



WAKE FOREST UNIVERSITY

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1916-1918

# Calendar

1916

JANUARY							APRIL							JULY							OCTOBER							
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1917

JANUARY							APRIL							JULY							OCTOBER								
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FAIR FOREST UNIVERSITY

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# College Calendar

For Session 1916-1917

September 5—Beginning of the Session.

September 16—Applications for degrees submitted.

October 2—Last day for settlement of Tuition Fee for Fall Term.

October 7—Subjects of Senior Theses submitted.

October 21—Removal of entrance conditions.

October 27—Society Day.

Thanksgiving Day—Holiday.

December 15-19—Term Tests.

December 20-January 1—Christmas Holidays.

January 2—Beginning of Spring Term.

February 1—Last day for settlement of Tuition Fee for Spring Term.

February 16—Anniversary Celebration of Literary Societies.

March 9—Examination for removal of conditions by applicants for degrees.

March 16—Removal of entrance conditions.

April 4—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 1—Senior Theses submitted.

May 15-23—Spring Term Examinations.

May 20—Sunday, 8:30 p. m., Baccalaureate Address.

May 23—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 24—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 25—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, and Closing Exercises of the Session.

## History

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### Origin

During the first quarter 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 whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the training 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 in part borne 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. It contained 615 acres and cost the sum of \$2,500, of which Dr. Jones contributed \$500. 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 it would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted a meager charter for a manual labor and classical school under the name of "the Wake Forest 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. On February 3, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first 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 143, and then fell off to 41. 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 made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of general financial panic. Subscriptions were not paid, patronage diminished, and the debt 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. President 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. 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.

### 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 character. 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 Johns Hopkins University, the University of Chicago, Cornell University, the University of Virginia, Columbia University, and Harvard University have furnished teachers. The Faculty now consists of nineteen professors, two associate professors, two instructors, and twenty assistants.

### Administration

**Samuel Wait, 1834-1845.**—Samuel Wait was the only Principal of the Institute and the 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 had 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 relatively few. Not a few Baptists declined to patronize the institution. The growing debt suggested the

ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 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.

**William Hooper, 1845-1849.**—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence. Dr. Hooper was 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 long 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 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.

**John B. White, 1849-1853.**—Dr. Hooper was succeeded by 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, and 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 acutely 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. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

**Washington Manly Wingate, 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 threefold 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 the income. It was during this administration that Wake Forest began 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.

**Thomas Henderson Pritchard, 1879-1882.**—Dr. Thomas H. Pritchard was President Wingate's successor. This administration ended 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.

**Charles E. Taylor, 1884-1905.**—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Professor Charles E. Taylor, of the Latin department, was chosen President. His work for the endowment had already been reflected in the improved equipment of the institution, and his professional ability in the reorganization of courses and the elevation of standards. His administration extended from 1884 to 1905. It was probably the most 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; when he left the presidency the endowment was 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 the 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 improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building and the College Hospital were projected, and the other buildings were remodeled and improved. The campus was beautiful, 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.

**William Louis Poteat, 1905.**—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the

chair of Biology, was elected to succeed him. This administration is, accordingly, in its eleventh year.

### Endowment

During the first fifteen years of its history 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 of that year 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 them 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 institution. 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 Com-

mons 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 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 a year John Mitchell, the general agent of the Board, was able to report that the entire amount proposed 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 later 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 endowment to one hundred thousand dollars. Pledges were taken on the condition that they should 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 hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. Jabez 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 the required amount in 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. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were 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 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.

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, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or \$29,449.64. The total endowment of the College at the last annual report of the Treasurer, April 21, 1915, was \$508,129.23. The College property, exclusive of endowment, is valued at \$188,925.

### Buildings

**Administration Building.**—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 bed rooms, 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, Mathematics, 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 and the lower floor of one wing are used for library and reading room. The reading room was originally 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 rooms of the Schools of Greek and 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, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and storage room, is devoted wholly to Chemistry, Bio-chemistry and Pharmacy. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

**Gymnasium.**—In 1900 the Trustees ordered the erection of a Gymnasium 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 three stories in height, well lighted and arranged for laboratories and lecture rooms. The funds for its erection 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. Subject to the needs of the student body, outside patients are received at reasonable rates.

**New Dormitory.**—A thoroughly modern building costing \$40,000, with three types of rooms for seventy-five men, was opened in September, 1914.

### Location

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country, is fortunate. Four passenger trains of the Seaboard Air Line stop daily at the

College. There are six mails daily. There is long-distance telephone connection, and 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 distractions and moral dangers, of city life.

**Board of Trustees**

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W. N. JONES, Raleigh, *Attorney.*

T. H. BRIGGS, Raleigh, *Auditor of Treasurer's Accounts.*

E. W. TIMBERLAKE, *Auditor of Bursar's Accounts.*

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A. D. WARD.

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**IN MEMORIAM**

**CHARLES ELISHA TAYLOR**

**B. LITT., D. D., LL. D.**

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**PROFESSOR OF LATIN, 1870-1884**

**PRESIDENT, 1884-1905**

**PROFESSOR OF PHILOSOPHY, 1885-1915**

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## Faculty

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

*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 Wake Forest College, 1905;

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.

BENJAMIN SLEDD, M.A., Litt.D.,

*Professor of English Language and Literature.*

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, Travelling Fellow of The Albert Kahn Foundation, 1914-1915.

JOHN F. LANNEAU, M.A., LL.D.,

*Professor of Applied Mathematics and Astronomy.*

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; LL.D., Furman University, 1915; 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.

NEEDHAM Y. GULLEY, M.A., LL.D.,

*Professor of Law.*

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member 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; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D., D.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; D.D., Richmond College, 1915.

E. W. SIKES, M.A., Ph.D., Dean of the College,

*Professor of Political Science.*

M.A., Wake Forest College, 1891; Director of Gymnasium, 1891-1893; Ph.D., Johns Hopkins University, 1897; Member of the North Carolina Senate, 1911; 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.

J. HENRY HIGHSMITH, M.A.,

*Professor of Education and Philosophy.*

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, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907; Professor of Education and Philosophy, 1915.

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

*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; Professor of Law, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

*Professor of Physiology.*

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

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

*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 Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A., Ph.D.,

*Professor of Latin Language and Literature.*

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Ph.D., Columbia University, 1912; Professor of Latin, Wake Forest College, 1912.

WILBUR C. SMITH, M.D.,

*Professor of Anatomy.*

M.D., University (Missouri) Medical College, 1903; Interne University Hospital, 1905-06 and 1906-07; Night Surgeon City Hospital, Kansas City, Mo., 1907-08; Assistant Pathologist and Bacteriologist at the new General Hospital, Kansas City, Mo., 1908-09; Assistant Superintendent State Village for Epileptic and Feeble Minded, 1909-10; Instructor in Anatomy at Bellevue Medical College, 1911-13; Studies in Embryology and Comparative Anatomy at the University of London, 1912; Studies in Surgery at Stadt-Krankenhaus, Frankfurt, A.M., Germany, 1912; Professor of Anatomy, Wake Forest College, 1913.

