. Hayes, of Wilkes County, North Carolina, died February 5, at his home nine miles from Wilkesboro. Mr. Hayes had received from Wake Forest the degree of B.A. in 1907, and the degrees of M.A. and LL.B. in 1908.

He had also been licensed to practice law, and had been elected to represent his native county in the Legislature of this year.

In the General Assembly of North Carolina of 1909 the College is represented by the following alumni:

Senators:

A. S. Dockery (1891-92).	W. C. Dowd (1884-89).
A. P. Godwin (1898-1901).	S. E. Hall (1894-97).
G. F. Hankins (1890-92).	J. A. Gavin (1895-98).
B. T. Holden (1901-04).	F. W. Haynes (1898-1900).
V. B. Martin (1902-04).	T. N. Hayes (1903-1908).
J. C. Sherrill (1906-07).	A. P. Kitchin (1891-93).
	T. J. Murphy.

Representatives:

M. Bolton (1881-82).	W. S. Privott (1899-1903).
J. W. Carlton (1892-96).	T. O. Rodwell (1899-1900).
B. H. Crumpler (1903-05).	M. Shepherd (1893-97).
	H. S. Williams (1898-99).

Record

The full itinerary of the Glee Club was as follows: November 17, Goldsboro, N. C.; November 18, Mt. Olive; November 19, Greenville; November 20, Washington; November 21, Rocky Mount; November 22, Wilson.

The final match to determine the class championship in basketball occurred between the Juniors and Seniors on December 1, 1908. The game resulted in the following score: Juniors 38, Seniors 34.

The Spring Term opened January 5, 1909. The registration of entering men in the fall, numbering 158, has been carried forward by 22 this term, making the total registration of first-year men 180, and the total enrollment 386. These figures for first-year men and for total enrollment are both without precedent in the history of the College.

The examination for applicants was held by the Supreme Court of North Carolina on February 1, 1909, on which occasion thirteen Wake Forest men received their license to practice law. Their names are as follows: L. L. Tilley, J. J. Hayes, J. E. Johnson, R. D. Johnson, H. D. Geiger, R. M. Dunn, T. G. Wood, B. F. Williams, T. N. McDiarmid, Edgar H. Wrenn, I. R. Burleson, J. G. Mills, W. A. Clark.

Ten applicants from the University received license.

The new College Seal, which appears for the first time on the cover of this issue of the BULLETIN, was recommended to the Board of Trustees by Dr. Charles E. Taylor and President Poteat, committee, on December 11, and was adopted. It was drawn by Miss Ida B. Poteat, Professor of Art in the Baptist University for Women, and engraved by E. A. Wright, of Philadelphia. A word may be added about the symbolism of the Seal. On this shield in the center are a monogram of the first two letters (XP—Chi and Rho—

it is possible to make out *all* the letters) of *Christos*, the Greek form of Christ, and the Greek Alpha and Omega. The rays of light issuing from the monogram suggest that Christ is the light of the world, and that Wake Forest College is an agent of its dissemination, "Pro Humanitate"—for the benefit of mankind.

The first debate of the intercollegiate series between Wake Forest and Randolph-Macon occurred in the auditorium of the Blind Institution, Raleigh, the evening of Thanksgiving, November 26, 1908. Randolph-Macon maintained the affirmative and Wake Forest the negative of the query, "Resolved, that injunctions ought to be allowed as a means of preventing strikes." Randolph-Macon was represented by Messrs. H. S. Duffy and E. L. Fox, Wake Forest by Messrs. J. Santford Martin of Yadkin County and Fred. T. Collins of Robeson County. The judges were Chief Justice Walter Clark, Associate Justice H. G. Connor, and Judge T. B. Womack. Dr. Charles Lee Smith, of Raleigh, presided. The decision was unanimous and in favor of Wake Forest.

Immediately after the Thanksgiving debate, the marshals of the debate gave a banquet at Giersch's Hotel in honor of the debaters. President R. T. Vann was toastmaster. Addresses were made by the debaters, Judge Womack, Mr. Josephus Daniels of the *News and Observer*, and Auditor B. F. Dixon.

The report of the Board of Trustees to the Baptist State Convention was prepared and read by President Poteat at 4:30 p. m., December 10, 1908. It was discussed by Mr. A. D. Ward, President of the Board, and by President Poteat. The Convention requested that the address of the latter be published. An abstract of it appeared in the *Biblical Recorder* of January 20, 1909, and a fuller report is printed in this issue of the Bulletin.

On the sixth and seventh of February Mr. Abraham Flexner, of the staff of the Carnegie Foundation, and Dr. Colwell,

of the Council of the American Medical Association, paid a visit to Wake Forest in the course of their investigation of professional education in the United States. They were, according to their own statement, favorably impressed by the College.

The Student Senate, whose creation was described in the autumn number of the Bulletin, page 168, consists of the following gentlemen: F. F. Brown, J. M. Adams, H. C. Dockery, W. B. Hampton, N. A. Melton, E. E. White, J. J. Best, J. M. Broughton, Jr., A. D. Morgan (Medicine), J. J. Hayes (Law).

The number of men entering Wake Forest College each year for the last seventeen years (1892-1908) is as follows:

1892-93.....	70	1902-03.....	130
1893-94.....	75	1903-04.....	129
1894-95.....	95	1904-05.....	118
1895-96.....	102	1905-06.....	165
1896-97.....	96	1906-07.....	142
1897-98.....	93	1907-08.....	138
1898-99.....	125	1908-09.....	180
1899-00.....	110		
1900-01.....	125	Total.....	2,003
1901-02.....	109		

The Literary Societies held their seventy-fourth annual celebration on February 12. The program was as follows:

DEBATE 2 O'CLOCK P. M.

Edgar E. White, President.

John E. Lanier, Secretary.

QUERY: *Resolved*, That Congress should enact a law prohibiting the manufacture and sale of intoxicating liquors in the United States. (Constitutionality conceded.)

AFFIRMATIVE:

Oscar W. Henderson, Phi.

John R. Jones, Eu.

NEGATIVE:

Santford Martin, Eu.

James L. Jenkins, Phi.

ORATIONS 8 O'CLOCK P. M.

W. Handy Hipps, Eu.

Elias Dobson Poe, Phi.

MARSHALS.

Ray Funderburk, <i>Chief</i> , Eu.	Charles E. Cheek, <i>Chief</i> , Phi.
Dee Carrick.	Claudius T. Murchison.
Ray Blanton.	John S. Battle.

The committee, composed of Dr. R. T. Vann, Archibald Johnson, and J. D. Quinn, decided the debate in favor of the affirmative.

On the occasion of the Anniversary of the Literary Societies, the president of the debate, Mr. E. E. White, after a brief account of their history, presented a number of important testimonials to their value in college education, from alumni now in public life. Portions of them are copied here:

His Excellency, Governor W. W. Kitchin—"I regard these societies as of great benefit to the College and their members, and the literary society to which I belonged was of great benefit to me."

Professor A. T. Robertson, D.D., Louisville.—"I got out of the society in particular three things,—fellowship, interest in great problems of life, skill in speaking."

Dr. David R. Wallace, Waco, Texas.—"The habit of expressing oneself naturally, with ease and without constraint or embarrassment is an accomplishment as rare as it is important; enabling one by intonation of voice and by characteristic turns of expression to impress the hearer with his personality in an agreeable manner. This distinguishes the cultured gentleman from the vulgar boor. This work can not be commenced too early. It grows with our growth and strengthens with our strength as we approach intellectual maturity. For this purpose literary societies connected with our institutions of learning are invaluable. In these societies friendships are formed that are of lifelong help to us."

Congressman E. Y. Webb.—"These societies teach composure and self-reliance in the presence of public gatherings, and this opens the way for clear thinking. One of the most

valuable assets, if not the most valuable asset, which Wake Forest College has, is her two splendid literary societies."

Professor Irving Hardesty, Ph.D., University of California.—"The exclusively prominent existence maintained by the literary societies of Wake Forest College has ever been one of the peculiar advantages she offers in her training of men in things truly essential. * * * I often wish I had had on campus and athletic field more of the rougher contact of personality against personality, but I am most deeply thankful for the more constrained clash of mind against mind and the training in organized methods of procedure afforded in the literary society, and the acquaintance with that which is written and the varieties of information I was forced to assemble there have been of great help in my work and the life I have led since leaving Wake Forest."

Dr. Hubert A. Royster, Raleigh.—"The value to me of the literary society work at Wake Forest was manifested in the opportunity it gave of becoming familiar with parliamentary rules, of proving the power and dignity of organization and discipline, and of inspiration to do larger things in the larger world outside."

Dr. J. T. J. Battle, Greensboro.—"From the business meetings parliamentary usages are learned. Every college man is expected to know these, and will be called on at some time to preside over meetings, or called out to decide difficult or disputed points, and when either is well and correctly done it gives one a prestige and influence at once. The deliberative sessions stimulate research and impress historical and other facts, and bring out valuable information from fellow-members, and they whet the blade of that most effective weapon, repartee, which has made so many reputations; they quicken the intellect and enlarge the mental horizon, and teach you to argue logically."

President R. T. Vann, Baptist University for Women, Raleigh.—"In the development and training of all the pow-

ers that make for effective public speaking and in fostering a healthy college spirit, they render a service which, in my judgment, no other agency could perform, and which, so far as my knowledge extends, is unequalled by that of any similar organizations in the South. Anything that would destroy or seriously damage these societies would inflict an irreparable disaster upon the College."

Dr. Len. G. Broughton, Atlanta.—"I have traveled to a great extent over this country and in other countries besides, and I have never looked in upon college societies anywhere that have impressed me so favorably as the two at Wake Forest. I regard them as the best in this country. The awful drubbings that I used to get at the hands of the junior and senior critics had much to do with what success I have had on the platform."

Dr. James W. Lynch, who has been chaplain of the College and pastor of the Wake Forest Church for ten years, presented his resignation Sunday morning, February 7. On that occasion he preached his last sermon. Dr. Lynch has rendered a notable service to the College and the community. It is doubted whether his work in the pulpit has been surpassed by that in any other pulpit in the country. His interpretation of Christianity and his appeals have been on the highest plane, and his loss we can hardly hope to repair. He goes the first of April to be pastor of the First Baptist Church of Durham. The following resolutions presented by Dr. W. B. Royall are worthy of record:

"In accepting the resignation of Rev. J. W. Lynch, D.D., as pastor of the Wake Forest Church, be it resolved by the Church in conference assembled this 10th day of February, 1909:

"1. That it is with sincere regret and sorrow that we yield to what we believe to be in the mind of Brother Lynch an imperative call of duty.

"2. That our sense of his unrivaled excellence as a

preacher of the Gospel, our high regard for him as a man, stainless in character and life, and our warm love for him as pastor and friend, are such that we should have been happy if the relation that has been a joy to us for ten years might have remained indefinitely unbroken.

"3. That we doubly regret the severing of this union on account of the loss we shall sustain in the departure from us of a beloved household,—the husband, the wife, worthy in every way of the husband, and the two little girls, who give bright promise of being daughters worthy of their parents.

"4. That we commend to the affectionate care of those who are to succeed us in the enjoyment of his able ministry our brother and his dear family.

"5. That our prayer for him and his will be that they may abide under the shadow of the Almighty."

It is regretted that Dr. Faunce's address the evening of February 11th does not appear in full in this issue of the Bulletin. It was an admirable address in every respect, and no brief report can give any adequate impression of it. No part of it was in manuscript, and President Faunce has not been able since its delivery to dictate an abstract. His general theme was the influence of the Christian school upon society and the church. He spoke first of the scientific discoveries and the consequent industrial and economic changes of the preceding century, but insisted that the object of civilization was not to make machinery but to make man, "man of clear eye and stout heart, that loves fervently and hates relentlessly and grows forever." He spoke of the college as a unifying agency in society. The same text-books were used in Wake Forest and in Brown University. Johns Hopkins was sending out graduates to Wake Forest and to Brown as teachers. The University of Chicago was sending students to Florida, and Florida sent students to Chicago. Moreover, the schools were imparting moral seri-

ousness to society. In the earlier period of education in this country the schools owed their origin to the church. In the Baptist church of Providence might be this inscription: "This house was built for the worship of God and to hold commencements in." At Wake Forest you "have the college with the church in it."

Again, the school stood for idealism as opposed to materialism. Idealism could no more be defined than a landscape; it could only be described. The idealist saw beyond the wood of the cross the tragedy of Calvary, beyond the bunting of the flag the national spirit, beyond the paper and ink of the Bible the light and the life of truth. Then followed a striking story of a young millionaire who had laid on the altar of wealth all the joy and glory of life, and who found too late that he had made an irreparable blunder. Education was the bulwark against the spread of materialism.

In the discussion of the influence of the college upon the church two points were made: (1) The college supplied a trained leadership. God always used the best-trained men. Jesus gave thirty years to preparation for three years work, young America three years of preparation for thirty years work. Young men taught to think in one line would think in other lines. The college course would convince them that it was *safe to know*; God's universe was fire-proof, and it was safe to strike a match. The wisest leader might yet be led, the most learned scholar might yet learn more. (2) The college fostered and guided the passion for reality, which was a chief characteristic of the time. The church did not move in the sphere of unreality but of reality; its appeal was to the facts of life and of nature.

This altogether delightful address closed with an appeal in behalf of educational institutions. The best investment was investment in flesh and blood, in a strong and true manhood and womanhood.

At the seventy-fifth Anniversary of the College, February 11th, President Poteat gave the following statement of the Institution's work and progress:

Total registration of students.....	4,533
Total number of graduates.....	1,209
Percentage of graduates to enrollment.....	26.5
Enrollment first term, 1834.....	40
Enrollment the present term.....	386
First graduating class, 1839.....	4
Applications for degrees, 1909.....	75
Percentage of applications for degrees to enrollment	19
Buildings, 1834, such as the farm supplied, the carriage house being the chief reliance for chapel and recitation.	
Buildings for college purposes, 1909.....	7
Estimated value of property, 1909.....	\$180,000
Endowment, face value, last report.....	329,352
Endowment, market value, last report.....	461,352
Total property, estimated.....	641,352

The Seventy-fifth Anniversary of the Opening of Wake Forest College

was celebrated February 11, 1909. The following program was observed: At twelve o'clock, under the direction of Professor Edgar W. Timberlake, the academic procession was formed in the College Plaza and, preceded by the College Glee Club singing as a processional "God bless Wake Forest dear," it marched into Memorial Hall, the President of the College and speakers first, then other members of the Faculty, the Trustees, representatives of other colleges, alumni, distinguished visitors, Senior, Junior, Sophomore, and Freshman classes. Rev. J. D. Hufham, D.D., of the class of 1856, led the invocation, which was followed by the hymn, "O God, our help in ages past." President Poteat made a brief statement in illustration of the progress of the College in the seventy-five years of its history, which may be found elsewhere in the present issue of the Bulletin, and

then introduced Dr. Charles E. Taylor, who made an address on "The Times and the Men." The address appears in full in this issue of the Bulletin. The College Glee Club, directed by Professor J. Henry Highsmith, sang the College hymn, "Dear Old Wake Forest." Dr. E. W. Sikes was next introduced and gave an address published in full elsewhere on "The Genesis of Wake Forest College." Congratulatory addresses were made by President R. T. Vann, of the Baptist University for Women, and Professor Collier Cobb, of the University of North Carolina, representing the colleges of the State, and by Mr. Hight C. Moore of the *Biblical Recorder*, representing the general body of the alumni. After the singing of the college hymn, "O Alma Mater, 'tis thy name" by the Glee Club, the concluding prayer was led by Dr. Henry W. Battle, of Kinston. At eight o'clock in the evening the exercises were opened with prayer led by Dr. A. E. Brown, of Asheville, after which President Poteat presented for the educational address President W. H. P. Faunce, of Brown University. A report of the address appears on page 217 of this issue. Principal W. H. Woodall, of Clyde, pronounced the benediction.

Besides the gentlemen named above, a list of the distinguished visitors would embrace Professor William H. Glasson of Trinity College, Professor W. J. Ferrell and Misses Smith and Poteat of the Baptist University for Women, President F. P. Hobgood of Oxford Seminary, President Charles F. Meserve of Shaw University, Attorney-General T. W. Bickett, Mr. Archibald Johnson of *Charity and Children*, Mr. J. D. Quinn of Shelby, Field Secretary E. L. Middleton, Principals G. E. Lineberry of Winterville, J. A. Beam of Leaksville-Spray, C. M. Beach of Delway, Superintendent A. J. Martin of Yadkinville, General Manager M. L. Kesler of Thomasville, Messrs. Lycurgus Hofler, Jarrett, and Sigmon of the General Assembly, Mr. and Mrs. Stephen McIntyre and Mrs. R. C. Lawrence of Lumberton,

Mr. and Mrs. J. B. Harrison of Greensboro, Mr. and Mrs. George A. Norwood of Goldsboro, Rev. R. A. McFarland of Scotland Neck, Rev. T. H. King of Winterville. A large number of congratulatory letters were received from institutions and distinguished gentlemen throughout the country.

The Report to the Baptist State Convention, December 10th, by the Board of Trustees of Wake Forest College was as follows:

"We gratefully recognize the gracious Providence which has been over our College during the past Convention year. The tokens of the divine favor which have signalized the seventy-five years of its honorable history to be completed and celebrated next February 11th, are as marked to-day as heretofore.

"The teaching body of the College now comprises sixteen professors, two associate professors, five instructors, and nine assistants, aggregating thirty-two. At the annual meeting in May the Trustees appointed Professor Luther Rice Mills, who had withdrawn from active work in the College, to the position of Emeritus Professor of Pure Mathematics. At a special meeting of the Board July 23, Dr. Edgar Egington Stewart, of New York City, was elected Professor of Anatomy and Physiology, to succeed Dr. Lewis M. Gaines, whose resignation had been accepted in May. In January last Professor J. B. Carlyle resumed his teaching work in part, and with the opening of the present session in full. The importance of the work of Dr. James W. Lynch as Wake Forest pastor and College Chaplain was brought afresh and strongly to the attention of the church and Trustees on the occasion of his call the latter part of May to a university city in a Southern State. Both these bodies took action which so materially changed the situation that he announced, on the 7th of June, his determination to remain at Wake Forest. We wish to record here the joy which this

decision gave us and our appreciation of his gracious and inspiring influence upon all the phases of the life of the College.

"The enrollment of students for the fall term is 364, exceeding the number reported at the last Convention by 13. The first-year men number 158; ministerial students, 72. Of the total student body only 34 are not members of some church. Such a happy preponderance of Christian sentiment committed to the best things in life is of the highest value in fixing college ideals and college spirit. From the 9th to the 14th of November special evangelistic services were conducted by Dr. J. L. White, of Greensboro, with important results in bringing several of the students to Christ and in the general freshening up of the religious life of the institution.

"The subscriptions to the \$150,000 increase of the Endowment Fund so well rounded up at the last session of the Convention are in process of payment. Professor Carlyle and Bursar Earnshaw, to whom the Trustees committed the collection of the subscriptions, report that the first annual payment of the General Education Board made March 4, 1908, on its subscription brought the amount of collections at that date up to \$21,832.44. Since then they have received \$7,378.75, bringing the total collections so far to the aggregate of \$29,211.19. It will be remembered that the final limit of payment of these subscriptions is December 31, 1910.

"The Convention ought to face the fact that the general educational situation presents some features which are not altogether friendly to the denominational college. Certain tendencies appear to be converging to a crisis for all grades of educational work under denominational control. On a frank survey of the whole field we have no thought of surrendering our investment and responsibility. Our denominational schools not only have the right to exist, but are in fact demanded by the exigencies of the time. Our denomi-

national College is amply justified, apart from denominational interests, on the ground of its free public service to the Commonwealth. It makes an inestimable contribution to the perpetuity of all civic institutions by sending out into the responsibilities of citizenship men of learning and ability whose attitude and ideals have been formed, not under the influence of religious indifferentism or of offensive sectarian bigotry, but in the warm and generous atmosphere of positive Christian teaching and the freedom and democracy for which we as a people stand. We insist upon its legitimacy in the Kingdom of Heaven and in the civic order. We affirm anew its public necessity. We accept afresh the responsibility of its full financial support, the responsibility of maintaining it, as it can alone be maintained on the level of the best educational standards. We are proposing no compromise of our denominational relationship for the sake of any prospective financial advantage in other directions. Our reliance is upon the kindly Providence who has led us hitherto and upon the united brotherhood, who will need to continue and to extend their practical loyalty."

Announcements

A series of debates has been arranged with Davidson College. All three of the debates are to be held in Greensboro, whose Chamber of Commerce offers a cup to the winning college. The first of the series will occur next Easter. The question for discussion, "Resolved, that the United States should adopt the policy of subsidizing her merchant marine," was proposed by Wake Forest. Davidson chose the affirmative. The Wake Forest team is not yet selected.

A slight change in the announced program of the coming Commencement has been made, namely in the date of the Baccalaureate Sermon. That sermon will be preached Wednesday evening, May 19, by Dr. J. W. Lynch. The other chief items of the program are: The Literary Address, Thursday, May 20, at 11 o'clock, by Dr. Charles F. Aked, of the Fifth Avenue Baptist Church, New York City; the Alumni Address at 8:30 p. m., May 20, by Dr. Oscar Haywood ('82-85), of New York City; and Commencement Day proper with the orations of the graduating class at 11 a. m., Friday, May 21.

The Senior Class of the present session, which is the largest by twenty-one in the history of the institution, has still further signalized itself by proposing to erect a granite gateway to the campus at the railroad station entrance. The plans adopted by the Senior Class call for a gateway of granite of the value of about \$1,000.

The Publication Committee, of which Dr. Sledd is chairman, is at work upon the catalogue of the present session. It will be published about April 1.

The Commissioners of the town of Wake Forest, who had determined in the fall to issue town bonds to the amount of \$10,000 for the installation of an electric light plant, found a

hitch in the town charter which prevented the sale of the bonds and made necessary the postponement of work on the light plant until a new charter could be secured from the Legislature. That charter has now been passed by the Legislature, and it is expected that the preliminary steps to the securing of lights for the town and the College will be taken at once.

The Wake Forest Weekly, mainly devoted to athletics in the College, reappeared the first week in March. The Editor-in-Chief is Mr. Santford Martin, of Yadkin County; his associates being Dr. W. S. Rankin, Faculty Editor; Mr. J. M. Broughton, Jr., Athletic Editor; Will E. Marshall and J. J. Best, Associate Editors; R. L. McMillan, Y. M. C. A. Editor; Mr. J. D. Carroll, Business Manager.

NEW SERIES

APRIL, 1909

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OF
WAKE FOREST COLLEGE



CATALOGUE
SEVENTY-FOURTH SESSION
1908-1909

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
Act of Congress of July 16, 1894.

CALENDAR

1909

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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31																											
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COLLEGE CALENDAR

For Session 1909—1910

September 7—Beginning of the Session.

September 15—Applications for degrees submitted.

October 1—Last day for settlement of College fees for Fall Term.

October 6—Subjects of Senior and Junior Theses submitted.

October 15—Senior Speaking and Reception by the Senior class.

October 30—Removal of entrance conditions.

December 13-22—Fall Term Examinations.

December 23—January 3—Christmas Holidays.

January 4—Beginning of Spring Term.

February 1—Last day for settlement of College fees for Spring Term.

February 11—Anniversary Celebration of Literary Societies.

March 11—Senior Speaking.

March 26—Removal of entrance conditions.

April 8—Last day for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 2—Senior and Junior Theses submitted.

May 9-18—Spring Term Examinations.

May 18—Wednesday, 10 a. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 19—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m.—Address before the Alumni.

May 20—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class and Closing Exercises of the Session.

History

ORIGIN.

During the first quarters of the 19th century there were few schools in North Carolina. The State University was the only institution of higher learning. The efforts to organize a public school system had proved futile. During this period there came into North Carolina several well-trained young Baptist ministers; among them were Samuel Wait, Thomas Meredith, and John Armstrong. They found many Baptists, who, however, were without organization or an educated ministry. Under the leadership of these men, the Baptists of the State organized their Convention, one of whose chief purposes was the preparation of young men "called to the ministry." There was no school under Baptist control to which such young men could be sent. There were in the State, however, schools taught by Baptists. These young men were sent to them and their expenses were borne partly by the Convention. The need of a Baptist school was urgent. At the second annual session of the Convention, in 1832, a committee was appointed to plan such a school.

WAKE FOREST INSTITUTE.

This committee purchased the farm of Dr. Calvin Jones, seventeen miles north of Raleigh, containing 615 acres, for which the sum of \$2,500 was paid. Manual labor schools were popular at that time. The Baptists of Virginia, South Carolina, and Georgia were adopting the system. The Convention committee thought that the system would suit the needs of North Carolina, and that manual labor in connection with study would not only tend to preserve health, but also assist in defraying the expenses of the students. The Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical institute. Samuel Wait was

chosen principal. The Convention placed the entire management of the property in the hands of a self-perpetuating Board of Trustees. In February, 1834, Principal Wait opened the institute with sixteen students. For several years the only buildings were those of the farm. For a year Principal Wait was the only teacher. Others were added as the institution grew. For five years the manual labor feature was continued, but without success. The number of students, however, increased rapidly for two years, reaching 142, and then fell off to 51. In 1838, the manual labor feature was abolished and the Institute was rechartered as Wake Forest College.

BEGINNING OF THE COLLEGE.

The equipment of the farm, the erection of a proper building, and the annual deficit in the running expenses, made a debt that hampered the institution for its first fifteen years. Variations in the price of food supplies caused a yearly loss in the steward's department. The years 1837 and 1839 were years of financial panic. Subscriptions were not paid, patronage diminished and debts increased. The educational spirit was not strong enough to remove these obstacles. The trustees, desiring none to be turned away, maintained a faculty of men well trained in the universities of the North, and continued to hope for better days. Principal Wait spent much of his time in the field endeavoring to collect funds to meet obligations. Money was borrowed from the Literary Fund of the State, but soon all these obligations became due. Finally in 1849, through the efforts of James S. Purefoy, William Crenshaw, George W. Thompson, and a few other devoted friends of the College, the incubus of an increasing debt of \$20,000 was removed. Many years were yet to follow before the income would be sufficient to meet the expenses of the institution.

BUILDINGS.

Dormitory.—The first college building was completed in 1838,—a large, plain structure, costing \$14,000. When erected it was doubtless the best school building in North Carolina. For fifty years it was the only building and served all the purposes of the College. In its original form, the north and south wings contained each twenty-four bedrooms, the central portion contained the Chapel, the lecture rooms, and the Society Halls.

In 1900, the central part was completely remodeled and refitted. It now contains the administration offices, and lecture rooms for the Schools of Latin, Greek, Political Science, Education, and the Bible.

Library Building.—In 1878, through the munificence of Col. J. M. Heck and Mr. John G. Williams, both of Raleigh, the present Library Building was erected. The center is used for library and reading room. The reading room was equipped through the generosity of Judge Charles M. Cooke, of Louisburg. The wings contain the Halls of the Euzelian and Philomathesian Literary Societies, and the lecture room and library of the School of Law.

Wingate Memorial Hall.—On the death of President W. M. Wingate in 1879, his friends and former pupils wished to show their appreciation of his distinguished service, and deemed a memorial building a fitting monument. This building, erected with this end in view, contains the Auditorium, Leigh Hall (small chapel), the lecture room of the School of Modern Languages, and the lecture room and laboratory of the School of Physics. The subscriptions for the erection of this building were secured by President Taylor and Rev. James S. Purefoy.

Lea Laboratory.—In 1888 the erection of a Chemical Laboratory was made possible largely through the liberality of Mr. and Mrs. Sidney S. Lea, of Caswell County. This building, one of the best of its kind in the South, contains a

lecture room, private laboratory, class laboratories, and storage room.

Gymnasium.—In 1900 the need of a gymnasium was so urgent that the trustees ordered the erection of a suitable building at a cost of \$12,000. The ground floor contains bathrooms, toilets, and storage rooms; the main floor contains offices, and a room eighty by fifty feet, equipped with modern apparatus. The equipment is renewed and increased year by year.

Alumni Building.—This building, completed in 1906, is equipped for the Schools of Biology and Medicine. It is the most handsome building on the Campus, is three stories in height, well-lighted and arranged for laboratories and lecture rooms. The funds for this building were secured from the Alumni of the College through the agency of Professor J. B. Carlyle.

Hospital.—This building, erected in 1906, contains two wards, an operating room, a dining room, a kitchen, seven private rooms, with verandas on two sides, above and below.

FACULTY.

The early Faculty was composed of New England men. Most of them had been graduated from Brown University while Dr. Francis Wayland was President. These men brought high ideals of scholarship and learning. Others of the Faculty were graduates of Columbian College, Washington City. Even the Wake Forest Institute had a faculty composed of graduates. Upon the resignation of President Wait, in 1845, he was succeeded by Dr. William Hooper, one of the most scholarly men in the South. Later the University of North Carolina and Wake Forest Institute contributed to the teaching force. In more recent years the Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, and Columbia University have furnished teachers. The Faculty now consists of sixteen professors, two associate professors, five instructors, and nine assistants in the various departments.

ENDOWMENT.

For fifteen years the College had no endowment. In 1849 the first money was given for this purpose. Mr. Barclay Powers, of Warren County, gave James S. Purefoy ten dollars for endowment. In 1852 the trustees resolved to raise fifty thousand dollars. In October, 1852, W. M. Wingate, of the class of 1849, was elected agent. In two years he raised thirty-seven thousand dollars in subscriptions. By 1854 there were forty-two thousand dollars in subscriptions, with ten thousand dollars in legacies for Ministerial Education. These legacies were made by Rev. Wm. H. Merritt, of Orange County, William Warren of Person, and John Blount of Edenton. On some of these very little was ever realized. The affairs of the College were now in a hopeful condition, but it was realized that the method of raising endowment by the sale of perpetual scholarships, did not materially improve the condition of the College. In 1856 the Board of Trustees met in Raleigh with the Baptist State Convention, and resolved to raise fifty thousand dollars of unencumbered endowment. A committee was appointed, consisting of James S. Purefoy, J. J. James, W. M. Wingate, and John Mitchell. The plans of the committee were adopted by the Board of Trustees, and when the Convention reassembled President Wingate introduced the following resolution: "Resolved, that we have heard with pleasure the plan proposed by the Board of Trustees of Wake Forest College to raise an unencumbered fund of fifty thousand dollars for the endowment of Wake Forest College." A feeling of deep and solemn interest and anxiety pervaded the entire body, as well as the crowd of spectators in the galleries of Commons Hall. As the last speaker closed, C. W. Skinner, a charter member of the Board of Trustees of 1833, subscribed five thousand dollars; R. Felton, five thousand; C. Wooten, C. D. Ellis, and President Wingate, a thousand dollars each. More than twenty-five thousand dollars were subscribed in a few minutes. No more thrilling meeting was

ever held in North Carolina. An old record reads "and surely none who witnessed it can ever forget, or cease to thank God that they were permitted to witness it." Within the space of a year John Mitchell, the general agent of the Board, was able to report that the entire amount had been subscribed. In June, 1860, there had been collected and invested forty thousand and five hundred dollars. Many subscriptions had never been paid, while others were paid in Confederate money. With the downfall of the Confederacy went a large part of the invested funds. Out of the wreck eleven thousand and seven hundred dollars were saved—largely through the financial judgment of the treasurer, James S. Purefoy. In 1875, through the work of various agents, the invested funds amounted to twenty-five thousand six hundred and thirteen dollars and fifty-nine cents. In 1876, Professor Charles E. Taylor collected in the State about \$10,000, while Mr. James S. Purefoy traveled in the North and collected \$8,949.72. By 1880 the endowment had again reached forty-six thousand dollars, as in 1861.

In November, 1882, Professor Charles E. Taylor undertook to raise the amount to one hundred thousand dollars. Pledges were taken on the condition that they be null and void unless the entire amount was secured in cash by January 1, 1884. On the night of December 31, 1883, the Treasurer had in his hands an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. James A. Bostwick, of New York, who gave ten thousand dollars. December 31st was a notable day. All day and far into the night came letters, checks, telegrams, and subscriptions, but cash was not in hand. At 10 o'clock, Professor Taylor, W. H. Pace, W. G. Simmons, and James S. Purefoy decided that the cash condition had not been met. Then they agreed to pledge their own real estate by mortgage for the payment of the \$5,000 pledged but not yet paid in. In this way the \$100,000 was secured. In 1885 Mr. Bostwick created the Bostwick Loan Fund for indigent young men by

a gift of \$12,000. In 1886, Mr. Bostwick made a gift of \$50,000. These donations were secured through the labor of Professor Taylor, who had then become President. By May, 1890, the total investments amounted to \$174,562.65. In this year it was determined to increase this fund so that the College might meet its growing needs. Mr. Bostwick generously agreed to add one-half to whatever amount, up to \$50,000, should be raised by March 1, 1891. President Taylor took the field and secured \$26,000. In this way nearly \$40,000 were added to the endowment. These funds have been carefully guarded and have increased. At the Baptist State Convention held in Greensboro, December, 1906, the movement to add \$150,000 to the endowment was formally launched, Professor J. B. Carlyle of the chair of Latin being Agent. The first year completed subscription of the whole amount and added in cash \$21,832.34 to the endowment. The total endowment of the College, April, 1909, was \$330,273.31. The College property, exclusive of endowment, is valued at \$179,925.

ADMINISTRATION.

1834-1845.—Samuel Wait was the only Principal of the Institute and first President of the College. His administration covers the initial period from February, 1834, to June, 1845. His zeal and industry were untiring. It was necessary to whitewash slave cabins and use them for dormitories. Beneficent institutions were not yet popular in the State. A division in the denomination on these questions was about to take place. There was no trained ministry to uphold his hands. The manual labor idea was an experiment in the South and the experiment failed. There were no loyal alumni as yet to rally to the support of the institution. President Wait's influence was strong among the most enlightened and progressive, but these were few. Even Baptists did not patronize the institution. The increasing debt made many of them think that it would fail. In 1836 the

enrollment reached 143, but by 1843 it had dropped to 41. In January, 1844, President Wait resigned, but his resignation was not accepted. In 1845 he resigned again, and his resignation was accepted to take effect in June, 1845. He was at once elected President of the Board of Trustees, which position he held for twenty-one years. He loved the College with a tender devotion, as is shown by his letter of resignation.

1845-1849.—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence; a graduate of the University of North Carolina, and a student of Theology at Princeton. In 1845 he was teaching in South Carolina. The Trustees had always been anxious to have him in the College. He had taken great interest in building up the institution, and was elected the first president of the Board of Trustees. He had also been elected Professor of Moral Philosophy in 1834, but had declined. Now when the office of the Presidency was tendered him he accepted. To this position he brought polished scholarship and fine rhetorical powers, but these were not the needs at this critical juncture. What was most needed was a financier, for financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

1849-1853.—Dr. Hooper's successor was John B. White, Professor of Mathematics and Natural Philosophy. Professor White had been with the institution for eleven years. He had been graduated from Brown, had studied law, had taught in the schools of New England, and in 1838 came to Wake Forest. President White administered the internal affairs of the institution. The finances of the College were largely entrusted to James S. Purefoy. The debt had now become embarrassing—especially to men who, like William Crenshaw and James S. Purefoy, had assumed the responsibility for its payment. It was during White's ad-

ministration that relief was obtained from the debts. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

1854-1879.—After the Trustees had failed to secure the services of several men elected, they chose Washington Manly Wingate president. This administration was a long one, extending to 1879, when President Wingate died. The three-fold object of this administration was the raising of endowment, the abolition of the preparatory department, and the establishment of scholarships. The war interrupted these plans. The personality of the President and his gifts as preacher and man won many active friends for the College. He was the first to bring the College home to the people and place it on their hearts. He traveled and spoke much, and at the time of his death the future was hopeful. Strong men had been brought into the Faculty, but the expansion was greater than was warranted by income. It was during this administration that Wake Forest began really to be generally felt in the life of the Baptist denomination. The spirit of the President provoked no opposition; students felt the power of his personality, and its influence extended throughout the entire denomination.

1879-1882.—Dr. Thomas H. Pritchard was President Wingate's successor. This administration was brief, ending in 1882. President Pritchard determined to increase the patronage of the institution, and this he did by speaking in nearly every county in the State. He found the enrollment 117, but he left it 169. Dr. Pritchard's short administration did much to popularize the cause of general education in North Carolina.