HUBERT A. JONES, M.A., LL.D.,

*Professor of Mathematics.*

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Graduate Student Columbia University, 1913; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911; Professor of Mathematics, 1915.

JOHN W. NOWELL, M.A., Ph.D.,

*Professor of Chemistry.*

B.A., Wake Forest College, 1903; M.A. *ibid.*, 1909; Instructor in Chemistry, Wake Forest College, 1903-10; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-14; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

ROSWELL E. FLACK, B.A., M.D.,

*Professor of Pathology and Bacteriology.*

B.A., Wake Forest College, 1901; M.D., Johns Hopkins University, 1913; Baltimore City Health Department, Summer 1913; Winyah Sanatorium, Asheville, N. C., fall 1913; Health Officer to the Department of Welfare and Health, Spray, N. C., 1914; Graduate Student in Pathology, Johns Hopkins University, Summer 1915; Professor of Pathology and Bacteriology, Wake Forest College, 1915.

CLARENCE D. JOHNS, B.A., M.A.,

*Associate Professor of Political Science.*

A.B., Randolph-Macon College, 1908; A.M., University of Chicago, 1911; Graduate Student, University of Chicago, 1909-11; *ibid.*, Harvard University, 1912-13; Fellow in American History, University of Chicago, 1913-14; Associate Professor of Political Science, Wake Forest College, 1914.

ROGER P. MCCUTCHEON, B.A., M.A.,

*Associate Professor of English.*

B.A., Wake Forest College, 1910; M.A., Harvard University, 1912; Assistant Principal, Franklin, Va., High School, 1910-11; Graduate Student, Harvard University, 1911-13; Graduate Student, University of Chicago, 1915; Instructor in Rhetoric, University of Minnesota, 1913-14; Acting Professor of English, Wake Forest College, 1914-15; Associate Professor of English, 1915.

J. RICHARD CROZIER, B.S.,

*Director of Physical Culture.*

Director of Physical Culture, Wake Forest College, 1904; Graduate of Harvard University Summer School of Physical Education, 1913; B.S., Wake Forest College, 1915.

ELLIOTT B. EARNSHAW, B.A., M.A.,

*Bursar and Secretary, Superintendent of College Hospital.*

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

MRS. ETHEL T. CRITTENDEN,  
*Librarian.*

W. RUSSELL FERRELL,  
*Instructor in Biology.*

WILLIAM G. DOTSON, B.S.,  
*Instructor in Chemistry and Mathematics.*

WILLIAM S. BURLESON,  
*Assistant in French.*

E. P. WHITLEY,  
*Assistant in Law.*

CHARLIE C. GREGORY,  
*Assistant in Education.*

R. F. SLEDGE,  
*Assistant in Physiology.*

W. B. GLADNEY,  
*Assistant in English.*

F. S. HUTCHINS,  
*Assistant in English.*

ARSOLLA C. LOVELACE,  
*Assistant in English.*

W. ALLEN RIDDICK,  
*Assistant in Physics.*

LEE PARKER,  
*Assistant in Gymnasium.*

R. F. CARTER,  
*Assistant in Embryology.*

H. M. BEAM,  
*Assistant in Anatomy.*

J. M. KESLER,  
*Assistant in Applied Mathematics.*

- C. C. RUSS,  
*Assistant in Political Science.*
- G. D. ROWE,  
*Assistant in Pathology and Bacteriology.*
- C. THOMAS,  
*Assistant Librarian.*
- W. H. PASCHAL,  
*Assistant Librarian.*
- G. S. QUILLIN,  
*Assistant Librarian.*
- J. N. HAYES,  
*Assistant Librarian.* *J. N. Hayes*
- J. B. RUCKER,  
*Assistant Librarian.*
- J. D. CANADY,  
*Assistant in Law Library.*
- ROY C. TATUM,  
*Assistant in Medical Library.*

### Officers

WILLIAM L. POTEAT, *President.*

E. W. SIKES, *Dean.*

ELLIOTT B. EARNSHAW, *Bursar and Secretary, and Superintendent of College Hospital.*

GEORGE W. PASCHAL, *Curator of Library.*

....., *Chaplain.*

MISS XANIE STOWE, *Head Nurse of College Hospital.*

MRS. ETHEL T. CRITTENDEN, *Librarian.*

WALTER D. HOLLIDAY, *Superintendent of Buildings and Grounds.*

### Committees

*Applications for Degrees—*

Professor PASCHAL, Dean SIKES, and Bursar EARNSHAW.

*Appointments—*

Professors GULLEY, CULLOM, HIGHSMITH, and CARSTARPHEN.

*Athletics—*

Director CROZIER and Professors SMITH and PASCHAL.

*Budget—*

Bursar EARNSHAW and Professors GORRELL and LANNEAU.

*Buildings and Grounds—*

Professors GORRELL, LAKE, NOWELL, CROZIER and Bursar EARNSHAW.

*Entrance Requirements—*

Professors PASCHAL, HIGHSMITH, McCUTCHEON, and JONES.

*Examinations—*

Professors HIGHSMITH, GULLEY, LANNEAU, and FLACK.

*Executive—*

Dean SIKES and Professors GULLEY and GORRELL.

*Lectures—*

Professors CULLOM, HIGHSMITH, H. McN. POTEAT, and SLEDD.

*Library—*

Professors PASCHAL, LAKE, and SIKES.

*Publication—*

Professors TIMBERLAKE, H. McN. POTEAT, and McCUTCHEON.

## Catalogue of Students

### Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Abernethy, John Allison, B.A. (Wake Forest).....	<i>Mecklenburg</i>	.. 4
Arledge, Allen Yates, B.A. (Wake Forest).....	<i>Polk</i>	..... 5
Beam, Hugh Martin, B.A., M.A. (Wake Forest), <i>Med.</i> .....	<i>Person</i>	..... 6
Bellamy, Emmett Hargrove, B.A. (Univ. of N. C.)... <i>New Hanover</i> ..		1
Billings, Gilbert M., B.A. (Wake Forest), <i>Med.</i> .....	<i>Wake</i>	..... 5
Briggs, Willis Grandy, B.A. (Wake Forest).....	<i>Wake</i>	..... 4
Campbell, Carlyle, B.A. (Wake Forest).....	<i>Harnett</i>	..... 4
Campbell, Leslie Hartwell, B.A. (Wake Forest)....	<i>Harnett</i>	..... 4
Carpenter, Commie Jackson, B. A. (Wake Forest)....	<i>Wake</i>	..... 5
Chambers, Walter Roy, B.A. (Wake Forest).....	<i>Buncombe</i>	..... 4
Crozier, J. Richard, B.S. (Wake Forest).....	<i>Wake</i>	..... 6
Crouse, David Stowe, LL.B. (Columbia Univ.).....	<i>Lincoln</i>	..... 1
Davis, George Hamilton, B.A. (Wake Forest), <i>Med.</i> .....	<i>Wake</i>	..... 6
Dolley, Stephen Bland, B.A. (Randolph-Macon), LL.B. (Washington and Lee).....	<i>Hanover, Va.</i>	1
Dotson, William Grady, B.S. (Wake Forest).....	<i>Henderson</i>	..... 5
Downs, Posie Edgar, B.A. (Wake Forest).....	<i>Cleveland</i>	..... 5
Gatling, John Morris, B.A. (Wake Forest).....	<i>Bertie</i>	..... 5
Holland, Thomas Cleveland, B.A. (Wake Forest)....	<i>Cleveland</i>	..... 4
Holliday, Garland Washington, B.A. (Wake Forest). <i>Wake</i>		..... 5
Johnson, Doctor Mack, B.A. (Wake Forest).....	<i>Robeson</i>	..... 5
King, Goodman Harmon, LL.B. (Wake Forest).....	<i>Union</i>	..... 5
Mebane, Banks Holt, B.A. (Univ. of N. C.).....	<i>Guilford</i>	..... 1
Mull, John P., B.A. (Wake Forest).....	<i>Cleveland</i>	..... 5
Pegg, Herbert Dale, B.A. (Wake Forest).....	<i>Guilford</i>	..... 5
Scott, Luther Vernon, B.A. (Univ. of N. C.).....	<i>Yadkin</i>	..... 1
Stubbs, Harry Murden, B.A. (Univ. of N. C.).....	<i>Martin</i>	..... 1
Vann, Herbert Moffett, B.S. (Wake Forest), <i>Med.</i> ....	<i>Pittsylvania, Va.</i>	5
Vann, John Willard, B.S. (Wake Forest), <i>Med.</i> .....	<i>Pittsylvania, Va.</i>	5
Whitehurst, Elijah Bell, B.S. (Wake Forest), <i>Med.</i> .....	<i>Carteret</i>	..... 5
Williams, Luther Carter, B.A. (Wake Forest).....	<i>Alamance</i>	..... 5
Williams, Orville Linwood, B.Litt. (Ind. Ch. Coll.)... <i>Hyde</i>		..... 1

### Undergraduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Allen, Joel I., Jr.....	<i>Dillon, S. C.</i>	..... 1
Anderson, Ernest Levi.....	<i>Columbus</i>	..... 1
Andrews, James Edward ( <i>Med.</i> ).....	<i>Washington</i>	..... 5