1884-1905.—In 1884 Charles E. Taylor, Professor of Latin, was chosen president. His work as agent for the endowment and his scholarly attainments had already been felt in the institution. His administration extended from 1884 to 1905. This was the notable administration in the

history of the College. The work done is destined to be permanent and far-reaching. President Taylor came to Wake Forest in 1870 as an assistant in Latin and German; in 1871 he was made Professor of Latin, and in 1884 Professor of Moral Philosophy and History. He found the College with a meager endowment of \$40,000; he left it with an endowment of more than \$210,000. The strong feature of his plans for endowment was the policy to secure cash rather than notes and subscriptions. He became president of a faculty of six professors and one tutor; in 1905 the Faculty numbered seventeen professors and six assistants. The enrollment increased from 161 to 328. The equipment, also, was greatly increased. The Lea Laboratory, the Gymnasium, and the Alumni Building were erected and the other buildings remodeled and improved. The campus was beautified, passing from an old field of gullies and pines into a park. In accepting the presidency, Dr. Taylor had declared that he "might not make Wake Forest a large institution, but he hoped to make it a good one." How well he succeeded the loyalty of alumni and friends speaks in strong terms.

In 1905 Dr. Taylor was succeeded by Dr. William Louis Poteat, whose administration is now in its fourth year.

LOCATION.

The location of the College, seventeen miles from Raleigh, in a high, gently rolling and healthful county, is most fortunate. Six passenger trains of the Seaboard Air Line stop daily at the College. There are six mails daily. The express and telegraph offices are near the College buildings. The town of Wake Forest and the surrounding neighborhood are as free from bad influences as any in the county. The proximity of the College to the capital of the State affords many of the advantages, without the moral dangers of city life.

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B.A., Wake Forest College, 1877; M.A., 1889, Graduate Student, University of Berlin, 1888; Graduate Student, Woods Hole Biological Laboratory, 1893; Professor of Biology, Wake Forest College, 1883; LL.D., Baylor University, 1905; LL.D., University of North Carolina, 1906; President Wake Forest College, 1905.

CHARLES E. TAYLOR, B.Lit., D.D., LL.D.,

Professor of Moral Philosophy.

B.Lit., University of Virginia, 1870; D.D., Richmond College, 1885; LL.D., Mercer University, 1904; Professor of Latin, Wake Forest College, 1870-1883; President, *ibid.*, 1883-1905; Professor Moral Philosophy, *ibid.*, 1884.

WILLIAM B. ROYALL, M.A., D.D., LL.D.,

Professor of Greek Language and Literature.

B.A., Wake Forest College, 1861; M. A., 1866; D.D., Judson College, 1887; LL.D., Furman University, 1907; Assistant Professor, Wake Forest College, 1866-1870; Professor of Greek, *ibid.*, 1870.

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M.A., Wake Forest College, 1861; Assistant Professor of Mathematics, *ibid.*, 1867-1869; Professor of Mathematics and Bursar, *ibid.*, 1870.

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M.A., Washington and Lee University, 1886, Litt.D., *ibid.*, 1906, Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Professor of English, *ibid.*, 1894.

CHARLES E. BREWER, M.A., Ph.D.,

Professor of Chemistry.

M.A., Wake Forest College, 1886; Graduate Student of Chemistry, Johns Hopkins University, 1887-1888; Ph.D., Cornell University, 1900; Professor of Chemistry, Wake Forest College, 1889.

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Professor of Applied Mathematics and Astronomy.

Graduate, South Carolina Military Academy, 1856; M.A., Baylor University, 1869; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

JOHN B. CARLYLE, M.A.,

Professor of Latin Language and Literature.

M.A., Wake Forest College, 1887; Supt. of Public Schools, Robeson County, 1887; Assistant Professor of Latin and Greek, Wake Forest College, 1887-1890; Professor of Latin, *ibid.*, 1890.

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Professor of Law.

M.A., Wake Forest College, 1879; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894.

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Professor of Modern Languages.

M.A., Washington and Lee University, 1890, and Assistant Professor, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor of Modern Languages, Wake Forest College, 1894.

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Professor of the Bible.

M.A., Wake Forest College, 1892; Assistant Professor Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896.

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Professor of Political Science.

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1898; Professor of Political Science, Wake Forest College, 1898.

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Professor of Physics.

M.A., Richmond College, 1882; Graduate Student in Mathematics, Johns Hopkins University, 1890-1893; Professor of Natural Science, Bethel College, 1893-1896; Fellow in Physics, University of Chicago, 1896-1898; Professor of Mathematics and Physics, Ursinus College, 1898-1899; Professor of Physics, Wake Forest College, 1899.

WATSON S. RANKIN, M.D.,

Professor of Bacteriology and Pathology.

Student of North Carolina Medical College, 1897-1899; M.D., University of Maryland, 1901; Resident Physician, University Hospital, 1901; Graduate Student, Johns Hopkins University, 1901-1902; Resident Pathologist, University Hospital, 1902-1903; Professor of Bacteriology and Pathology, Wake Forest College, 1903.

J. HENRY HIGHSMITH, M.A.,

Professor of Education.

A.B., Trinity College Durham, N. C., 1900; A.M., 1902; Principal Grammar School, Durham, N. C., 1901-1904; Graduate Scholar, Teachers College, Columbia University, New York City, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907.

EDGAR E. STEWART, M.D.,

Professor of Anatomy and Physiology.

Student of the College of the City of New York, 1896-1900; M.D., Columbia University, 1906; Assistant Physician and Surgeon, New York House of Relief Hospital, 1907-1908; Professor of Anatomy and Physiology, Wake Forest College, 1908.

GEORGE W. PASCHAL, B.A., Ph.D.,

Associate Professor of Latin and Greek.

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago; 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Greek and Latin, Wake Forest College, 1896.

EDGAR W. TIMBERLAKE, B.A., LL.B.,

Associate Professor of Law.

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906.

ELLIOTT B. EARNSHAW, M.A.,

Bursar and Secretary.

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics *ibid.*, 1906-1907; Bursar, *ibid.*, 1906.

J. RICHARD CROZIER,

Director of Physical Culture.

E. P. ELLINGTON, B.S.,

Librarian.

JUDSON D. IVES, M.A.,

Instructor in Biology.

HUBBARD F. PAGE, M.A.,

Instructor in English.

HUBERT A. JONES, B.A.,

Instructor in Mathematics.

SANTFORD MARTIN,

Instructor in Chemistry.

A. R. GALLIMORE,

Assistant Librarian.

R. L. McMILLAN,

R. P. McCUTCHEON,

Assistants in English Composition.

F. T. COLLINS,

Assistant in History.

A. D. MORGAN,

Laboratory Assistant in Chemistry.

B. P. MARSHBANKS, B.A.,

Laboratory Assistant in Physics.

O. W. McMANUS,

Laboratory Assistant in Biology.

B. S. BAZEMORE, B.A.,

H. B. IVEY,

Laboratory Assistants in Medicine.

L. L. TILLEY,

Assistant in Gymnasium.

Officers

WILLIAM L. POTEAT, President.

ELLIOTT B. EARNSHAW, Bursar and Secretary.

GEORGE W. PASCHAL, Curator of Library.

*JAMES W. LYNCH, D.D., Chaplain.

MISS MINNIE GWALTNEY, Head Nurse of College Hospital.

Committees

Publication—

Professors SLEDD, TIMBERLAKE, and LAKE.

Examinations—

Professors HIGHSMITH, GULLEY, and LANNEAU.

Library—

Professors PASCHAL, ROYALL, and SIKES.

Lectures—

Professors CULLOM, HIGHSMITH, and CARLYLE.

Athletics—

Professors CROZIER, BREWER, and RANKIN.

Buildings and Grounds—

Professors GORBELL, LAKE, and BREWER, and MR. W. W. HOLDING.

Executive—

Professors GULLEY, SIKES, and BREWER.

Entrance Requirements—

Professors SLEDD, PASCHAL, HIGHSMITH, and LANNEAU.

Appointments—

Professors SIKES, CARLYLE, and HIGHSMITH.

Budget—

Professors BREWER, GORBELL, and LANNEAU.

* Resigned February 7, 1909.

Catalogue of Students

GRADUATE.

NAME.	RESIDENCE.	SESSION.
Anders, Robert Gibson, B.A., English 3 and 6.	<i>Henderson,</i>	4
Bazemore, Bryan Spivey, B.A., Physiology 2, Anatomy 2d year, Pharmacology, Chemistry 3.	<i>Bertie,</i>	6
Brown, Frederick Fernando, B.A., English 5 and 6, Greek 2, Bible 3, Astronomy, Mor. Phil. 2.	<i>Buncombe,</i>	5
Falls, Bayard T., B.A., Law S. C.	<i>Cleveland,</i>	5
Ferrell, Ralph H., B.A., English 4.	<i>Wake,</i>	5
*Hayes, Thomas N., M.A., LL.B., Law S. C.	<i>Wilkes,</i>	5
Howard, Arenus Tilden, B.A., English 3 and 5, Mor. Phil. 2, History 2, Polit. Ec. 1.	<i>Sampson,</i>	5
Jenkins, Charles H., B.A., Law S. C.	<i>Northampton,</i>	5
Jones, Hubert A., B.A., German 2, Law 6, Mor. Phil. 2, Education 5.	<i>Wake,</i>	5
Marshbanks, Burgess P., B.A., Ap. Math., Law 2 and 6, Mor. Phil. 2, Bible 1 and 2, History N. C., Physics 2.	<i>Wake,</i>	4
Mills, John G., B.A., Law S. C.	<i>Wake,</i>	5
Newell, James C., B. A. Law S. C.	<i>Cabarrus,</i>	5
Page, Hubbard F., M.A., English, German.	<i>Cumberland,</i>	5
Parham, Benjamin W., B.A., Law S. C.	<i>Granville,</i>	5
Pearson, Rufus B., B.A., French, German.	<i>Rockingham,</i>	6
Tyler, William H., B.A., Moral Philosophy, Education, Political Economy.	<i>Chatham,</i>	5

UNDERGRADUATE.

NAME.	RESIDENCE.	SESSION.
Adams, James McKee, Greek 3, Moral Philosophy 1, Biology, History 2, Political Economy 2, Government.	<i>Wake,</i>	4
Akiyama, K., English 1, Math. 1, Biology 4.	<i>Tochigi, Japan,</i>	1

NAME.	RESIDENCE.	SESSION.
Allen, Aubrey Joel, Moral Philosophy 1, English 5, Latin 1.	<i>Marlboro, S. C.,</i>	4
Allen, Arthur Thomas, English 1, Math. 1, Greek S, Latin 1.	<i>Marlboro, S. C.,</i>	2
Allen, Charles Inslee, German 1, English 1, Math. 1, Chemistry 2, Government, Latin 1, Chemistry 3.	<i>Anson,</i>	2
Allen, William Cola, German 1, Math. 2, Math. 3, Applied Math., Chemistry 1, Latin 2, Physics 2.	<i>Haywood,</i>	3
Atkinson, Joe B., Law 1, 2 and 3.	<i>Halifax,</i>	1
Bagby, C. W., Law S. C.	<i>Iredell,</i>	1
Bagwell, George Watson, English 1, Chemistry, Latin S, History 1, History N. C., Math. 1.	<i>Wake,</i>	1
Bailes, George Lewis, Greek 2, Math. 2, Chemistry 1, English 2, History 1, Govern- ment, Political Economy 1.	<i>Mecklenburg,</i>	1
Baldwin, Henry Walter, Jr., Applied Math., Moral Philosophy 1, English 5, Latin 3, Biol- ogy 1, History 2, Political Economy 1.	<i>Morgan, Ga.,</i>	3
Battle, John S., Math. 2, Physics 1, Latin 2, English 2, History 1.		
Baucom, Herbert Wayland, Greek 1, Education 1, Education 5, Political Economy 2, Moral Philosophy 1.	<i>Wake,</i>	5
Beach, Joseph Hill, French 2, Astronomy, Moral Philosophy 1, Physics 1, Law 1.	<i>Caldwell,</i>	3
Beam, Gaither McIntyre, English 1, Math. 1, Greek S, Latin 1.	<i>Rockingham,</i>	1
Beam, Hugh Martin, English 1, Math. 1, Greek S, Latin 1.	<i>Rockingham,</i>	1
Bell, Carl Wendell, Anatomy 1, Bacteriology, Histology.	<i>Wake,</i>	3
Bell, Charles Thomas, Law 2 and 3, Moral Philosophy, Physics, History 2.	<i>Carteret,</i>	4
Bell, John Gaskill, French 1, Math. 2, Physics 1, Education 1, History N. C., Political Economy 1, English 2.	<i>Carteret,</i>	2
Bennett, Fleet Tate, Spanish 1, Law 1, 2 and 3, Moral Philosophy, English 5, Polit- ical Economy 2, History 2.	<i>Sampson,</i>	4
Bennett, John Westley, French 1, Physics 1, English 2, Latin 2, Education 1, Political Economy 1 and 2.	<i>Rockingham,</i>	2

NAME.	RESIDENCE.	SESSION.
Benton, Homer Clingan, Law 6, History 2 and N. C., Political Economy 1 and 2, Government.	<i>Mecklenburg,</i>	4
Berry, Thomas Loyal, Law 1 and 2, Education 1, History 1.	<i>Camden,</i>	1
Best, John James, Astronomy, Moral Philosophy, English 1, Physics 1, Law 1, English 2.	<i>Duplin,</i>	3
Bizzell, James Eustace, English 1, Physics 1, Math. 1, Chemistry 1.	<i>Wayne,</i>	1
Blackmore, Emmette B., Law 5 and 6, History 1, Political Economy 1, Government.	<i>Duplin,</i>	3
Blackwell, James W., Jr., English 2, Latin 2, Spanish 1, Chemistry 1, Geology.	<i>Durham,</i>	2
Blanchard, Henry Nathan, English 5, Bible 1, Greek S, Latin 1, History N. C., Political Economy 1.	<i>Guilford,</i>	2
Bland, Daniel Graham, German 2, Moral Philosophy, Anatomy, Biology 1, Bacteriology, Histology.	<i>Duplin,</i>	3
Bland, John Thomas, Jr., French 1, Moral Philosophy, English 3, Physics 1, Law 1, Biology 1.	<i>Pender,</i>	3
Blanton, Roy Russell, Math. 1, Greek S, Chemistry 1, Latin 2, Education 1.	<i>Rutherford,</i>	2
Blevins, Roby Presley, English 1, Math. 1, Latin S, Education 1, History, N. C. and 1, Government.	<i>Wilkes,</i>	1
Bobbitt, Thomas Edwin, Math. 1, Latin 1, History 1, English 1.	<i>Warren,</i>	1
Bodenheimer, L. F., Law S. C.	<i>Guilford,</i>	1
Bonner, Alexander M., Law S. C.	<i>Chesterfield, S. C.,</i>	1
Bonner, H. M., Law S. C.	<i>Beaufort,</i>	1
Boone, William Dare, English 1, Math., 1, Latin 2, History 1, Political Economy 1, Biology 1.	<i>Hertford,</i>	1
Bowen, Forrest F., Anatomy 1, Biology 1, Chemistry 2, Histology.	<i>Cleveland,</i>	2
Braswell, James Cornelius, Jr., Chemistry 1, History 1, English 1, Law 1.	<i>Nash,</i>	1
Brett, James Claxton, Math. 1, Chemistry 2, Latin 2, Law 1, English 2, Education 1.	<i>Hertford,</i>	2
Brewer, Samuel Wait, History 2, Biology 1, Government, English 1, Education 1, Latin 1, Law 1.	<i>Wake,</i>	3

NAME.	RESIDENCE.	SESSION.
Brickhouse, Robert Eure, Astronomy, Bible 2, Greek S, Biology 1, History N. C.	<i>Tyrrell,</i>	4
Bridges, William Arthur, English S, Math. S, Biology 4.	<i>Johnston,</i>	1
Britt, Clarence S., English 1, Math. 1, Latin 1, History 1.	<i>Wayne,</i>	1
Broughton, Joseph Melville, Jr., English 3, English 1, Chemistry 2, Latin 2, Law 1, Biology 1, History 2 and N. C.	<i>Wake,</i>	3
*Broughton, James Russell, Math. S, Chemistry 1, Latin S.	<i>Wake,</i>	1
Broughton, Needham Bryant, Jr., English 1, Chemistry 1, Law 1, History 1 and N. C., Latin 2, Math. 1.	<i>Wake,</i>	1
Brown, Donald Austin, German 1, Bible 3, Greek 2, Math. Applied, Astronomy, Eng- lish 2, Education.	<i>Kershaw, S. C.,</i>	3
Brown, George Carlie, Astronomy, Physics 1, Law 1, English 2, History N. C., Political Economy.	<i>Madison,</i>	2
Buchanan, Luther Thomas, Jr., German 1, Astronomy, Math. 1, Chemistry 2, Biology 1, His- tology.	<i>Granville,</i>	2
Buchanan, Stokes, Law S. C.	<i>Washington, Tenn.,</i>	1
Buie, Roderick Mark, English 1, Math. S, Latin S, History 1, Education 1.	<i>Chatham,</i>	1
Bullard, Leslie Graves, English 1, Math. 1, Greek S, Latin 1.	<i>Cumberland,</i>	1
Burleson, I. R., Law 1, 2 and 3.	<i>Stanly,</i>	2
Burnette, John Henry, Government, Law 1 and 2, English 1.	<i>Pender,</i>	1
Butler, Bruce Fowler, Physiology 2, Chemistry 2, Bacteriology, Anatomy 2d year, Pharmacology, Pathology.	<i>Sampson,</i>	2
Bynum, Archie W., German 1, Moral Philosophy, Latin 2, English 2, Political Economy 1 and 2.	<i>Chesterfield, Va.,</i>	4
Byrum, William J., English 1, Greek S, History 1 and N. C., Education 1.	<i>Chowan,</i>	1
Cable, Thomas Norman, Spanish 1, Moral Philosophy, Astronomy, Law 1, History 2, Education 2.	<i>Johnston,</i>	4
Cabaniss, Joe Turner, Math. 2, Latin 2, Law 1, Education 1, Government.	<i>Cleveland,</i>	2

* Deceased.

NAME.	RESIDENCE.	SESSION.
Campbell, Arthur Carlyle, French 2, English 1, Math. 1, Latin 2, Political Economy 1.	<i>Harnett,</i>	1
Campbell, Leslie Hartwell, French 2, English 1, Math. 1, Latin 2, Political Economy 1.	<i>Harnett,</i>	1
Carrick, Dee, Astronomy, Biology 1, English 2, Education 5, History N. C., Government, Political Economy.	<i>Guilford,</i>	3
Carroll, John DeLorme, German 2, Astronomy, Moral Philosophy 1, English 3, Biology 1, Political Economy 2.	<i>Darlington, S. C.,</i>	4
Carroll, John Roderick, Bible 1, Greek S, Math. 1, Chemistry 1, Education 1.	<i>Pitt,</i>	2
Castello, Cola, English 1, Math. 1, Latin 2, History 1 and N. C., Law 1.	<i>Bertie,</i>	1
Chambers, Wilson C., English 1, Physics 1, Math. 1, Chemistry 2, Latin 1.	<i>Anson,</i>	2
Cheek, Charles Eugene, Moral Philosophy 1, Anatomy 1, Physics 1, Biology 1, His- tology, History N. C., Physiology.	<i>Alamance,</i>	3
Cheek, John Merritt, French 1, Math. 1, English 2, Latin 1.	<i>Durham,</i>	2
Clark, A. L., Law S. C.	<i>Halifax,</i>	1
Clark, Elliott Bynum, Law 3 and 6, History 2 and N. C., Political Economy 1 and 2.	<i>Halifax,</i>	4
Clark, Richard Elijah, Greek 2, Bible 2, Physics 1, Chemistry 1, English 2, Education.	<i>Chatham,</i>	3
Clayton, Joseph Buren, Physics 1, Math. 1, Latin 2, Law 1, English 2, Education 1.	<i>Transylvania,</i>	3
Clyburn, Ernest Custine, Physics 1, Math. 1, Law 1, English 1.	<i>Lancaster, S. C.,</i>	3
Coggin, Henry Edgar, Physics 1, History 1, Latin 1.	<i>Stanly,</i>	1
Coggin, Patt Belvin, Spanish 1, Moral Philosophy 1, Latin 2, English 2, Education 2, Political Economy 2.	<i>Stanly,</i>	4
Collins Fred Tillman, Spanish 1, Law 2 and 3, Moral Philosophy 1, English 5. Biology 1, History 2.	<i>Robeson,</i>	4
Collins, Trela D., Greek 1, Bible 1, Law 1, Biology 1, English 2, Government.	<i>Randolph,</i>	2
Combs, Allie Bryan, Greek 2, Math. 2, English 1, Latin 2, Education 1, Political Economy 1, Math. 1.	<i>Lee, Fla.,</i>	1
Cone, Wallis, Anatomy 1, Physics 1, Chemistry 1, Biology 1, Histology, Path- ology.	<i>Hampton, S. C.,</i>	1

NAME.	RESIDENCE.	SESSION.
Conrad, Henry Brown, English 1, Math. 1, Latin 1, Chemistry 1.	<i>Forsyth,</i>	1
Cook, William D., English 1, Math. 1, Chemistry 2, Latin 1.	<i>Lancaster, S. C.,</i>	2
Cooper, James Arthur, Math. S, History 1.	<i>Wake,</i>	1
Couch, Lester C., English 1, Math. S, Chemistry 1, History 1.	<i>Iredell,</i>	1
Coughenour, Herbert George, Law 1 and 2, History 1, Government.	<i>Halifax,</i>	1
Covington, George Wilson, English 1, Math. S, Chemistry 1, Latin 1.	<i>Anson,</i>	1
Covington, H. B., English 1, Math. S, Chemistry 1, Latin S.	<i>Anson,</i>	1
Cox, Fountain F., German 1, Physiology, Biology 4, English 1, Biology 1.	<i>Pitt,</i>	3
Cox, Roy Theodore, English 1, Math. 1, Chemistry 1, Government, Latin 1, History 1.	<i>Pitt,</i>	1
Crain, William Jerome, English 1, Math. 1, History 1 and N. C., Latin 1, Government.	<i>Chatham,</i>	1
Creasman, Clarence Dixon, Bible 3, Moral Philosophy 1, English 6, English 5, Biology 1, Political Economy 1.	<i>Buncombe,</i>	4
Critcher, Percy Vann, Math. 2, Latin 2, Law 1, Biology 1, English 2.	<i>Martin,</i>	3
Crosby, Claud David, Physics 1, Math. S, History 1.	<i>Chester, S. C.,</i>	1
Dailey, Louis Ellsworth, Moral Philosophy 1, English 3, Bible 2, Biology 1, Political Economy 1, History 1.	<i>Camden,</i>	4
Daniel, Thomas Mitchell, Law 2 and 3, History 2 and N. C., Political Economy 2.	<i>Marion, S. C.,</i>	4
Daniel, William Brodie, Jr., Astronomy, Law 1, Biology 1, English 2, Government, Ger- man 1, Latin 2.	<i>Vance,</i>	3
Darsey, Henry Frank, English 1, Math. 1, Latin 1, Chemistry 1, History 1.	<i>Mecklenburg,</i>	1
Davis, Charles Webb, French 1, Math. 2, Math. Applied, Physics 1, Latin 2, English 2, History N. C., Political Economy.	<i>Carters,</i>	2
Davis, James M., French 1, English 1, Math. 1, Chemistry 2, Biology 1, Political Economy 1.	<i>Alexander,</i>	2
Dawson, Henry Percival, Law 6, History 1, Government, Law 5, Political Economy 1, Law 2 and 3.	<i>Halifax,</i>	2

NAME.	RESIDENCE.	SESSION.
Dimmette, Joel Walter, English 1, Greek S, Chemistry 1, Latin S.	<i>Wilkes,</i>	1
Dockery, Henry Clay, Jr., Astronomy, Moral Philosophy 1, English 3, Biology 1, Political Economy 1.	<i>Richmond,</i>	4
Duffy, William Core, English 1, Physics 1, Latin 2, Biology 1, Political Economy 1.	<i>Manning, S. C.,</i>	3
Dulin, P. P., Law S. C.	<i>Iredell,</i>	1
Dunn, Robert Maynard, Law 2, 3, 4, 5, 6, and S. C., Political Economy 1, Government.	<i>Warren,</i>	3
Eddinger, William Lee, Physics 1, Chemistry 2, Latin 2, English 2, Political Economy 1.	<i>Guilford,</i>	2
Edgerton, Sidney A., English 1, Greek S, Chemistry 1, Latin S, History 1 and N. C.	<i>Wilson,</i>	1
Edwards, Franklin, Math. Applied, English 3, History 2, Law 1, 2 and 3.	<i>Southampton, Va.,</i>	3
Edwards, Herbert Spurgeon, Math. 1, Chemistry 1, Law 1, Government.	<i>Chatham,</i>	2
Edwards, Paul Bee, German 1, Chemistry 1, Biology 1, English 2, Government.	<i>Saluda, S. C.,</i>	1
Eller, J. Berry, Math. 2, Bible 1, Greek S, Chemistry 1, History 1 & N. C.	<i>Buncombe,</i>	1
Ellington, Rayborn Parchel, Bible 1, Greek S, Law 1, Biology 1, History 1.	<i>Alamance,</i>	1
Ellis, John Alston, Bible 1, Math. 1, Greek S, Education 1, History 1.	<i>Lee,</i>	2
Elvington, Robert Fulton, Moral Philosophy 1, Anatomy 1, Physiology 1, Histology, Anatomy 2, Pharmacology.	<i>Marion, S. C.,</i>	5
Eskridge, Seth Lafayette, English 1, Physics 1, Math. 1, Chemistry 1, History N. C., Latin 1.	<i>Cleveland,</i>	1
Evans, James Lewis, Law 1 and 2, English 1, History 1 and N. C., Math. 1.	<i>Pitt,</i>	1
Ferguson, Barbour Vaughn, English 1, Math. 1, Greek S, Latin 1.	<i>Rockingham,</i>	1
Fletcher, Alfred Johnson, Law 1 and 2, Government.	<i>Alleghany,</i>	2
Flowers, Albert Haynes, Math. Applied, Moral Philosophy 1, Chemistry 1, Biology 1, English 2, Education 1, Biology 4 and 5.	<i>Robeson,</i>	3
Forehand, R. Elton, Law 1, Biology 1, History 1, Government, Law 2.	<i>Chowan,</i>	3
Foreman, Henry Columbus, Law 1 and 2, History 2, Government.	<i>Stanly,</i>	2

NAME.	RESIDENCE.	SESSION.
Funderburk, Ray, Moral Philosophy 1, Chemistry 1, Law 1, English 2, Political Economy 2.	<i>Union,</i>	3
Futrell, Walter Edward, Astronomy, English 1, Math. 1, Latin S, Political Economy 1.	<i>Northampton,</i>	2
Gallimore, Arthur Raymond, French 1, Moral Philosophy 1, English 3, Education 2, Political Economy 1 and 2.	<i>Davidson,</i>	4
Gardner, Laurin, Math. 1, Bible 1, Latin 2, Law 1, History 2.	<i>Darlington, S. C.,</i>	2
Garrison, Sidney Clarence, German 1, English 1, Math. 1, Chemistry 1, Latin 1, Biology 4 and 5.	<i>Gaston,</i>	1
Garris, Frank Henry, Anatomy, Chemistry 2 and 3, Biology 1, Histology, Physiology.	<i>Bertie,</i>	2
Gasque, C. E., Law 1, 2 and 3.	<i>Florence, S. C.,</i>	1
Gay, Paul White, Law 2 and 3, Moral Philosophy 1, English 6, Political Econ- omy 1 and 2, History 2.	<i>Northampton,</i>	4
Geiger, Hardie DeWitt, Law 1, 2, 3, 4, 5, 6, and S. C.	<i>Orange, Fla.,</i>	1
Geiger, Hugh St. Claire, Physiology 2, Chemistry 2, Bacteriology, Anatomy 2d, Phar- macology, Pathology.	<i>Orange, Fla.,</i>	2
Gettys, Samuel Clinton, Math. 1, Law 1, Education 1, History N. C., Latin 1.	<i>Rutherford,</i>	2
Gore, Arthur Derwood, Spanish 1, Biology 1, English 2, History 1 and N. C., Latin 1, Law 1.	<i>Columbus,</i>	3
Gray, Asa Parker, Math. 2, Bible 1, Greek S, Chemistry 1, History 1, Biology 4 and 5.	<i>Leon, Fla.,</i>	1
Greason, J. F., Law S. C.	<i>Guilford,</i>	1
Green, Lawrence Emmette, English 1, Math. S, Latin 1, Chemistry 1, Government, Biology 4 and 5.	<i>Haywood,</i>	1
Green, Philip Palmer, German 1, French 2, Math. 2, English 1, Physics 1, Latin 2.	<i>Davidson,</i>	1
Griffin, Hugh Cleveland, English S, Math. S, Latin S, History 1, Government.	<i>Northampton,</i>	1
Hackney, Charlie Oscar, English 1, Math. S, Latin S, History 1, Education 1.	<i>Chatham,</i>	1
Hammond, Lonnie, Law 2, Government, Political Economy.	<i>Scotland,</i>	2
Hampton, Wade Bruce, German 1, Law 3, Moral Philosophy, Biology 1, Political Economy 2.	<i>Surry,</i>	4

NAME.	RESIDENCE.	SESSION.
Hamrick, James Yates, Chemistry 2, Latin 2, Biology 1, English 2, Education 1, History N. C., Political Economy 1, Government.	<i>Cleveland,</i>	3
Hamrick, Otto Vetas, Bible 2, Latin 2, Biology 1, English 2, Education 1, History 1, Political Economy 1.	<i>Cleveland,</i>	2
Hardy, Charles Little, Law 2 and 3, Government, Political Economy 1, Law 6.	<i>Pima, Ariz.,</i>	2
Hardy, Leslie Cyrus, Law 3, 5 and 6, Government.	<i>Pima, Ariz.,</i>	3
Harkrader, L. L., Law S. C.	<i>Surry,</i>	1
Harper, John H., English S, Bible 1, History 1, Biology 4 and 5.	<i>Wake,</i>	1
Harrill, Ector Augustus, Greek 2, Math. 2, English 1, Latin 2, English 2, Education 1, History 1.	<i>Cleveland,</i>	3
Harris, Andrew J., Jr., Math. 1, Greek S, Latin 1, English 1.	<i>Vance,</i>	1
Harris, Irvin Watkins, Chemistry 1, Math. 1, History 1.	<i>Wake,</i>	1
Harris, Joseph P., Law 1, 2 and 3, History 2, Government.	<i>Anson,</i>	3
Harrison, James Frank, Physics 1, French 2, Latin 2, English 2, History 1, Math. 1.	<i>Guilford,</i>	1
Hayes, Johnson Jay, Law 1, 2, 3, 4, 5 and 6, S. C., History 2, Political Economy 1.	<i>Wilkes,</i>	2
Haynes, Lowell, Math. 2, English 1, Latin 1, Chemistry 1, Government.	<i>Haywood,</i>	1
Haywood, Thomas Ashley, Math. 2, English 1, Physics 1, Latin 2, History 1, Political Economy 1.	<i>Montgomery,</i>	1
Henderson, Oscar Warren, Moral Philosophy 1, German 1, English 3 and 6, Physics 1.	<i>Baltimore, Md.,</i>	4
Hendren, Ernest Sherwood, Greek 2, Moral Philosophy 1, Physics 1, Latin 3, English 2, Biology 1, History 1.	<i>Wilkes,</i>	3
Henry, B. Vance, Jr., English 1, Math. 1, Latin 1, History 1.	<i>Anson,</i>	1
Henry, Tidal Boyce, Jr., English 1, Math. S, Chemistry 1, Government.	<i>Anson,</i>	1
Herring, George Nutt, Math. 1, Greek S, Latin 1.	<i>Pender,</i>	1
Highsmith, George Franklin, Anatomy, Physics 1, Chemistry 2, Histology, Physiology.	<i>Harnett,</i>	2
Highsmith, James DaCosta, English 1, Math. 1, Latin 1, History 1, Latin S, Math. S.	<i>Cumberland,</i>	1

NAME.	RESIDENCE.	SESSION.
Highsmith, Lewis Langston, Anatomy, Bacteriology, Histology, Physiology.	<i>Durham,</i>	2
Hill, William Ross, German 1, Bible 1, Greek S, Latin 2, Biology 1, Math. 1.	<i>Rutherford,</i>	3
Hilliard, Sidney Cecil, Bible 1 and 2, Chemistry 1, English 2, Government, English 1.	<i>Wake,</i>	2
Hines, Hugh Benjamin, Spanish 1, Moral Philosophy 1, Chemistry 1, Bible 2, Education 1, Biology 4 and 5.	<i>Hertford,</i>	6
Hinson, Jake Greenwall, English 1, Chemistry 1, Latin S, Political Economy 1, Government, Math. S.	<i>Richmond,</i>	1
Hipps, William Handy, French 1, Law 2, Moral Philosophy 1, English 5, Bible 2, Education 1, Political Economy 1.	<i>Madison,</i>	3
Hoggard, Willie Vann, English 1, Math 1, History N. C. and 1.	<i>Bertie,</i>	1
Holden, Floyd T., German 1, Physics 1, Latin 1, Chemistry 1, English 2.	<i>Barbour, W. Va.,</i>	1
Holding, William Royall, Greek 1, English 1, Math. 1, Latin 1.	<i>Wake,</i>	2
Holliday, W. D., English S.	<i>Wake,</i>	1
Holt, S. N., Law S. C.	<i>Johnston,</i>	1
Horton, Howard Malcus, English 1, Physics 1, Chemistry 1, Biology 1, History 1 and N. C., Political Economy 1.	<i>Wake,</i>	1
Howell, William Sutton, English 1, Math. S, Latin S, Education 2, History 2, and N. C.	<i>Granville,</i>	1
Howerton, Edgar Mills, Latin 1, English 1, History 1, Math. S.	<i>Durham,</i>	1
Hoyle, James Edwin, Greek 1, Bible 1, Biology 1, English 2, Education 3, History N. C.	<i>Wake,</i>	3
Hudson, Lucius Lanell, Law 2 and 3, Education 1, Political Economy 2, Bible 2.	<i>Wake,</i>	3
Huggins, Francis Marion, Bible 1, History 1, Government, Bible 2, Education 1, English 2.	<i>Henderson,</i>	2
Huggins, Maloy Alton, English 1, Math. S, Greek S, Latin 1.	<i>Marion, S. C.,</i>	1
Hunter, Hiram Tyram, History 1, Government, Law 1 and 2, English 2.	<i>Madison,</i>	1
Huntley, Howard White, Chemistry 2, Latin 2, Law 1, Chemistry 3, Government.	<i>Mecklenburg,</i>	2
Huntley, Watt Chambers, English 1, Latin 1, Chemistry 1, Math. 1, History 1, Government.	<i>Anson,</i>	1

NAME.	RESIDENCE.	SESSION.
Hurst, William Thomas, Math. 2, Moral Philosophy 1, Physics 1, Latin 2, Education 3 and 5, Biology 1 and 2, Law 2.	Wake,	3
Ivey, Henry B., German 2, Physiology 2, Anatomy 2, Pharmacology, Biology 4 and 5.	Wayne,	4
Ivie, George Gilbert, English 1, Math. 1, Latin S, Chemistry 1, Government, His- tory 1.	Rockingham,	1
Jackson, Charles Jeter, Political Economy 2, Bible 2, Moral Philosophy 1, Government.	Pitt,	4
Jenkins, Edward B., Math. 1, Greek S, Chemistry 1, Latin 2, Political Economy 1.	Buncombe,	2
Jenkins, James Lineberry, Physics 1, Latin 2, English 2, Education 1, Political Econo- my 2.	Stantly,	4
Johnson, Elbert Neil, Greek 1, Bible 1, Biology 1, English 2, Political Economy 1.	Sampson,	3
Johnson, George Henry, Greek 2, History 1, Law 1.	Robeson,	4
Johnson, Gerald White, Latin 2, Biology 1, English 2, History 1, Government, Bi- ology 4 and 5.	Davidson,	1
Jones, Bruce Lee, English 1, Math. S, Chemistry 1, Latin S, History 1.	Wake,	1
Jones, C. W., Latin S, History 1, English 1, Math. S, Physics 1.		1
Jones, Henry Broadus, Greek 2, Math. 2, Latin 3, English 2, History 1, Government.	Union,	2
Jones, John Rufus, Law 3, 4, 5, 6, and Summer, Government, Political Economy 1, History 1.	Stokes,	3
Josey, Richard Brewer, English 1, Math. S, Latin 1, History N. C. 1, Education 1, Government.	Halifax,	1
Josey, Robert Carey, Jr., Law 1, 2, 3, 5, 6.	Halifax,	3
Joyner, Grover Hunter, French 1, Math. 2, Moral Philosophy 1, Physics 1, Education 2, Political Economy 1, Law 2, Biology 4 and 5.	Hertford,	4
Kallam, Thomas Winston, Law 1, 2, 3, 4, and 5.	Surry,	1
Kendrick, John Fox, English 1, Math. 1, Latin 1, Chemistry 1, Government, His- tory 1.	York, S. C.,	1
Kinlaw, James Elmer, History 1, Law 1, 2, 4, and 6.	Robeson,	2