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Andrews, Victor Lee.....	<i>Chatham</i> .....	1
Arledge, Roone .....	<i>Polk</i> .....	2
Aronson, Arthur Aron.....	<i>Wake</i> .....	1
Ashcraft, Frank Bickett.....	<i>Union</i> .....	4
Baldy, Francis H.....	<i>Darlington, S. C.</i> .....	2
Banks, Exum Duval.....	<i>Wake</i> .....	2
Barnes, Jules Gladstone.....	<i>Bertie</i> .....	1
Barnes, Jahu Herman .....	<i>Wake</i> .....	3
Barrett, Lester Earl.....	<i>Pitt</i> .....	1
Bass, Lonnie Embro .....	<i>Nash</i> .....	1
Beal, Jack .....	<i>Nash</i> .....	4
Beckwith, Clifton Warren.....	<i>Wake</i> .....	1
Bell, George Erick ( <i>Med.</i> ).....	<i>Wake</i> .....	3
Bennett, Ivan Loveridge.....	<i>Brunswick</i> .....	4
Best, Cecil Graham.....	<i>Duplin</i> .....	3
Biggs, Furman Kenneth.....	<i>Robeson</i> .....	2
Billings, Charles M., Jr.....	<i>Richmond, Va.</i> .....	1
Bird, Lawrence Albert, Jr.....	<i>Wayne</i> .....	4
Bivens, John Ashcraft .....	<i>Union</i> .....	3
Black, Charles Spurgeon.....	<i>Union</i> .....	1
Blackman, Lonnie Elwood.....	<i>Wayne</i> .....	4
Blackmon, Archie .....	<i>Lancaster, S. C.</i> .....	1
Blackmon, Stonewall Jackson ( <i>Med.</i> )....	<i>Lancaster, S. C.</i> .....	4
Blalock, Joseph Rogers.....	<i>Halifax</i> .....	2
Blanchard, Charles Wingate.....	<i>Lenoir</i> .....	3
Bland, Joseph W.....	<i>Pender</i> .....	1
Blankenship, Carl M.....	<i>Buncombe</i> .....	1
Blankenship, Oscar Francis.....	<i>Buncombe</i> .....	1
Booe, John Grady ( <i>Med.</i> ).....	<i>Davie</i> .....	4
Booth, James Henry Ray ( <i>Med.</i> ).....	<i>Lee</i> .....	2
Bowers, John B. Gordon.....	<i>Sevier, Tenn.</i> .....	1
Bowers, Thaddeus Ray, Jr.....	<i>Halifax</i> .....	1
Bowers, Valentine Broadway.....	<i>Avery</i> .....	1
Boyd, Basil Manly.....	<i>Mecklenburg</i> .....	3
Brassfield, James Paul.....	<i>Wake</i> .....	2
Brewer, Charles Edward.....	<i>Rockingham</i> .....	2
Brewer, J. Street ( <i>Med.</i> ).....	<i>Sampson</i> .....	3
Bridger, Levie Clayton.....	<i>Bladen</i> .....	1
Briggs, Gaither C., Jr.....	<i>Haywood</i> .....	1
Britt, James Roberts.....	<i>Duplin</i> .....	1
Britt, Luther J.....	<i>Robeson</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Britt, Tilman C.....	<i>Robeson</i> .....	1
Britton, Roswell S.....	<i>Soochow, China</i> .....	2
Bryan, Ennis .....	<i>Halifax</i> .....	1
Bryan, John Williams, Jr.....	<i>Pitt</i> .....	1
Bryant, Hampton Gerome.....	<i>Union</i> .....	4
Bryant, Kader Eugene.....	<i>Sampson</i> .....	1
Bryson, Gerson Lewis.....	<i>Jackson</i> .....	2
Buckner, David Ernest.....	<i>Alamance</i> .....	3
Bunn, John H.....	<i>Franklin</i> .....	1
Burden, Henry Vernon.....	<i>Bertie</i> .....	2
Burgess, William Alberta.....	<i>Polk</i> .....	1
Burleson, William Spurgeon.....	<i>Buncombe</i> .....	4
Burnett, George Lee.....	<i>Rutherford, Tenn.</i> .....	1
Burns, Robert Paschal.....	<i>Person</i> .....	1
Burris, Craven Cullom.....	<i>Stanly</i> .....	2
Byrd, Connie Earl.....	<i>Chatham</i> .....	3
Call, Lonnie Ray.....	<i>Davie</i> .....	2
Canady, John David.....	<i>Cumberland</i> .....	4
Canipe, John Clifton.....	<i>Catawba</i> .....	2
Cannady, Everett H.....	<i>Sampson</i> .....	1
Carlyle, Irving Edward.....	<i>Wake</i> .....	3
Carroll, Fountain Williams.....	<i>Pitt</i> .....	4
Carter, Rupert Franklin ( <i>Med.</i> ).....	<i>Wake</i> .....	4
Carter, Rufus Roy.....	<i>Wake</i> .....	1
Casey, Andrew Harrison.....	<i>Wilkes</i> .....	1
Casteen, Jacob .....	<i>Duplin</i> .....	1
Casteen, Kenan ( <i>Med.</i> ).....	<i>Duplin</i> .....	4
Chappell, Louis Watson.....	<i>Perquimans</i> .....	3
Childress, Raleigh Newton.....	<i>Wake</i> .....	2
Clark, Guy L.....	<i>Beaufort</i> .....	2
Clark, Walter Edgar.....	<i>Wake</i> .....	2
Clarke, William Spurgeon.....	<i>Northampton</i> .....	4
Clayton, Mark Daniel.....	<i>Transylvania</i> .....	2
Coggins, Louie Vernon.....	<i>Chatham</i> .....	2
Cole, Nathan .....	<i>Johnston</i> .....	1
Collins, George .....	<i>Mecklenburg</i> .....	2
Colston, Jesse Francis.....	<i>Northampton</i> .....	4
Cousins, Albert Roy.....	<i>Meriwether, Ga.</i> .....	2
Covington, Benjamin McLaughlin.....	<i>Anson</i> .....	4
Cox, Edward Blackman.....	<i>New Hanover</i> .....	4
Creech, Fulton Hunter.....	<i>Johnston</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Crittenden, Christopher .....	Wake .....	1
Croom, Phinnehas David.....	Lenoir .....	1
Crow, Ivey Offis.....	Catawba .....	1
Crowell, Oscar Bernard.....	Union .....	1
Crumpler, Perry George.....	Sampson .....	1
Cullom, Edward Farmer.....	Wake .....	2
Daly, John Marion.....	Duplin .....	1
Daniel, Paul Sweany.....	Granville .....	3
Darden, James Lee.....	Hertford .....	1
Davis, Edward Parks.....	Mecklenburg .....	1
Davis, Henry Judson.....	Rockingham, Va.....	1
Davis, James Blaine.....	Madison .....	3
Dawes, Lellon Barnes.....	Wilson .....	1
Dawkins, Lester James.....	Anson .....	1
Dawson, William Earl.....	Wilson .....	2
Deitrick, William Henley.....	Pittsylvania .....	3
Denny, Robert Evans.....	Guilford .....	1
Denton, Aulsey Leo ( <i>Med.</i> ).....	Nash .....	4
Denton, Eugene Conrady.....	Burke .....	3
DeShazo, Charles Bloxton.....	Greenwood, S. C.....	1
Dickson, William M., Jr.....	Wake .....	2
Dixon, Leonidas Polk.....	Chatham .....	3
Dowell, Alvis Yates.....	Pitt .....	3
Downing, William Carlyle.....	Cumberland .....	2
Dozier, Riley Clarence.....	Camden .....	1
Duffy, John Core.....	Lenoir .....	3
Eaddy, George Huggins.....	Williamsburg, S. C... 2	
Eagle, James Carr.....	Rowan .....	1
Eddins, George Edgar.....	Stanly .....	3
Edwards, John Gordon.....	Harnett .....	4
Edwards, James Madison.....	Northampton .....	1
Edwards, Samuel Erwin .....	Madison .....	1
Egerton, Montraville Walker.....	Henderson .....	3
Elam, William Anderson.....	Wake .....	3
Elliott, Philip Lovin.....	Graham .....	1
Ellis, Lyle Gaffney.....	Cleveland .....	2
Ervin, William Dargan.....	Spartanburg, S. C... 2	
Feezor, Forrest C.....	Davidson .....	1
Ferree, Idyl Arris.....	Randolph .....	4
Ferrell, William Russell.....	Wake .....	4
Fite, Earl Pettigrew.....	Mecklenburg .....	1
Fleetwood, Joseph Anderson.....	Northampton .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Floyd, Willie Yates.....	Robeson .....	1
Foreman, Walter Thomas.....	Stanly .....	3
Foster, Howitt H. ( <i>Med.</i> ).....	Southampton, Va....	3
Franklin, Andrew Jackson, Jr.....	Swain .....	2
Franks, Claude Robert.....	Towns, Ga.....	3
Fryar, Claud Henry ( <i>Med.</i> ).....	Sampson .....	4
Fryar, William Smith.....	Sampson .....	2
Futrell, Julian Linwood, Jr.....	Northampton .....	2
Futrell, Matt Person.....	Northampton .....	1
Galloway, Thomas Coleman.....	Transylvania .....	1
Garcia, Filadelfo D.....	Oriente, Cuba.....	2
Gardner, Alton Jackson.....	Macon .....	1
Gibson, Lawrence Thompson.....	Scotland .....	1
Gillespie, James Thomas.....	Cleveland .....	2
Gladney, William Beckett.....	Lincoln, La.....	2
Glenn, Onslow Talmage.....	Person .....	1
Goodson, William Carl.....	Duplin .....	1
Goodwin, Oscar Sexton.....	Wake .....	1
Greene, George William.....	Buncombe .....	4
Gregory, Charlie C.....	Camden .....	4
Griffin, Harry Leigh.....	Northampton .....	1
Grimsley, Harry Barnette.....	Guilford .....	1
Gwaltney, Minton Connelly.....	Alexander .....	1
Hadley, William Sampson.....	Martin .....	1
Hair, George William.....	Cumberland .....	3
Hair, William B.....	Cumberland .....	3
Hall, Alexander .....	Colquitt, Ga.....	4
Hall, John Franklin.....	Johnston .....	3
Hall, Romulus Ferdinand.....	Sampson .....	3
Hall, Remus James.....	Sampson .....	3
Hamilton, Henry Haywood.....	Harnett .....	3
Hamrick, Earl Anthony.....	Haywood .....	2
Hamrick, Ladd Watts.....	Cleveland .....	2
Hankins, Foster Montgomery.....	Forsyth .....	1
Harrell, Herbert Bascomb, Jr.....	Halifax .....	3
Harrill, Benjamin Harrison.....	Rutherford .....	3
Harrill, George Pinkney, Jr.....	Franklin .....	3
Harrington, Henry Grady.....	Bertie .....	1
Harrington, Joseph A.....	New Castle, Del.....	1
Harris, Cary Fletcher.....	Vance .....	2
Harris, Nathaniel Claybrooke.....	Rutherford .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Harris, William Albert.....	<i>Cherokee, S. C.</i> .....	3
Hartsell, Paul Gemaliel.....	<i>Stanly</i> .....	3
Hart, Julian Gilliam.....	<i>Forsyth</i> .....	1
Harward, William Carey.....	<i>Chatham</i> .....	3
Hayes, James Madison.....	<i>Wilkes</i> .....	3
Haynes, Caleb Vance.....	<i>Surry</i> .....	2
Heafner, George Dewey.....	<i>Lincoln</i> .....	2
Heafner, Hugh Herbert.....	<i>Lincoln</i> .....	3
Helms, Henry Arthur.....	<i>Union</i> .....	1
Hendrix, Lemuel Pinkston.....	<i>Davie</i> .....	3
Herndon, James Matthew.....	<i>Wake</i> .....	2
Herring, Carey Peele.....	<i>Pender</i> .....	2
Hester, Hubert Inman.....	<i>Columbus</i> .....	2
Hester, James Montgomery.....	<i>Robeson</i> .....	3
Hicks, Albert Plato Martin.....	<i>Lincoln</i> .....	2
Highsmith, James DaCosta.....	<i>Cumberland</i> .....	4
Hill, Dallas Early.....	<i>Rowan</i> .....	1
Hines, Peter Richard .....	<i>Pitt</i> .....	1
Hipps, Ferdy Loranzey.....	<i>Madison</i> .....	1
Hobbs, Walter Scott.....	<i>Sampson</i> .....	1
Hobgood, Legan Henry ( <i>Med.</i> ).....	<i>Edgecombe</i> .....	3
Holding, Robert Powell.....	<i>Wake</i> .....	4
Holding, William Willis, Jr.....	<i>Wake</i> .....	4
Hollowell, William Henry.....	<i>Chowan</i> .....	1
Holman, John R.....	<i>Wilkes</i> .....	1
Hooper, Richard .....	<i>Towns, Ga.</i> .....	3
Hopkins, Roy Thomas .....	<i>Washington</i> .....	1
Hord, Eugene Thompson.....	<i>Cleveland</i> .....	1
Horton, Samuel Ferd.....	<i>Watauga</i> .....	1
Hough, Raymon Franklin.....	<i>Stanly</i> .....	4
Howell, James Ernest ( <i>Med.</i> ).....	<i>Richmond</i> .....	1
Hudson, Charlie Franklin.....	<i>Burke</i> .....	4
Hudson, Esper Valentine.....	<i>Rutherford</i> .....	2
Hughes, Daniel Crawley.....	<i>Cleveland</i> .....	3
Humber, John Davis ( <i>Med.</i> ).....	<i>Pitt</i> .....	3
Humber, Robert Lee, Jr. ....	<i>Pitt</i> .....	2
Hunter, Carey Joseph, Jr.....	<i>Wake</i> .....	4
Hunter, John Pullen ( <i>Med.</i> ).....	<i>Wake</i> .....	3
Huntley, George Washington.....	<i>Anson</i> .....	4
Hutchins, Fred Strickland.....	<i>Forsyth</i> .....	3
Ingram, Ben Clayton.....	<i>Anson</i> .....	3
Ives, Dwight Humeston.....	<i>Moore</i> .....	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ivey, Walton Bert.....	<i>Robeson</i> .....	1
Jackson, Edgar Manly.....	<i>Pitt</i> .....	1
James, Earl Clifford.....	<i>Surry</i> .....	2
James, Robert Wesley.....	<i>Pickens, S. C.</i> .....	2
Jenkins, Ned Walter.....	<i>DeSoto, La.</i> .....	2
Johnson, Ferdie Talmadge.....	<i>Sampson</i> .....	4
Johnson, John Samuel.....	<i>Robeson</i> .....	3
Johnson, Leonidas LaFayette.....	<i>Sampson</i> .....	2
Johnston, Julius .....	<i>Caswell</i> .....	1
Jones, Carey Celester.....	<i>Wake</i> .....	3
Jones, Ernest S.....	<i>Campbell, Tenn.</i> .....	2
Jones, James Bate.....	<i>Cleveland</i> .....	4
Jones, Joseph Henry.....	<i>Robeson</i> .....	3
Jones, William Bailey.....	<i>Wake</i> .....	3
Jordan, Ralph B.....	<i>Chatham</i> .....	3
Jordan, Walter Edward.....	<i>Forsyth</i> .....	2
Joyner, John Council.....	<i>Lenoir</i> .....	2
Keeter, John Byron.....	<i>Cleveland</i> .....	2
Keller, Roy Lee Grante.....	<i>Cabarrus</i> .....	2
Kendrick, Charles Manly.....	<i>Wake</i> .....	1
Kesler, John Malcolm.....	<i>Davidson</i> .....	4
King, James Gordon.....	<i>New Hanover</i> .....	1
Knott, Alexander Graham.....	<i>Wake</i> .....	4
Koon, Ethin Lease.....	<i>Puncombe</i> .....	1
Lake, James Ludwell, Jr.....	<i>Wake</i> .....	1
Lambert, Critz F.....	<i>Mitchell</i> .....	1
Lambert, Fred .....	<i>Mitchell</i> .....	1
Lane, Herbert Elliott.....	<i>Perquimans</i> .....	4