NAME.	RESIDENCE.	SESSION.
Kirven, Joshua Pollard, Jr., Law 1 and 2, English 1, Chemistry 1, History 1, Government.	<i>Darlington, S. C.,</i>	1
Kitchin, Luther Mills, English 1, Latin 1, History 1, Government, Math. S.	<i>Halifax,</i>	1
Kitchin, Sam Boaz, Jr., Math. 1, Law 1, English 2, History N. C. 1.	<i>Halifax,</i>	2
Knott, James Edwards, German 1, Astronomy, Moral Philosophy 1, English 3, 5 and 6, Biology 1, History 1.	<i>Granville,</i>	4
Knowles, Oliver Henry, English 1, Math. S, History 1, Government.	<i>Wayne,</i>	1
Koontz, H. Lee, Greek 2, Moral Philosophy 1, Physics 1, Education 1, Political Economy 2, English 2, Political Economy 1, Chemistry 1.	<i>Davidson,</i>	3
Kurfees, Frank Warren, Physiology 2, Education 2, Biology 2, Anatomy 2, Pharma- cology, Pathology.	<i>Iredell,</i>	5
Kyles, William Lee, Bible 3, Chemistry 1, English 1, Math. 1, Law 1.	<i>Davie,</i>	3
Lanier, John Eric, Astronomy, Moral Philosophy, Physics 1, English 2, Political Economy 2, Law 2.	<i>Harnett,</i>	4
Lassiter, Elvis M., Bible 1 and 2, History 1.	<i>Wake,</i>	2
Leggett, Lovira W., German 1, Physiology 2, Bacteriology, Moral Philosophy, An- atomy 2, Greek 1, Pharmacology, Chemistry 1 and 3.	<i>Halifax,</i>	4
Leggett, Virgil W., Anatomy 1, Latin 1, Math. 2, Chemistry 3, Government, Chem- istry 2, Biology 1.	<i>Halifax,</i>	3
Lennon, Rufus Stancil, Math. 1, Greek S, Chemistry 1, Latin 2, Education 1.	<i>Columbus,</i>	3
Lewis, Richard Henry, Jr., Government, Law 1 and 2.	<i>Lenoir,</i>	1
Liles, Frontiss Alexander, Greek 1, English 1, Bible 2, Greek S, Biology 4 and 5.	<i>Anson,</i>	2
Long, Roy Hamilton, Math. 1, Physics 1, English 1	<i>Union,</i>	2
Lovelace, Thomas Pinkney, German 1, Math. 3, English 1, Chemistry 2, Government.	<i>Rutherford,</i>	3
McBrayer, Reuben Adolphus, French 2, English 1, Math. S, Latin 1, Chemistry 1.	<i>Buncombe,</i>	1
McCullers, Vaden Leach, Anatomy, Moral Philosophy 1, Astronomy, Histology, Physics 1, Physiology.	<i>Johnston,</i>	3
McCutcheon, Royal Howard, History 1, English 1, Greek S, Latin 1, Chemistry 1.	<i>Southampton, Va.,</i>	1

NAME.	RESIDENCE.	SESSION.
McCutcheon, Roger Phillips, Math. 2, Latin 1, Biology 1, English 2, History 1, Biology 4 and 5.	<i>Southampton, Va.,</i>	1
McDiarmid, Thomas Norment, Law 1, 2, and S. C.	<i>Robeson,</i>	1
McGlohon, William Adler, Math. 1, English 1, History 1, Law 1.	<i>Pitt,</i>	1
McManus, Oscar Willis, Bible 3, Astronomy, Moral Philosophy 1, Physics 1, Education 5, Biology 2.	<i>Chatham,</i>	4
McMillan, Lonnie Malcolm, Law 1 and 2.	<i>Marion, S. C.,</i>	3
McMillan, Robert Leroy, Spanish 1, Moral Philosophy 1, English 5 and 6, Political Economy 1, Biology 4 and 5.	<i>Scotland,</i>	4
McNealy, C. V., Law S. C.	<i>Union,</i>	1
Mangum, Needham P., Law S. C.	<i>Wake,</i>	4
Marley, Daniel S., English 1, Math. S, Latin S, History 1.	<i>Robeson,</i>	1
Marshall, William Edgar, French 1, Spanish 1, Latin 2, Law 1, Biology 1, History 2.	<i>Wake,</i>	3
Martin, Santford, Moral Philosophy 1, English 5, Biology 1, Political Economy 1 and 2, History 2, Government.	<i>Yadkin,</i>	3
Martin, Wheeler, Jr., Law 1 and 2, History 1, Government.	<i>Martin,</i>	1
Massey, Leroy Royal, Physics 1, Latin 2, Biology 1, Education 1, History 1, Political Economy 1, English 1.	<i>Wake,</i>	3
Melton, Noah Abraham, Bible 3, Astronomy, Moral Philosophy 1, English 6, Bible 1, Biology 1.	<i>Surry,</i>	4
Mercer, Charles Herndon, Math. 2, Latin 1, Greek S, Chemistry 1, History 1.		1
Miller, John Washington, English 1, Math. 1, Latin 2, History 1 and N. C.	<i>Hertford,</i>	1
Mitchell, Blandus Grady, Spanish 1, Latin 2, Biology 1, History 1, Political Economy 1, Biology 4 and 5.	<i>Franklin,</i>	4
Mitchell, Foster McDonal, English S, Math. S, Latin S, History 1.	<i>Franklin,</i>	1
Morgan, Allie Dexter, Physiology 2, English 2, Biology 2, Anatomy 2, Pharmacology, Pathology.	<i>Wake,</i>	4
Moseley, Charles Archer, Jr., Math. 1, English 1, Chem. 1, Latin 1.	<i>Mecklenburg,</i>	1

NAME.	RESIDENCE.	SESSION.
Moss, Mack, English 1, Law 1, History 1, Law 2.	<i>Nash,</i>	1
Murchison, Carl Allanmore, German 1, Moral Philosophy 1, English 3, 4, 5 and 6, Latin 2, Biology 1.	<i>Early, Ga.,</i>	2
Murchison, Claudius Temple, German 2, Math. 2, Physics 1, Latin 2, English 2, Political Economy 1.	<i>Early, Ga.,</i>	2
Myatt, Ernest Malcolm, English 1, Math. 1, Chemistry 1, Latin S, History 1.	<i>Wake,</i>	1
Newbold, James Brothers, English 1, Math. 1, Government, History 1.	<i>Pasquotank,</i>	1
Newton, John Mills, Math. 2, Chemistry 1, Latin 3, History 1, Political Economy 1, Government.	<i>Davidson,</i>	2
Noell, Robert Holman, French 1, English 1, Latin 1, History 1, Math. S.	<i>Davidson,</i>	1
Norris, Cadmin Hugh, English 1, Bible 1 and 2, History 1 and 2.	<i>Wake,</i>	1
Norton, Leo Watts, Math. 2, Law 1, Latin 2, Biology 1, English 2, History 1, Gov- ernment.	<i>Pittsylvania, Va.,</i>	2
Norwood, Thomas Hart, English S, Math. S, Latin 1, Biology 4 and 5.	<i>Wayne,</i>	1
O'Brian, Leland Ray, Bible 1, Math. 1, Latin 1, Greek S, Government, Law 1.	<i>Granville,</i>	2
Olive, Eugene Irving, Greek 1, Bible 1, Biology 1, Education 1, History 2.	<i>Cumberland,</i>	3
Olive, James Leon, French 1, Physics 1, Math. 1, Latin 2, English 1 and 2.	<i>Wake,</i>	2
Olive, Lucius Bunyan, English 1, Math. 1, Latin 1, Chemistry 1.	<i>Wake,</i>	1
Olive, Thomas Homer, Astronomy, Moral Philosophy 1, English 2, Political Economy 1 and 2.	<i>Wake,</i>	4
Oliver, Samuel Theodore, English 1, Physics 1, Math. S, Latin S.	<i>Stokes,</i>	1
Osborne, Thomas J., Math. 2, English 1, Latin 1, Chemistry 1, Government.	<i>Haywood,</i>	1
Overby, Daniel Webster, English 1, Bible 2, Greek S, History 1.	<i>Rockingham,</i>	2
Page, Wiley Paton, English 1, Bible 1 and 2, Education 3, Government.	<i>Cumberland,</i>	1
Paschal, Paul Clarence, English 1, Math. 1, Latin 1, Government.	<i>Chatham,</i>	1
Pass, Willie Younger, French 1, Math. 1, Latin S, Education 1, Political Economy 1.	<i>Person,</i>	2

NAME.	RESIDENCE.	SESSION.
Peterson, William Canova, Jr., English 1, Math. 1, Chemistry 1, Chemistry 1.	<i>New Hanover,</i>	1
Phifer, Charles M., German 2, Astronomy, Physics 2, Astronomy, Physiology, Anatomy, Pharmacology, Biology 4 and 5.	<i>Iredell,</i>	4
Picot, Carlton Scarboro, History 1, Chemistry 1, English 1, Math. S., Latin S.	<i>Hertford,</i>	1
Pittman, Arthur Woods, English 2, Latin 1, Education 1, Math. 1.	<i>Greenwood, S. C.,</i>	2
Poe, Elias Dodson, Bible 3, Astronomy, Moral Philosophy, Bible 2, Biology, History 1.	<i>Wake,</i>	4
Pope, Ashley Franklin, Law 1, 2 and 3.	<i>Harnett,</i>	1
Pope, Richard Hunter, Moral Philosophy, Biology 1, English 2, Education 2 and 3, History 1, Government.	<i>Erie, Pa.,</i>	3
Powe, Charles Edwin, Law 2, English 1, Chemistry 1, Latin S, History 1, Political Economy 1, Math. S.	<i>Darlington, S. C.,</i>	1
Powell, Paul Edwards, Law 1, 2, 3 and 6, Political Economy 1, Government.	<i>Volusia, Fla.,</i>	1
Powell, Rufus Edwin, Jr., Math. 1, Greek S, Education, English 1.	<i>Caswell,</i>	1
Prevette, John Green, Law 1, Latin 2, Biology 1, English 2, History N. C., Government.	<i>Wilkes,</i>	4
Prevette, Joseph Milton, Spanish 1, Law 2, Moral Philosophy 1, History 2, Political Economy 2, English 5, Biology 2.	<i>Wilkes,</i>	4
Privett, William Garland, English 1, Math. S, Latin 1, Education, History 1, Chemistry 1.	<i>Iredell,</i>	1
Pruden, John Archie, English 1, Math. 1, Latin 1, Chemistry 1, Biology 1, Biology 4 and 5.	<i>Northampton,</i>	1
Ragland, Carl, English 5 and 6, Chemistry 1, Latin 3, Education 3, Zoology, History 2.	<i>Granville,</i>	3
Rankin, Samuel Wharton, Anatomy 1, Biology 1, Bacteriology, Histology, Physiology, Pathology.	<i>Cabarrus,</i>	1
Ray, Arthur B., French 1, Greek 2, Math. Applied, Physics 1, Latin 3, English 2.	<i>Wake,</i>	3
Ray, Clarence B., English 1, Math. S, Chemistry 1, Biology 1, Biology 4 and 5.	<i>Haywood,</i>	1
Ray, R. L., Law S. C.	<i>Alamance,</i>	1

NAME.	RESIDENCE.	SESSION.
Reece, James Thaddeus, Math. 1, Latin 1, Chemistry 1, History 1, English 1.	<i>Yadkin,</i>	1
Robertson, Clarence Homer, English 1, Bible 1, Greek S, History 1, Latin S.	<i>Rockingham,</i>	1
Roberson, Mike, Moral Philosophy 1, Anatomy, Chemistry 3, Biology, Histology, Pathology.	<i>Durham,</i>	3
Rockwell, Paul Ayres, Math. 1, Chemistry 1, Spanish 1, French 2.	<i>Buncombe,</i>	2
Rodgers, William Daniel, German 1, Physics 1, Math. 1, Chemistry 2, Histology.	<i>Warren,</i>	2
Rodwell, Graham Myrick, Greek 2, Math. 2, English 1, Law 1, Latin 2, Math. 1.	<i>Warren,</i>	1
Rodwell, Roy Oscar, Math. 2, Law 1, Biology 1, English 2, Education, History 1.	<i>Warren,</i>	2
Rogers, Exum Jeter, Bible 1, Math. 1, Greek S, Chem. 1, History N. C.	<i>Wake,</i>	2
Rogers, Leonard Oliver, English 1, Math. S, Chemistry 1, History 1.	<i>Marion, S. C.,</i>	1
Royall, William Reynolds, English 1, Math. 1, Chemistry 1, History 1.	<i>Yadkin,</i>	1
Saintsing, George W., Law 1, 2, and S. C.	<i>Wake,</i>	2
Saunders, Walter C., Astronomy, Moral Philosophy 1, Biology 1, English 2, Political Economy 1 and 2.	<i>Union,</i>	3
Sawyer, Oscar Whalen, Latin S, History 1, Government, Bible 2, English 1.	<i>Camden,</i>	1
Sawyer, Philip Grady, Law 1, 2 and 3, Moral Philosophy 1, English 2, Political Economy 2.	<i>Pasquotank,</i>	4
Sawyer, Roland M., English 1, Latin S, Government, Math. S.	<i>Pasquotank,</i>	1
Settle, Edgar R., Physics 1, Latin 1, Chemistry 1, Education 5, Political Econ- omy 2.	<i>Wilkes,</i>	3
Seymour, Theophilus Yates, Bible 3, Astronomy, Moral Philosophy 1, Physics 1, Biology 1, English 2, Law 2.	<i>Wake,</i>	4
Shanks, Robert Herbert, Math. 3, History 2, Government, Bible 1, Physics 1.	<i>Vance,</i>	3
Sharpe, Charles Ray, English 1, Latin 1, Chemistry 1, Biology 1, Math. 1.	<i>Davidson,</i>	1
Sherrill, Carle L., English 1, Chemistry 1, Latin S, Math. S.	<i>Iredell,</i>	1
Simmons, L. B., Law 1 and 2, History 1.		1

NAME.	RESIDENCE.	SESSION.
Singletary, Claude R., Greek 1, Math. 1, Latin 2, Biology 1, Political Economy 1, Biology 4 and 5.	<i>Robeson,</i>	3
Singleton, Samuel Robinson, English 1, Math. S, Chemistry 1, History 1, Government.	<i>Anson,</i>	1
Singleton, Thomas Christopher, German 1, Math. 2, Moral Philosophy 1, English 3 and 5, Phy- sics 1, Chemistry 1.	<i>Wake,</i>	5
Smith, Dillon Farris, Math. 2, Physics 1, Chemistry 2, Latin 2, English 2, Political Economy 1.	<i>Mecklenburg,</i>	2
Smith, Joe, History 1, Math. 1, Biology 4 and 5, German 1.	<i>Pitt,</i>	1
Smith, Julius C., Spanish 1, Math. 2, Latin 2, English 2, History 1, and N. C., Political Economy.	<i>Guilford,</i>	2
Smith, Roy Stewart, English 1, Math. 1, Latin 1, Chemistry 1, History 1.	<i>Mecklenburg,</i>	1
Sorrell, Commodore Russell, English 1, Math. S, Chemistry 1, Latin S, History 1.	<i>Wake,</i>	1
Stanton, Thomas M., Math. 1, Chemistry 1, Biology 1, Histology.	<i>Guilford,</i>	1
Stevens, Charles Ezekiel, English S, Bible 1 and 2, History 1.	<i>Wayne,</i>	1
Stringfield, James Henry, Law 1 and 2, English 1, Chemistry 1, History 1, Bible 1.	<i>Pender,</i>	2
Sullivan, Ralph Alexander, Greek, Math. 1, Latin 2, Political Economy 1, Physics 1, Law 3.	<i>Stokes,</i>	2
Suskin, Abraham, Law 1, 2, 3 and 6, History 1, Government, English S.	<i>Craven,</i>	1
Sweaney, Fred Erick, English 1, Physics 1, Math. 1, Chemistry 2 and 3.	<i>Rockingham,</i>	2
Tanner, Matthias, English 1, Bible 1, Math. 1, History 1, Latin 3.	<i>Northampton,</i>	1
Taylor, Herbert Brown, English 1, Chemistry 1, History 1, Latin S, Math. S.	<i>Harnett,</i>	1
Taylor, Thomas Franklin, Physics 1, Law 1, Biology 1, English 2, Education.	<i>Pitt,</i>	3
Teague, Talmage Spurgeon, Math. 1, Chemistry 1, Latin 2, English 2, Education 1, Politi- cal Economy 1.	<i>Chatham,</i>	2
Thaxton, Bennie Adams, English 1, Latin 1, Chemistry 1, History 1, Math. 3.	<i>Person,</i>	1
Thomas, John Spurgeon, English 1, Bible 1, Greek S, Law 1, Biology 1, Government, Education 1.	<i>Alamance,</i>	1

NAME.	RESIDENCE.	SESSION.
Thomas, Philip Judson, Greek 2, Math. 3, Physics 1, English 2, Education 2, History 1, Latin 2, Law 1.	<i>Union,</i>	3
Tilley, Laddin L., Law 3, Moral Philosophy 1, Law 1 and S. C., Biology 1, His- tory, Government.	<i>Durham,</i>	4
Trueblood, Charles Herman, Bible 1, Math. S, Greek S, Biology 1, History 1.	<i>Pasquotank,</i>	2
Tucker, John Powell, Greek 1, Math. 1, Latin 2, English 2.	<i>Buncombe,</i>	1
Tunstall, George Taylor, Bible 1, Math. 1, Greek S, History N. C., Education 1, Latin 2.	<i>Vance,</i>	3
Tyler, John M., English 1, Math. 1, Latin 1, Chemistry 1, Government, History 1, Education 1.	<i>Sampson,</i>	1
Underwood, Perdie Anderson, Bible 1, Math. 1, Greek S, Education 1, History N. C.	<i>Sampson,</i>	2
Vernon, Charles Taylor, French 1, Moral Philosophy 1, Anatomy 1, Chemistry 2, Bi- ology 1, Histology, History N. C., Physiology.	<i>Person,</i>	3
Vernon, Joseph Boyce, Math. 1, Chemistry 2, Latin 2, English 2, Political Economy 1.	<i>Person,</i>	2
Vinson, Hugh Pete, English 1, Law 1, Education 1, Government, Biology 4 and 5.	<i>Hertford,</i>	2
Walker, Richard Earl, Astronomy, Moral Philosophy 1, Bible 2, Greek S, Biology 1, Education 1, 2 and 5, Government.	<i>Rowan,</i>	3
Wall, George Griffin, English 1, Latin 1, Chemistry 1, History 1, Math. 1.	<i>Davidson,</i>	1
Wall, Roscoe Legrand, Moral Philosophy 1, Anatomy 1, Physics 1, Chemistry 2, Bi- ology 1, Histology, Physiology.	<i>Davidson,</i>	2
Wallace, Thomas Wilds, Latin 2, Government, English 1, Math. 1, French 1.	<i>Florence, S. C.,</i>	1
Wallin, Henry Abram, Math. 2, English 1, Chemistry 1, Latin 2, Education 1, History 2, Government, Political Economy 1.	<i>Madison,</i>	1
Washburn, Charles Wright, Math. 1, Chemistry 1, Law 1, History N. C., Government.	<i>Cleveland,</i>	2
Watkins, George T., Jr., English 1, Math. S, Latin 1, History 1.	<i>Wayne,</i>	1
Weatherman, R. T., Law S. C.	<i>Iredell,</i>	1
Webb, Norman R., French 1, Moral Philosophy 1, English 6, Law 1, Government, Political Economy.	<i>Carteret,</i>	4

NAME.	RESIDENCE.	SESSION.
West, William Edgar, Greek 2, Astronomy, English 1, Bible 2, Physics 1, Education 1, History 2, Biology 4 and 5.	Norfolk, Va.,	4
Wheeler, Creasy Clement, Bible 2, Math. 1, Greek S, Chemistry 1, History N. C., Eng- lish 1.	Wake,	2
Whitaker, H. G., Law 1, 2, 3, and S. C.	Surry,	1
Whitaker, Luther Lane, English 1, Physics 1, Math. 1, History 1, and N. C.	Franklin,	1
Whitaker, P. H., Bible 1, Law 2, English 1, Law 1, History 1.	Surry,	1
White, Edgar Eugene, Greek 2, English 2 and 5, Zoology, Government.	Wake,	4
White, Hubert Taylor, Physics 1, Math. 1, Chemistry 2, English 2.	Guilford,	2
White, Robert B., Jr., History 1.	Guilford,	1
White, Thomas Clarence, Moral Philosophy 1, English 3, Biology 1, Education 1, Govern- ment, Political Economy.	Alexander,	3
White, William Royall, Greek 1, Math. 2, Physics 1, Latin 2, Political Economy 1.	Guilford,	2
Whitehurst, Henry P., Math. 1, Law 1, English 2, Education 1, History N. C., Gov- ernment.	Craven,	2
Wilkes, W. C., Law S. C.	Macon,	1
Wilkins, Robert Bruce, English 1, Physics 1, Chemistry 1, Latin S, English S.	Cumberland,	1
Williams, Arthur R., Math. 2, Moral Philosophy 1, Physics 1, English 2, Political Economy 1, Education 1, Math. 1.	Davidson,	2
Williams, Buford Franklin, Law 1, 2, 3, and S. C.	Polk,	3
Williamson, George Lawrence, Spanish 1, Moral Philosophy 1, Latin 3, Biology 1, History 1 and 2, Political Economy 1.	Florence, S. C.,	3
Willis, James Bennett, Spanish 1, Astronomy, Moral Philosophy, Law 1, Education 2.	Marlboro, S. C.,	4
Willis, William Moore, Math. 2, Anatomy 1, Physics 1, Chemistry 1, Histology.	Carteret,	2
Wilson, James Leigh, English 1, Bible 2, Math. 1, History 1, Government.	Cumberland,	1
Wilson, M. L., Law S. C.	Mitchell,	1
Wilson, R. W., Law 2, 3, and 4.	Buncombe,	2

Winston, Marcellus Eaton,	<i>Franklin,</i>	2
English 1, Latin S, Education, Political Economy 1, Math. 1.		
Witherspoon, Carl Aquila,	<i>Wake,</i>	1
English 1, Math. 1, Latin S, History 1.		
Wood, Thomas Gideon,	<i>Dare,</i>	4
Law 1, 2, 3, and S. C., History N. C.		
Woodall, Emery Johnson,	<i>Haywood,</i>	1
Greek 2, Math. 2, English 1, Physics 1, Latin 2, English 2, History 1.		
Woodward, Isidore C.,	<i>Iredell,</i>	2
Greek 1, English 1, Math. 1, Latin 1, Biology 1, History N. C., Biology 4 and 5.		
Wrenn, Edgar Houston,	<i>Surry,</i>	2
Law 1, 2, 3, 4, 5, 6, and S. C., Political Economy 1.		
Wright, Edward Nelson,	<i>Buncombe,</i>	1
German 2, English 1, Math. 1, Chemistry 1, Latin 1.		
Wright, Thurman Gregory,	<i>Camden,</i>	3
Astronomy, Anatomy, Bacteriology, Histology, Moral Philoso- phy, Biology 1.		

 RECAPITULATION BY SCHOOLS.*

Latin	170
Greek	75
English	252
Modern Languages	79
Mathematics	182
Applied Mathematics and Astronomy.....	36
Chemistry	115
Physics	65
Biology	140
Moral Philosophy	50
Political Science	386
Bible	55
Education	74
Law	126
Medicine	55

 RECAPITULATION BY STATES.

North Carolina	341
South Carolina	25
Virginia	6
Florida	5
Georgia	3
Arizona	2
Tennessee	1
Maryland	1
Pennsylvania	1
West Virginia	1
Japan	1

 Total..... 387

* Aggregate of classes in the schools.

Commencement, 1908

SUNDAY, MAY 17:

Baccalaureate Sermon—Rev. J. W. LYNCH, Wake Forest, N. C.

THURSDAY, MAY 21:

Address before Literary Societies—Senator ROBERT L. TAYLOR, of
Tennessee.

PRESENTATION OF MEDALS:

EUZELIAN:

Thomas Dixon Senior Orator's Medal, to J. C. Newell, Cabarrus
County.

Junior Orator's Medal, to N. A. Melton.

Sophomore Orator's Medal, to E. R. Settle.

Freshman Improvement Medal, to J. J. Hayes.

Presented by Prof. W. J. FERRELL, Raleigh, N. C.

PHILOMATHESIAN:

Senior Orator's Medal, to H. E. Peele.

Junior Orator's Medal, to F. T. Collins.

Sophomore Orator's Medal, to G. T. Best.

Freshman Improvement Medal, to J. H. Beck.

Presented by Prof. G. E. LINEBERRY, Winterville, N. C.

MEDALS OPEN TO THE GENERAL STUDENT BODY:

The Thomas Dixon Essay Medal, to H. J. Massey.

The WAKE FOREST STUDENT Essay Medal, to C. A. Murchison.

The WAKE FOREST STUDENT Fiction Medal, to H. H. McMillan.

Presented by President POTEAT.

CLASS DAY EXERCISES.

Orator: A. W. Dunn, Halifax County.

Prophet: W. H. Furman, Franklin County.

Poet: P. Q. Bryan, Halifax County.

Historian: V. F. Couch, Durham County.

Executor: H. E. Peele, Florence County, S. C.

Alumni Address—Dr. J. O. ATKINSON, Elon College, N. C.

Annual Meeting of the Alumni.

Alumni Banquet.

FRIDAY, MAY 22:

Addresses by Representatives of the Graduating Class:

F. F. Brown,	J. F. Justice,	H. T. Stevens,
H. A. Jones,	F. D. King,	P. C. Stringfield.

Conferring of Degrees.

Baccalaureate Address by the President.

Degrees Conferred, 1908

MASTER OF ARTS.

J. E. Allen,	T. N. Hayes,	H. M. Poteat.
E. B. Earnshaw,	H. F. Page,	

BACHELOR OF ARTS.

R. G. Anders,	A. T. Howard,	J. C. Newell,
C. S. Barnette,	H. A. Jones,	H. E. Peele,
F. F. Brown,	W. J. Jones,	J. E. Ray, Jr.,
P. Q. Bryan,	J. F. Justice,	J. R. Stewart,
J. T. Byrum,	F. D. King,	Benjamin Sorgee,
J. G. Carroll,	W. D. Little,	P. C. Stringfield,
Oscar Creech,	H. H. McMillan,	E. N. Thorne,
A. W. Dunn,	G. O. Marshall,	J. B. Thorne,
O. C. Foote,	B. P. Marshbanks,	B. Y. Tyner,
Tom Gulley,	H. J. Massey,	L. B. Weathers,
V. F. Hamrick,	O. L. Moore,	L. M. White.
T. Hendrix,	J. H. Nanney,	

BACHELOR OF SCIENCE.

V. F. Couch,	J. A. Patterson,	J. B. Hill, Jr.
W. R. Griffin,	W. H. Furman,	

BACHELOR OF LAWS.

R. L. Brown,	T. N. Hayes,	H. T. Stevens,
W. S. Britt,	T. L. Johnson,	J. A. Watson.
O. W. Clayton,	J. R. McLendon,	
W. C. Hamrick, Jr.,	O. J. Sikes,	

College Anniversary, 1909

The Seventy-fifth Anniversary of the opening of Wake Forest College was celebrated February 11th. The following programme was observed:

11 a. m.

Academic Procession.

Introductory Address of President Poteat.

Address of Dr. C. E. Taylor:

"The Times and the Men."

Address of Dr. E. W. Sikes:

"Wake Forest Institute."

Congratulatory Addresses:

President R. T. Vann, Baptist University for Women, Raleigh, N. C.

Professor Collier Cobb, University of North Carolina.

Rev. Hight C. Moore, Raleigh, N. C., for the Alumni.

8:30 p. m.

Address of President W. H. P. Faunce, of Brown University.

Anniversary of the Literary Societies, 1909

On February 12th the Literary Societies held their Annual Celebration with the following programme:

2:30 p. m.

DEBATE:

QUERY.—*Resolved*, That Congress should enact a law prohibiting the manufacture and sale of intoxicating liquors. (Constitutionality conceded.)

AFFIRMATIVE:

Oscar W. Henderson, Phi.
Rufus L. Jones, Eu.

NEGATIVE:

Santford Martin, Eu.
James L. Jenkins, Phi.

8:30.

ORATIONS:

EUZELIAN SOCIETY:

William H. Hipps,
"The Unfinished Work of Democracy."

PHILOMATHESIAN SOCIETY:

Elias D. Poe,
"The Moral Awakening."
Social Gathering in the Halls.

Matriculation

Candidates for admission must be at least fifteen years of age, and be able to furnish satisfactory testimonials of good moral character; if coming from other incorporated institutions, they must be able to present certificates of honorable dismissal.

In matriculating the following order must be observed:

1. Payment of fees in the Bursar's office the first day of the term.
2. Registration in the President's office the first day of the term.
3. Enrollment in classes, after consultation with the Committee on Entrance Requirements.

No student is allowed to enter any class until he has completed his matriculation in the order specified.

Requirements for Admission

Students bearing the prescribed certificates of accredited academies will be admitted into the classes of the College without examination. Examinations, the scope of which is indicated below, will be required of all other students. All "conditions" must be removed before the close of the first year. The days set for the removal of conditions are,—in the fall term, October 30 and the first day of the final fall examination period, and, in the spring term, March 26 and the first day of the final spring examination period.

To enable students to remove conditions, one class each in Mathematics, English, Latin, and Greek is for the present retained under the supervision of members of the Faculty, but no student is received who is "conditioned" on more than two of these subjects.

Entrance requirements are designated in terms of units, a unit being a course of five periods weekly throughout an academic year of the preparatory school. Thus Algebra through quadratics and progressions, which is usually studied

five periods weekly throughout two academic years, has the value of two units.

A minimum of fourteen units is required for admission to the College. Eleven and a half of these units are prescribed as follows:

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 3 units;

History, 2 units;

Science, 1 unit.

The two and a half remaining units are elective, and may be chosen from any of the other academic studies given below; or they may be made up from advanced work offered in any of the prescribed studies given above.

A student will not be received as a candidate for a degree if he enters conditioned on more than four units.

English

Preparation in English should keep two ends in view: (1) The ability to speak and to write the language readily and correctly; (2) The ability to read with intelligence and appreciation.

1. *Grammar and Rhetoric.* 1 unit.

This course is required for admission into any college class.

The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence-structure; and familiarity with the elementary principles of rhetoric, including paragraph-structure, narration, and description.

No candidate will be accepted in English whose work is seriously defective in point of spelling, punctuation, grammar, or division into paragraphs.

Two lists of books are given, one for study, the other for reading. The examination on the books for study and prac-

tice (*a*) will presuppose the thorough study of each of the books named. The examination will be upon subject-matter, form, and structure.

The second list (*b*) contains books to be read out of class. The candidate will be required to present evidence of a general knowledge of the subject-matter of these books, and to answer simple questions on the lives of the authors. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression, and will call for only a general knowledge of the substance of the books.

FOR 1909-1910 AND 1910-1911.

(*a*) REQUIRED FOR STUDY AND PRACTICE. 1 UNIT.

Shakespeare: *Macbeth*. Milton: *Lycidas*, *Comus*, *L'Allegro*, and *Il Penseroso*. Burke: *Speech on Conciliation with America*; or *Washington: Farewell Address*, and Webster: *First Bunker Hill Oration*. Macaulay: *Life of Johnson*; or Carlyle: *Essay on Burns*.

(*b*) REQUIRED FOR READING. 1 UNIT.

Group 1 (two books to be selected). Shakespeare: *As You Like It*, *Henry V.*, *Julius Cæsar*, *The Merchant of Venice*, *Twelfth Night*.

Group 2 (one book to be selected). Bacon: *Essays*. Bunyan: *The Pilgrim's Progress*, Part I. The *Sir Roger de Coverley Papers* in "*The Spectator*." Franklin: *Autobiography*.

Group 3 (one book to be selected). Chaucer: *Prologue*. Spenser: *Selections from The Faerie Queen*. Pope: *The Rape of the Lock*. Goldsmith: *The Deserted Village*. Palgrave: *Golden Treasury (First Series)*, Books II and III, with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4 (two books to be selected). Goldsmith: *The Vicar of Wakefield*. Scott: *Ivanhoe*, *Quentin Durward*. Hawthorne: *The House of the Seven Gables*. Thackeray: *Henry Esmond*. Gaskell: *Cranford*. Dickens: *A Tale of Two Cities*. George Eliot: *Silas Marner*. Blackmore: *Lorna Doone*.

Group 5 (two books to be selected). Irving: *Sketch Book*. Lamb: *Essays of Elia*. De Quincey: *Joan of Arc* and *The English Mail-Coach*. Carlyle: *Heroes and Hero-Worship*. Emerson: *Essays (selected)*. Ruskin: *Sesame and Lilies*.

Group 6 (two books to be selected). Coleridge: *The Ancient Mariner*. Scott: *The Lady of the Lake*. Byron: *Mazeppa* and *The Prisoner of Chillon*. Palgrave: *Golden Treasury (First Series)*, Book VI, with special attention to Wordsworth, Keats, and Shelley. Macaulay: *Lays of Ancient Rome*. Poe: *Poems*. Lowell: *The Vision of Sir Launfal*. Arnold: *Sohrab and Rustum*. Longfellow: *The Courtship of Miles Standish*. Tennyson: *Gareth and Lynette*, *Lancelot and Elaine*. and *The Passing of Arthur*. Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Hervé Riel*, *Pheidippides*.

The books in these lists may be had in Macmillan's Pocket Classics at twenty-five cents a volume.

Latin

1. Four books of Cæsar's Gallic War, or an equivalent amount of Cornelius Nepos. 1 unit.

2. Forms, constructions, and idioms of the Latin language such as may be learned from a good beginner's book and from drill in writing prose illustrative of the constructions of Cæsar's Gallic War. 1 unit.

3. Six orations of Cicero. 1 unit.

1, 2, and 3 constitute all the Latin required for entrance to Latin 1.

4. Six books of Virgil's *Æneid*, with special emphasis on metrical reading of the verse and the mythology, or three books of the *Æneid* and one book of Livy. 1 unit.

Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, constructions, and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek 1.

2. *Anabasis*, Books II-IV, or Books II-III of the *Anabasis* and one book of Herodotus. The candidate will be expected to be able to write prose based on the vocabulary and constructions of the *Anabasis*. 1 unit.

Mathematics

1. *Algebra.* 2 units.

Knowledge of Elementary and College Algebra as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry.* 1-2 unit.

Knowledge of Five Books of Plane Geometry—embracing the relations of straight lines, properties of rectilinear figures, the circle and related lines and angles, similar polygons, areas, regular polygons, and the measure of the circle.

Modern Languages

German. 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the ability to translate easy English sentences into German; (4) the reading of not less than 150 pages of easy German prose and verse.

French. 1 unit. (1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and the elementary principles of syntax; (3) the ability to translate easy English sentences into French; (4) the reading of not less than 150 pages of easy French prose.

Political Science

Geography.

In the preparation of students for the study of history, special emphasis should be placed on geography. The drawing of maps and the tracing of campaigns are very important. Both physical and political geography should receive attention. The student should be able to draw the maps usually found in school histories.

General History. 1 unit.

Thorough drill in the great events of the historic nations of the world, such as may be found in Myers's General History, or any other general history of 500 pages.

English History. 1-2 unit.

The student should be familiar with the leading events in English History, found in Montgomery's *Leading Facts of English History*, or similar books of 300 pages.

United States History. 1-2 unit.

The student should be familiar with the history of the United States as told in text-books of not less than 300 pages.

North Carolina History. 1-2 unit.

Connor's *Story of the Old North State* gives a brief and accurate statement of the leading facts of North Carolina History.

Science

Physical Geography. 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book such as Tarr and McMurray's "*New Physical Geography.*"

Physiology. 1-2 unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "*Human Body,*" Briefer Course, might be used in this course.

Zoology. 1-2 unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "*Animal Forms.*" The actual observation and study of specimens should be insisted upon.

Botany. 1-2 unit.