Langston, Henry Laurens.....	<i>Richland, S. C.</i> .....	1
Lassiter, George Washington.....	<i>Bertie</i> .....	5
Ledford, Colon Alonzo.....	<i>Rutherford</i> .....	1
Leggett, Chauncey Hoke.....	<i>Halifax</i> .....	1
Levinson, Louis Lavalley.....	<i>Johnston</i> .....	1
Lewellyn, Romulus Henry.....	<i>Surry</i> .....	1
Lewis, Richard M.....	<i>Columbus</i> .....	2
Liles, Brooks Sanford.....	<i>Union</i> .....	1
Liles, Royall Thomas.....	<i>Union</i> .....	1
Liles, Walter .....	<i>Wake</i> .....	1
Limerick, Thomas Frankey.....	<i>Chesterfield, S. C.</i> .....	2
Litchfield, Roy Lee.....	<i>Washington</i> .....	2
Lovelace, Arsolla Crawford.....	<i>Rutherford</i> .....	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Lovelace, William Monroe.....	<i>Cleveland</i> .....	1
McCall, Albert Clyde.....	<i>Johnston</i> .....	1
McCann, David Paul.....	<i>Surry</i> .....	2
McCullers, Willard D.....	<i>Johnston</i> .....	1
McCurry, Charles Myron.....	<i>Florence, S. C.</i> .....	2
McDonald, Malcolm Daniel.....	<i>Richmond</i> .....	1
McDuffie, Fulton Jones.....	<i>Lee</i> .....	3
McFadyen, Aubrey Duncan.....	<i>Cumberland</i> .....	4
McKaughan, Jesse Alfred, Jr.....	<i>Norfolk, Va.</i> .....	1
McKnight, Cuttino .....	<i>Sumter, S. C.</i> .....	2
McLendon, Moran Dorrith.....	<i>Anson</i> .....	1
McLeod, Paul Davis.....	<i>Harnett</i> .....	1
McMillan, Edwin Guy ( <i>Med.</i> ).....	<i>Scotland</i> .....	3
Mallard, Robert Raper.....	<i>Davidson</i> .....	2
Mangum, Pearl Damon.....	<i>Monroe, Mo.</i> .....	5
Martin, Lester P.....	<i>Davie</i> .....	2
Massey, Luther Malcus.....	<i>Wake</i> .....	2
Maynard, Belvin Womble.....	<i>Wake</i> .....	2
Meek, Samuel Shelby.....	<i>Ouachita, La.</i> .....	2
Merritt, Rupert Polk.....	<i>Orange</i> .....	1
Meyer, Louis B.....	<i>Halifax</i> .....	2
Miller, Clarence Emmett.....	<i>Swain</i> .....	2
Miller, Ira Curtis.....	<i>Swain</i> .....	1
Mills, Green Titus.....	<i>Harnett</i> .....	4
Milton, Carl Yeomans.....	<i>Stanly</i> .....	2
Mitchell, George Cree.....	<i>Wake</i> .....	2
Mitchell, Vernon Fuller.....	<i>Wake</i> .....	3
Mitchell, Zack P.....	<i>Bertie</i> .....	2
Moore, Crawford Durham.....	<i>Cleveland</i> .....	2
Moore, George Green.....	<i>Cleveland</i> .....	4
Moore, Henry Blanchard.....	<i>Anson</i> .....	2
Moore, Spurgeon Boone ( <i>Med.</i> ).....	<i>Caldwell</i> .....	3
Morris, Ralph Landrum.....	<i>Rutherford</i> .....	2
Morrison, Thomas B.....	<i>Marlboro, S. C.</i> .....	1
Moseley, Charles Andrew.....	<i>Guilford</i> .....	4
Moss, Robert Verelle.....	<i>Wilson</i> .....	2
Mott, Marshall Lockhart, Jr.....	<i>Payne, Oklahoma.</i> ....	1
Mullinax, Burgin Lee.....	<i>Cleveland</i> .....	1
Murphy, Joseph, Jr.....	<i>Catawba</i> .....	1
Muse, Robert Glenn.....	<i>Iredell</i> .....	2
Mustian, Alfred P.....	<i>Halifax</i> .....	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Nance, Grover Broughton.....	<i>Columbus</i> .....	1
Neal, Phil H.....	<i>Halifax, Va.</i> .....	1
Newbold, Jeremiah McMullen.....	<i>Perquimans</i> .....	4
Newton, John Clinton.....	<i>Cleveland</i> .....	3
Nix, Millard Mortimer .....	<i>Henderson</i> .....	1
Nolan, Anderson Vance .....	<i>Cleveland</i> .....	1
Nolan, James Onslow.....	<i>Cleveland</i> .....	1
Norville, Charles T. Spurgeon.....	<i>Rutherford</i> .....	1
Nye, Jacob Carlyle.....	<i>Robeson</i> .....	1
Odom, Archie David.....	<i>Nash</i> .....	1
Olive, B. Ray.....	<i>Wake</i> .....	3
Olive, Collier Carlton.....	<i>Guilford</i> .....	3
Olive, Hubert Ethridge.....	<i>Johnston</i> .....	2
Owen, Charles Spurgeon.....	<i>Buncombe</i> .....	2
Owen, John Fletcher.....	<i>Sampson</i> .....	2
Pace, Ashley D.....	<i>Escambia, Fla.</i> .....	2
Pace, John Candler.....	<i>Escambia, Fla.</i> .....	2
Paden, Dean S.....	<i>Fulton, Ga.</i> .....	1
Page, Joseph .....	<i>Robeson</i> .....	2
Parker, Charles W.....	<i>Hertford</i> .....	2
Parker, Lee .....	<i>Hertford</i> .....	3
Parker, Spotswood Randolph.....	<i>Vance</i> .....	2
Parker, Vernon St. Clair.....	<i>Northampton</i> .....	1
Paschal, Herbert Richard .....	<i>Chatham</i> .....	4
Paschal, Wade Hampton.....	<i>Chatham</i> .....	2
Payne, Alonzo Clark.....	<i>Watauga</i> .....	2
Pennell, James Burgin.....	<i>Buncombe</i> .....	2
Penny, William Everit.....	<i>Wake</i> .....	1
Perry, David Russell ( <i>Med.</i> ).....	<i>Wake</i> .....	4
Perry, Hugh W.....	<i>Franklin</i> .....	3
Perry, Sidney Albert.....	<i>Guilford</i> .....	1
Phillips, Ernest Nicholas.....	<i>Stokes</i> .....	3
Pittman, Kenneth Alexandria.....	<i>Franklin</i> .....	4
Plunkett, Carl Lafayette.....	<i>Forsyth</i> .....	1
Plybon, Charles Thomas.....	<i>Wake</i> .....	2
Pointer, Joseph Rosser.....	<i>Caswell</i> .....	2
Ponder, Edwin Lynn.....	<i>Madison</i> .....	1
Pool, Jelman Garves.....	<i>Wake</i> .....	3
Pope, Harry Joyner.....	<i>Halifax</i> .....	4
Pou, George Ross.....	<i>Johnston</i> .....	1
Pou, James Hinton, Jr.....	<i>Wake</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Powell, Julius Carlyle.....	Duplin .....	4
Powell, William Columbus, Jr.....	Wake .....	2
Powers, James Lonnie.....	Robeson .....	2
Privette, Henry Clyde.....	Iredell .....	1
Priyott, Wood .....	Chowan .....	2
Proctor, John G.....	Robeson .....	1
Pruitt, Thomas Pitts.....	Catawba .....	3
Quillin, George S. ....	Rowan .....	2
Rankin, Milledge Theron.....	Williamsburg, S. C... 1	
Ray, Frank L. ( <i>Med.</i> ).....	Wake .....	3
Redwine, Richard Kerr.....	Surry .....	4
Reid, Albert Clayton.....	Davidson .....	2
Riddick, Charles Oscar.....	Buncombe .....	3
Riddick, William Allen.....	Buncombe .....	4
Riddle, Eugene Nelse.....	Alamance .....	1
Ridge, Clyde Franklin.....	Randolph .....	1
Ridley, J. Leo.....	Fulton, Ga.....	1
Rittenhouse, George Frederick.....	Dinwiddie, Va.....	3
Robley, H. Elon.....	Montgomery, Kas... 1	
Rogers, George Thomas.....	Wake .....	1