To meet the requirements in Botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "*Elements of Botany.*"

Schools

Instruction is given in the following Schools:

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
 1. French Language and Literature.
 2. German Language and Literature.
 3. Spanish Language and Literature.
- V. PURE MATHEMATICS.
 1. Algebra and Geometry.
 2. Trigonometry and Analytic Geometry.
 3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.
- VII. CHEMISTRY.
 1. General Chemistry.
 - (a) Inorganic Chemistry.
 - (b) Organic Chemistry.
 2. Applied Chemistry.
- VIII. BIOLOGY.
 1. General Biology.
 2. Botany.
 3. Zoology.
 4. Elementary Physiology.
 5. Geology.
- IX. PHYSICS.
- X. MORAL PHILOSOPHY.
 1. Psychology.
 2. Ethics.
 3. Logic.
 4. History of Philosophy.
- XI. POLITICAL SCIENCE.
 1. History.
 2. Political Economy.
 3. Constitutional Government.

XII. THE BIBLE.

XIII. EDUCATION.

XIV. LAW.

1. Common and Statutory Law.
2. Equity and Equity Jurisprudence.
3. Constitutional Law.

XV. MEDICINE.

1. Anatomy.
2. Physiology.
3. Biology.
4. Chemistry.
5. Physics.
6. Histology.
7. Materia Medica and Therapeutics.
8. Physiological Chemistry.
9. Pharmacology.
10. Bacteriology.
11. Pathology.

XVI. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor Carlyle.

Associate Professor Paschal.

To give the student ability to read and interpret the masterpieces of Latin literature with accuracy and ease is the primary purpose of this Department. This can be gained only by a thorough mastery of the inflections, general structure, and peculiar idioms of the language. Therefore these matters are the subject of constant drill, while frequent tests, both oral and written, are made of the student's ability to translate. The passages set for this purpose are often at sight, but uniform in character with the text studied in class. The examinations sometimes consist altogether of sight work.

OUTLINE OF COURSES FOR 1909-1910.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. Admission to this class is by examination or certificate, but no student will be allowed to remain in it if it becomes evident that he is not prepared for its work.

COMPOSITION AND GRAMMAR.—Ritchie's Prose; Allen and Greenough's Grammar; Systematic drill in the use of lexicons (Harper's Latin-English); Original Exercises.

VIRGIL.—Æneid (Knapp); Hexameter Verse.

LIVY.—Books I and II or XXI and XXII; Lectures and Essays on Livy.

SALLUST.—Catiline (Greenough); Study of the times of Sallust.

OVID.—Selections.

COURSE 2.—Three hours weekly. Prescribed for the B.A. degree. Greek 2 may be substituted.

COMPOSITION AND GRAMMAR.—Bradley's Arnold's Prose; Allen and Greenough's Grammar; Original Exercises in the more difficult principles of Syntax.

CICERO.—Select letters (Abbott); Cato Major (Rockwood); Lectures on Cicero and his times.

HORACE.—Odes, Satires, and Epistles (Smith and Greenough); Lectures on the Augustan Poets; Meters of Horace; Eutropius (sight-reading).

PLINY.—Platner's Selections.

COURSE 3.—Three hours weekly. Elective.

COMPOSITION AND GRAMMAR.—Allen and Greenough's Grammar; Original Exercises requiring independent research.

TACITUS.—Germania and Agricola (Tyler); Lectures on Tacitus and his times.

JUVENAL.—Three Satires (Lindsay); Lectures on the Customs and the Literature of the Empire.

PLAUTUS.—Menæchmi (Fowler); Lectures on the History of Early Latin Literature.

Crowell's selections from Lucretius, Catullus, Tibullus, Propertius, Ovid, and Lucan.

COURSE 4.—Two hours weekly. Elective. Open to those graduates in Latin whose tastes lead them to special attainments in the language, and to those who contemplate teaching Latin. The course will be varied according to the aptitudes of students.

LUCRETIVS.—*De Rerum Naturæ* (Lee); Interpretation of the Text, with critical study of Syntax and Meters; Lectures on Roman Literature and Philosophy.

ELEGIAC POETS.—Tibullus (Clarendon Press Series); Propertius (Clarendon Press Series); Catullus (Merrill).

SENECA.—Moral Essays (Hurst and Whiting).

II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

Professor Royall.

Associate Professor Paschal.

COURSES FOR 1909-1910.

COURSE 1.—Five hours weekly. Elective.

XENOPHON.—Books 2, 3, and 4 of the *Anabasis*; exercises based upon the text recently read, and arranged with a view to thorough drill in syntax, partly without a manual and partly in the use of Bonner's or Gleason's *Greek Prose Composition*, references being principally to Goodwin's *Greek Grammar* and Liddell and Scott's *Greek-English Lexicon* (Intermediate).

HERODOTUS.—Selections from representative stories and from the history of the Persian invasions of Greece under Darius and Xerxes.

Botsford's *History of Greece*.

COURSE 2.—Three hours weekly. Elective.

ATTIC ORATORS.—Four Orationes of Lysias; Selections from Isocrates and Demosthenes; Greek Rhetoric; Athenian Legislative Bodies and Courts; original exercises, based chiefly on Lysias.

HOMER.—Two books of the *Iliad* and two of the *Odyssey*; outline study of each poem as a whole, with use of the abridged version of the *Iliad* by Lang, Leaf, and Myers, and of the *Odyssey* by Butcher and Lang.

LITERATURE.—Jebb's *Primer of Greek Literature*; Capps's *From Homer to Theocritus*; informal lectures.

COURSE 3.—Three hours weekly. Elective.

DRAMA.—One tragedy of Sophocles; selections from Æschylus, Euripides and Aristophanes; Lectures on the Drama; Rhythmic and Metric.

PLATO.—Apology and Crito; selections from Phædo and other dialogues; Lectures on Greek Philosophy.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

HOMER.—Reading and critical study of the entire Iliad or Odyssey.

PLATO.—The Republic—the whole work being carefully read.

DRAMA.—Ten plays from Æschylus, Sophocles, Euripides, and Aristophanes.

III. SCHOOL OF ENGLISH.

Professor Sledd.

Instructor Page.

Requirements of admission to this Department are given on p. 44.

No student will be allowed to continue in Course 1 whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing.

COURSE 1.—Three hours a week. Prescribed for the B. A. and the B.S. degree.

RHETORIC AND COMPOSITION.—The fall term is given wholly to the study of Rhetoric and Composition. Gardiner and Kittredge's Composition and Rhetoric and Greenough and Hershey's specimens of Prose Composition serve as the basis of classroom work, but the special emphasis of the course is laid upon practice. Two themes a week are to be handed in, with frequent class room exercises.

LITERATURE.—The spring term. Pancoast's History of English Literature (Revised Edition), Manly's English Poetry, and Gayley's Classic Myths. Two plays of Shakespeare.

PARALLEL READING.—This part of the course extends over both terms, and involves the study of the Essay, the Short Story, and the Novel. The work is intended to serve the double purpose of familiarizing the student with prose masterpieces of English literature, and of illustrating the principles of Composition. About twenty masterpieces are assigned during the year, and of these the student is required to hand in abstracts and criticism as directed by the instructor.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students who apply for admission to this course will be required to stand an examination on all the subjects of Course I.

SHAKESPEARE.—Critical study, in the class room, of *The Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Lear*, *Othello*, *Macbeth*, and *The Tempest*. Thirteen other plays are assigned for private reading and examination. The Temple Shakespeare is used for class room, The Cambridge Shakespeare (Neilson) for outside reading. Dowden's *Primer* and Boas's *Shakespeare and His Predecessors*. Three hours a week throughout the first half session.

MILTON.—Rapid review of the *Minor Poems* and their mythology; careful study of the first six books of *Paradise Lost*, with readings from the remaining books; *Samson Agonistes* as a specimen of the *Classical Drama in English*. The *Cambridge Milton*. A good classical dictionary is necessary. Three hours a week from January 1 to March 15.

WORDSWORTH.—Chronological reading of the poetical works, in Morley's edition, with special attention to Wordsworth's part in the *Romantic Movement*.

TENNYSON.—The *Globe* edition with private reading in *Luce's Hand-book*, and in *Stopford Brooke's The Poetry of Tennyson*.

COURSE 3.—Three hours a week. Elective, to those who have completed Course 2. Some special form, or period, of literature is made the subject of extended study. The subject chosen for 1909-1910 is *American Literature*. Students who elect this course will be required to purchase a considerable number of books.

GENERAL HISTORY OF AMERICAN LITERATURE.—Some brief manual, such as that of Pancoast, serves as the basis of lec-

tures, while the student is required to read regularly in the works of Barrett Wendell, Tyler, Trent, Richardson, and Stedman.

PIONEER, COLONIAL, AND REVOLUTION LITERATURE.—Trent and Well's Selections (3 vols.), assigned reading in Stedman's Library of American Literature; Macmillan's Early American Speeches and Epoch-making Papers, Woolman's Journal, Franklin's Autobiography, State Papers of Jefferson, Madison, and Hamilton.

EARLY AMERICAN POETS.—Selected from Stedman's Library of American Literature.

EARLY PROSE WRITERS.—Selected from Stedman, with special study of Irving and Cooper.

NEW ENGLAND POETS.—Bryant, Emerson, Longfellow, Whittier, Holmes, and Lowell in Page's Chief American Poets.

NEW ENGLAND PROSE WRITERS.—Emerson, Holmes, and Thoreau. Garnett's Life of Emerson.

HAWTHORNE.—Practically all of Hawthorne. Reading in Hawthorne and His Wife, and Lives by James, Woodberry, and Conway.

POE.—Some eight weeks will be given to Poe as poet, story-writer, and critic. Reading in Lives by Woodberry, Harrison, and others.

WHITMAN.—Selections in Page's Chief American Poets, supplemented by reading in Whitman's Prose. Perry's Life of Whitman.

LITERATURE IN THE SOUTH.—Trent's Southern Writers, with special consideration of Timrod, Hayne, Simms, and Sidney Lanier. Reading in Trent's Life of Simms and Mims's Life of Lanier.

COURSE 4.—Three hours a week. Elective. Open to students who have completed Course 2. Adapted especially to the needs of those who purpose becoming teachers of English.

OLD ENGLISH.—Cook's First Book of Old English, Bright's Anglo-Saxon Reader, Stopford Brooke's Early English Literature.

CHAUCER.—The Globe Chaucer, Pollard's Primer of Chaucer.

HISTORY OF LANGUAGE.—Lounsbury's History of the English Language, Greenough and Kittredge's Words and Their Ways.

COURSE 5.—Three hours a week. Elective. Open to those who have completed Course 2. Three or four subjects are chosen from those given below. The choice rests largely with the students who elect this work. The study of masterpieces and practice in composition go hand in hand. An effort is made to develop in the student a sense of style.

GENERAL RHETORIC.—Genung's Working Principles of Rhetoric for use in the class room and reference in writing. Other standard works are accessible to the student.

THE SHORT-STORY.—The manuals of Albright, Brander Matthews, and Bliss Perry supply critical material. For study and practice, various collections of the Short-story are used, together with the current magazines.

THE ESSAY.—Bronson's English Essays, supplemented by material from English and American magazines.

THE ORATION.—Shurter's Rhetoric of Oratory, with selected speeches and orations.

LITERARY CRITICISM.—Lectures and reading in such works as Winchester's Principles of Literary Criticism, Payne's American Criticism, Vaughan's English Criticism, Cooper's Theories of Style, Brewster's Modern English Literary Criticism.

COURSE 6.—One hour a week. Elective to those who have completed Course 2.

BROWNING.—The work of the year is given to the study of Browning. The Camberwell Edition of the poet's works, with Stopford Brooke's The Poetry of Browning and Sharp's Life.

IV. SCHOOL OF MODERN LANGUAGES.

Professor Gorrell.

The subjects taught in this School are the German, French, and Spanish languages and literatures.

The first year course provides a thorough training in grammar and syntax and requires three or four hundred pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

By the generosity of Mrs. W. H. Wiggs, of Atlanta, the department is furnished with a full phonographic outfit for conversational French and Spanish. It has been found by experience that thorough mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

To enter Course 1 in French and Spanish, the student must have completed the work of Course 1 in Latin.

Course 1 in German is required for the B.S. degree.

Course 1 in German, French, or Greek is required for the B.A. degree.

OUTLINE OF COURSES FOR 1909-1910.

GERMAN.

COURSE 1.—Three hours a week.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises throughout the session.

PROSE AND VERSE.—Hewett's German Reader; Grimm's *Kinder und Hausmaerchen*.

COURSE 2.—Two hours a week.

This course consists entirely of reading. Mosher's *Willkommen in Deutschland*, Schiller's *Wilhelm Tell*, Goethe's *Hermann und Dorothea*.

Course 2 may be taken in connection with Course 1.

COURSE 3.—Three hours a week.

COMPOSITION.—Joynes' German Grammar.

CLASSICAL LITERATURE.—Lectures on German literature up to the New High German period, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine.

FRENCH.

COURSE 1.—Three hours a week.

GRAMMAR AND COMPOSITION.—Fraser and Squair's French Grammar. Oral and written exercises throughout the session.

PROSE AND VERSE.—Kuhns' French Reading for Beginners; Labiche and Martin's *Le Voyage de Monsieur Perrichon*.

COURSE 2.—Two hours a week.

This course consists entirely of reading. Malot's *Sans Famille*; Dumas' *Les Trois Mousquetaires*; Daudet's *La Belle Nivernaise*. Course 2 may be taken in connection with Course 1.

COURSE 3.—Three times a week.

COMPOSITION.—Fraser and Squair's French Grammar.

LITERATURE.—The study of French fiction of the nineteenth century. Extensive readings from the works of Dumas, Hugo, Balzac, Merimee, Maupassant, Halevy, Daudet, Zola, etc.

SPANISH.

COURSE 1.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method.

PROSE AND VERSE.—Ramsey's Spanish Reader, Galdos' *Dona Perfecta*; Alarcon's *El Capitan Veneno*.

COURSE 2.—Three hours a week.

COMPOSITION.—De Tornos' Spanish Method; Marion and Garennes' *Introduccion a la Lengua Castellana*. Thorough drill in conversational Spanish with the use of the phonograph.

Rapid reading of the works of Galdos, Valera, Alarcon, Cervantes, Echegaray.

 V. SCHOOL OF PURE MATHEMATICS.

Professor Lanneau.

Professor Lake.

Instructor Jones.

COURSE 1.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must stand a satisfactory examination on College Algebra as far as Logarithms—especially on Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions and the Binomial Theorem. Also an examination on the five books of Plane Geometry.

FALL TERM.—Solid Geometry, and original exercises in Plane Geometry.

TEXT-BOOKS.—Phillips and Fisher's Geometry.

SPRING TERM.—Plane and Spherical Trigonometry, and applications.

TEXT-BOOK.—Gore's Trigonometry.

COURSE 2.—Three hours weekly. Prescribed for the B.A. and the B.S. degree. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry: Loci, the Line, the Circle, Systems of Coordinates.

SPRING TERM.—Conics, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Three hours weekly. Elective. Applicants for this course will be examined on the work of Courses 1 and 2.

FALL TERM.—Higher Algebra—including General Properties of Equations—and Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOKS.—Well's Higher Algebra and Nichols's Calculus.

VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

Professor Lanneau.

The School embraces Land Surveying and Astronomy. Both subjects are fundamental in the training of a civil engineer. Surveying is of great practical value not only to the engineer, but to the lawyer as well.

Each part of this twofold course depends largely for its thoroughness on a good

EQUIPMENT.

For the Field:—Instruments of highest grade have been provided. A Surveyor's Compass with vernier, tangent screw and outkeeper; steel chain and pins; ranging rods; a superior Engineer's Level with 20-inch Telescope; Leveling Rods reading to one-thousandth of a foot; a Gurleys'

Surveyor's Transit with vertical arc, stadia, solar attachment, and latitude level; and other necessary instruments.

For the Sky:—The Observatory is well located. A revolving roof shifts the view as desired. Of chief moment is its highly finished 5-inch telescope, made to order by Gærtner & Co., of Chicago. Of superior workmanship, unusually complete and exact in its gearing, it is mounted equatorially, and is moved by nicely governed clockwork to synchronize with the stars.

COURSE 1.—*Land Surveying*: Three hours a week the entire session. Elective.

To enter this course a good knowledge of Trigonometry is required. It includes insight into the delicate adjustments of the various instruments, as well as their use in field practice. The field work embraces problems of heights and distances, surveys and resurveys; the dividing of land as required; surface, section, and cross-section, leveling, etc.

Special attention is given to the necessary office work—plating the field notes and calculating and discussing results.

TEXT-BOOK.—Barton's *Plane Surveying*.

REFERENCES.—Carhart's *Surveying*, Hodgman's *Manual*, Gillespie's *Higher Surveying*, Johnson's *Higher Surveying*.

COURSE 2.—*Astronomy*: Three hours a week the entire session. Elective.

To enter this course requires familiarity with mathematics and general physics. It embraces, however, more of the "New Astronomy," more of the physical than of the mathematical. It is supplemented by frequent lectures, by telescopic and outdoor observations—and by classroom illustrations with the Cosmoid, an original design.

The purpose is—by text and lecture and telescope and cosmoid—to acquaint the student of the heavens with far-reaching facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

TEXT-BOOK.—Young's Manual of Astronomy.

REFERENCES.—Young's General Astronomy, Newcomb and Holden's Astronomy, Langley's New Astronomy, Watson's Theoretical Astronomy, Loomis's Practical Astronomy, Souchon's Practical Astronomy.

VII. SCHOOL OF CHEMISTRY.

Professor Brewer.

Instructor Martin.

COURSE I.—A year's course of descriptive chemistry, consisting of both classroom and laboratory work. Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the year. Prescribed for the B.A. and B.S. degrees.

LECTURES AND RECITATIONS.—These include discussion of the more common metals and nonmetals and their compounds. Fundamental principles of the science are presented as far as possible with a class taking the subject for the first time. Theory is discussed after the facts on which it rests. With this in view, a few typical elements are selected for study which are not only inherently interesting and important, but also furnish data needed in the statement of laws and theories. After this introduction the order of study is that required by the Periodic Law. Lectures are illustrated as fully as possible by experiments. Weekly written quizzes are given.

LABORATORY.—Each student is required to have a set of apparatus and to make experiments for himself, with the aid of the manual. Instructors are always present to aid in case of necessity. In setting up his own apparatus and collecting the necessary chemicals he becomes intimately acquainted with every detail of the experiment. A careful record of laboratory work is required. This must be made while the experiment is going on, and submitted to an instructor for examination and criticism. The time is devoted to the preparation of the elements and some of their compounds and to the determination of their properties. The last few weeks of the session are given to a brief introductory course in qualitative analysis.

COURSE 2.—A year's course in organic chemistry. Two hours a week for lecture and recitation, and four hours a week for laboratory work throughout the year. Elective, counting four in the degree courses. Course 1 is prerequisite.

LECTURES AND RECITATIONS.—These are devoted to the discussion of the hydrocarbons and their derivatives. The subject is studied from both its practical and theoretical points of view. While time is given to the consideration of the structure and relations of organic compounds, proper emphasis is also placed upon the study of the occurrence, manufacture, properties, and applications of commercial products, including such common substances as chloroform, ether, alcohol, beverages, vinegar, glycerine, nitro-glycerine, fats, soaps, sugar, starch, cellulose, guncotton, benzene, carbolic acid, aniline dyes, indigo, alkaloids, etc., etc.

LABORATORY.—For the first five months time is given to qualitative analysis. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to ascertain by analysis the content of each. The remaining four months are devoted to the preparation of organic compounds illustrating the lectures of this course.

COURSE 3.—A laboratory course in quantitative analysis. Eight hours of laboratory work per week for the fall term. Elective, counting two in the degree courses. Courses 1 and 2 are prerequisite.

The time is devoted to the study of standard gravimetric and volumetric methods of estimating the common bases and acids.

COURSE 4.—Physiological Chemistry. Two lectures and four hours laboratory work for the spring term. Elective, counting two in the B.S. degree.

The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to urinalysis.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Instructor Ives.

The biological sciences have had much to do with the changed conception of nature and the new complexion which the thought of our time exhibits. Hence their importance for the purpose of culture. The facilities for instruction are of the best. The new Alumni Building is devoted entirely to these subjects, with the allied branches of the School of Medicine. It is three stories in height and sixty by eighty feet, containing fifteen rooms for lecture and laboratory use. It is equipped with first-rate appliances. The method of study in this School leads the student into direct contact with nature. He makes and records his own observations. The stress of the School is upon laboratory work; the lecture, for the most part, is supplementary.

COURSE I.—*General Biology.*—The object of this course is to present the fundamental facts of the structure and the functions of animals and plants. It consists of a course of lectures and of a laboratory course. The lectures present, among other subjects, the structure and activities of the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, the origin of living forms, together with the embryology of particular organisms. The laboratory supplies material for study, the necessary reagents and dissecting instruments, including a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session. Prescribed for the B.S., and the B.A. degree.

BOOKS.—To be purchased by the student: Boyer's *Elementary Biology*. In the special library lodged in the building the student may consult the usual manuals and reference books.

COURSE 2.—*Botany*.—This course is designed to give the student a definite conception of the entire plant series by the study of representative members of all the different groups, from the simplest algæ and fungi up to the flowering plants. The practical study of plant physiology goes forward side by side with that of plant morphology, but the latter part of the spring term is devoted to a special course in the physiology of the Spermaphytes. Knowledge of the natural conditions under which plants grow is held to be sufficiently important to justify the requirement that material for study in the laboratory be collected in the fields by the class under the guidance of the professor.

Three hours a week for lecture and recitation and two for laboratory work, throughout the session. The lecture periods are for the most part used for laboratory work. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Campbell's University Botany, Caldwell's Plant Morphology, and Macdougall's Oel's Experimental Plant Physiology. The library in the laboratory presents a wide range of reference material, including the manuals for species determination in particular groups.

COURSE 3.—*Zoology*.—The object of the course is to lead the student to a first-hand knowledge of all the types of animal structure. Representative Protozoans are studied first, and then one or more typical forms of each of the classes in succession up to and including the Vertebrates, the emphasis being put upon the morphology of the Invertebrates.

Three hours a week for lecture and recitation, and two for laboratory work, throughout the session. Lecture periods are for the most part devoted to laboratory work. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

BOOKS.—To be purchased by the student: Parker and Haswell's Manual. Supplementary laboratory directions by the professor. The library supplies ample material for the purposes of reference.

COURSE 4.—*Elementary Physiology*.—The student is led to a knowledge of the main facts in the gross anatomy of the human body and in the minute anatomy of its chief organs. The study of its activities proceeds upon this structural basis. The text-book is supplemented by lectures and demonstrations by the professor. The laboratory provides a human skeleton and a series of normal and diseased tissues.

Two hours a week for lecture and recitation during the fall term. Elective for the B.A. and the B.S. degree.

BOOKS.—To be purchased by the student: Martin's Human Body (Advanced Course). A large number of valuable books of reference may be consulted in the laboratory.

COURSE 5.—*Geology*.—The course begins with study of the chief rock-forming minerals, after which the class takes up the study of the general principles of Geology. The treatment of the subject in the text-book is supplemented by class lectures and practical exercises in the field.

Two hours a week during the spring term. Elective for the B.A. and the B.S. degree.

BOOKS.—To be purchased by the student: Crosby's Tables for the Determination of Common Minerals, and Le Conte's Elements of Geology. The Geological reports of the United States and of North Carolina, together with the classics on the subject are accessible in the laboratory.

IX. SCHOOL OF PHYSICS.

Professor Lake.

The courses of this department are as given below. The texts named are those last used and are intended to indicate the character and scope of the work in the courses; right is reserved to make changes in them whenever the best interest of the classes may demand it.

The lectures of the classroom are based upon previously assigned portions of the texts and are supplemented by

quizzes, both oral and written, and problems, worked by the classes.

Laboratory work, which accompanies each course, is done under the personal supervision of the professor, who renders assistance only when it is needed. From the beginning stress is laid on the formation of correct experimental habits. Students are required to make orderly records of their experiments in books kept for the purpose, and these books are regularly examined and returned to them with criticisms and suggestions.

COURSE 1. —Three hours a week for lectures and recitations, and two hours a week for laboratory work. Prescribed for the B.A. and the B.S. degree.

The objects of this course are to furnish general culture and to prepare students for more advanced work. It embraces all the branches of General Physics,—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles, lectures are freely illustrated by experiment. The working of problems is an important part of the course. A knowledge of Mathematics 1 is required for entrance.

TEXT-BOOKS.—Wentworth and Hill's *Physics* (Revised), Stone's *Experimental Physics*.

COURSE 2.—Three hours a week for lectures and recitations and two hours a week for laboratory work. Elective, counting four in the degree courses.

This class studies Mechanics, Light, Electricity and Magnetism. The treatment of these subjects is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1, and Mathematics 2.

TEXT-BOOKS.—Carhart's *University Physics*, vol. I; Silvanus Thompson's *Lessons in Electricity and Magnetism*; Sabine's *Manual*, Ames and Bliss's *Manual*.

COURSE 3.—Three hours a week for lectures and two hours a week for laboratory. Elective, counting four in the degree courses.

For the benefit of those who wish to continue the study of Physics, special courses are offered in Mechanics, Light, and Electricity. The course in Mechanics is offered every year and is accompanied alternately by the course in Light and the course in Electricity.

The laboratory work is of an advanced nature and consists of selected exercises, which require the use of instruments of precision. Prerequisites for admission to this course are a good working knowledge of Differential and Integral Calculus, and the completion of Courses 1 and 2 in Physics.

TEXT-BOOKS.—Jean's Theoretical Mechanics; Preston's Theory of Light; Franklin and Williamson's Alternating Currents.

X. SCHOOL OF MORAL PHILOSOPHY.

Professor Taylor.

The objects held steadily in view throughout the course are to direct the student to the sources of adequate knowledge of himself, of nature, and of God, and to discipline his mind to habits of sound thinking. That these ends may be attained, each member of the several classes is expected to assimilate all that may be presented to his attention, both in text-books and lectures. Earnest efforts are made by thorough analysis, illustrations, and frequent repetition from new points of view, to simplify as much as possible the more difficult problems.

A unity of purpose and of instruction runs through the course, and it is desirable, therefore, that the several studies be pursued in their regular, natural order.

To graduate in the School, one must be proficient in Courses I and 2.

COURSE I.—Three hours a week. Required for the B.A. degree.

PSYCHOLOGY AND METAPHYSICS.—(a) Conditions of neural activity. Sensation. Reflex action. (b) Phenomena of Consciousness, Cognition, Feeling, Desire, Volition. (c) Metaphysics. Necessary ontological inferences from facts observed and conclusions reached. Required for the B.S. degree.

TEXT-BOOK.—Davis's Psychology, supplemented by lectures.

LOGIC.—(a) Deductive Logic, including the discussion of Terms, Propositions, Syllogisms, and Fallacies. Written Exercises. (b) Inductive Logic and Method.

TEXT-BOOK.—Jevons' Logic.

ETHICS.—(a) Discussion of Conscience, Moral Law, and Grounds of Obligation. (b) Practical Morality.

TEXT-BOOK.—Davis' Ethics.

Students are required to submit to the professor by April 15th a satisfactory abstract of Hunter's History of Philosophy.

COURSE 2.—*History of Philosophy.*—Two hours a week. Elective for B.A. Open to those who have successfully completed the work of Course 1 or its equivalent.

TEXT-BOOK.—Weber's History of Philosophy.

The right is reserved to change text-books without further notice.

XI. SCHOOL OF POLITICAL SCIENCE.

Professor Sikes.

The aim of the courses in History is to secure familiarity with great movements, to show the gradual evolution of civilization, and the unity of all history. The past is studied sympathetically, and comparisons made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to use the Library to make researches for himself, and to form his own conclusion. Perfect independence of thought is encouraged. The subjects emphasized are practical, such as will probably be met in life.

As an aid to this work the Library is supplied with governmental reports, books and magazines bearing on such subjects.

Instruction is by text-book, lectures, parallel reading, quizzes, and written reports.

HISTORY.

COURSE 1.—Three hours a week. Tuesday, Thursday, and Friday. Fourth period. Required for B.A. and LL.B. To enter this class a knowledge of General History is required such as may be gained from a book of 500 pages. This course is suitable for first year students.

HISTORY AND CIVILIZATION OF GREECE.—Greek Governments, Social and Intellectual Life, Empire of Alexander the Great. In alternate years Rome will be studied.

REFORMATION.—Renaissance, Power of the Papacy, Reformation in the different States of Europe, Leaders.

MODERN HISTORY.—Especial emphasis is placed on the French Revolution and the nineteenth century in Europe.

COURSE 2.—Two hours a week. Tuesday and Thursday. Second hour. Elective for B.A. Adapted to advanced students.

HISTORY OF THE PRESIDENCY.—The Method of Election, Personality of the Presidents, Rival Candidates, Disputed Elections, Platforms and Political Parties.

STANWOOD.—History of the Presidency.

AMERICAN POLITICAL THEORIES.—Revolution, Federalism, Democracy of Jefferson and Jackson, Theory of Slavery, Calhoun and States Rights, Civil War and Reconstruction, Present Tendencies.

MERRIAM.—Political Theories.

NORTH CAROLINA HISTORY.—One hour a week. Wednesday 5th hour. Elective for B.A. This is a lecture course that deals with the history and the government of the State—especial emphasis is placed on constitutional changes.

CONSTITUTIONAL GOVERNMENT.—Three hours a week—Monday, Wednesday and Friday. Second period. Elective for B.A. Required for LL.B. To enter this class the student should be familiar with English Political History, such familiarity as may be gained from Montgomery's *Leading Facts*, or any work of 300 pages. He should also know United States History—especial since 1789.

ENGLISH GOVERNMENT.—The Kingship, The House of Commons, House of Lords, Cabinet, Revenues, Education, Foreign and Domestic Policies.

TEXT-BOOK:

AMERICAN GOVERNMENT.—Genesis of the Constitution, Duties of the President, Powers of Congress, Judiciary, State Governments and their Activities, Political Parties, Present Tendencies.

TEXT-BOOK:

POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. First period. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students. To enter this class a knowledge of General History is required.

OUTLINES OF ECONOMICS.—A study of Economic Theory, and the General Principles of the Science, such as value, rent, wages, production and distribution. Ely: *Outlines of Economics*.

TRUSTS AND MONOPOLIES.—Origin, growth and influence of great combinations; their economics, dangers, and method of regulation. Clark: *The Problem of Monopolies*.

AGRICULTURAL ECONOMICS.—Land, labor, size of farms, land-owning, sale of farm products, tenancy, and similar problems are examined. Taylor: *Agricultural Economics*.

MONEY AND BANKING.—History of money, financial systems of other countries, U. S. National Banking system, kinds of money in circulation, principles of sound banking.

INSURANCE.—Theory of insurance tables, kinds of insurance, kinds of policies, State supervision.

COMMERCE.—History, tariff arguments, examination and comparison of famous tariff bills, trade treaties, navigation laws. Fisk: *International Commercial Policies*.

COURSE 2.—Two hours a week. Tuesday and Thursday, fifth period. Elective for B.A. Recommended to Seniors only.

Course 1 prerequisite.

ORIGIN OF HUMAN SOCIETY.—The nature of social forces, human achievements and their socialization are studied. Ward: *Sociology*.

FOUNDATION OF SOCIOLOGY.—Relations to other subjects, factors of social change, mobs, causes of race superiority. Ross: *Foundations of Sociology*.

CRIMINOLOGY AND SOCIOLOGY.—Criminal law, punishment, police, criminal procedure, jury, evidence. Parmelee: *Anthropology and Criminology*.

XII. SCHOOL OF THE BIBLE.

Professor Cullom.

Professor Royall.

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are four courses in the College open to students for the study of the Bible—two in English and one each in Greek and Hebrew.

THE ENGLISH BIBLE.

The text of the American Revision of the English Bible is the basis of the work in the classes of this department. Hand-books, maps, and the Library are used, but always with direct reference to the text itself.

The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

COURSE 1.—*The Old Testament*.—Three hours a week one year. Elective. The work of this class tries to accomplish four things during the year: (1) To get a *clear and consecutive view of Old Testament history*. In getting this, the story of the Hebrew race and of their institutions as told by themselves is followed from Abraham to Nehemiah as the main line of study; and along with this, the conditions and movements of other nations and countries are studied incidentally in so far as they have any bearing on the development and history of the Hebrews. (2) *The personality and the message of the severai*

Hebrew prophets are studied in their particular settings, and the particular conditions with which they had to deal are discussed freely as side lights to this personality and message. (3) *Hebrew poetry*. This subject is studied long enough to get an insight into the purpose and point of view of the several poetical books, and a few of the poems are studied as sample expressions of universal heart experiences. (4) *The Messianic ideal*, as a fundamental conception running through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

Professor Cullom.

COURSE 2.—*The New Testament*.—Three hours a week for one year. Elective. The work of this class also will be divided into four sections: (1) *Introduction*.—The political, social, and religious life of the Jews for three centuries immediately preceding the Christian Era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*.—The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*.—The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts, and in the Epistles. (4) Exegesis of one of Paul's epistles or the study of some other *great subject* of fundamental interest to the New Testament student. This section of our work is varied from year to year according to circumstances. The work at this point for the past session consisted of a careful study of the Book of Romans.

Professor Cullom.

THE GREEK NEW TESTAMENT.

COURSE 3.—Three hours a week. Elective. The object of the course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.

TEXT-BOOKS.—Wescott and Hort's New Testament in Greek; Burton's New Testament Moods and Tenses; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

Professor Royall.

THE HEBREW OLD TESTAMENT.

COURSE 4.—Three hours a week. Elective for the M.A. degree. The class is expected to master Harper's *Elements of*

Hebrew, along with the *Hebrew Method and Manual*, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

Professor Cullom.

XIII. SCHOOL OF EDUCATION.

Professor Highsmith.

In this school an effort is made to ground the student in the fundamental principles of the science of education with the purpose of giving him a sound basis for the art of teaching and school management. As far as possible concrete illustrations of the theory are worked out in actual practice so that the student may see the relation between the science and the art. To this end the history of education is studied as the evolution of thought, with special reference to the positive and the negative value of past theories and their bearing on present problems; while psychology in its application to the schoolroom is presented as the basis of all rational method.

An arrangement has been made whereby those students of Education who desire to become teachers may do practice work in the Wake Forest Public Schools.

COURSE 1.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—Courses of study, examinations, grading, records, incentives, ventilation, hygiene, duties of superintendents, of principals, of teachers, the school board in its executive and legislative functions, the decoration and equipment of school buildings, school law, the relation of the municipal, State, and national governments to education.

TEXT-BOOKS.—Seeley, *New School Management*. Chancellor, *Our Schools, Their Administration and Supervision*.

COURSE 2.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY.—*Fall Term*. The general theory and process of mental development. The psychology of method,

and the various studies and disciplines. Imitation, impulse, heredity, interest, suggestion, attention, perception, imagination, memory, conception, apperception, the feelings, the volitions, and their relations to education.

TEXT-BOOKS.—Thorndike, Principles of Teaching. Bagley, The Educative Process.

METHOD IN EDUCATION.—*Spring Term.* The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English Literature in the common school.

TEXT-BOOKS.—McMurry, Elements of General Method. Roark, Method in Education.

COURSE 3.—Three hours a week. Elective.

The History of Education.—Primitive and Oriental education. Greek and Roman education. Early Christian education and its bearing on thought and activity. The Great Teacher and the Christian Fathers. Monasticism, Mysticism and Chivalry. Scholasticism and the rise of universities. The Renaissance and Humanism. The Reformation and education. Realism in education as typified by Erasmus, Milton, Montaigne, Bacon, and Comenius. Rousseau and the naturalistic tendency in education. Pestalozzi, Froebel, Herbart, and the psychological tendency. Herbert Spencer, Huxley, and the scientific tendency. The sociological tendency. The present eclectic tendency.

TEXT-BOOKS.—Monroe, Text-book in the History of Education. Painter, Great Pedagogical Essays.

PARALLEL READING.—Rousseau, Emile. Froebel, Education of Man.

COURSE 4.—Two hours a week. Elective.

CHILD STUDY.—A course on the physical and mental development of children. It is designed to present the facts, so far as they have been scientifically ascertained, concerning the nature and development of the mind during childhood and adolescence, with special reference to the meaning of these facts to the teacher.

TEXT-BOOKS.—Kirkpatrick, Fundamentals of Child Study. Tracy, Psychology of Childhood.

(This course may be taken with profit as preparatory work to Education 2, and also to Moral Philosophy, Course 1.)

COURSE. 5.—Three hours a week. Elective. (Open only to Seniors and Graduate Students).

PHILOSOPHY OF EDUCATION.—The purpose of this course is an examination of the philosophical, historical, ethical, and psychological principles which underlie a scientific theory of education. The course embraces such topics as follow: The meaning and aim of education; evolution and idealism as bases of education; personality and environment; the individual and society; the principles of moral instruction; democracy and education; the function of the school as a social institution; the course of personal development; the course of study.

XIV. SCHOOL OF LAW.

WILLIAM L. POTEAT, M.A., LL.D., *President.*

WALTER SIKES, M.A., Ph.D., *Professor of Political Science.*

NEEDHAM Y. GULLEY, M.A., *Professor of Law, and Dean of the Department.*

EDGAR W. TIMBERLAKE, B.A., LL.B., *Associate Professor of Law.*

ADMISSION.

The marked tendency of the age is toward thorough equipment for every profession. This is especially true in the Law. Therefore every young man intending to study law should take as thorough and complete a collegiate course as his circumstances will allow. No lawyer can succeed who can not write and speak correctly, and is not familiar with elementary mathematics.

Admission to Advanced Standing.—Applicants for admission to advanced standing as members of the second-year class must meet the educational requirements specified for admission to the first year class, and must pass satisfactory examinations on all the law work of the first year. Those having license to practice law or coming from other law schools of approved standing will be admitted without examination.

Admission as Special Students.—Applicants may, in the discretion of the Faculty, be admitted to the Law School as special students, and may elect such work as they desire, subject to the permission of the professors whose subjects are selected, but they shall not be candidates for a degree.

COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. Instruction is carried on by the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

FIRST YEAR.

COURSE 1.—Blackstone (Lewis), Domestic Relations, Crimes, Adams and Bispham on Equity, Greenleaf on Evidence, Vol. I; Crosswell on Administrators; Clark's Code of Civil Procedure, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 2.—Clark on Contracts, Hopkins on Real Property, Clark on Corporations, Bigelow on Torts, Cooley's Constitutional Law, Constitution of the United States, Constitution of North Carolina. Five hours a week throughout the year. *Professor Timberlake.*

SECOND YEAR.

COURSE 3.—Hale on Bailments and Carriers, Norton on Bills and Notes, Tiffany on Sales, Bigelow on Wills, Richards on Insurance, Huffcutt on Agency, Boone on Banking. Five hours a week throughout the year. *Professor Timberlake.*

COURSE 4.—Clark's Criminal Procedure, Shipman's Common Law Pleading, Shipman's Equity Pleading, Bryant on Code Pleading, Hughes on Federal Procedure, Womack on Corporations, Bankruptcy and Conveyancing, selected cases. Five hours a week throughout the year. *Professor Gulley.*

THIRD YEAR.

COURSE 5.—Childs on Guaranty and Suretyship, Negligence, Damages, Fraud, Libel and Slander, Mortgages, Liens; Abbott on Municipal Corporations, Conduct of Lawsuits, selected cases. Five hours a week throughout the year. *Professor Gulley.*

COURSE 6.—Minor on Conflict of Laws, Shumaker on Partnership, Davis on International Law, Hughes on Admiralty, Sharswood's Legal Ethics, Roman Law, History and Evolution of Law. Five hours a week throughout the year. *Professor Timberlake.*

EXAMINATIONS.

Thorough written examinations are held when a subject is completed, and at the end of the term an examination is given on the whole work of the term.

DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1, Political Economy, Course 1, and Constitutional Government. Candidates for this degree are required to prepare a thesis on some subject selected by the professors. No student is allowed to graduate except after three years of actual resident study, unless in case of admission to advanced standing.

PRACTICE COURTS.

Practice courts are held on Saturday night. All students are required to attend and take part in the work. The purpose of these courts is to familiarize the students with all the details of actions, both civil and criminal, from the issuing of process to final judgment.

THE LIBRARY.

In a room adjoining the lecture room is the law library. This is open every afternoon to enable students to consult the various authorities on subjects under consideration.

EXPENSES.

Students in the Law School pay the same tuition and fees as other college students, and are entitled to the same privileges, and may, without extra charge take work in other college classes.

SUMMER LAW SCHOOL.

The summer course in Law begins on the seventh day of June, and continues till the Supreme Court examination.

The subjects taught and the mode of instruction are, as nearly as practicable, the same as those for the first year of the regular College session. Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all courses of the Summer School may be credited with five hours on the B.A. degree.

The fee for admission to all courses in the Summer School is twenty dollars, payable in advance.

Further information may be had by application to Professor Gulley.

 XV. SCHOOL OF MEDICINE.

WILLIAM L. POTEAT, LL.D., *President and Professor of Biology.*

WATSON S. RANKIN, M.D., *Dean and Professor of Histology, Bacteriology and Pathology.*

EDGAR EGINTON STEWART, M.D., *Professor of Anatomy and Pharmacology.*

*....., M.D., *Professor of Physiology and Physiological Chemistry.*

CHARLES E. BREWER, Ph.D., *Professor of Chemistry.*

JAMES L. LAKE, M.A., *Professor of Physics.*

*....., *Instructor in Chemistry.*

INTRODUCTORY STATEMENT.

Realizing the need of economy in time and money on the part of students who contemplate the study of Medi-

* To be elected.

cine, Wake Forest College, in compliance with a constant and increasing demand, established the School of Medicine in May, 1902. It is generally recognized that the eight years of collegiate work required for the baccalaureate and the medical degree is frequently too severe a tax on the nervous and the financial capital of deserving students; and of late years many remedies have been suggested. The suggestion which has received the strongest support and which this department adopts is to combine the academic and the medical training in such a way as to preserve the advantages of each, and at the same time make it possible for the student to graduate with the baccalaureate degree and the medical degree in six years. This suggestion was first made practical by several of the larger universities, and the work of this school is organized according to this plan. Two years' time and expense are thus saved.

REQUIREMENTS FOR ADMISSION.

The requirements for admission to the School of Medicine are the same as those of the other schools of the College. See page 43.

AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This department has but one claim to existence and that is the excellence of its work. Accordingly, it undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, supplying the pure science foundation of the professional course. These studies are Anatomy, Physiology, Biology, Chemistry, Physics, Pharmacology, Histology, Bacteriology, and Pathology. This work has been made much easier by the advances in the manufacture of apparatus and in the methods of preserving material, and is simply an extension, in a special direction, of scientific work which the College has done for years.

RECOGNITION OF THE WORK IN THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two year medical course and either the Bachelor of Science or the Bachelor of Arts course.

At its meeting in Atlantic City, May, 1904, the Association of American Medical Colleges, after examining the work of the School of Medicine in Wake Forest College admitted it to membership. Membership in the Association insures to our students the same recognition accorded to students from any other college. In May, 1907, this School was admitted by the Board of Regents of the University of New York to its List of Accredited Medical Colleges, in Group I., Class 3.

EQUIPMENT OF THE SCHOOL OF MEDICINE.

The School of Medicine is well equipped with suitable laboratories, apparatus, and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Bacteriological, Pathological, and Biological laboratories. Beside these there are private laboratories for the professors of the above subjects. The equipment of these laboratories, both in apparatus and in material, is complete in every detail. Arrangements have been made with professors and janitors in the large hospitals and laboratories for a constant supply of microscopic material. The Anatomical and Physiological laboratories are likewise supplied with all the necessary material.

EXPENSES.

See College expenses, page 104.

COURSES IN MEDICINE.

COURSE 1.—*Anatomy*.—Instruction in gross human anatomy extends over a period of two years. The work is divided as follows: the first six to eight weeks are devoted to the study of Osteology, preparatory to the work in dissection, which begins about the first of November. To each student is loaned a complete human skeleton, which he may keep for constant reference until the end of the session. Upon completing the work in Osteology, the work in the dissecting room is begun. Each student is expected to make a complete dissection of the body. To this end the body is divided into five "parts." (1) Upper extremity, (2) Lower extremity, (3) Head and neck, (4) Thorax, (5) Abdomen including perineum. To each student is assigned one of these "parts," for which he becomes responsible, and which he carefully dissects under constant guidance of the Professor of Anatomy, who attempts to instill, as far as possible, a desire for independent thought and investigation. The student is required during his first year to dissect the extremities, and may, if his time permits, work off the thorax.

The Anatomical Laboratory is located on the top floor of the new Alumni Building, and has been specially constructed for the purpose and thoroughly equipped for high grade work. Especial pains have been taken to provide a well-lighted apartment.

During the course in Osteology the class meets four times a week for lectures, recitation and demonstration, and twice a week for laboratory work. After dissecting has begun, a minimum of eight hours a week in the Anatomical Laboratory is required of each student, while in addition the class meets once a week for recitation and conference on the work of the week. Students desiring to do extra work in the laboratory can make special arrangements to do so.

At the end of each year the student is given both written and practical examinations on the work covered during that year.

TEXT-BOOKS.—Gray's Anatomy, Cunningham's Dissector, Parker's Laboratory Manual.

REFERENCE BOOKS.—Cunningham, Quain, Gerrish, Spaltcholz, Sabotta-McMurrich.

Professor Stewart.

COURSE 2.—*Physiology*.—The course in Physiology extends from January to the succeeding Christmas. By means of this

arrangement the student is given the opportunity of making considerable progress in Anatomy, Histology, Chemistry, and Physics, all of which are so important in preparing the way for a satisfactory understanding of Physiology. It is hoped, therefore, that all students who contemplate taking the work in Physiology will arrange to take all of these other branches prior to or in conjunction with the Physiology course.

The work consists of lectures and recitations, accompanied by demonstrations before the class of experiments illustrating the important principles of Physiology. The class meets three times a week throughout the course. From January to May the subjects taken up include the physiology of muscle and nerve, of blood and lymph, of the organs of circulation of blood and lymph, of respiration, and of digestion and secretion. During the fall term the subjects introduced include a study of heat production and regulation, reproduction, of the anatomy and physiology of the central nervous system, and finally of the anatomy and physiology of the organs of special sense.

In addition to the work outlined, during the last few months of the course each student will be given an opportunity of performing a number of experiments in the laboratory. He is expected to keep a careful record of all such experiments, and they will constitute part of the work upon which his grade is based. A new laboratory, well equipped for the performance of all important fundamental experiments in physiology, will be open to those who take this course. The final examination on physiology is held when the subject is concluded. The examination is both written and practical.

TEXT-BOOK.—Howell: Text-book of Physiology (1906).

REFERENCE BOOKS.—Kirke's Handbook of Physiology, American Text-book of Physiology, Schaefer's Physiology.

Professor Stewart.

COURSE 3.—*Biology*.—Lectures and laboratory work the same as Biology, Course 1 (page 64).

Professor Poteat.

COURSE 4.—*Inorganic Chemistry*.—Lectures and laboratory work the same as Chemistry 1 (page 62).

Professor Brewer.

COURSE 5.—*Physics*.—Lectures and laboratory work the same as Physics 1 (page 66).

Professor Lane.

COURSE 6.—*Histology*.—This fundamental branch of Microscopy is necessarily a part of the first year's Medical Course. Two lectures, fifty minutes each, and four hours laboratory work per week are devoted to its study throughout the first year. In addition, the laboratory is always open to those who wish to devote extra time to this work. The laboratory is abundantly supplied with apparatus. Each student is provided with a locker, compound microscope, and complete outfit, for which he is held responsible. The object of the course is thoroughly to familiarize the student with the method of study and appearance of normal tissue. The course is divided into Histology proper, or a study of the tissue elements; Organology, a study of the structure of organs; and lastly, Special Senses and Nervous System. Both written and practical examinations are held during the course.

TEXT-BOOK.—*Histology and Microscopic Anatomy of the Human Body*, Szymonowicz and MacCallum.

REFERENCE BOOKS.—Bailey, Böhm, Davidoff and Huber, Stöhr, edited by Lewis and Stöhr; *Anatomy of Brain*, by Whithead; *Nervous System of Morris Human Anatomy*, by Hardesty.

Professor Rankin.

COURSE 7.—*Organic Chemistry*.—Lectures and laboratory work the same as Chemistry, Course 2 (page 63).

Professor Brewer.

COURSE 8.—*Physiological Chemistry*.—Two lectures and four hours laboratory work a week for the first ten weeks of the spring term. The lectures are devoted to discussions of the chemistry of foods, of digestion and assimilation, of wastes, etc. In the laboratory is given an opportunity for experimental study of many of the topics presented in the lectures. Special attention is given to Urinalysis.

**Professor -----*

COURSE 9.—*Pharmacology*.—The work in Pharmacology extends from January to the end of the session, and it is recommended that it be taken only by students who have completed their work in Physiology. The work consists of lectures and recitations, accompanied from time to time by demonstrations of the action of the more important drugs upon animals. Specimens of the more common drugs will be shown to render the

* To be elected.

student familiar with their appearance. The action of all the important drugs of the Pharmacopœa will be studied in detail. Toward the end of the session special instruction in prescription writing will be given. The class meets three times a week.

TEXT-BOOKS.—Pharmacology and Therapeutics, or The Action of Drugs, Cushny (edition 1906).

REFERENCE BOOKS.—Butler's *Materia Medica and Therapeutics*, Sollmann's *Pharmacology*, White and Wilcox, *Materia Medica*.

Professor Stewart.

COURSE 10.—*Bacteriology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the first term of the second year of the Medical Course are devoted to this study. The laboratory is open at all hours to the class, and the students are required to make daily observations and keep record of the cultural characteristics of the bacteria. Each student is provided with a locker, a compound microscope, and material necessary for the study of bacteria. The course consists of (a) lectures and recitations on the history of Bacteriology, Biology of Bacteria, Infection and Immunity. (b) Lectures, recitations and laboratory demonstrations on Sterilization, Disinfection, Preparation of Culture Media, Methods of Studying Bacteria, and the bacteriological examination of water, soil and air. About forty bacteria, comprising all the important pathogenic species, are studied, and the student is required to keep a daily record of his work. At the end of the course written and practical examinations are held.

TEXT-BOOKS.—General Bacteriology, Jordan, or Manual of Bacteriology, Muir and Ritchie, edited by Harris.

REFERENCE BOOKS.—MacFarland, Abbott, Lehmann and Newmann, *Bacteriology*, Immune Serum, Wasserman, *Modern Theories of Bacterial Immunity*, Ernst.

Professor Rankin.

COURSE 11.—*Pathology*.—Three lectures, fifty minutes each, and eight hours laboratory work per week during the second term of the second year of the Medical Course are devoted to this study. The laboratory is open at all times, and students wishing to devote extra time to this work may do so. The laboratory is abundantly supplied with apparatus and pathological tissues. Each student is provided with a locker, compound microscope, and material for staining and mounting.

At the end of the session each student possesses from 175 to 200 permanent tissue mounts, showing the various stages of the pathological processes. The course consists of: (a) Lectures and recitations on autopsies. (b) Lectures and demonstrations on pathological technique. (c) General Pathology. (d) Special Pathology. The student is required to stand both written and practical examinations at the end of the session.

TEXT-BOOK.—Text-book of Pathology, Delafield and Prudden.

REFERENCE BOOKS.—Principles of Pathology, Adami, General Pathology and Special Pathology, Ziegler, Manual of Pathology, Coplin, Text-book of Pathology, Steugel, Allbutt's System of Medicine, Modern Medicine, Osler, Pathological Technique, Malloy and Wright.

Professor Rankin.

XVI. SCHOOL OF PHYSICAL CULTURE.

Director Crozier.

Realizing the importance of physical education, the Trustees erected in 1900 a commodious Gymnasium at a cost of \$12,000. The main floor is 50 by 80 feet, and is equipped with apparatus. The lower floor contains baths, toilet-rooms, and storage rooms. The Director is in charge of all exercises and adapts the work of each student to his individual needs. In the examinations he is assisted by the physicians of the School of Medicine. All fees for the use of Gymnasium, lockers, or keys are controlled by the Athletics Committee.

Attendance, three periods a week for three years, is required of all students, except candidates for the LL.B. degree. These are required to attend three periods a week for two years. Students are graded as in the other departments, and a failure to make the required grade will be a bar to graduation. These grades are reckoned in making up the general average.

Students admitted to advanced standing for the B.A., B.S., and LL.B. degrees, will be allowed proportional credit for attendance in the Gymnasium.

Degrees

The degrees conferred are Bachelor of Arts, Bachelor of Science, Master of Arts, and Bachelor of Laws. Candidates for each of these degrees must present the fourteen units of credit required for entrance *in addition to* the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. In case a subject which is "prescribed" for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of "electives."

Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have met the requirements in Physical Culture (p. 86) and have completed the following courses:

Prescribed (¹Forty hours):—

Latin 1 (5 hrs),

Latin 2 (3 hrs) or Greek 2 (3 hrs),

English 1 and 2 (6 hrs),

French 1 (3 hrs) or German 1 (3 hrs) or Greek 1 (5 hrs),

Mathematics 1 and 2 (8 hrs),

Chemistry 1 (3 hrs),

Biology 1 (3 hrs),

Physics 1 (3 hrs),

Moral Philosophy 1 (3 hrs),

History 1 (3 hrs).

Elective (²Twenty hours, which must include at least two advanced courses):—

Latin 3 (3 hrs),

Latin 4 (2 hrs),

Greek 1 (5 hrs),

Greek 2 (3 hrs),

Greek 3 (3 hrs),

Greek 4 (3 hrs),

¹ Forty-two, in case Greek is taken.

² Eighteen, in case Greek is taken.

English 3 (3 hrs),
English 4 (3 hrs),
English 5 (3 hrs),
English 6 (1 hr),
French 1 (3 hrs),
French 2 (2 hrs),
French 3 (3 hrs),
German 1 (3 hrs),
German 2 (2 hrs),
German 3 (3 hrs),
Spanish 1 (3 hrs),
Spanish 2 (3 hrs),
Mathematics 3 (3 hrs),
Applied Mathematics (3 hrs),
Astronomy (3 hrs),
Chemistry 2 (4 hrs),
Chemistry 3 (4 hrs),
Biology 2 (4 hrs),
Biology 3 (4 hrs),
Biology 4 (1 hr)
Biology 5 (1 hr),
Physics 2 (4 hrs),
Moral Philosophy 2 (2 hrs),
History 2 (2 hrs),
History 3 (2 hrs),
Constitutional Government (3 hrs),
North Carolina History (1 hr),
Political Economy 1 (3 hrs),
Political Economy 2 (2 hrs),
Law 1 (5 hrs),
Bible 1 (3 hrs),
Bible 2 (3 hrs),
Bible 3 (3 hrs),
Education 1 (3 hrs),
Education 2 (3 hrs),
Education 3 (3 hrs),
Medicine 2 (3 hrs),

Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (p. 86) and have completed the following courses:

Prescribed (Twenty-nine hours):—

- Latin 1 (5 hrs),
- English 1 (3 hrs),
- German 1 (3 hrs),
- Mathematics 1 and 2 (8 hrs),
- Chemistry 1 (3 hrs),
- Biology 1 (3 hrs),
- Physics 1 (3 hrs),
- Psychology (1 hr).

Elective (Thirty-four hours, which must include at least two advanced courses):—

- English 2 (3 hrs),
- German 2 (2 hrs),
- German 3 (3 hrs),
- French 1 (3 hrs),
- French 2 (2 hrs),
- French 3 (3 hrs),
- Mathematics 3 (3 hrs),
- Applied Mathematics (3 hrs),
- Astronomy (3 hrs),
- Chemistry 2 (4 hrs),
- Chemistry 3 (4 hrs),
- Biology 2 (4 hrs),
- Biology 3 (4 hrs),
- Biology 4 (1 hr),
- Biology 5 (1 hr),
- Physics 2 (4 hrs),
- Physics 3 (4 hrs),
- Logic and Ethics (2 hrs),
- Moral Philosophy 2 (2 hrs),
- Political Economy 1 (3 hrs),

Medicine 1 (5 hrs),
Medicine 2 (3 hrs),
Medicine 6 (3 hrs),
Medicine 8 (2 hrs),
Medicine 9 (3 hrs),
Medicine 10 (3 hrs),
Medicine 11 (3 hrs).

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts or Bachelor of Science and completed an additional year's work of not less than fifteen hours a week. This work must include at least three of the following advanced courses: Latin 3 and 4, Greek 3 and 4, English 3, 4 and 5, French 2 and 3, German 2 and 3, Spanish 2, Mathematics 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2 and 3, Moral Philosophy 2, History 2 and 3, Political Economy 2, Bible 3 and 4, Education 3, Applied Mathematics, Astronomy. Upon this year's work a minimum grade of 90 is required.

A study which has been taken as an elective in the Bachelor of Arts course, or the Bachelor of Science course, does not count in the required number of hours for the Master of Arts degree.

Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed Law, History 1, Constitutional Government, Political Economy 1. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree.

Attendance in the Gymnasium is required of all candidates for the LL.B. degree three periods a week for two years.

Theses and Addresses

Except in the cases mentioned below, two theses are required of each candidate for a degree—one of not less than one thousand words, to be presented by May 1 of his Junior year; the other of not less than two thousand words, to be presented by May 1 of his Senior year. No thesis will be received later than the date specified except by special action of the Faculty and upon the payment of a fee of five dollars. The student must select the school within the scope of which he purposes to prepare his thesis, and then have the subject assigned him by the professor of that school. The subject must be reported in writing to the President on the first Wednesday in October, and may not be changed thereafter. A list of authorities consulted must be appended to the thesis. Anniversary addresses may be received as theses.

Only one thesis is required of candidates for the degree of Bachelor of Laws.

A third thesis of not less than two thousand words is required of candidates for the degree of Master of Arts.

On the third Monday in March the Faculty will select six members of the Senior Class as speakers for Commencement Day, who shall deliver addresses of not more than one thousand words in length. Of these speakers and of the editors of "The Wake Forest Student," the Senior Thesis is not required. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May, each of the Literary Societies may elect six of its members from the Senior Class, six of whom—three from each society—shall deliver original addresses of not less than seven hundred nor more than one thousand words, on the third Friday evening in October; the remaining six, on the second Friday evening in March. These addresses may be received in place of theses.

Anniversary speakers are not eligible to these positions. All addresses must be submitted to, and be approved by, the President.

Senior Theses and Senior Addresses are to be written on paper furnished by the College, and are bound and preserved in the College Library.

Bachelors of Arts and Bachelors of Science whose average grade is not less than 98, shall have inscribed in their diplomas the words *summa cum laude*; those whose average grade is less than 98 but not less than 95, shall have the words *magna cum laude*; while those whose average grade is under 95 but not under 90, shall have the words *cum laude*.

All "conditions" must be removed by April 8 of the Senior year.

Recitations and Examinations

Each student is expected to take at least fifteen recitations a week. No student may take more than sixteen recitations a week except by special permission of the Faculty. Failure to make an average monthly grade of 90 on each subject will debar him from this privilege.

All unexcused absences are marked zero. Students absent as many as three times in any calendar month from any class are required to stand in a body a special examination, limited to one hour, on the whole ground covered by the class during that month. Failure to stand any of these examinations will prevent the student from passing on the subject involved. In case a student is absent from any class more than three times in any calendar month, the fact is reported to the President, who may communicate it to the parent or the guardian of the student.

Students who make an average of less than 70 on either term's work, in subjects which continue throughout the session, are not allowed to make up the deficiency by averaging this grade with the other term's work.

No student is allowed to represent the College in any public function, or as editor of any of the college periodicals, whose daily grade in any class is below 80.

Students who fail on examination may be examined at the next regular examination on the same part of the course, and the result of the re-examination is averaged with the daily grade previously secured. No student, however, will be allowed a special examination until he shall have shown good reason for it, and shall have presented to the professor the Bursar's receipt for one dollar paid to him to be turned into the Library Fund. This fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

Except in the School of Law, classes are examined only at the times designated by the Faculty.

During examination no student, without permission from the instructor in charge, is allowed to sit at the same table with a member of his class, to consult any book or document, or to have communication with any person except the instructor. Examination papers are accompanied by a written pledge that no aid has been given or received.

To be entitled to a Certificate of Proficiency the student must obtain a grade of at least 75 on each study.

A course taken *in absentia* receives one half the credit of the same course taken in residence. Students taking work *in absentia* are charged a fee of \$3.00 a term for each course taken.

Reports

At the end of the first and third quarters reports upon progress in studies and upon deportment are sent to parents or guardians. These quarterly reports are not intended to indicate the precise grade of scholarship of students.

At the end of each term a report is sent to the parent or guardian of the student, showing his precise grade of scholarship and total number of absences from recitations and religious exercises.

The reports are designed to maintain communication with parents and guardians, to elicit their counsel and encouragement, and thus bring to bear practically and directly upon every student the influence of home. Prompt attention, therefore, it is hoped, will be given by parents to the suggestions contained in these reports.

Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as to enable them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property are forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the President or his representative. Students who persist in violating this regulation will be expelled.

A student not in good standing is debarred from representing the College in any public function.

Every effort is made to develop in students the principles of true manliness and the sentiments of self-respect. To this end they are trusted and treated as gentlemen.

Young men who will not respond to this open and generous *regime*, who have formed vicious habits, or who can not

restrain themselves from all mischief and from annoyance to their fellow-students, will not be tolerated in the institution.

Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

The exceptional excellence and value of these two Societies is believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Board of Trustees prohibit all other secret societies in the College. In May, 1907, they reaffirmed their long-settled policy in the following resolutions:

Resolved, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

Resolved, That the Faculty be requested to take all practicable

measure to ascertain the name of any student who becomes a member of such fraternity, and, on conviction, promptly send such student home.

“*Resolved*, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow-students, shall be expelled.”

Any student expelled from either Society is dismissed from the College.

Several Medals are offered by the Societies.

In the Philomathesian Society:

To the best orator of the Senior class.

To the best orator of the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

In the Euzelian Society:

The Thomas Dixon, Jr., Medal, to the best orator of the Senior class.

The Thomas Dixon, Jr., Medal, for the best essay. Open to all members of both societies.

The J. L. Allen Medal, to the best debater in the Society.

For the greatest improvement in oratory and debate in the Junior class.

For the greatest improvement in oratory and debate in the Sophomore class.

For the greatest improvement in oratory and debate in the Freshman class.

Medals are offered by “The Wake Forest Student” as follows:

For the best essay.

For the best story.

For the best poem.

The Societies celebrate their anniversary on the Friday nearest the 14th of February in each year, with a joint debate in the afternoon and orations in the evening.

The Library

E. P. ELLINGTON, *Librarian*.

A. R. GALLIMORE, *Assistant Librarian*.

The Library now consists of upwards of nineteen thousand thoroughly classified and catalogued volumes and several thousand pamphlets. Additions are made regularly by the Faculty. It contains two special collections—"The James C. Maske Collection" of the Ancient Classics, and "The Skinner Library" of religious literature. In its contents, management, and usefulness the Library will compare favorably with that of any similar institution in the South. Its value is considerably enhanced by a card catalogue.

The Library contains special shelves for the library of the North Carolina Baptist Historical Society, and any books, pamphlets, church records, papers, manuscripts, minutes of associations, and other documents tending to throw light upon the history and progress of our denomination, will be gladly received and carefully preserved.

The Reading Room

The Reading Room is open every day in the forenoon and the afternoon. The officer in charge is required to preserve order. The books and pamphlets of the Library may be consulted here and on certain conditions may be borrowed. The best current literature is regularly received. The following periodicals may be mentioned as accessible in the Reading Room:

The Atlantic Monthly,
The Century,
Harper's Monthly,
The Circle,
McClure's Magazine,
Everybody's Magazine,

The Cosmopolitan,
Current Literature,
Scribner's Magazine,
Modern Language Notes,
The American Journal of Theology,

- Uncle Remus' Magazine,
 Lippincott's Magazine,
 The World's Work,
 The Forum,
 The North American Review,
 The Bookman,
 The Dial,
 Putnam's,
 Review of Reviews,
 The New England Magazine,
 The Sewanee Review,
 The South Atlantic Quarterly,
 The American Historical Review,
 The Edinburgh Review,
 The Quarterly Review,
 The Westminster Review,
 The Contemporary Review,
 The Fortnightly Review,
 The Nineteenth Century,
 Chamber's Journal,
 The Outlook,
 The Independent,
 The British Weekly,
 The World To-Day,
 The Nation,
 The Literary Digest,
 The Saturday Evening Post,
 Harper's Weekly,
 Collier's Weekly,
 Country Life,
 The Illustrated London News,
 The Youth's Companion,
 The National Economist,
 The Manufacturer's Record,
 The Political Science Quarterly,
 Educational Review,
 Classical Philology,
 The Classical Journal,
 School Review,
 The American Journal of Phil-
 ology,
- The American Journal of Soci-
 ology,
 The Biblical World,
 The Expositor,
 The Homiletic Review,
 The Review and Expositor,
 The Missionary Review of the
 World,
 The Baptist Missionary Magazine,
 The Foreign Mission Journal,
 The Missionary Herald,
 The Popular Science Monthly,
 The Journal of the Chemical
 Society,
 Popular Astronomy,
 The American Naturalist,
 Nature,
 The American Lawyer,
 The N. C. Law Journal,
 Physical Culture,
 Association Men,
 The Sunday School Times,
 The Religious Herald,
 The Baptist Courier,
 The Western Recorder,
 The Baptist World,
 The Baptist and Reflector,
 The Baptist Standard,
 Charity and Children,
 The Biblical Recorder,
 The South Carolina Baptist,
 The Christian Advocate,
 The Word and Way,
 Service,
 The Standard (Chicago),
 The Congregationalist,
 The New York Times,
 The Baltimore Sun,
 The Washington Post,
 The News and Observer,

The Columbia State,	The Charlotte Observer,
The Charleston News and Courier,	The Union Republican,
The Atlanta Constitution,	The Progressive Farmer,
The Wilmington Star,	The Christian Index.

The Museum

The College Museum contains a considerable variety of minerals, a series of typical fossils and specimens of the chief groups of animals, besides other interesting objects. It is, therefore, a valuable aid in the teaching of the sciences. Additions are constantly being made. The students and other friends of the College are asked to help in this work.

Since the publication of the last catalogue the following persons have made contributions to the Museum, and to them the thanks of the College are due:

President W. L. Poteat.
Professor S. A. Ives, Murfreesboro.
Dr. Watson S. Rankin.
Instructor J. D. Ives.
Mr. T. B. Davis.
Mr. R. L. McMillan.
Mr. E. J. Woodall.

Wake Forest Scientific Society

In December, 1890, certain students and professors of the College organized the Wake Forest Scientific Society. Its objects are to promote interest in the progress of science and to encourage original investigation. Those who are or have been members of the Faculty or students of the College are eligible to active membership. The regular meetings are held on the first Tuesday evening of each month of the session.

Wake Forest Alumni Association

The objects of this association are to preserve and quicken the interest of its members in their Alma Mater, to suggest improvements in the course of study, to discuss educational problems, to record the progress of the arts and sciences, and to preserve the history and influence of the College as illustrated in the lives of individual Alumni. Any former student of the College is eligible to membership upon the recommendation of the standing committee.

The annual meeting is held at the College on Thursday evening of Commencement week, at which time a member chosen a year before delivers an oration.

The annual address for 1908 was delivered by Dr. J. O. Atkinson, Elon College, N. C.

The following are the officers of the Association:

President—Principal G. E. Lineberry, Winterville, N. C.

Vice-President—J. J. Freeman, Cardinal, Virginia.

Secretary and Treasurer—Professor E. W. Timberlake, Wake Forest, N. C.

Local Alumni Associations have been organized at a number of points in North Carolina and other States.

Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports, and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. In each college year Field Day is recognized for the encouragement of track athletics. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of

any athletic team, a student must make application in a prescribed form to the Athletics Committee and be endorsed by that Committee. No student is eligible to appointment upon any athletic team who registers later than the first of October, or who receives remuneration in consideration of his athletic services, or whose class average falls below 80.

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

Publications

The Euzelian and Philomathesian Societies publish monthly, from October to June, inclusive, a literary magazine known as "The Wake Forest Student." It is now in its twenty-third volume, and deserves the support of the friends of the College, and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

"The Wake Forest Weekly" is the organ of the Athletic Association.

The Young Men's Christian Association publishes annually a manual for the guidance of students in college life.

The general student body publishes a college annual, "The Howler."

The "Bulletin of Wake Forest College" is published quarterly by the Trustees.

Religious Exercises

Religious services are held each day, and all the students are required to attend them. Students who are not in their assigned seats when the bell ceases to toll for morning prayers are marked absent. From the time of entering the chapel to the time of leaving it students are required to abstain from all irreverent behavior.

A well-organized Baptist church, Dr. James W. Lynch, pastor,* worships every Sunday in the College chapel and holds a prayer meeting every Wednesday evening. The students are required to be present at the whole of the Sunday morning service.

In connection with the church is a well-equipped Sunday School, largely attended by the students. Professor J. H. Gorrell is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets the first Sunday of each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both a Bible Study Band and a Mission Study Band. These bands are divided into classes with leaders and meet regularly once a week. The present officers are: J. M. Broughton, Jr., President; J. L. Jenkins, Vice-President; E. J. Olive, Recording Secretary; D. Carrick, Corresponding Secretary; J. M. Adams, Treasurer. The Association publishes annually a manual for the convenience of students.

*Resigned February 7, 1909; successor to be elected.

Ministers

There is no theological department in the College. Young men called to the work of the Gospel ministry take the same courses of study and receive the same instruction as others. Of the total number of students this session seventy-four are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Professor W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C., will give all who need it information on this point.

The Professor of the Bible conducts each year a class in the study of the more prominent lines of a minister's work. The class meets once a week. Its work is not credited on the requirements for any of the college degrees, but it is believed to be of especial value to ministers, helping them to a first-hand acquaintance with the literature of the subjects taught, while it stimulates in the student the desire to attend a theological seminary. In this class the following subjects are presented: (1) The principles of sermon making; (2) a few of the fundamental doctrines of the Christian religion; (3) the history of the New Testament church—its organization, its function, its ordinances, its officers; (4) a brief outline of the church's activities, with special emphasis on its missionary enterprises at present. No one of these subjects will be given any two years in succession.

The Baptist State Convention, in its sixtieth session at Greenville, N. C., adopted a report on education which expressed the opinion that the highest interests of ministerial

students are not served by their becoming pastors of churches, and the conviction that such an arrangement is not desirable for the churches themselves. In view of this action and of the mature opinion of the Faculty in harmony therewith, students who are preparing to preach will not be allowed to be absent on ministerial duty more than one Sunday in each month, and it is strongly advised that they shall not assume the pastoral care of churches at all during their student life in the College.

College Expenses

Required of all Students—

Tuition per term of five months.....	\$25.00
Matriculation fees per term ¹	14.00
Contingent deposit ²	2.00

Special Fees—

Chemistry fee per term.....	\$ 5.00
Biology fee per term.....	2.00
Physics fee per term.....	2.50
Histology fee per term.....	2.50
Anatomy fee per term.....	7.50
Physiology fee per term.....	5.00
Bacteriology fee per term.....	2.50
Pathology fee per term.....	2.50
Graduation fee	5.00

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

No student is allowed to enter any class without the Bursar's certificate of registration.

1. Additional matriculation fees of \$2.00 in the fall term and \$3.00 in the spring term, will be required of all students who fail to matriculate on the first day of the terms.

2. The contingent deposit is liable for any damage to College property for which students are responsible. It is returned at the end of the session, less any charges that may have been made against it. It is, therefore, not necessarily an expense, although mentioned here.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees and the contingent deposit. No deduction from the charges is made except in case of protracted illness.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license.

Board and Lodging

Table board can be obtained in private families at \$2.50 to \$3.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$2.00 to \$2.75 per week.

Furnished rooms, with fuel, in the dormitory building are rented at \$16.00 for the fall term and \$20.00 for the spring, payable in advance—one-half paid by each occupant.

To these college rooms the following regulations apply:

Rooms which are not engaged by written application to the Bursar by July 1st are considered vacant.

Vacant rooms will be assigned to the first applicant. When two or more students apply for the same room at the same time the assignment will be made by lot.

Occupants of the rooms of the Dormitory who conduct themselves in such a way as to create disorder in the building and who, by unnecessary noise, interfere with the comfort of the other occupants, will be required to vacate their rooms at once.

Occupants of rooms will be held responsible for all damage done to them and all disturbance created in them, and

if they do not keep the rooms in good order they will be required to vacate them.

No student shall vacate his room until he has obtained permission from the Chairman of the Building and Grounds Committee and deposited the keys with him.

No room is rented for a shorter period than to the end of a term.

Room rent will not be refunded except to students who leave the College.

The Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until its total funds now amount to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Not one dollar of it has ever been lost. Its purpose is to enlarge the opportunities of ambitious youth; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. During the current session forty-three students have been aided. A larger number may receive loans next session. Prospective students are invited to correspond with the treasurer, Professor E. W. Sikes, Wake Forest, North Carolina.