Rogers, Wiley Mager.....	Wake .....	1
Roland, Herrick Milton.....	Yancey .....	1
Roper, Paul R.....	Davidson .....	2
Rowe, George Davis ( <i>Med.</i> ).....	Spottsylvania, Va... 4	
Rucker, John Bunyan.....	Rutherford .....	3
Russ, Christopher Cleveland.....	Brunswick .....	3
Sams, Fred C.....	Madison .....	5
Sanderson, Naman Ray.....	Duplin .....	2
Saunders, Swepson Harrison, Jr. ....	Florence, S. C. .... 3	
Savage, John G.....	Norfolk, Va.....	3
Savage, William Vann, Jr.....	Norfolk, Va.....	2
Shanks, Henry Thomas.....	Vance .....	2
Shaw, Gifford Wells.....	Sumter, S. C.....	1
Shell, Otis Prentis.....	Harnett .....	1
Shields, James G.....	Halifax .....	2
Sidbury, Hallie Will.....	Pender .....	1
Sigmon, Nolan Jay.....	Catawba .....	2
Sinclair, William Brookshire.....	Henderson .....	3
Slattery, John J.....	Henderson .....	1
Slawter, John D.....	Forsyth .....	1
Sledd, Arthur Purefoy.....	Wake .....	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Sledge, Robert F. ( <i>Med.</i> ).....	<i>Forsyth</i> .....	4
Sloan, Ralph Stedman.....	<i>Duplin</i> .....	1
Smith, Hugh Preston.....	<i>Wake</i> .....	1
Smith, Lellon Wray.....	<i>Wake</i> .....	7
Smithson, Sidney Carlton.....	<i>Washington</i> .....	2
Snow, James Evans.....	<i>Surry</i> .....	1
Sorrells, Clyde C.....	<i>McDowell</i> .....	2
Sowers, Jacob Long.....	<i>Davidson</i> .....	1
Sowers, R. Gerodd.....	<i>Davidson</i> .....	1
Spaugh, Clarence F.....	<i>Davidson</i> .....	2
Speight, Francis Wayland.....	<i>Bertie</i> .....	1
Spurling, Lee Spurgeon.....	<i>Cleveland</i> .....	1
Stallings, Lawrence Tucker, Jr.....	<i>Fulton, Ga.</i> .....	4
Stallings, Roscoe Le Roy.....	<i>Martin</i> .....	1
Staton, Ennis Calvin.....	<i>Stanly</i> .....	1
Stephens, Gordon Vann.....	<i>Wake</i> .....	4
Sterling, William Woodner.....	<i>Amite, Miss.</i> .....	1
Stevens, Charles Hadley.....	<i>Johnston</i> .....	3
Stevens, John A., Jr.....	<i>Sampson</i> .....	2
Stiles, Nimrod Harry.....	<i>Macon</i> .....	3
Stimson, Fred J.....	<i>Caldwell</i> .....	1
Stone, Thomas Herbert.....	<i>New Hanover</i> .....	1
Stout, Philip D.....	<i>Washington, Tenn.</i> ....	1
Strickland, Williard Milo ( <i>Med.</i> ).....	<i>Wake</i> .....	3
Strole, Glenn Franklin.....	<i>Columbus</i> .....	4
Stroup, Rush .....	<i>Cleveland</i> .....	1
Sutton, William Dovey.....	<i>Chesterfield, S. C.</i> ... 4	
Sykes, Paul S.....	<i>Northampton</i> .....	3
Tally, Bailey T.....	<i>Harnett</i> .....	1
Tate, William Thomas.....	<i>Rutherford</i> .....	4
Tatum, Roy C. ( <i>Med.</i> ).....	<i>Davie</i> .....	4
Tayloe, John Webb.....	<i>Hertford</i> .....	1
Taylor, Robert Eugene.....	<i>Buncombe</i> .....	1
Taylor, Richard Hardy.....	<i>Greene</i> .....	1
Taylor, Rosser Howard.....	<i>Nash</i> .....	4
Taylor, Walter Freeman.....	<i>Hertford</i> .....	3
Teague, Loyd Washington.....	<i>Alexander</i> .....	2
Teague, Samuel Edward.....	<i>Richmond</i> .....	1
Thomas, Cornelius .....	<i>Brunswick</i> .....	4
Thompson, Edgar Stinceon ( <i>Med.</i> ).....	<i>Robeson</i> .....	4
Thompson, Robert Thomas.....	<i>Wake</i> .....	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Thompson, Samuel Alcott.....	Wake .....	2
Tiller, William L. ....	Dickenson, Va. ....	1
Tolar, Marion Branch.....	Hampton, S. C. ....	1
Tomlinson, John William.....	Cumberland .....	1
Trueblood, Elwyn Judson .....	Pasquotank .....	1
Trueblood, Paul Raymond.....	Pasquotank .....	1
Trust, George Eugene.....	Bladen .....	3
Turner, Alan .....	Iredell .....	1
Turner, Robert Hurst.....	Iredell .....	1
Twiggs, Clyde .....	Towns, Ga.....	1
Uzzle, Thomas Marshall.....	Johnston .....	1
Valentine, Itimous T.....	Nash .....	1
Vann, John Graves.....	Hertford .....	2
Vassey, John Jones .....	Spartanburg, S. C....	1
Vaughan, Leonce, Jr.....	Darlington, S. C....	2
Wall, Carroll Charles.....	Davidson .....	2
Wallace, Raley Gart.....	Moore .....	1
Ward, Benjamin Thomas.....	Perquimans .....	1
Ward, James Ambrose.....	Pasquotank .....	3
Ward, William Farrior.....	Craven .....	4
Warren, Casper Carl.....	Harnett .....	2
Warren, Rollin Wilby.....	Northampton .....	1
Washburn, George Fred.....	Mitchell .....	3
Washburn, George Dennis.....	Cleveland .....	1
Watson, Charles Norman.....	Hertford .....	2
Watson, Thomas Mervelle ( <i>Med.</i> ).....	Scotland .....	3
Wellons, Benjamin Franklin.....	Johnston .....	3
West, Edgar Carlyle.....	Sampson .....	1
Wharton, Clarke Lewis.....	Haywood .....	2
Whedbee, Edward Marcellus.....	Pasquotank .....	4
White, James Bingham.....	Bertie .....	2
White, Phillip Ernest.....	Perquimans .....	1
White, Ransom Kelly.....	Northampton .....	3
White, William Ernest.....	Bertie .....	3
Whitehead, Seba L.....	Halifax .....	3
Whitley, Ennis Parker.....	Wake .....	4
Whitley, Henry Wayne.....	Wake .....	3
Whitley, James Baylus.....	Wake .....	3
Whitley, Robert Lafayette.....	Beaufort .....	4
Wilkinson, Chester Houston.....	Wake .....	4
Williams, Boyd Vernon.....	Robeson .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Williams, Jabez Herring ( <i>Med.</i> ).....	<i>Union</i> .....	3
Williams, Lonnie P. ( <i>Med.</i> ).....	<i>Duplin</i> .....	4
Williford, Lonnie Rosseau.....	<i>Cumberland</i> .....	1
Willis, James McLaurin.....	<i>Marlboro, S. C.</i> .....	2
Wilson, Percy Hocutt.....	<i>Robeson</i> .....	3
Wilson, Robert Thomas.....	<i>Caswell</i> .....	1
Witherington, Robert Southerland.....	<i>Duplin</i> .....	2
Woodard, Etheldredæ Henry.....	<i>Wilson</i> .....	1
Woodward, David Leon.....	<i>Duplin</i> .....	2
Woody, William Sterling ( <i>Med.</i> ).....	<i>Nottoway, Va.</i> .....	1
Wooten, Frank Thomas, Jr.....	<i>Columbus</i> .....	2
Wright, James Lineberry.....	<i>Guilford</i> .....	2
Wright, Wallace Barber.....	<i>Buncombe</i> .....	4
Yates, Ira Clarence.....	<i>Wake</i> .....	2
Yates, Kyle M.....	<i>Wake</i> .....	4
Total.....		503