Form of Bequest

Those who wish to remember the College in their wills should employ the following form:

“I give, devise, and bequeath to the Trustees of Wake Forest College, for the endowment of said college, the sum of dollars.”

DAILY SCHEDULE

PERIODS.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
First. 8.10—9.00	Latin 1. Law 1. German 1. Political Economy 1. Education 3.	Latin 1. Law 1. Education 3. Medicine 1. Bible 2. Latin 3.	Latin 1. Law 1. German 1. Political Economy 1. Medicine 1. Latin 4. Biology 2 and 3.	Latin 1. Law 1. Education 3. Medicine 1. Bible 2. Latin 3.	Latin 1. Law 1. German 1. Political Economy 1. Medicine 1. Bible 2. Latin 4. Biology 2 and 3.
Second. 9.00—9.50	Mathematics 1. Physics 1. Spanish 1. Government. Mathematics 3. English 6. Medicine 9. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Mathematics 3. Law 4.	Mathematics 1. Spanish 2. English 2. Physics 2. History 2. Law 4.	Mathematics 1. Physics 1. Spanish 1. Government. Mathematics 3. Law 4.
Third 9.50—10.40	Mathematics 1. Mathematics 2. Greek 2. French 2. Biology 1.	Mathematics 1. Law 2. Bible 3. Biology 4 and 5. Chemistry 3. English 3. Biology 2 and 3.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1.	Mathematics 1. Law 2. Bible 3. Biology 4 and 5. Chemistry 3. English 3.	Mathematics 1. Mathematics 2. Law 2. Greek 2. French 2. Biology 1 Physics 2.

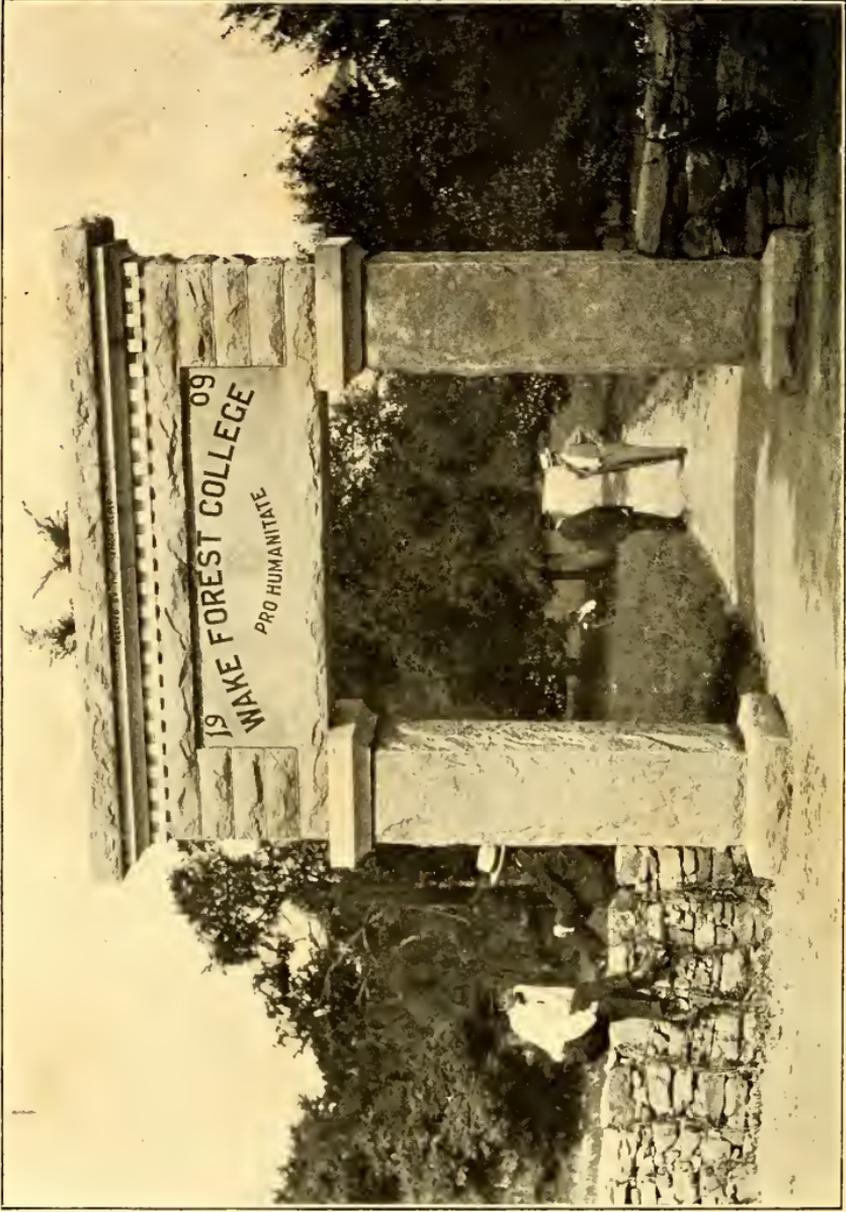
10.40—11.00 Chapel Services.

Fourth. 11. 00—11. 50	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. English 4. French 1.	Law 3. Greek 1. German 2. English 4. History 1. Chemistry 2. Applied Mathematics.	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. French 1. Education 2.	Law 3. Greek 1. German 2. English 4. History 1. Chemistry 2. Applied Mathematics	Law 3. Greek 1. Latin 2. Chemistry 1. Astronomy. History 1. French 1. Medicine 9.
Fifth. 11. 50—12. 40	Mathematics 2. Moral Philosophy 1. Latin 2. Medicine 2. English 1. Education 1. English 5. Law 5.	Moral Philosophy 2. Medicine 2. Political Economy 2. English 1. Education 1. English 5. Bible 1. Law 5.	Mathematics 2. Moral Philosophy 1. Latin 2. North Carolina Hist. Bible 3 Spanish 2. Law 5.	Applied Mathematics. Moral Philosophy 2. Medicine 2. Political Economy 2. English 1. Education 1. English 5. Bible 1. Law 5.	Mathematics 2. Moral Philosophy 1. Latin 2. German 2. Law 5.
Sixth. 12. 40—1. 30	Latin 1. Greek 3. Medicine 10 and 11. Education 1. English 3. Law 6. Gymnasium.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1 Law 6. Gymnasium.	Latin 1. Greek 3. Medicine 10 and 11. Law 6 Gymnasium.	Latin 1. Greek 4. Medicine 6. Education 1. Physics 3. English 1. Law 6. Gymnasium.	Latin 1. Greek 3. Medicine 10 and 11. Education 2. Physics 3. Law 6. Gymnasium.
Seventh. 2. 30—3. 20	Latin 3. English 1. Bible 1. Education 2. Gymnasium *	2. 30—4. 30 Period for Laboratory Work.			
Eighth. 3. 20—4. 10	English 2. Gymnasium.	Chem. Laboratory 1. Biolog. Laboratory 1. Phys. Laboratory 1.	Chem. Laboratory 1. Biolog. Laboratory 1. Phys. Laboratory 1.	Chem. Laboratory 2. Biolog. Lab. 2 and 2. Phys. Laboratory.	Gymnasium. Gymnasium. Gymnasium.

* At the same time daily.

INDEX.

	PAGE.		PAGE.
Admission, Requirements for.....	44	History.....	70
Aid Fund.....	106	Investing Committee.....	15
Alumni Association.....	100	Latin, School of.....	51
Anthomy.....	82	Law, School of.....	76
Anniversary, 1909.....	42, 43	Library.....	97
Applied Mathematics.....	60	Literary Societies.....	95
Astronomy.....	61	Location.....	13
Athletics.....	100	Logic.....	69
Bachelor of Arts, Degree of.....	87	Master of Arts, Degree of.....	90
Bachelor of Laws, Degree of.....	90	Mathematics, School of Pure.....	59
Bachelor of Science, Degree of.....	89	Matriculation.....	44
Bacteriology.....	85	Medals, Society.....	96
Bequest, Form of.....	107	Medicine, School of.....	79
Bible, School of.....	72	Ministers.....	103
Biology, School of.....	64	Modern Languages, School of.....	58
Board and Lodging.....	105	Moral Philosophy, School of.....	68
Botany.....	65	Museum.....	99
Buildings.....	6	Observatory.....	61
Calendar.....	3	Officers of the Faculty.....	19
Catalogue of Students.....	20	Pathology.....	85
Chemistry, School of.....	62	Pharmacology.....	84
Commencement, 1908.....	40	Philosophy, History of.....	69
Committees of Faculty.....	19	Physical Culture.....	86
Constitutional Government.....	70	Physics, School of.....	66
Contingent Deposit.....	104	Physiology.....	82
Degrees.....	87	Physiology, Elementary.....	66
Degrees Conferred, 1908.....	40	Political Economy.....	71
Discipline.....	94	Political Science, School of.....	69
Donations to Library.....	97	Psychology.....	68
Donations to Museum.....	99	Publications.....	101
Education, School of.....	74	Reading room.....	97
Endowment.....	8	Recapitulation by States and Schools.....	38
English, School of.....	54	Recitations.....	92
Ethics.....	69	Religious Exercises.....	101
Examinations.....	92	Reports.....	93
Executive Committee.....	15	Schedule of Recitations.....	108
Expenses.....	104	Schools Classified.....	50
Faculty.....	16	Scientific Society.....	99
Fees.....	104	Spanish.....	59
French.....	58	Surveying.....	61
Geology.....	66	Theses and Addresses.....	91
German.....	59	Trustees.....	14, 15
Greek, School of.....	53	Tuition.....	104
Gymnasium.....	7	Y. M. C. A.....	102
Histology.....	84	Zoology.....	65
History of College.....	4		



THE ARCH OF 1909. (Page 122.)

NEW SERIES

JULY, 1909

VOL. IV., No. 2

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OF
WAKE FOREST COLLEGE



MIDSUMMER NUMBER

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Why Should the Young Man of To-day Go to College ?

BY PROFESSOR J. B. CARLYLE.

There are probably a thousand young men in North Carolina to-day with the school preparation for college who would fall into one of the following named classes :

1. Listless, lazy, indifferent fellows with no serious purpose in life, whose only pursuit is pleasure and whose only enthusiasm is stirred in some new scheme to extract money from their indulgent parents. Some day these young men may awake to a proper conception of life's opportunities and obligations, but while in their present state no college needs them.

2. Eager, restless, impatient, money-loving fellows who feel that they can not afford to wait four years ; to whom the position of bookkeeper in bank or store with fifty dollars monthly salary is an offer too tempting to be resisted, to whom a successful business career seems the *summum bonum* in all life's interests. Some of these young men will learn later in life that the best way to amass wealth is not to seize the first position offered, but to be prepared through study for the best places. Some of them will repent and reverse their course, choosing the college with its larger rewards, but most of them will become worshipers of Mammon and makers of money.

3. Earnest, alert, industrious fellows who have caught glimpses of the larger vision ; in whom the call to the immediate business career with a living as the goal is met by the higher call for intellectual equipment with a complete life as the end ; who are undecided, confused by the fact that some men succeed without college training while others fail with

it; who hesitate to incur the debt or endure the toil involved in a college course. In the hope of reaching some of these men in the moment of decision this paper is written, for to them this is a time of crisis.

Young men should seek college training to-day because (1) it will help them to make a living. This statement may seem a little strange in view of the fact that many men of wealth are not college men, but a close study of the facts will show it to be true. Caution, courage, conservatism, the ability to measure a proposition in its more remote as well as in its immediate bearings—qualities which are prime essentials in business enterprises—are the ripened fruitage of college culture and, when coupled with a willingness to work and economize, always insure success. Other things being equal, the college man has the advantage in the race for a living. Especially in this true to-day, when in our complex business organism money-making is becoming a science requiring the balanced and intelligent exercise of all the mental faculties.

Again, young men should go to college because (2) it will give to them the power of leadership. A glance at the names of the men occupying positions of trust and honor in any State and Nation will show that ninety per cent of them have enjoyed college training. This means that a young man's chances for high political preferment are enhanced tenfold by his college course. The desire to impress on others one's will, influence, and personality is innate and well-nigh universal. This desire can be realized in its fullness only by the man whose personality is developed to the highest degree of efficiency. This development of personality is the first fruit of college culture.

Finally young men should go to college to-day because (3) it enriches the life. Cicero in his excellent treatise on Old Age declares that miserable indeed is the old man who

has not learned how to find the real sources of pleasure in himself. This statement was true in Cicero's day; it is doubly true now. The strain under which we labor and the stress in which we live tax the vital forces to the utmost, and exhaustion follows unless there is a constant reinforcement from within. Such reinforcement comes best from a well stored mind whose faculties, trained to high efficiency, respond to the reasonable behests of a balanced will. Young men of to-day should seek this symmetrical development of all life's faculties that they may be able to bear the burdens and perform the tasks and meet the strain of a restless, rushing age, "and having done all to stand" with vision clear and spirit calm, conscious of completeness and satisfaction in their own souls. Such training the true college gives.

To summarize, the young man should go to college to-day because it will give him the power to make a living with ease, to lead his fellows at will, and to enrich the real resources of his life.

Culture and Practical Efficiency

Baccalaureate Address, May 21, 1909

BY PRESIDENT WILLIAM LOUIS POTEAT.

Gentlemen of the Graduating Class:

By your grace and the authority of an inviolable tradition, I ask the privilege of the one word more.

In the lunette above the rostrum of the great hall in the College of the City of New York an American artist has painted a notable picture. Its title is "The Graduate." Behind the central glowing altar which illuminates all the scene sits "Wisdom" with a globe on her knees presenting the Western hemisphere. On either side of her pedestal extends a curved row of female figures which symbolize the great centers of learning, as Alexandria, Cordova, Bologna, Athens, Leyden, Heidelberg, and Oxford. In the foreground stands a capped and gowned incarnation of a radiant and victorious hope, with Alma Mater at his side bidding him forth to his career. Near at hand waits "Discipline" armed with sword and scourge to attend him wherever he may go. Students, aspirants, and representative immortals of all times are grouped about these central figures and watch the ceremonial with eager interest. Philosophy is there in the person of Democritus; law and the civic order, in Augustus Cæsar; science, in Galileo, Newton, Lavoisier, and Kelvin; the fine arts, in Beethoven and Michael Angelo; letters, in Petrarch and Shakespeare.

That great mural decoration is, of course, not in sight here to-day, but the scene and symbolism which it portrays are manifest palpably before us. The foreground of the picture is yours. You are starring in the center of the stage to-day as the protagonists of the action. Where you stand

each with his torch just lit at the altar of Wisdom, a little pale perhaps and trembling at the gates of your career because you have not gone this way hitherto, the atmosphere is sweet with the sympathetic tenderness of gathered friends, and luminous with unseen but felt presences out of the realms of light come to receive you into their fellowship and to hearten you for the long journey.

You do not need to be told that prophecy is already busy with your future, forecasting your diverging and various pathways. Possibly you have not discovered on the fringe of the encircling interest a calculating materialism shaking its head doubtfully, wishing you well indeed, but suspicious of your equipment,—questioning whether your training these years in higher mathematics and alien tongues, in the remote theorizing of sociology, biology, and philosophy, constitutes a genuine preparation for the practical tasks which you are now to take up. Cap and gown, which now distinguish you, will later incommode you, and must be laid by. Is your scholarship a superficial, detachable garment, fine to shine in, but poor to work in? Have these four years sealed your compact with Discipline? And that torch of yours—did you really light it at the altar of Wisdom?

It may be worth while to consider the question thus presented, the question of the relation of a college career to a life career, of culture to practical efficiency. For the business world even yet very commonly agrees with the old banker in "The Mill on the Floss," that young Tulliver's father went the wrong way to work in giving him an education for any manly business, looking after things and getting credit for what he did. When Tom had recited the list of his studies, including Euclid, Latin, Greek and Roman History, English poetry, Paley's *Horæ Paulinæ*, and Blair's Rhetoric, Uncle Deane, to whom he had applied for work, replied, "Well, you've had three years at these things,—

you must be pretty strong in 'em. Hadn't you better take up some line where they will come in handy?" Moreover, your own trepidation and embarrassment now as you pass to your work betray a sense of weakness, tinged at times with complaint of a traditional scheme of training which, you fear, trains for nothing.

Your own feeling is supported by current discussion, becoming daily more insistent, among men practically engaged in the work of education—discussion of the relatively slight connection which the college course makes with concrete opportunities in the life of the day. It is urged that the Bachelor of Arts degree as we know it to-day was formed some hundreds of years ago when the materials of education were extremely meager. Since that time the most radical revolution within the limits of the human record has occurred, a marked feature of which was the multiplication of human interests and activities. And yet so authoritative has been the early model, and so conservative the college faculty, little change of that model to adjust it more vitally to the new complexion and content of our life has been allowed, except the chaos of the elective system. A former headmaster of Eton said not long ago: "One sees arrive here every year a lot of brisk, healthy boys with fair intelligence, and quite disposed to work, and at the other end one sees depart a corresponding set of young gentlemen who know nothing and can do nothing, and are profoundly cynical about all intellectual things." The same critical attitude is not without representation outside educational circles in the realm of letters. Here is your frank and deeply instructed essayist, Mr. Frederic Harrison, sneering at the culture of the schools as a desirable quality in a critic of new books, indeed, but, in practical public life, as simply a turn for small fault-finding, indecision, and love of selfish ease.

To this disparaging attitude, I am afraid, the noble tradi-

tion of culture in which your Alma Mater stands touching hands with Brown and Harvard and Oxford in a line of light all the way back to Alexandria and Athens, must make large concessions. You must agree, for example, that a genuine culture is attainable outside college precincts and by other than academic pathways. Witness numerous cases like Burns and Lincoln, who had little or no opportunity for formal education, and the late Carroll D. Wright, who, although he never went to college, received many college degrees and died as the President of Clark University. And not a few men having the best of college opportunities, like Wordsworth and Browning and Darwin,

Did not love,
Judging not ill perhaps, the timid course
Of our scholastic studies,

and educated themselves outside and in spite of their prescribed courses, or after they were ended. By native aptitude they have erected laboratories in woodsheds, by good luck they have discovered the library. An English sociologist has written sarcastically that there is a never-failing percentage of undergraduates whom not even degrees and scholarships can keep from the sources of culture. On the other hand, many a man after the most elaborate education finds himself grossly uneducated. Will you forgive me if I quote a remark of Sidney Smith? "Cambridge," said he, "is the wisest place in the world, for the freshmen come up bearing stacks of wisdom, and the seniors never carry any away."

Again, must not the warmest friend of culture make a further concession, a psychological concession? A narrow faith, says Amiel, has more energy than an enlightened faith; the world belongs to will much more than to wisdom. In delivering us from error does not culture tend to paralyze life? For example, "Joan of Arc was not stuck at the cross-

roads either by rejecting all the paths like Tolstoi, or by accepting them all like Neitzsche. She chose a path and went down it like a thunderbolt." Too much knowledge is not good for the orator. The man of science may halt in doubt, or decline to form any opinion, because he knows so many possibilities of error. A heightened and refined sensitiveness, a perception of the intricate complexities of life, may lead to hesitation and inaction in the conduct of life. Know-all is the father of Do-nothing.

But when all reasonable concessions are made, and all possible derogations are allowed, when all is said, it remains incontrovertible that college training does develop a sort of power which is, as a rule, peculiar to itself. It does create the presumption of positive achievement. It is a genuine equipment. The one per cent of American men who are liberally educated hold forty per cent of the positions of trust and distinction. Men of affairs are perceiving that the college-bred man, with his knowledge of principles and his store of ideas, quickly commands the technique of an unfamiliar business, and, that once mastered, outclasses his untrained competitor in practical efficiency. Great economic enterprises are demanding more and more a liberal culture as a foundation for special training, in the case of the men they employ, and the college graduates are responding by going directly into business in increasing numbers. For example, of the last Princeton class, fifty-six entered business, twenty-two engineering, as against fifty-one in law, and ten in the ministry. A college man who fell to drink has lately declared that two per cent of the 'bowery bums' who wait their turn in the New York bread line are college men, but it was not their culture that brought them down, but rather the absence of one of its elements. For strength of character is as truly a part of it as strength of intellect.

But to get and hold lucrative jobs can not be counted the best test of the efficiency of the genuinely cultivated man. Any man's influence and activities lie in large measure outside his vocation. His chief value and happiness originate, not in his professional, but in his human relations of father, brother, neighbor, citizen, teacher or guide. It is precisely in this section of life that culture finds its perfect work. As it is itself 'the harmonious expansion of all the powers which make the beauty and worth of human nature,' culture touches with blessing every human relation, inherits and carries forward the human tradition in the fullness of its riches, in civic institutions, in art and letters, in science and religion. This sort of culture is as far as possible from the foolish pedantry and the weak fastidiousness so often identified with it. It embraces what biology would call health, what psychology would call sanity, what ethics would call sympathy, and what religion would call holiness. It is the sum of the elements of the higher life, and nothing else is to be compared with it for building up a complete human life, for beauty, for service, and for efficiency.

Your Alma Mater bids you forth to your career, charging you never to surrender your college idealism; charging you to preserve at all hazards the supremacy of life over living, of soul over sense. You are more than your acquisitions, and your pressing problem will always be how with the soul it fares. For—

Still will the soul from its lone fastness high
Upon our life a ruling effluence send;
And when it fails, fight as we will, we die,
And while it lasts, we can not wholly end.

The Arch of 1909

Prof. J. B. Carlyle suggested in 1904 the erection of an arch at the Station entrance of the College Campus by the members of a senior class. It was reserved for the Class of 1909 to carry out the suggestion. Soon after its formal organization it appointed a committee, consisting of Messrs. O. W. Henderson, J. D. Carroll, and R. H. Pope, to execute its purpose. The committee accepted the plans of W. A. Cooper and Brother, of Raleigh, N. C. The Arch was set up in the month of April. The presentation exercises occurred in Memorial Hall, on Friday, May 21st, at four in the afternoon, the weather being unfavorable for having them at the Arch as had been planned. They consisted of the speech of presentation by the president of the class, Mr. J. M. Adams, of Raleigh, and the speech of acceptance by the president of the College. These addresses follow:

President Adams's Presentation Address

Mr. President, Ladies and Gentlemen:

To-day marks the completion of our college careers. For a little season we have knelt at the shrine of an illustrious Alma Mater—renowned more for her simplicity than for her gorgeousness; honored both for the standard which she sets as her ideal for civic righteousness, and the fond expectation that her sons will comply with it; cherished alike for her matchless past, and glorious future; loved as the mother of our better selves, and guardian of our untried years.

To-day we have received the certificates for which we have so ardently labored—certificates giving us entrance into the larger world of activity and usefulness, and suggesting the hope that our future years may be replete with joy and pleasures derived from service to humanity, and that each endeavor which we shall put forth may result in the fullest success. With the implied good will of our Alma Mater—though it need not be inferred since we are confident that we are the proud possessors of such noble sentiments—we

take our farewell and begin the battle for the diploma of accomplished plans and purposes realized.

In thus leaving the scenes of our college days, we of course do so reluctantly and perhaps unwillingly, not through fear of the unknown, but rather because of regret that we can not again be actors in the repetition of the experiences that are known. Yet through all the coming days our hearts will revert to these dear old shades, each time with a greater desire to revisit them.

But, Mr. President, before leaving, we crave the privilege of presenting to you, as the representative of the College, a token of our love for the dear old mother who has nourished us for the past few years from her more matured and overflowing fountain of learning.

Our gift has been called by some a Memorial Arch, but for what reason we do not know. In contemplation of the proud record of Wake Forest during recent months, we prefer to call it a Triumphal Arch. It marks the beginning of a better and larger future—a future filled with pleasant surprises to all the eminent brotherhood of Wake Forest men. In view of the laurels so justly deserved and won by our representatives this year, both in literary and athletic realms, we are convinced that the arch should be described as a triumphal one.

The spirit that has prompted the construction and presentation of this arch has naturally been one of purest love. The loyalty to State and Nation, and the fountains of patriotism which we may always observe in the lives of our people, are not so difficult of explanation; but who can fittingly account for the devotion which we yield to our Alma Mater! It is impossible for us to make known the depths of our love and devotion, and the extent of our loyalty to Wake Forest. This sentiment which is now expressed in words only, we hope to make manifest in deeds during the coming days. We may never attain to the plane of our highest aspirations—these aspirations to extend the horizon of our Alma Mater's influence—but there yet remains the possibility and intention to exert our best efforts; and such endeavors made with that ardent desire may certainly not fail altogether, though the accomplishment be not as great as we had anticipated.

When this arch, Mr. President, is measured by our ability to erect it without any deficit at all in the expense attached to it, the gift becomes exceedingly large. But when measured by that degree of labor, loyalty and devotion which prompts erection and presentation, it becomes infinitely small! Attribute this gift not to the possibility

of our means, but rather to the desires of our hearts. To you we present it, in the fond hope that it may forever stand as a monument to the unselfish love which not only characterizes this class towards its Alma Mater, but all Wake Forest's sons.

And now, my fellow-classmates, it is not necessary that I commend you for your efforts and endeavors; they have all been successful and deserving of the greatest praise. The monuments of your advancement are all about you, and will always remain as those established through purest motives and highest allegiance to your college. I only trust that the things which you have so well accomplished while in this school may be an earnest of the yet larger and more lasting benefits which you, by your perseverance and persistence, will confer upon your Alma Mater and humanity in the days that are to be.

Thus, while standing on the threshold of the larger world, with the memory of days now gone still fresh and vigorous, we say adieu! The feelings of our hearts could not be expressed better than in the words of our class poet:

But Alma Mater, now farewell!
We may no longer stay;
The tide of life begins to swell,
And we are borne away.
But, comrades, ere we sadly part,
Yet smiling through our tears,
Say, "Here's my hand and here's my heart,
All thine through all the years."

President Poteat's Acceptance Address

President Adams, and Gentlemen of the Class of 1909:

On behalf of your Alma Mater, I accept with unalloyed pleasure your gift of this handsome granite arch. It is a fitting and worthy testimonial of your loyalty and love.

In classic times at Rome such arches were raised on the Via Sacra leading to the temple of Jupiter Optimus Maximus; in Christian times, on the roads which converged towards Saint Peter's. They celebrated the personal exploits of Roman leaders and the victories of Roman arms. Not infrequently the results of these exploits were transient, and the victories needed to be won again. A triumphal arch, for example, was erected to three of the later emperors, "because," so the legend runs, "they had wiped from the face of the

earth the nation of the Goths." And yet before five years had passed by these annihilated barbarians stormed and sacked the city.

I prefer to think of this arch in association with the Propylæa, that noble structure of Pentelic marble at the head of the stairway which led up to the sanctities and the glories of the Athenian Acropolis. It was the fore gate and only entrance to the terrace on which stood, dominating a forest of statues, the Phidian Athena, the Temple of Victory, the Erechtheum, and the Parthenon. It celebrated no triumph but the triumph of beauty. Its purpose was not defence, but decoration; not exclusion, but welcome; and its marbled magnificence was the record, not of vanity in personal achievements, but of devotion to the honor and worthiness of the Mother City.

In this generous and enlightened action you have set a standard and a precedent which those who follow you in the succession of the belted knights of scholarship will, I trust, regard as authoritative. This arch is your perpetual challenge of the supremacy of utilitarian and material interests. It is your assertion in stone of the place of art in education. Yours is the distinction of inaugurating to-day the process of lighting up Wake Forest's sober strength with the grace of ornament; and whatever of beauty your successors may add to these lovely precincts in gateways, or pavilions, or fountains, will but perpetuate the memory and enhance the credit of the Class of 1909, who initiated and standardized this happy development.

I congratulate you, gentlemen, and I thank you with all my heart.

Faculty Personals

Dr. Charles E. Taylor has spent the month of June in New York City.

Dr. Benjamin Sledd will visit the Summer School of the University of Virginia and spend July and August at his old home in Bedford County, Virginia.

Instructor J. D. Ives, of the Department of Biology, is visiting during the vacation Harvard and Columbia Universities, and will spend a short time at the Marion Biological Laboratory at Wood's Holl, Mass.

Prof. J. Henry Highsmith, of the Department of Education, is engaged to conduct the following County Institutes: Chowan, July 12-23; Bertie, July 26-August 6; Hertford, August 16-27. He represented the College at the late Teachers' Assembly, reading a paper on "Directions and Suggestions for Child Study." He made the commencement address at the following institutions: Bunn High School, Pierce High School, Bethel Graded School, Reidsville Seminary, and Windsor Graded School.

President Poteat has made public addresses as follows: At Durham before the Young Men's Christian Association, March 14; at Kenansville, April 4; at Durham before the Baptist Young People's Union, March 21; at Central Academy, Littleton, March 26; at High Point, May 2; at Jamestown High School, May 3; at Washington, May 7; at Winterville High School, May 14; at High Point, June 4 and 6; at Winston, June 13. He attended the meeting of the Conference for Education in the South at Atlanta, April 14-16. His address before the North Carolina Peace Congress in Greensboro was reprinted from the BULLETIN in *Army and Navy* for March.

The following appointments for the session of 1909-1910 have been made by the Trustees on recommendation of the Faculty:

J. W. Nowell, Instructor in Chemistry.

F. T. Holden, Instructor in English.

R. L. McMillan, Instructor in English.

P. P. Green, Assistant in Physics.

A. B. Ray, Assistant in Latin.

W. B. Hampton, A.B., Assistant in History.

Dr. Willis R. Cullom gave five lectures on "God's Progressive Revelation of Himself" before the Baptist Assembly of Virginia at Buckroe Beach, Va., June 21-28. He supplies in Philadelphia, July 11. Dr. Cullom has lately declined an invitation to the presidency of a college in Texas.

Prof. J. L. Lake, of the Department of Physics, is spending his vacation at his old home in Northern Virginia.

At the annual meeting of the North Carolina Academy of Science at Greensboro, May . . ., Prof. John F. Lanneau, of the Department of Astronomy, read a paper on Halley's Comet, with elaborate illustrative drawings.

Mr. E. P. Ellington, College Librarian, spent two weeks in Washington, D. C., in the month of June. He was accompanied by Mrs. Ellington.

The Trustees at their annual meeting engaged Director J. Richard Crozier, of the Department of Physical Culture, for all his time at an increased salary. He has been manager and captain of the Raleigh baseball team the present summer.

Associate Professor E. W. Timberlake, at the recent meeting of the Trustees, was appointed full Professor of Law. He has been appointed by the Grand Lodge of Masons of North Carolina as District Deputy Grand Master for the Eleventh Masonic District.

Prof. Charles E. Brewer, of the Department of Chemistry, is attending the meeting of the National Council of the Junior Order of United American Mechanics at Detroit, as the representative of North Carolina.

Dr. W. B. Royall, of the Department of Greek, is spending a portion of his vacation in Atlantic City, in New York, and other Northern places of interest.

Dr. Edgar E. Stewart, of the Department of Medicine, received from the North Carolina State Medical Board at Asheville, license to practice medicine, under the reciprocity agreement with the State Board of New York.

Mr. Elliot B. Earnshaw, Secretary of the Faculty, is spending a month of the vacation in an extended trip to the Pacific coast, returning by way of the Yellowstone National Park.

At the recent meeting of the Trustees, Dr. Watson S. Rankin tendered his resignation as Professor of Bacteriology and Pathology, to accept the position of Secretary of the North Carolina State Board of Health. In the fall of 1903 Dr. Rankin began his work in the College. Since 1905 he has been Dean of the School of Medicine. He has been Superintendent of the College Hospital this year. Apart from his classroom duties his service has been notable. The official recognition of this school as of the first rank in its methods, equipment, and standard is largely due to his enthusiasm and professional intelligence. His loss from the Faculty is a matter of the deepest regret. His successor will be appointed at a special meeting of the Board of Trustees in July. Dr. Rankin was made a member of the Board of Trustees of the College at their late session.

Among the Alumni

David A. Covington, M.A., died at the University of Chicago February 15, 1909. Since 1904 he had been a member of the graduate department of the University, with Greek as his special field of work. Since 1907 he had been instructor in Greek, and Professor Paschal says, on good authority, "His appointment on the regular teaching staff of the University had already been determined upon." In the memorial brochure, issued under the loving care of Dr. Paschal, Prof. Paul Shorey, head of the Greek Department of the University of Chicago, pays a beautiful tribute to Mr. Covington as man and as student: "From the first day of his coming to us, we all recognized in him the old poet's ideal of the scholar who would gladly learn and gladly teach. * * * In his specialties of the Greek language he had already laid broad and deep the foundations of a competence which in a few years would have won him recognition in the world of scholars."

Dr. Irving Hardesty, of the class of 1892, has lately been appointed Professor of Anatomy in Tulane University. At the time of his appointment he was Associate Professor of Anatomy in the University of California, whither he had gone from the University of Chicago. Dr. Hardesty is the author of a number of important works, among them are his "Neurological Technique," 1902, the revision of Morris's Human Anatomy, and "A Laboratory Guide for Histology," 1908.

Mr. Claude W. Wilson, of the class of 1893, for a number of years the successful superintendent of the graded school of Scotland Neck, N. C., has been elected to the faculty of the Eastern Training School at Greenville, N. C.

He will be business manager and will have some work in the Department of Pedagogy.

Prof. Thomas H. Briggs, who for some years has been head of the English Department of the Eastern Normal College, Charleston, Illinois, has recently published two books on the teaching of reading, which have been highly commended by the press and also adopted by the State Board of Illinois.

Dr. Joseph Q. Adams was, at a recent meeting of the Trustees, chosen Professor of English in Cornell University, in which he has been instructor for several years. Dr. Adams succeeds to a position which has been filled by such scholars as James Morgan Hart and Hiram Corson.

W. D. Little, B.A., 1908, has been elected Professor of English in Oklahoma Normal College. Professor Little will spend the summer in special study of English at Harvard.

Hubert McNeill Poteat, M.A., 1908, has again been appointed to the Drisler Fellowship in Classical Philology in Columbia University, New York.

Maj. James H. Foote, one of the oldest of our alumni, died in Wilkes County, N. C., on the 27th of February, 1909. Major Foote entered Wake Forest in 1849, taking his degree in 1852. In the same year he was made tutor in the college, and later in 1859 became Professor of Ancient Languages, which position he filled until 1866.

During the War between the States Major Foote served valiantly the Southern cause, resigning his position in the college to lead one hundred of his students on the field of battle. Near the close of the war Major Foote rendered a signal service to the college in preventing its buildings from being burned by the Union soldiers on the occasion of Sher-

man's march through North Carolina. In company with Professor Simmons he walked seventeen miles to Raleigh, displaying a white handkerchief as a flag of truce, and obtained a guard of soldiers to protect the library and the building.

A short while before his death Major Foote had the misfortune to have his home burned, at the same time losing his library, one of the most valuable collections of books in the State.

Record

On March 30, a check for \$4,577.62 was received from G. F. Peabody, Treasurer of the General Education Board, that amount being the Board's *pro rata* contribution on its pledge to the Endowment Fund.

On March 25 Secretary J. D. Greene, of Harvard, lectured in Memorial Hall on "Some Aspects of Freedom in College Life."

On March 29 Prof. R. W. Moore, of Colgate University, addressed the Y. M. C. A. on the work of the International Committee.

Since the resignation of the College Chaplain, the following gentlemen have supplied the pulpit of Wake Forest Church: Rev. Livingston Johnson, Rev. H. C. Moore, Rev. J. S. Farmer, Dr. W. R. Cullom, Dr. R. T. Vann, Rev. T. B. Hill, Rev. E. E. White, Rev. O. W. Henderson, Dr. B. W. Spilman, Dr. H. W. Battle, Rev. J. R. Edwards, Rev. Thomas Elgar, of New York City, Rev. J. B. Willis, Rev. J. E. Lanier, Dr. S. J. Porter, of Richmond, Mr. Archibald Johnson, Dr. W. B. Royall, Dr. E. W. Sikes, Prof. J. F. Lanneau, and Prof. N. Y. Gulley.

The session of the Summer Law School opened June 7th, Professors Gulley and Timberlake conducting it. At present writing twenty-eight students are enrolled with prospect of others entering. The work will continue until the Supreme Court examination on the last Monday in August.

Of the class graduated May 21st eight received the Degree of Master of Arts, forty-eight received the Degree of Bachelor of Arts, five the Degree of Bachelor of Science, and twelve the Degree of Bachelor of Law. The total number of degrees conferred was, accordingly, seventy-three; the

number of men receiving them, seventy. This class is the largest by fifteen men in all the history of the Institution. The class further signalized itself by the gift of a six hundred dollar arch to the College, erected at the station entrance of the campus. See Frontispiece.

At the annual meeting of the track teams of North Carolina colleges, held in Greensboro April 19th, the representatives of Wake Forest won the cup offered by the Greensboro Chamber of Commerce. Wake Forest made a total score of 35 points, winning three firsts and four seconds. The competitors were: Guilford (27), University of North Carolina (25), Davidson (14), and Agricultural and Mechanical (11).

The Spring Senior Speaking was had the evening of April 3d. The list of the speakers with their subjects follows: R. E. Walker, "The Literary Prospects of the South"; W. B. Hampton, "The Blending of the Sections"; Charles T. Bell, "A Plea for a Higher Code of Ethics in Business and Politics"; R. L. McMillan, "Should the South Stand Solid?"; J. J. Hayes, "The Daily Demand for Washingtonian Conservatism."

A series of three debates has been arranged with Davidson College, to be held on Easter Monday in Greensboro. In the first debate of the series, held last Easter Monday night, Wake Forest won. The query was: "*Resolved*, That the United States should adopt the policy of subsidizing her merchant marine." Our representatives were: W. H. Hips, of the class of 1909, and F. T. Collins, of the class of 1910. Wake Forest supported the negative, and received the unanimous verdict of the judges, President L. L. Hobbs, of Guilford, President E. L. Moffitt, of Elon, and Judge Strudwick, of Greensboro.

Commencement, 1909

Commencement opened Wednesday evening, May 19, with the Baccalaureate sermon by Dr. J. W. Lynch, of Durham, who preached on the text, Ex. 3:3.

The annual Literary Address was made Thursday morning by President John C. Kilgo, of Trinity College, in place of Dr. C. F. Aked, of New York, who was unable to meet his engagement on account of illness.

The medals awarded by the Philomathesian Society were presented by President Hobgood, of Oxford Seminary:

Senior Orator's Medal, to O. W. Henderson.

Junior Orator's Medal, to J. L. Jenkins.

Sophomore Orator's Medal, to H. P. Whitehurst.

Freshman Improvement Medal, to C. R. Sharpe.

The Euzelian Society medals were presented by Mr. J. W. Bailey:

Thomas Dixon Senior Orator's Medal, to W. H. Higgs.

Junior Orator's Medal, to A. R. Williams.

Sophomore Orator's Medal, to J. C. Smith.

Freshman Improvement Medal, to L. Haynes.

Medals open to the general student body were presented by President Poteat:

The Thomas Dixon Essay Medal, to R. L. McMillan.

The *Wake Forest Student* Essay Medal, to C. A. Murchison.

The *Wake Forest Student* Fiction Medal, to G. W. Johnson.

At half-past three o'clock, Class Day exercises were held in Memorial Hall.

President: J. M. Adams.

Orator: J. E. Lanier.

Prophet: E. E. White.

Poet: R. E. Walker.

Historian: A. D. Morgan.

Executor: J. H. Beach.

Dr. Oscar Haywood, of Collegiate Baptist Church, New York City, delivered the annual address before the Alumni Association on Thursday evening at 8 o'clock, his subject being "The Heroism of Obscurity."

After Dr. Haywood's address, the Association, adjourning to the Gymnasium, was called to order by President G. E. Lineberry for the transaction of business. The following officers for the coming year were elected:

Attorney-General T. W. Bickett, President; Rev. George T. Watkins, of Goldsboro, Vice-President; E. W. Timberlake, Jr., of Wake Forest, Secretary and Treasurer; Orator for 1910, John A. Oates, of Fayetteville, with Rev. C. J. Thompson, of Atlanta, as alternate.

The following committee was appointed to confer with the Board of Trustees concerning the organization of the different Alumni Associations in the State: J. W. Bailey, Prof. J. B. Carlyle, G. E. Lineberry, E. L. Middleton and Dr. G. W. Paschal. To become an active member of this Association one must pay \$1 per year, and to become a contributing member one must pay \$10 per year. The money thus raised is to be used as the Association sees fit.

After the transaction of business, a social gathering was held, with refreshments served under the direction of Professors Timberlake and Sikes, assisted by Mrs. Vann.

The graduating exercises of the College were held at 11 a. m., Friday, May 21. After the invocation by Dr. Oscar Haywood, orations were delivered by members of the Graduating Class as follows:

W. B. Hampton, Surry County, N. C.—"The Blending of the Sections."

J. J. Hayes, Wilkes County, N. C.—"The Demand of Washingtonian Conservatism."

O. W. Henderson, Baltimore, Md.—"The Majesty of Law."

W. H. Hipps, Madison County, N. C.—"The Return of the Scepter."

E. E. White, Cherokee County, N. C.—"The Last of the Tribunes."

J. S. Martin, Yadkin County, N. C.—"The New North."

The A. D. Ward medal for the best oration was awarded to Mr. J. S. Martin. The judges were Dr. Oscar Haywood, of New York, Dr. W. C. Tyree, of Raleigh, and Judge H. W. Baldwin, of Georgia.

The following degrees were conferred by the President:

Master of Arts.—R. G. Anders, F. F. Brown, R. H. Ferrell, A. T. Howard, H. A. Jones, B. P. Marshbanks, C. M. Phifer, W. H. Tyler.

Bachelor of Arts.—J. M. Adams, A. J. Allen, H. W. Baldwin, Jr., H. W. Baucom, J. H. Beach, C. T. Bell, F. T. Bennett, A. M. Bynum, N. T. Cable, J. D. Carroll, P. B. Coggin, L. E. Dailey, H. C. Dockery, Jr., A. H. Flowers, Ray Funderburk, A. R. Gallimore, L. Gardner, P. W. Gay, W. B. Hampton, O. W. Henderson, E. S. Hendren, H. B. Hines, W. H. Hipps, W. T. Hurst, C. J. Jackson, G. H. Joyner, J. E. Knott, H. L. Koontz, J. E. Lanier, O. W. McManus, R. L. McMillan, Santford Martin, N. A. Melton, C. A. Murchison, T. H. Olive, E. D. Poe, R. H. Pope, J. M. Prevetie, Walter Saunders, T. Y. Seymour, T. C. Singleton, L. L. Tilley, R. E. Walker, N. R. Webb, E. E. White, T. C. White, G. L. Williamson, J. B. Willis.

Bachelor of Science.—B. S. Bazemore, H. B. Ivey, F. W. Kurfees, A. D. Morgan, C. M. Phifer.

Bachelor of Laws.—H. C. Benton, E. B. Clark, T. M. Daniel, L. C. Hardy, J. J. Hayes, T. Hendrix, H. A. Jones, J. R. Jones, B. P. Marshbanks, B. F. Williams, T. G. Wood, Edd. Wrenn.

Members of the Graduating Class submitted theses as follows:

Adams, J. M., Wake: "Socrates of Xenophon."

Allen, A. J., Marlboro, S. C.: "Brownsville Baptist Church."

Anders, R. G., Henderson: "The Freedom of the Press."

Baldwin, H. W., Jr., Morgan, Ga.: Editor of *Student*.

Baucom, H. W., Wake: "Development and Destiny."

Bazemore, B. S., Bertie: "The Protein Molecule."

Beach, J. H., Caldwell: "The Educational Salvation of North Carolina."

Bell, C. T., Carteret: "A Plea for a Higher Code of Ethics in Business and Political Life."

Bennett, F. T., Sampson:

Benton, H. C., Mecklenburg: "Great Constitutional Decisions."

Brown, F. F., Buncombe:

Bynum, A. M., Richmond, Va.: "William McKinley."

Cable, N. T., Johnston: "Heredity as a Factor in Education."

Carroll, J. D., Darlington, S. C.: "The Loves of the Poets."

Clark, E. B., Halifax: "The Development of the Law of Common Carriers."

Coggin, P. B., Stanly: "The Benefits Derived from Further Investment of Outside Capital in Southern States."

Dailey, L. E., Camden: "Some Thoughts on Trusts."

Daniel, T. M., Marion, S. C.: "John C. Calhoun."

Dockery, H. C., Richmond: "Fictitious Dealings in Farm Products."

Ferrell, R. H., Wake: "Theories of Suffrage in the United States."

Flowers, A. H., Robeson: "Effects of Fashion on the Physique."

Funderburk, Ray, Union: "Fugitive Slaves."

Gallimore, A. R., Davidson: "Growth of the National Idea in American Literature."

Gardner, L., Darlington, S. C.: "John Calhoun as Vice-President."

Gay, P. W., Northampton: "The Hudson Bay Company."

Hampton, W. B., Surry: "Institutions that Educate."

Hardy, L. C., Tucson, Arizona: "Theories of the Constitution."

Hayes, J. J., Wilkes: "The Daily Demand for Washingtonian Conservatism."

Henderson, O. W., Baltimore, Md.: Anniversary Debate.

Hendren, E. S., Wilkes: "Cicero's Philosophy of Life."

Hendrix, T., Bertie: "Daniel Boone in North Carolina."

Hines, H. B., Hertford: "The Roman Province of Galatia."

Hipps, W. H., Madison: Anniversary Oration.

Howard, A. T., Sampson: "Witchcraft in America."

Hurst, W. T., Chatham: "The Ultimate Aims of Teaching."

Ivey, H. B., Wayne: "The Study of Anatomy in North Carolina."

Jackson, C. J., Pitt: "Dr. Charles James O'Hagan."

Jones, H. A., Wake: "Socialism Not the Remedy."

Jones, J. R., Stokes: Anniversary Debate.

Joyner, G. H., Hertford: "The Tariff and the Trusts."

Knott, J. E., Granville: "English and American Criticisms of Hawthorne."

Koontz, H. L., Davidson: "Farmers' Organizations."

Kurfees, F. W., Iredell: "Medical Missions."

Lanier, J. E., Harnett: "Growth of Socialism in America."

- McManus, O. W., Chatham: "What is Education?"
- McMillan, R. L., Scotland: "Should the South Stand Solid?"
- Marshbanks, B. P., Buncombe: "Some Reasons Why the South Should Seek the Investment of Outside Capital."
- Martin, S., Yadkin: Anniversary Debate.
- Melton, N. A., Surry: "The Greek Idea of the Future Life."
- Morgan, A. D., Wake: "Why We Should Enforce Sanitary Laws."
- Murchison, C. A., Early, Ga.: "An Individual Literature."
- Olive, T. H., Wake: "English Puritans."
- Phifer, C. M., Iredell: "The Abolition Movement from 1830 to 1840."
- Poe, E. D., Wake: "Our Moral Awakening."
- Pope, R. H., Erie, Pa.: "The Strategy of Stonewall Jackson."
- Prevette, J. M., Wilkes: "The Young Man of To-day and His Opportunities."
- Saunders, W. C., Union: "The Negro Farmer."
- Seymour, T. Y., Chatham: "The Babylonian Captivity."
- Singleton, T. C., Wake: "Franklin in the Light of Recent Investigations."
- Tilley, L. L., Durham: "Liberty a Basis for National Greatness."
- Tyler, W. H., Chatham:
- Walker, R. E., Rowan: "The Literary Prospects of the South."
- Webb, N. R., Carteret: Editor of *Student*.
- White, E. E., Cherokee: "Constitutional Centralization."
- White, T. C., Cherokee: "Rousseau and Education According to Nature."
- Williams, B. F., Polk: "Polk County."
- Williams, G. L., Florence, S. C.: "Cicero—Man, Orator, Statesman, Author."
- Willis, J. B., Marlboro, S. C.: "Southern Heroes."
- Wood, T. G., Jr., Richmond: "Arguments Against the Adoption of the United States Constitution Made in the North Carolina Convention of 1788."
- Wrenn, Edd, Surry: "The Invisible Empire."

The session closed formally with President Poteat's Baccalaureate address, which is printed elsewhere in this BULLETIN.

Extracts from the Annual Report of President Poteat to the Trustees

ATHLETICS.—Your action in allowing intercollegiate football was warmly appreciated by the student body. It will probably require several years to train a winning team. An incidental advantage has been referred to above in the practical suppression of hazing in the College. The cost of the game is a heavy tax upon the resources of the Athletic Association, and it remains to be seen whether the problem of financing it can be solved. The Faculty are resolved to reduce as far as possible the evil of professionalism in the sports of the students. The current catalogue shows distinct advance in this direction in the regulations controlling membership in any athletic team. Another year may show still further advance. It is hoped to build up the sentiment in favor of genuinely amateur sports to such a point that the Faculty will be justified in leaving with the students questions of eligibility and management, while it restricts its own action to the maintenance of its standards of scholarship.

THE STUDENTS.—The number of students enrolled is gratifying. The unfavorable financial situation which prevailed so generally in our State last year, considered with the stricter interpretation of the entrance requirements, might have explained a reduction of matriculations. But the roll shows an excess over that of last session of sixteen. The first year men number 181, as against 147 last session. The ministerial students number 73. The representation of States in the student body is as follows: North Carolina, 341; South Carolina, 25; Virginia, 6; Florida, 5; Georgia, 3; Arizona, 2; Pennsylvania, 1; Tennessee, 1; Maryland, 1; West Virginia, 1; Japan, 1.

It is pleasant to report few cases of serious discipline except such as are connected with hazing. The bearing of the general student body, their loyalty and faithfulness, have been well-nigh all that could be desired. And as to hazing, it is to be observed that the number of cases of that practice does not represent the feeling of the student body, who have from the first of the session been united against it as I have never known them to be before. * * * On Monday morning, September 12, the student body met in mass meeting and appointed with enthusiasm and absolute unanimity a Senate of nine men to represent them in the suppression of hazing. * * * They recognized their obligation in honor to the Board of Trustees to suppress hazing as the accepted condition for the permission by the Board to play intercollegiate football. * * * Later in the session a few other cases of hazing occurred, but the participants were recognized and dismissed from College by the prompt action of the student Senate.

THE COLLEGE CHAPLAIN.—After ten years of faithful service in varied capacities and of the highest quality, Dr. James W. Lynch severed his connection with the Wake Forest Church and virtually resigned as College Chaplain, February 7, 1909. In the fear of the loss of Dr. Lynch in the month of June preceding the Executive Committee of the Trustees voted an increase of his salary by \$200, passing at the same time resolutions of appreciation of his important service to the College. What was averted then fell upon us later. It is a matter of congratulation to the College that we do not lose him entirely from its service. It is understood that the pastor who may be elected by the church will be the College Chaplain. The prospect is that a pastor will be elected before the opening of the coming session.

THE NEW ENDOWMENT FUND.—Mr. Earnshaw, the Bur-sar, with the assistance of Professor Carlyle, continues to collect the subscriptions on the \$150,000 Endowment Fund. On the 20th of March, 1909, the Treasurer and the President of the College made certificate to the General Education Board that, since the last report of February 13, 1908, there had been collected on this fund \$13,732.85. On April 1st the check of the Treasurer of the General Education Board for \$4,577.62 was received, that amount being the Board's *pro rata* contribution on its pledge to the Endowment Fund. These amounts taken with the corresponding receipts, March 4th of the previous year, aggregate \$40,142.91, total amount of collections from all sources on the New Endowment Fund. It is to be remembered that the bulk of the subscriptions fall due in 1910, the last year for the payment of subscriptions on this fund.

SCHOLARSHIPS.—The Board of Trustees have established scholarships in the following schools:

ACADEMIES.

- | | |
|--------------------------------|--------------------------------|
| *Atlantic Baptist Institute. | *Mars Hill College. |
| Bellevue Institute. | Murphy Academy. |
| Bowman Academy. | Orange Grove Academy. |
| Buie's Creek Academy. | Pee Dee Institute. |
| *Cary High School. | Piedmont High School. |
| *Dell School. | Round Hill Academy. |
| Fruitland Institute. | Salemburg Academy. |
| *Haywood Institute. | Sandy Creek Baptist Institute. |
| Laurel Springs Academy. | South Fork Baptist Institute. |
| *Leaksville-Spray Institute. | Sylva Collegiate Institute. |
| Lenoir Academy and Commercial | *Wingate School. |
| Institute. | *Winterville High School. |
| *Liberty Associational School. | Yancey Collegiate Institute. |
| Macon County Baptist High | |
| School. | |

* Scholarship in use.

GRADED SCHOOLS.

*Asheville.	†Lumberton.
*Charlotte.	*Oxford.
*Durham.	Raleigh.
†Gastonia.	Rocky Mount.
*Goldsboro.	Wadesboro.
Greensboro.	*Wilmington.
Hertford.	*Winston.
Kinston.	

The total number of these scholarships is 41. The number represented in the student body this session, as indicated in the list, is 16. The number of students to whom vacant scholarships have been awarded in the discretion of the President is 23.

In accordance with your action, the Faculty adopted the following CONDITIONS upon which appointment to one of these scholarships is made: The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above.

*Scholarship in use. † Added at Commencement, 1909.

REPORT OF THE DEAN OF THE LAW SCHOOL.

DR. W. L. POTEAT, *President of Wake Forest College.*

DEAR SIR:—At the close of the session of 1908-9, it is a pleasure to report that the Law Department has had a good year.

The total enrollment is 128, being the largest in the history of the school. Of these 30 were in attendance upon the Summer School. In the present Senior class there are 14 applicants for the degree of Bachelor of Laws.

At the August examination we had 21 applicants for license, and three failed; at the February examination, we had 15 applicants and two failed. These failures were probably due as much to want of ability to write and spell as to anything else. I mention this by way of explanation, not apology, for we have done as well before the Court as any others represented there.

* * * *

Respectfully,

N. Y. GULLEY, *Dean.*

REPORT OF THE DEAN OF THE MEDICAL SCHOOL.

To the President of Wake Forest College.

SIR:—I beg to submit herewith my report of the Medical School for the session of 1908-09.

Reference to the report of the Council on Medical Education of the Association of American Medical Colleges contained in the Journal of the American Medical Association for August 15, 1908, will show that the Wake Forest College School of Medicine is in a class with only eleven other medical schools in its stringent entrance requirements. In both the Association of American Medical Schools and the New York List of Accredited Medical Schools, we have the highest official standing.

Notwithstanding the fact that our higher entrance requirements were enforced during the last session, there was the usual increase in number of students over the previous year, as indicated below :

	1907-08.	1908-09.
In medical classes.....	24	30
In prescribed work for medicine.....	20	22
	—	—
Total.....	44	52

* * * *

WATSON S. RANKIN, M.D., *Dean.*

May 10, 1909.

Announcements

The current catalogue number of THE BULLETIN announces a fee of \$2 a term for each hour of work beyond eighteen hours a week. It is understood that this announcement does not apply to students who matriculated under an earlier issue of the catalogue.

The fall term of the session of 1909-10 will begin on the seventh day of September. That day is set apart for the purpose of matriculation. Students who for any reason ask to be matriculated on any subsequent day of the fall term will be charged an extra fee of two dollars. The matriculation fees, which with the contingent deposit of \$2 aggregate \$16, must be paid by every student at the time of his matriculation. The settlement of the tuition fee of \$25 a term can not be deferred beyond the first day of October.

Students seeking admission without certificates from approved high schools will be examined for entrance on Wednesday, September 8. For an entrance examination on any subsequent date a special fee of one dollar will be charged. The dates for the removal of conditions in the fall term are,—October 30 and the first day of the final fall examination period.

Secretary E. B. Earnshaw will be pleased to forward to any prospective student a blank Certificate for Admission. Such a form is to be filled out in detail as indicated and forwarded by the high school principal to the

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stalle

The 1908 Baptist State Convention appointed a Secondary School Commission with the purpose of coordinating the high schools of the State which are under Baptist control. At a meeting of the Commission at the College, February 12th, Principal G. E. Lineberry, of Winterville, was elected Educational Field Secretary. In addition to the service which he will render to the Baptist high schools, he gives a portion of his time to the interests of Meredith College (formerly Baptist University for Women) and Wake Forest College. He is cordially commended to our friends throughout North Carolina.

It is the purpose of the Board of Education to render aid as far as the funds at its disposal will permit to young ministers who wish to attend Wake Forest College and who are not able to pay their own expenses. Any young man expecting to apply for aid to the Board should have a license from his church at home, and also a recommendation from his pastor or from some good man in his church.

For further information write to Dr. W. R. Cullom, Corresponding Secretary of the Board of Education, Wake Forest, N. C.

Wake Forest College doffs its humble hat to the noble and beautiful sister at Raleigh, and begs a part in the chorus of congratulations upon the new name she has taken, so euphonious, so suggestive, and so fitting. *Te Meredith!*

Students' Aid Fund,

from

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NEW SERIES

OCTOBER, 1909

VOL. IV., No. 3

BULLETIN
OF
WAKE FOREST COLLEGE



AUTUMN NUMBER

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The Wake Forest Plan of Medical Studies

BY PRESIDENT WILLIAM LOUIS POTEAT.

In connection with the Wake Forest School of Medicine, the following extracts from the report of the Dean of the College of Physicians and Surgeons, Medical Department of Columbia University, New York, are of practical interest :

“The policy of admitting students to advanced standing without the rigid and almost prohibitive requirement of an examination test in every subject, has proven itself a justifiable procedure. The former plan of demanding that a student should pass fourteen or twenty-nine examinations in ten days before he should be admitted to the third year or to the fourth year class respectively, was presupposing a physical endurance and a mental discipline which few could command. The administration of this question has been entrusted to a Committee of the Faculty, and the record of the students admitted under this privilege has shown the wisdom of the plan. The Committee has taken a conservative view, and has granted credit only to students who have taken their previous work in institutions of known standing, and who have attained a creditable standard in that work. * * *

“The absence of hospital facilities of an adequate nature to meet the requirements for clinical teaching is leading, in certain localities, to the foundation of medical schools whose curriculum comprises only the first two years of a medical course. Students from these colleges will seek larger centers of medical instruction to complete their medical education, and it will be a distinct hardship to these men if they are not accepted by State boards and by the larger institutions upon certification by the college of their previous residence. The foundation of such schools giving a course of the first two years in medicine is characteristic of certain State universities, especially in the West. The State Universities of Missouri, of North and South Dakota, of Utah and Wisconsin, and in the South the University of West Virginia and *Wake Forest College* in North Carolina, have established such departments. It is possible for these institutions to concentrate their work upon the scientific education preparatory to and included in the foundation studies of medical science.”

And so it appears that the scheme which Wake Forest College was among the first institutions to adopt is winning its way by its manifest reasonableness. The plan involves no compromise of the professional degree and no compromise of the standard college Bachelor of Science degree. The subjects taught in the first two years of the medical course are those which supply the pure science foundations of that course, and supposing the presence of competent teachers and a proper equipment these subjects can be taught as well in a small town as in a large town. And there is an added advantage which experts in medical education are now recognizing. One-half of the professional course is taken under the conditions of college life and in the atmosphere of liberal studies.

As to the invasion of the college ideal by professional courses, it is to be said that these courses are only semi-professional. They are not properly professional. Their subject-matter is represented in the recognized college curriculum, and the pedagogical method appropriate to them is in no wise different from that which is employed in such sciences as have place in the standard Bachelor of Arts degree. Besides the general sciences of Chemistry, Physics, Biology, and Physiology, which usually appear in the college curriculum, Anatomy, Histology, Pathology, Bacteriology, Pharmacology, and Toxicology, are in reality extensions of recognized college courses.

Of course, in the case of the student who has money and time, we all sympathize with President Lowell in his "prejudice that for a man who is destined to reach the top of his profession a broad education, and a firm grasp of some subject lying outside of his vocation, is a vast advantage." In such a case the ideal is a full college course in the liberal arts as the foundation for the professional course to rest upon. And this for two reasons,—the wider range of intellectual interests which it establishes, and the longer time

for preparation which it necessitates. But the ideal is growing every day more remote. The suggestion is heard with increasing frequency on all hands that the necessities of professional training require the curtailment of the college course to three years, possibly still further. Some are beginning to fear that the college is to be squeezed flat between the high school on the one hand and the professional school on the other. The plan of the mixed courses to which Wake Forest has committed itself in relation to medicine seems to solve the difficulty satisfactorily. It is not unlikely that the same plan is workable in the case of the other professions.

As regards the entrance requirements, the Medical Department of Wake Forest stands in the best of company. The official report of Dr. N. P. Colwell, Secretary of the Council on Medical Education of the American Medical Association, was presented at a meeting of the American Academy of Medicine, in Chicago, March 25, 1909. Near the beginning of that report occurs the honorable roll of institutions which require one or more years of college work for entrance to the medical courses. It is as follows, with the date when that requirement took effect: Johns Hopkins University Medical Department (1893), Harvard Medical School (1901), Western Reserve University Medical Department (1901), Rush Medical College, University of Chicago (1904), University of California (1905), University of Missouri (1906), University of Minnesota (1907), University of North Dakota (1907), University of Wisconsin (1907), Northwestern University (1908), University of Nebraska (1908), Cornell University (1908), Fordham University (1908), Wake Forest College School of Medicine (1908), University of Virginia (1908).

It will be seen that this list comprises fifteen institutions. In the year 1907 it included only nine, and yet in that year Wake Forest College announced its purpose of taking its stand for the highest standard of medical education. It was

foreseen that the profession would cordially approve that position, and accordingly since these requirements were enforced there has been an increase in the number of young men coming here for the Bachelor of Science degree (four years), including the two-year medical course as elective work. It ought to be explained that the certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed this two-year medical course and either the Bachelor of Science or the Bachelor of Arts course.

The Endowment Subscriptions

BY PROFESSOR J. B. CARLYLE.

In the year 1907 more than fifteen hundred loyal friends of Wake Forest signed notes for the endowment fund, maturing during the three subsequent years. I want to urge three reasons for the prompt payment of these notes as they mature:

1. *The need of the College.* Never in all its life were the needs of Wake Forest more urgent than now. To meet adequately the glorious ends of its being, to satisfy the demands of its growing constituency in the educational life of to-day, it must have money, more money, *now*.

2. *The ability of the subscribers.* Many of these notes were given when our people were in the clutches of a money panic. Now the panic is over and money is plentiful. Surely if our friends were in position to promise in 1907, when cotton was selling for less than ten cents a pound, and banks were unable to honor checks on deposits, they are in position to pay now when cotton is selling for more than thirteen cents a pound and a wave of prosperity is upon us.

3. *The duty to fulfill a promise.* I would remind our friends that a sacred duty calls for the payment of these notes. Under the impetus of this great endowment movement the College has gone forward in a policy of enlargement and development, and our friends can not afford to fail to pay notes given and accepted in good faith. I earnestly urge all our friends to make prompt response to the notices of the Bursar, Mr. E. B. Earnshaw, and wherever practicable to settle subscriptions in advance.

If I Were Going to College Again

BY PRESIDENT WILLIAM LOUIS POTEAT.

[From the Biblical Recorder.]

"If I were going to college again," I should be glad if some older friend and wiser would explain to me the purpose of college studies. I should be in the case of a business man who was the past summer giving me the reason why he was not a college man. He had stopped short with his incomplete high school course because he did not see how the things with which he was occupied in school could possibly be of service to him in life. He had asked a distinguished lawyer who had spent seven years in high school and college what he had got out of this long training. The lawyer replied, "I learned how to think. I can think through a law case without distraction." My friend remarked to me, "That is just what I can not do, and it is just what I need to be able to do. I should have continued through to graduation, if I could have foreseen such a result of college training."

And so, if I were beginning again, I should want somebody to lead me to see clearly the aim of college studies, and then the endless details of language structure and form, the mystifying labyrinths of metaphysics, and the dark intricacies of mathematics, higher and lower, would, I am sure, prove a trifle less painful than they did in my actual experience. I did not understand that I was stumbling along the pathways made by the master minds of the race to get, not their stride, but their direction; to grow muscle in the effort to follow.

Some of the subjects which I studied I should probably change now. Greek is not one of them. I should prefer more science presented in the superior method of this period,

and more of the subjects which bring the student into relation with the actual world and life of men.

I should prize my teachers above their teaching. I should respond less shyly to their kind advances, and make fuller use of the opportunity of respectful association with them. For I now see that the college course is intercourse. The student's personal relations supply the best part of his education. I have forgotten much of the matter of my studies. I have not forgotten the friends of my studies—the patient sympathetic men who waked me up and stirred my mind toward the best things, and the student friends who shared my toils and hopes, whose generous rivalry was a spur to my flagging energies, and who largely made the wholesome climate of sentiment and opinion of my growing intellectual life.

A Sermonet

BY REV. WALTER N. JOHNSON, COLLEGE CHAPLAIN.

THE CHAPEL, SEPTEMBER 25.

It is no more I that do it, but sin that dwelleth in me.—Rom. 7:17.
Let the word of Christ dwell in you richly.—Col. 3:16.

There are two classes of people,—kings and slaves; those who find the law of their conduct inside themselves, and those who find it outside themselves. A man who obeys a law within himself is a king, whatever the circumstances around him; the man who obeys an external law is a slave, however assured he may be of his freedom. “If we do not find in us something above us, we shall succumb to the things around us,” or else we shall be dragged down by the things beneath us. He who is controlled by what is above him belongs to the order of the prophets. He who succumbs to what is around him is a practical man, and may succeed as the world counts success. He who yields to what is beneath him will be a brute in the end.

Faculty Personals

An important addition to the Department of Medicine was made in August in the person of Edgar Eginton Stewart, Jr.

Dr. C. E. Brewer attended the special session of the Council of the Junior Order of American Mechanics held at Greensboro in October, and later a national meeting in Washington, D. C.

Dr. W. R. Cullom, of the Department of the Bible, gave five lectures on the Gospel of Matthew before the Sunday School Institute held at Norfolk, Virginia, during the last week of October.

Dr. E. Walter Sikes, of the Chair of Political Science, for some weeks past has been remodeling his dwelling. On July 31st he delivered the annual address before the Tirzah Bible Society.

Dr. C. E. Taylor attended the Hudson-Fulton celebration. President Poteat also saw something of the celebration while on his way to Cambridge to attend the inauguration of President Lowell.

The last of August President Poteat took a vacation of ten days, which he spent in part at Nags Head and Elizabeth City and in part in Boston. Since the publication of the last Bulletin he has made addresses as follows: At Carthage, July 5; Flat River Association, July 14; at Charlotte, September 14; at Wilmington, September 26; at Warrenton, October 29; at Danville, Va., November 6.

Professor J. Richard Crozier, of the Department of Physical Culture, was manager of the Raleigh baseball team, "the Red Birds," during the vacation. Near the close of the season, August 30th, his team mates presented him with a

handsome silver water service. The presentation occurred on the diamond at Raleigh in the midst of a game. The address for the team was made by State Auditor, Dr. B. F. Dixon.

Professor J. Henry Highsmith, of the Department of Education, has published the following articles: "The Efficiency of the Secondary Schools of the South," in the Proceedings of the Southern Educational Association; "Directions and Suggestions for Child Study," in the Proceedings of the North Carolina Teachers' Assembly; "The Essential Qualifications of the Baraca Class Teacher," which will appear in the *Baraca Herald* for December.

Professor J. B. Carlyle, of the Latin Department, has made the following addresses: August 10, Manning, South Carolina, before an interdenominational laymen's meeting, on "Christ's Call to the Business Man"; August 29, at Lumber Bridge Church, on the "Life and Labors of Rev. John Monroe," who was pastor of that church more than fifty years; September 25, at Buie's Creek Academy, on "The Need of Preparation for the Duties of To-day."

In volume 33 of the *Cyclopedia of Law and Procedure*, published by the American Law Book Company, of New York City, embracing the subjects "Railroads—Receive," and published November 6th, occurs an article of one hundred and fourteen pages, presenting the law with annotations in great fullness of one of the difficult subjects in criminology, by Professor Needham Y. Gulley, Dean of the Wake Forest Law Department. The Editor-in-Chief of the *Cyclopedia*, Dr. William Mack, writes Professor Gulley that his article is the best in existence on that subject.

Among the Alumni

In the student body of Cornell University this year Wake Forest is represented by Mr. Lee M. White, who received his Bachelor of Arts degree in 1908. He has entered upon his work with zest. He had the good fortune to receive the appointment of Instructor in English with a salary of \$650. He has two classes in composition.

Mr. C. J. Jackson, of last year's class, is now Secretary to the Young Men's Christian Association in the University of Tennessee, at Knoxville. He is devoting his whole time to that work.

Rev. Ezra Francis Tatum, of the class of 1887, Shanghai, China, published the Sunday School Lessons for 1908, translated by him into Chinese from Peloubet's Notes. He has kindly presented a copy to the College Library.

Mr. W. Harvey Vann, B. A. of Wake Forest, 1908, and M.A. of Columbia University, New York, 1909, has been appointed Assistant Professor of English in Furman University, South Carolina. A South Carolina paper says that Mr. Vann has begun his work with every promise of success. The best wishes of many friends go with him, not only for his own sake, but also for his father's.

Professor William Harry Heck, M.A., 1899, Head of the Department of Education of the University of Virginia, has just published from the John Lane Company, New York, a volume of essays under the title *Mental Discipline and Educational Values*. Professor Heck is doing much to put the public school system of Virginia on a sounder basis.

Mr. Thomas Addison Allen, who came to College from Granville County and received his Bachelor of Arts degree in 1903, and his Bachelor of Laws degree in 1904, is prac-

tising law in Albany, New York. In a recent letter which shows incidentally his practical interest in church work, he has these pleasant things to say: "I hope that the old College is progressing nicely. I look back to the days spent there and think they are the best days of my life, and that the principles instilled in me while a student at the institution were those necessary to make me stand the hard knocks that this old world has in store for all who go out to fight life's battles. I now realize more and more as I go forward in this life that Christian education is the one thing necessary to preserve the sacred institutions of our forefathers. The longer I am away from Wake Forest, the sweeter the memories of the days I spent there."

Messrs. Hubbard F. Page and Carl A. Murchison of the class of 1909, are representing Wake Forest this session in Harvard University, along with Mr. Gilbert Thomas Stephenson, a Master of Arts of 1904. Mr. Stephenson will complete his course in law there next spring. He has published "Race Distinction in American Law," a reprint from the *American Law Review*, 1909. The Rumrill scholarship, a marked distinction in Harvard, was won by Mr. Murchison in competition with fifteen men from other institutions. He won another distinction in competition with fifty men for a place in the list of ten chosen for the seminar in dramatic composition. The list was made up on the quality of manuscripts presented.

Professor Sumner Albert Ives, of the class of 1903, sometime Professor of Science in Chowan Baptist Institute, received this year the degree of Bachelor of Science from the University of Chicago. He has accepted the professorship of Natural Science in Ouachita College.

Record

At the inauguration of President Abbott Lawrence Lowell of Harvard University, October 6th and 7th, Wake Forest College was represented by President W. L. Poteat. He conformed, of course, to all the formalities of the occasion, including academic costume. At the formal presentation of the delegates to President Lowell on the 7th, President Poteat handed him the following brief congratulatory address: "The Faculty and Trustees of Wake Forest College congratulate the President and Fellows of Harvard College upon its long and honorable history, its liberalizing influence in American education, and the happiness and the promise of the present occasion, when it begins another period of enlightened national service and leadership. October sixth, nineteen hundred and nine."

The college course of lectures for the present session was opened on October 5th with a lecture by Dr. E. Walter Sikes, of the department of Political Science. His subject was "Abraham Lincoln."

Of the ministers registered in College this session there are seventy-one, and there is one medical missionary. Of this number, sixty-two receive aid from the Board of Education. This is the largest list of beneficiaries the Board has ever had. Dr. W. R. Cullom is still the Corresponding Secretary of the Board.

At an enthusiastic mass-meeting of the student body early in September, the Student Senate was reorganized. The following gentlemen elected by the student body constitute the Senate for the session 1909-1910: R. L. McMillan, chairman; H. B. Jones, W. R. Hill, R. E. Forehand, J. L. Jenkins, G. G. Ivie, I. C. Woodward, C. T. Vernon, W. B.

Daniel, C. T. Murchison. The Student Senate has proved a valuable instrument in the suppression of hazing, and is the means through which the sentiment of the students with respect to hazing finds practical expression.

On August the 29th the following gentlemen, members of the Summer Law School of 1909, were licensed to practise law by the Supreme Court of North Carolina: Thos. M. Daniel, Mullins, S. C.; O. H. McMillan, Mullins, S. C.; T. W. Kellam, Pilot Mountain, N. C.; W. A. Bristol, Statesville, N. C.; R. F. Brooks, Currie, N. C.; C. J. Gasque, Florence, S. C.; P. G. Sawyer, Elizabeth City, N. C.; C. L. Hardy, Tucson, Arizona; W. I. Halstead, South Mills, N. C.; R. W. Wilson, Asheville, N. C.; C. D. McNeely, Waxhaw, N. C.; J. B. Turner, Wake Forest, N. C.; J. W. Cole, Lexington, N. C.; E. Z. Ray, Mars Hill, N. C.; W. J. Pratt, Monroe, N. C.; W. R. Sherrill, Webster, N. C.; D. H. Tillett, Bartlett, N. C.; G. W. Sutton, Webster, N. C.; G. W. Saintsing, Wake Forest, N. C.; J. R. McLendon, Matthews, N. C. The work of the Summer School was conducted by Professors Gulley and Timberlake.

The seventy-fifth session of the College opened on Tuesday, the 7th of September, under most pleasing conditions. At the close of the day the registration was sixty-three in excess of the registration of the first day last session, thus breaking all previous records. The chapel service on the opening day of the session was conducted by Rev. W. N. Johnson, the new College Chaplain, who, after reading from the Scriptures, made a clear and impressive address appropriate to the occasion. Mr. Hubert M. Poteat, now of Columbia University, presided at the organ. The exercises were concluded by words of welcome and explanation of college duties to old and new students by President Poteat. The total enrollment of students to date is 361.

At a meeting of the Senior Class in September, officers were elected for the present session as follows: President, E. I. Olive; Vice-President, W. C. Allen; Secretary, Chas. W. Davis; Treasurer, H. B. Jones; Historian, A. B. Ray; Prophet, J. L. Jenkins; Testator, F. T. Collins; Orator, Dee Carrick; Poet, E. N. Johnson. There are sixty-two applicants for degrees.

At the special meeting of the Board of Trustees of the College in Raleigh, on July 20th, Dr. John Brewer Powers was elected Professor of Bacteriology and Pathology and Acting Dean of the department of Medicine. In 1901, Dr. Powers received the degree of Bachelor of Arts from the College, and in 1903 the degree of Master of Arts. His professional degree he received from Columbia University, the College of Physicians and Surgeons, in 1907, after four years of work there. After engaging in the active practice of medicine for half a year in Wake Forest, he received an internship in Bellevue Hospital, N. Y., which position he filled for a year and a half. He entered upon his work at Wake Forest in September.

Wake Forest's second season of football since 1895 opened under very favorable conditions. Mr. A. T. Meyers, formerly of Harvard University, is coaching the team, and Mr. Hubert White, of Greensboro, is manager. Games have been played with the University of North Carolina, Maryville College, and Washington and Lee University, resulting in the following scores: University of North Carolina 18, Wake Forest 0; Maryville College 0, Wake Forest 3; Washington and Lee 17, Wake Forest 0. Other games will be played with Davidson College, A. and M. College, Bingham School, Asheville; William and Mary College, University of South Carolina.

On July 4th the Wake Forest church called Rev. Walter

N. Johnson, pastor Emmanuel Baptist church, Alexandria, La., to be its pastor, and pledged to him its hearty and unanimous support. On the 11th a letter was received from him accepting the call, and he entered upon his work here the 8th of August. Mr. Johnson entered Wake Forest College as a student in 1894, and after four and a half years of study, was graduated with the degree of Bachelor of Arts in 1895. After a period at the Southern Baptist Theological Seminary and pastorates in Halifax and Sampson counties, he took up work in Louisiana, being for two years Corresponding Secretary to the Baptist State Convention, and only gave up that work for the sake of the fuller opportunities of study which the pastorate offered him. His congregations are large and attentive. We feel that we have secured a pastor of ability and consecration.

On the 13th of September, the Wake Forest Alumni Athletic Association was organized, its purpose being "to bring athletics at our College up to the standard it had attained to in former years." In a letter recently written by Mr. R. T. Daniel, President of the Association, it is stated, that "it is the intention of the Association to take over the active management of athletics at Wake Forest, and through a local committee, consisting of a representative of the Faculty, a representative from the alumni, and a representative from the student body, to disburse all funds, arrange all schedules for games, and secure all coaches for the training of teams."

The following are the officers of the Association: President, R. T. Daniel, Weldon, N. C.; Vice-Presidents, R. H. Gwaltney, Wilmington, N. C., Dr. R. Britton, Colerain, N. C., E. B. Gresham, Charlotte, N. C., W. H. Pace, Raleigh, N. C., D. B. Oliver, Pine Level, N. C., W. R. Powell, Savannah, Ga., R. G. Camp, Franklin, Va., G. W. Blanton, Shelby, N. C., E. Y. Webb, Shelby, N. C., R. C. Lawrence, Lumberton, N. C., Claude Wilson, Greenville, N. C., J. D. Moore,

Gastonia, N. C., Paul Kitchin, Scotland Neck, N. C.; Treasurer, John G. Mills, Wake Forest, N. C.; Graduate Manager, John M. Brewer, Wake Forest, N. C. General Executive Committee, Chairman, J. W. Bailey, Raleigh, N. C.; F. P. Hobgood, Greensboro, N. C., Dr. Hubert Royster, Raleigh, N. C., I. M. Meekins, Elizabeth City, N. C., T. E. Cheek, Durham, N. C. Local Executive Committee, R. T. Daniel, Chairman, R. B. Powell, W. B. Dunn, Jr., J. G. Mills, J. M. Brewer, J. C. Caddell, Jr., Dr. S. P. Holding. Faculty Representative, Dr. Chas. E. Brewer.

The Faculty of the College adopted, September 30, 1909, the following recommendations of the Alumni Athletic Committee:

"WHEREAS, the Alumni Athletic Association of Wake Forest College, realizing the necessity of improving the condition of athletics in the College and putting the same on a sound financial basis and under efficient business management, consider that this can be best accomplished:

"1. By turning over the entire financial management of all forms of athletics to a committee representing the Alumni Athletic Association.

"2. That the admission of applicants to positions on athletic teams shall be left to an Advisory Board, consisting of a representative of the Faculty, a representative of the College Athletic Association, and the Executive Committee of the Alumni Association, acting in conformity with the eligibility regulations of the Faculty.

"3. Arrangements for all intercollegiate athletic contests shall be subject to the approval of the said Advisory Board.

"(Signed) J. G. MILLS.

"J. H. ROYALL.

"J. C. CADDELL, JR."

Announcements

The spring term of the session of 1909-10 will open on the 4th day of January. Entering students will do well to remember that, in case they seek to register at any time after that date, they will be charged an extra fee of \$3.

The fall Senior Speaking scheduled for October 15th is postponed until Friday evening, November 5th.

The question for the intercollegiate debate with Randolph-Macon is, "*Resolved*, that the Federal Government should secure its entire revenue from internal taxation, rather than from customs duties." Randolph-Macon will maintain the affirmative and Wake Forest the negative. The Wake Forest preliminary debate occurred October 29th, the debate proper will be had at Ashland, Va., on the evening of Thanksgiving Day. The Wake Forest team will be Mr. E. N. Johnson of Sampson and Mr. H. B. Jones of Union, with Mr. Dee Carrick of Guilford as alternate.

The Lecture Committee announce that they have secured as lecturers for the year the following gentlemen: President E. M. Poteat of Furman University; Attorney-General Thomas W. Bickett; Rev. George W. McDaniel, D.D., of Richmond; Mr. Charles W. Tillett, of Charlotte; President Edwin A. Alderman, of the University of Virginia; Rev. J. W. Lynch, D.D., of Durham; and His Excellency, Governor W. W. Kitchin.

The following action by the Faculty is announced:

1. A student absent from chapel and church services three times in a term without satisfactory excuse shall be summoned for advice before the President; if absent five times without excuse, he shall again be advised by the President, and his parent or guardian shall be notified; if absent eight

times unexcused, he shall forfeit his right to represent the College in any athletic team or in any public capacity or function; if absent three times further unexcused, he shall be subject to suspension from College.

2. Beginning with Wednesday, September 22d, the chapel service shall be set for the period 9:00-9:20, except on Saturday, when it shall begin at 8:15.

In force after September 21st.

NEW SERIES

JANUARY, 1910

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Individual Differences in Children

BY PROF. J. HENRY HIGHSMITH, Department of Education

In expressing opinion as to the differences between children, we have views as divergent as could possibly be imagined. People differ decidedly in their notions of individual differences. There are those who believe in the essential divinity of children, and there are those who believe in the total depravity of the human race, that children are possessed of seven times seven devils, and it is the duty of the teacher to beat them out. The first sentence a little Chinaman reads in his Celestial Reader is this: "Men at their birth are by nature radically good." One of the Seven Wise Men of Greece goes to the other extreme and makes the depressing declaration, "Most men are bad." Our American Declaration of Independence states that all men are born free and equal, and yet there are those who declare that men are born neither free nor equal.

So there is wide diversity of belief about individual differences. But when we survey the whole field we are pretty well agreed that individuals differ mainly in four respects—in physical characteristics, in temperament, in action, and in mental constitution. Only differences in mental constitution will be discussed at this time, and conclusions drawn will be based largely on tests made with a class of students in the Wake Forest Public School.

Pupils differ very widely indeed in their general mental make-up. Take any group of children, present any situation, and there will likely be at least three types of reaction to the situation. Some will take a thought attitude, some a feeling attitude, and some an attitude of conduct or of behavior. In our school work, we have tried to provide

chiefly for the pupil who responds intellectually to situations, and the other types, the emotional and the active, have been only slightly regarded.

Again, with regard to mental constitution or intellectual differences, all thinkers may be put into two classes,—idea thinkers, and thing thinkers. There are some students who can work with ideas or symbols with the greatest ease. They can handle the symbols of mathematics or the general laws of science, and derive pleasure from the process. The pride of the teacher is the pupil who can survive in dealing with these abstractions. On the other hand, there is the individual who deals with the concrete, and is powerless when he comes into the realm of the abstract. He is a thing-minded individual, and in the mind of the abstract thinker, is of the earth, earthy. In truth, we have lauded the abstract idea thinker, and shamed the thing thinker. Only recently have we made an attempt to provide for the concrete thinker by the introduction into the school of manual training, domestic science and art, nature study, agriculture, and laboratory work in science.

There is wide difference among individuals in capacity for memorizing. These differences are due: (1) "to the differences in original capacity to retain impressions and connections, (2) differences in interest, (3) differences in the training of the capacity."

In order to ascertain something of the difference between pupils in logical power, the following questions were asked of the class of boys and girls referred to above:

1. Which of these statements is true? "We eat to live, or we live to eat."

2. Will all the boys who are good in baseball be good in football? Why, or why not?

3. If there were no schools in Wake Forest, would children learn anything?

4. What would be the effect of the price of cotton rising to twenty cents a pound?

5. "A man said, 'I know forty boys that studied hard, and they were all promoted every year. So, if you want to get rich, study hard.' Was he right? Why or why not?"

6. If there were no corn, would everybody starve?

7. Would it have been better for Wake Forest to build a High School rather than an Electric Light Plant? Why?

8. If you had a piece of candy, an orange, and an apple, which would you eat first, second, third? Why?

Giving each correct judgment a value of one, and each false judgment a value of minus one, the papers range in value from 1-2 to 4. The extreme difference could be well illustrated by two papers, the best and the worst, if space permitted their presentation.

This question was asked: "What would you rather do than anything else in the world?" Of course, no two answers were alike. One boy says, "I would rather go to school and get a good *edgocation*, and be a bookkeeper," and a girl says, "I would rather support some orphans."

An opposites test was given.

The following words were given to the pupils, already written, and the pupils were asked to write down the word that meant just the opposite of the word given. These are the twenty-one words,—much, left, dirty, great, cold, south, round, dull, west, nothing, somewhere, tone, dark, tall, slow, bad, like, rich, ill, thin.

Giving a value of five (5) to each opposite that was correct (grading very liberally), the following is the score: 1 pupil got 35, 1 pupil got 65, 2 pupils got 70, 2 pupils got 75, 1 pupil got 80, 1 pupil got 90, 2 pupils got 95, 1 pupil got 100, 1 pupil got 105. If we could plot this and show the curve of frequency, it would be very apparent that there are

three groups of pupils in this number—one at 35, the lower end; six between 65 and 85; and five between 90 and 105.

In a spelling test, twenty words were given, as follows: flour, metal, loaf, holiday, delicious, wholesome, cream, December, perfect, automobile, teacher, correct, article, breakfast, magazine, friend, engine, cylinder, motor, reason.

Summarizing we have this result: 1 pupil spelled 11 words correctly, 0 pupil spelled 12 words correctly, 1 pupil spelled 13 words correctly, 2 pupils spelled 14 words correctly, 0 pupil spelled 15 words correctly, 4 pupils spelled 16 words correctly, 2 pupils spelled 17 words correctly, 1 pupil spelled 18 words correctly, 0 pupil spelled 19 words correctly, 1 pupil spelled 20 words correctly.

The following paper tells the story of individual differences in ability to reproduce a story. The story of "Bucephalus" was read to the class just once, and the pupils were allowed all the time desired in which to finish the reproduction.

"THE STORY OF BUCEPHALUS."

"Once upon a time there was a king named Alexandria, who bought a fine horse; the horse had a white spot on her forehead and from that he named her Bucephalus, which means on head. The king named was Philip. He told some of the grooms to go and ride him and they started off as hard as they could and after awhile they were thrown to the ground. After they all had tried to ride him, he walked up to his father and said the one would buy a horse like that was a fool."

(The best paper is too long to be given.)

In a test in arithmetic, nine examples in addition were given. Giving a value of five for each correct example, and three for each example completed, though not correct, the highest score was 43, and the lowest 16. Thus, the best pupil in addition, taking into account the time element—

for the time was limited to two minutes—was 2.6 times as good as the poorest. One of the two persons who made the highest score in this test, made a grade of 75 in the opposite test, where the highest possible score was 105.

The results of these tests are but a confirmation in a small way of the conclusions of Professor Thorndike with regard to differences in mental constitution. He says: "If the best speller of a class can spell correctly such words as fatiguing, appreciate, delicious, guarantee, triumph, and accident, the worst speller will barely spell such words as house, dollar, potato, present, severe, and praise. If the weakest pupil in a class in computation can do five examples in ten minutes, the best pupil will probably do at least twenty. Roughly speaking, the teacher of a class, even in a school graded as closely as is possible in our large cities where two classes are provided in each building for each grade, and where promotion occurs every six months, will find in the *case of any kind of work* some pupil who can do from two to five times as much in the same time, or do the same amount from two to five times as well as some other pupil. The highest tenth of her class will in any one trait have an average ability from one and three-fourths to four times that of the lowest tenth."

Thus, we find in any class, it matters not how well graded, all degrees of difference from a very small to a very large amount.

The practical suggestion to teachers, then, is this: Make ample provision for individual differences, that selfhood may be developed and realized. But remember, also, that every individual is a member of a social group, and he must realize himself in his relationships to his fellows.

Our Baptist System of Schools

BY PRESIDENT WM. LOUIS POTEAT.

(From the *Biblical Recorder*.)

At Wilson a year ago the Baptist State Convention projected the organization of the secondary schools in North Carolina which are under Baptist control. A commission was appointed to take the matter in hand. The organization was completed in February following by the appointment of Principal G. E. Lineberry, of the Winterville High School, as Educational Secretary. A single year—one might rather say a half year—has sufficed amply to justify the action of the Convention. No one who reads Secretary Lineberry's report to the Wadesboro Convention, or who heard his address upon that report, could have any doubt of the wisdom which elected him or the importance of his work. It is to be remembered that the forms of his service are varied, and his opportunity to quicken interest, to influence public opinion, and to direct practically the beneficence of the great masses of our people, any man might covet. He represents Meredith and Wake Forest and Chowan Institute, as well as the Baptist high schools, and he represents them in the whole round of their needs and interests. He will have much to do with the development of what may be called in current phraseology a social consciousness among our denominational schools, much to do with the wholesome unification of our school interests, much to do with the maintenance of our educational rights and privileges as they stand related to the educational rights and privileges of the State.

The situation is interesting, the outlook bright. Our educational equipment is rounding out finely in the direction of efficiency. Much of our school property is as good as may be found anywhere. Our educational spirit is demo-

cratic and progressive. We have the heart of the people and are not likely to lose it. We have discovered our place and mission, and nothing in the whole stretch of our horizon disturbs our conviction or seriously compromises our future. One of the notable features of the late session of the State Convention was its clear definition of the attitude of the denomination towards the State's educational policy. We do not deny the State's privilege to provide a system of education from the primary grades to the graduate school. We do not antagonize that system. We pay our proportion of the cost of its maintenance with reasonable cheerfulness. We give to our friends who have practical tasks in that system the hand of fellowship in the common struggle with ignorance. Heaven knows we have no energy or stores to dissipate in fighting one another. At the same time we are prepared to maintain firmly our right as a body of Christians to realize in a system of schools our conception of Christian education, without governmental handicaps or restrictions. We are prepared to insist that the State in its educational policy shall recognize the free public service which the denominational school renders the Commonwealth. The number and the leadership of Wake Forest men in the State system of schools in many counties are patent and gratifying. And whatever educational theories others may hold, we are not meditating the surrender of ours. With unclouded self-respect and with no apologies to any group of gentlemen who in the exercise of their cordially recognized privilege happen to hold other opinions, we believe that the best contribution to the citizenship of the State will continue to come out of schools which, in addition to the best educational standards, maintain,—not incidentally or permissively, but primarily by original design,—the warm and generous atmosphere of positive Christian teaching and guidance.

Faculty Personals

Dr. Chas. E. Taylor spent a part of the Christmas holidays in New York City.

Professor N. Y. Gulley, of the Department of Law, addressed the Wake Forest Council of the Junior Order of United American Mechanics at its Thanksgiving exercises in November.

The following members of the Faculty attended the annual meeting of the Baptist State Convention in Wadesboro in December: President Poteat, Professors Carlyle, Brewer, and Highsmith, Rev. W. N. Johnson, the College Chaplain, and Mr. E. B. Earnshaw, Secretary and Bursar of the College.

President Poteat and Rev. W. N. Johnson attended the Laymen's Convention in Greensboro January 12 to 14.

Dr. Willis R. Cullom, of the Department of the Bible, delivered in Warrenton, January 21 and 22, a series of six lectures on the Gospel of Matthew.

The President of the College has delivered addresses as follows: At Asheville, November 14, before the Y. M. C. A.; at High Point, December 17, before the Philomathean Club; at Meredith College, January 23, before the Y. W. C. A.; at Rocky Mount, January 30, before the churches of the city.

Professor J. B. Carlyle, of the Department of Latin, was Grand Orator at the regular annual Communication of the Grand Lodge of Masons of North Carolina, held in Raleigh January 10 to 13. The subject of his address was "Light and Love." He delivered addresses also in Oxford, N. C., December 19, 1909, and in Jonesboro, N. C., January 23, 1910, in the interest of the Laymen's Movement.

Dr. John Brewer Powers, of the Department of Medi-

cine, was married to Miss Nita Fender, of Valdosta, Ga., December 30, 1909.

Professor and Mrs. J. Richard Crozier and Miss Dolores Crozier spent the Christmas holidays at their former home in Evansville, Ind.

An important addition to the Department of Latin was made in January in the person of Master ~~Gifford~~ ^{Richard} Pinchot Paschal.

Professor J. Henry Highsmith, of the Department of Education, took part in three Sunday School Institutes during the month of January, one at Dunn, N. C., one at Rolesville, N. C., and one at Warrenton, N. C., delivering the following lectures: "The Essential Qualifications of the Teacher," "Some Types of Teachers and Pupils," "Some Fundamentals of the Teaching Process," "The Stages of Child Development," and the "Ultimate Aim of Teaching." On Sunday, January 23, Professor Highsmith addressed the Y. M. C. A. of Graham's Academy, Warrenton, N. C. He attended the meeting of the Southern Educational Association at Charlotte in December, on which occasion he read a paper entitled, "Individual Differences in Children." An abstract of this paper appears in this issue of THE BULLETIN. He attended the meeting of the Association of City School Superintendents and Principals in Durham, January 27.

Dr. Benj. F. Sledd, of the Department of English, delivered an address before the Woman's Society of Meredith College in Raleigh, Saturday evening, November 5, 1909. His subject was "Woman and Literature."

Dr. J. H. Gorrell, of the Department of Modern Languages, was called February 10 to the bedside of his mother, in Lexington, Va. She died an hour before his arrival. He returned to the College the night of the 14th. The whole College community and a wide circle of friends outside warmly sympathize with him in his bereavement.

Among the Alumni

Rev. W. Jasper Howell recently entered upon his work as pastor of the First Baptist Church, Columbia, Mo. He was graduated from Wake Forest College in 1890 as Bachelor of Arts. He has a particularly interesting field, since Columbia is the seat of University of Missouri and of Stephens College for Women.

Charles Preston Weaver, Master of Arts, 1907, has been chosen Associate in English of Maine University.

W. LeRoy Vaughan, Master of Arts, 1906, has been elected Superintendent of Public Instruction in Beaufort County, North Carolina.

Principal J. A. Campbell, one of the most useful of Wake Forest men, scored another success on Christmas day. He met the condition upon which Mr. Treat, of Pennsylvania, proposed to give \$1,000 toward the erection of a dormitory for Buie's Creek,—namely, the contribution of \$3,000 additional by other friends of that flourishing high school. The new building will go up this spring. He reports an attendance this term of 345, and a total enrollment for the year of 475.

'91. The distinction of being elected lecturer on the Gay Foundation in the Southern Baptist Theological Seminary at Louisville, Ky., for the session of 1909-10 came to Professor John Louis Kesler, Dean of Baylor University and Professor of Biology. The three lectures of the course were on the general subject of the relation of Biology to the Preacher, and were delivered in December. The *Baptist World* (Louisville) says: "Professor J. L. Kesler, of Baylor University, delivered last week before the Southern Baptist Theological Seminary the three lectures of the Gay Foundation. There was a fine audience the first day, which was doubled the second day, and enthusiasm ran at high tide. Professor B. H.

DeMent had said publicly to the Seminary students before the lecturer came that they were to hear a man who "is a scholar, a Christian, and a gentleman, and above all a poet." Dr. DeMent proved a prophet. There has never been delivered a lecture in the Seminary in the memory of the writer wherein there was more real poetic thought, more profound spiritual earnestness. The addresses were broken by frequent applause, and each day the speaker was greeted by more prolonged applause. Professor Kesler won the appreciation and affection of every one who heard him. This week we report in small part his first lecture and next week we will report the second in a like way. The third lecture was unreportable. It was a gem of literature and complete. The three lectures will appear in full after a time in the *Review and Expositor*."

'03. Mr. Henry Cox Lanneau, of Savannah, Ga., is the author of a lyric which has been set to music by Arthur A. Penn. The song is published by Shapiro, a music publisher of New York City. The words follow:

VIOLET.

Shy little violet under the snow,
 Why do you hide your pretty head so?
 Wonderful secrets you surely must know;
 So tell us, sweet Violet, and whisper it low.

All the world seems pure to me,
 Glistening beneath its mantle of snow;
 I would breathe of its purity,
 So that's why I bend my head so low, low.

Dear Heart, heard you the secret fair
 Of the timid violet blooming there?
 So o'er thee would I bend low to kiss thy shining hair,—
 Each strand more pure than flakes of snow
 That fall from highest regions rare.

Mr. Thomas Henry Briggs, Jr., Professor of English in the Eastern Illinois Normal College at Charleston, paid a visit to his parents in Raleigh and his grandfather, Mr. W. B. Dunn, in Wake Forest during the Christmas holidays. He was accompanied by his three-year-old son. Professor Briggs is publishing a series of books, which are adopted in the schools of Illinois.

Mr. Gilbert Thomas Stephenson, who won his B.A. degree at Wake Forest in 1902 and his M.A. in 1904, and who is now completing his graduate studies in Harvard University in the Department of Law, has been publishing a series of articles in the *American Law Review* on "Race Distinctions in American Law." This important piece of work has been accepted by D. Appleton and Company for publication in a volume in the course of the next few months.

The first name to appear on the long and honorable roll of the students of Wake Forest College is that of John M. Crenshaw. He was a boy of twelve years of age when he entered Wake Forest Institute, February 11, 1834, and continued a student for two years. He was pleased to recall this fact, and took a genuine interest in the welfare of the College. An accident in the handling of his mail was all that prevented his actual attendance upon the celebration of the seventy-fifth anniversary of the opening of the College last February 11, 1909. He was present the following day at the Societies' Anniversary. It is likely that such a state of facts is unique in college history. Major Crenshaw died at his lovely country home near Wake Forest at 5:20 a. m. January 28, 1910, in the eighty-eighth year of his age. He was a man of marked personal integrity and dignity, and was one of the most prosperous, widely known, and respected men of this section of the State. He was a member of the Philomathesian Society, and it was his request that that Society take a formal part in the funeral exercises. The

interment was at the old Crenshaw place, about a mile west of Major Crenshaw's home, at 2 p. m., Saturday, January 29, 1910, Dr. W. B. Royall conducting the service.

Dr. Henry Hamilton Harris, familiarly known as Dr. Hal Harris, was a student in Wake Forest College 1851-56, entering from Wake County. He received his Bachelor's degree in 1856. His professional degree he took later at the University of Pennsylvania. Up to the time of his death he was greatly beloved by a wide circle of friends in and around Wake Forest, near which he resided all his life. He died at his home December 6, 1909, aged seventy-five years. In the latter part of his life he married Miss Person, of Franklin County, who survives him.

Dr. Frederick Kingsbury Cooke, who was a student of this College 1894-7, and Professor of Anatomy and Physiology 1903-5, died at the home of his father, Judge Charles M. Cooke, in Louisburg, February 7, 1910. At the funeral service, held February 10th in the Baptist church, the leading address was made by President Poteat, of the College; the devotional exercises were led by Rev. Mr. London, of Louisburg, who added a word of appreciation. Dr. Cooke received his professional degree at Tulane University in 1900. In 1903 he was elected by the Wake Forest Board of Trustees to the position mentioned above, and began the work of the medical department in the fall of that year. He organized the two-year course in medicine, and more than any one else is entitled to the credit of suggesting the Bachelor of Science degree including the two years of medicine as elective work. In mind he was alert, independent, and vigorous. In spirit and manner he was generous and genial, with the fine courtesy and instincts of the gentleman, and he was possessed of unusual social gifts and accomplishments. Professionally he was finely equipped, being at once a skillful surgeon and a gifted diagnostician.

For the last several years of his life he was a great sufferer. He died a member of the Wake Forest Baptist Church.

A recent issue of the *Atlanta Constitution* contains the following: "The announcement comes from Gainesville, Ga., that Dr. T. J. Simmons, President of Shorter College, has bought from Dr. H. J. Pearce an interest in Brenau College. Dr Simmons will leave Shorter College next June and will be associated with Dr. Pearce in the presidency of Brenau College-Conservatory." Dr. Simmons is the son of the late Dr. W. G. Simmons, who for many years occupied with distinguished credit the chair of physics and chemistry in Wake Forest College. He is an alumnus of Wake Forest, having taken the Master of Arts degree in 1883. Dr. Simmons has been president of Shorter College for twelve years. During his administration this institution has greatly increased in numbers and has become one of the best-known colleges in the South. Practically the whole Shorter faculty, including Professor J. Henry Simmons (M.A., 1889), will accompany Dr. Simmons to Brenau.

Mr. Hubert McNeill Poteat, who took his Master's degree in 1908 at Wake Forest and is now for the second year holding the Drisler fellowship in Classical Philology in Columbia University, is to be instructor in Latin there next session. He will have six hours a week in Cicero, Virgil, Livy, and Horace.

Record

The anniversary of the two literary societies was observed February 11th. In spite of a fierce snow storm the occasion was largely attended. In the afternoon the annual debate was on the question: "Resolved, that Congress should enact an income tax law." The affirmative was maintained by Messrs. E. N. Johnson, Phi., and J. C. Smith, Eu.; the negative by Messrs. H. B. Jones, Eu., and S. C. Hilliard, Phi. The judges were His Excellency, Governor W. W. Kitchin, President F. P. Hobgood, of Oxford, and Mr. A. J. Harris, of Henderson. They decided in favor of the affirmative. Mr. George H. Johnson, Phi., was President of the debate, and Mr. Dee Carrick, Eu., Secretary. In the evening the orations were delivered by Mr. William Ross Hill, Eu., on "The Heritage of Honor," and Mr. John James Best, Phi., on "Agriculture—The New Birth." They were introduced respectively by the chief marshals, Mr. P. E. Powell, Eu., and Mr. J. Boyce Vernon, Phi.

The electric light plant, built and owned by the town of Wake Forest, was set going the night of November 11. The College buildings and many private residences had been wired before the completion of the plant, and the illumination was quite general and altogether satisfactory. A company of young people, mainly students of the College, made the rounds of the village calling for celebration speeches.

The registration of students for the fall term was 362, as against 364 the fall term of 1908-9. In view of the fact that the graduating class of last May made so heavy a draft upon the body of old students,—fifteen more than the previous class made,—this registration is seen to be a

real advance. It is clear that the unprecedentedly large registration the first day of the term was due mainly to the greater promptness of registration. The spring term registration stands February 1 at 314, the new men counting fourteen. The total roll for the season numbers 376.

The second lecture of the College series for the present session was given the evening of November 20 by President Edwin M. Poteat, of Furman University. The subject was "The Dwarf's Curse." The story of the Rhine Gold was told in detail and its significance for modern life was presented, the deteriorating and corrupting influence of the thirst for gold.

The second debate of the series arranged between Wake Forest College and Randolph-Macon College, was held at Ashland, Va., on the evening of Thanksgiving, November 25. The subject was: "Resolved, that the United States Government should receive its entire revenue from internal taxation rather than its entire revenue from customs duties." Wake Forest supported the negative in the persons of Mr. E. N. Johnson, of the Philomathesian Society, and Mr. H. B. Jones, of the Euzelian Society. The judges were Dr. Bernard Steiner, of the Johns Hopkins University, Dr. J. H. Latane, of the Washington and Lee University, and Dr. McIlwaine, of Richmond. The decision was unanimous in favor of Wake Forest. According to the agreement, the third debate will not be held, Wake Forest having won the first two.

Under the supervision of Professor J. H. Highsmith, of the Department of Education, a night-school was organized at the Royall Mill on Monday night, November 1, 1909. Forty-one pupils were enrolled at that time, and the num-

ber has since increased to fifty. The teachers are R. P. McCutcheon, R. H. McCutcheon, A. B. Combs, J. N. Teague, and W. G. Privett. The work is confined for the most part to reading, writing, spelling, and arithmetic. There are a few classes in language, history, and geography. The pupils are interested to the point of enthusiasm, and the work is progressing well. The school meets on Monday, Wednesday, and Friday evenings at 7 o'clock, and continues in session for one hour.

The Furman University basketball team was defeated by the Wake Forest team, January 31, in a score of 9 to 54. After the game the two teams, with Professor Crozier, were entertained by President and Mrs. Poteat. On February 10 Wake Forest defeated Trinity at basketball, the score being 26 to 18; on February 12 the home team was defeated by Columbus, Ga., Y. M. C. A. team in a score of 15 to 53.

President Poteat prepared and read to the Convention, December 10, the following report of the Trustees of Wake Forest College to the Baptist State Convention, session of 1909:

“The Trustees of Wake Forest College warmly appreciate the relation which they are permitted to sustain to the Baptist State Convention—a relation none the less vital and intimate on account of the absence of legal formalities. We take the opportunity of this report to affirm anew our allegiance as a corporate body to the great causes fostered by the Convention, and declare that, in our view, the right of our College to exist as a distinctively Christian institution lies in its organic relation to the Kingdom of Christ and the practical service which it may render in the extension of that Kingdom throughout the world.

“First of all, we make record of the Divine blessing on

the College during the past year. The health of faculty and students has been exceptionally good. No fatal accident or illness has occurred, and but one serious case of disease, which was contracted elsewhere. The good repute of the College for a high standard of work has been maintained and extended. A record was made in the graduation of seventy men in May last. The great majority of the students have worked faithfully and with success, and continue the tradition of enthusiastic loyalty. The chapel and church services were never better attended or more marked by the spirit of reverent interest. Eighty-seven per cent of the entire student body are church members.

“The most notable event of the year was the celebration on the eleventh of February of the seventy-fifth anniversary of the opening of the College in 1834. Important addresses were made by Dr. Charles E. Taylor and Dr. E. W. Sikes, of the College, and by President W. H. P. Faunce, of Brown University. At that date the total number of graduates to the credit of the College was 1,133, the total registration of students from the beginning was 5,433. In that long period, marked at times by disaster and throughout by struggle, the denomination had accumulated at Wake Forest endowment and other property estimated at \$641,352. The value of its influence in raising the standard of denominational life and work and in supplying intelligent leadership to a noble people is beyond appraisal. Its sons are all but within call of one another in a line of light around the globe.

“At the annual session of the Board of Trustees Dr. Watson S. Rankin, Professor of Bacteriology and Pathology, resigned to take up the work of the State Board of Health, greatly to our regret, and on the 20th of July Dr. John Brewer Powers, a Master of Arts of Wake Forest and

bearing his professional degree from Columbia University, was elected to succeed him.

“After ten years of service, in which he touched all the phases of College life with light and blessing, Dr. J. W. Lynch ceased on the seventh of February, 1909, to be pastor of the Wake Forest church and chaplain of the College. On the fourth of July following the church called Reverend Walter Nathan Johnson, from Emmanuel Baptist Church of Alexandria, La., to be its pastor. By virtue of his acceptance of that call, he became chaplain of the College. He was graduated from the College with the degree of Bachelor of Arts in 1899. On the eighth of August he entered upon his work in the College community, and he is already showing himself to be the rare man for so delicate and grave a responsibility.

“The number of students registered to date is 362. When it is remembered that the graduating class of 1909 cut down the number of the old students fifteen more than the class of the preceding year, this registration is distinctly gratifying. Of this number 140 are first-year men, and 73 are ministerial students.

“Since the last session of your body the collection in the Bursar’s office on the subscriptions to the new Endowment Fund aggregate \$14,145.25, counting from December 1, 1908, to December 1, 1909. On the 20th of March last the Treasurer of the College sent to the General Education Board his second annual certificate of receipts on the fund to the amount of \$13,532.85. On the 1st of April the check of that Board for \$4,577.62 was received, making a total of \$18,310.47. Adding the receipts for the first year, the total collections up to the 20th of March, 1909, are seen to be \$40,142.91. Professor Carlyle and Bursar Earnshaw, who have had the responsibility of these collections, have done their work with all fidelity, but the prime condition of their

ultimate success lies with the subscribers to the fund. We can not bring too strongly to the attention of the Convention and the friends of the College everywhere the fact that the bulk of the \$150,000 which we set out to raise is yet unpaid, and scarcely more than twelve months remain for the completion of the great task. The period for the payment of the Endowment pledges closes December 31, 1910. The general prosperity which is now taking the place of the recent business depression encourages us to hope that North Carolina Baptists will rise worthily to meet this crisis and add to their honorable history another chapter of heroic achievement."

Announcements

No student is allowed to represent the College in any athletic team or public function or as editor of any of the College periodicals, whose daily grade in any class is below 80, or whose unexcused absences from chapel exceed seven. No student is eligible to any athletic team who registered later than October 1, or receives remuneration for athletic services.

The Summer Law School, in charge of Professors N. Y. Gulley and E. W. Timberlake, will begin lectures June 6, and continue until the August Supreme Court examination for license. The tuition fee is \$20. Correspondence may be had with Dean Gulley.

The second debate of the series arranged between Wake Forest College and Davidson College will take place in Greensboro on the evening of Easter Monday. The preliminary contest for the selection of the debaters to represent Wake Forest will be had on February 19. The query, which was proposed by Davidson, is as follows: "Resolved, That the legislative initiative and referendum should be adopted by our state governments." Wake Forest will maintain the affirmative of the question.

Present and prospective students of the Department of Medicine in Wake Forest College will be interested in the subjoined list of Medical Colleges which recognize the two years' medical work offered here. This list is based upon communications received directly from the institutions named. It will be observed that they are classified under four heads:

1. Admitting to advanced standing without examination.
 - a. Unconditionally.
 - The University and Bellevue Hospital Medical College.
 - Jefferson Medical College.
 - Medical Department of University of Nashville and the University of Tennessee.
 - Baltimore Medical College.
 - Atlanta College of Physicians and Surgeons.
 - Baltimore College of Physicians and Surgeons.
 - Medical College of Virginia.
 - Richmond Medical College.
 - Medical Department of the University of North Carolina.
 - b. Requiring certain minor courses not offered here.
 - College of Physicians and Surgeons, Columbia University, New York City.
 - Long Island College Hospital.
 - Medical Department of Tulane University.
2. Admitting to courses, but examining in the discretion of the Faculty.
 - Johns Hopkins University Medical Department.
 - Harvard University Medical School.
3. Recognizing the work here, but requiring examination for advanced standing.
 - Medical Department of the University of Pennsylvania.
4. Admitting to advanced standing without examination, subject to approval of Medical Boards of such States as Pennsylvania and Delaware.
 - Cornell University Medical College.

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