## RECAPITULATION BY STATES.

North Carolina.....	443
South Carolina.....	22
Virginia .....	14
Georgia .....	8
Tennessee .....	4
Louisiana .....	3
Florida .....	2
Delaware .....	1
Kansas .....	1
Mississippi .....	1
Missouri .....	1
Oklahoma .....	1
Cuba .....	1
China .....	1
Total.....	503

Students in School of Medicine, included above, 31.

## Commencement, 1915

Wednesday Evening, May 19

THE BACCALAUREATE SERMON.

Rev. Cornelius Woelfkin, D.D., Litt.D., of New York City.

Thursday Morning, May 20

THE LITERARY ADDRESS.

Rev. Cornelius Woelfkin, D.D., Litt.D., of New York City.

PRESENTATION OF MEDALS.

### *Philomathesian:*

Senior Orator's Medal, to R. L. Brown.  
 Junior Orator's Medal, to J. G. Booe.  
 Sophomore Orator's Medal, to J. M. Hayes.  
 Freshman Orator's Medal, to J. D. Humber.  
 John E. White Medal, to T. A. Avera.

### *Euzelian:*

Thomas Dixon Senior Orator's Medal, to C. S. Sawyer.  
 Junior Orator's Medal, to E. B. Cox.  
 Sophomore Orator's Medal, to J. C. Newton.  
 Freshman Orator's Medal, to A. C. Reid.  
 J. L. Allen Orator's Medal, to B. M. Boyd.

### *Open to all Students:*

Hubert A. Royster Scholarship and Athletic Medal, to C. W. Carrick.  
 Wake Forest Student Essay Medal, to G. D. Rowe.

PINS AWARDED TO DEBATERS REPRESENTING THE COLLEGE IN  
 INTERCOLLEGIATE DEBATES:

Wake Forest-Richmond debate, held at Richmond, Va., to J. M. Pritchard, Carey J. Hunter, Jr., and A. L. Carlton.

Wake-Forest-Richmond debate, held at Wake Forest, to J. P. Mull, T. A. Avera, and B. M. Boyd.

Prize for the best work in the Department of Anatomy was awarded to Mr. Bahnson Weathers.

**Thursday Afternoon, May 20**

## CLASS DAY EXERCISES.

President: J. M. Gatling.	Prophet: J. R. Parker.
Vice-President: E. B. Whitehurst.	Historian: B. M. Watkins.
Secretary: J. E. Bobbitt.	Statistician: W. G. Dotson.
Orator: M. H. Jones.	Testator: L. S. Brassfield.
Poet: J. L. Allen, Jr.	

**Thursday Evening, May 20**

## ALUMNI ADDRESS.

Hon. Thos. W. Bickett, Class of 1890, Attorney-General of North Carolina.

Alumni Business Meeting.

SENIOR CLASS RECEPTION.

**Friday Morning, May 21**

## ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.

R. L. Brown: "Unrecognized Heroism."  
 J. P. Mull: "The Farmer, the Neglected Citizen in Legislation."  
 A. Y. Arledge: "The Democracy of the Eleventh Hour."  
 J. M. Pritchard: "Shall the Death Penalty be Abolished?"  
 B. M. Watkins: "The Quest of Freedom."  
 Earle Prevette: "The Mediterranean of the New World."

A. D. Ward Medal presented to B. M. Watkins.

## CONFERRING DEGREES AND BACCALAUREATE ADDRESS.

By President Poteat.

## Degrees

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### ACADEMIC

#### MASTER OF ARTS

M. A. HUGGINS.	W. P. MULL.
A. C. WARLICK.	O. W. McMANUS.

#### BACHELOR OF ARTS.

J. A. ABERNETHY.	L. S. INSCOE.
J. B. ALDERMAN.	T. IVEY, JR.
J. L. ALLEN, JR.	V. R. JOHNSON.
A. Y. ARLEDGE.	I. T. JOHNSTON.
T. A. AVERA.	E. C. JONES.
G. M. Billings.	J. C. JONES.
F. A. BOBBITT.	M. H. JONES.
L. S. BRASSFIELD.	J. C. McCOURRY.
M. L. BRAUN.	R. L. MALTEA.
R. L. BROWN.	J. P. MULL.
J. L. CAMP, JR.	B. O. MYERS.
A. L. CARLTON.	B. R. PAGE.
C. W. CARRICK.	J. R. PARKER.
A. G. CARTER.	H. D. PEGG.
C. E. CHAMBLISS.	EARL PREVÈTE.
P. E. DOWNS.	J. M. PRITCHARD.
V. E. DUNCAN.	C. S. SAWYER.
G. FERGUSON.	E. C. SEXTON.
R. S. FOUNTAIN.	J. U. TEAGUE.
J. M. GATLING.	C. C. WARD.
A. R. GAY.	B. M. WATKINS.
W. L. GRIGGS.	L. U. WESTON.
J. R. HALL.	R. E. WILLIAMS.
M. A. HONEYCUTT.	T. L. WILLIAMS.

#### BACHELOR OF SCIENCE.

J. R. CROZIER.	W. G. DOTSON.
E. L. WARD.	

## BACHELOR OF SCIENCE IN MEDICINE.

R. C. GYLES.	H. M. VANN.
CHARLES HENSLEY.	J. W. VANN.
J. E. HOWELL.	BAHNSON WEATHERS.
H. J. LANGSTON.	E. B. WHITEHURST.
J. J. NEAL.	E. J. WILLIAMS.

## BACHELOR OF LAWS.

C. M. ADAMS.	R. R. INGRAM.
J. A. ADAMS.	V. R. JOHNSON.
J. E. BOBBITT.	G. H. KING.
G. W. BRADDY.	E. J. KNOTT.
C. C. CASHWELL.	J. M. PRITCHARD.
W. H. FISHER.	C. F. SMITH.
O. L. HENRY.	J. C. SMITH.
B. HENSLEY.	B. T. SUSTARE.
P. S. HERRING.	S. W. WHITE.

## HONORARY

## DOCTOR OF LAWS.

EDWARD KIDDER GRAHAM, of the University of North Carolina.  
 HON. ROBERT W. WINSTON, Raleigh, N. C.

## DOCTOR OF DIVINITY.

REV. HIGHT C. MOORE, Raleigh, N. C.

## Society Day, 1915

Society Day, the autumnal celebration of the Philomathesian and Euzelian Literary Societies, occurred on November 1, with the following program:

### Program

JUNIOR-SOPHOMORE DEBATE, 1:30 P. M.

M. W. EGERTON, Eu.  
*President.*

J. S. BREWER, Phi.  
*Secretary.*

### QUERY:

*Resolved:* That the Workman's Compensation Act should be adopted in North Carolina.

### AFFIRMATIVE.

D. P. McCANN, Eu.  
Surry County.

I. E. CARLYLE, Phi.  
Wake County.

### NEGATIVE.

HUBERT E. OLIVE, Phi.  
Johnston County.

L. W. CHAPPELL, Eu.  
Perquimans County.

### ORATIONS, 7:30 P. M.

C. THOMAS, Phi.  
Brunswick County.  
"America's Greatest Enemies."

J. C. POWELL, Phi.  
Duplin County.  
"Freedom and Patriotism."

A. C. LOVELACE, Eu.  
Rutherford County.  
"North Carolina's Fundamental Need."

R. K. REDWINE, Eu.  
Surry County.  
"America After the War."

### MARSHALS.

P. S. SYKES, Eu., Chief.  
C. M. McCOURRY.  
R. W. WARREN.

A. Y. DOWELL, Phi., Chief.  
C. C. WALL.  
S. E. TEAGUE.

## Anniversary of the Literary Societies, 1916

On February 11th the Literary Societies held their annual celebration, with the following program:

DEBATE—2:00 P. M.

ROSSER H. TAYLOR, Phi., *President.*

L. P. HENDRIX, Eu., *Secretary.*

QUERY:

*Resolved:* That the power of the Federal Government should be paramount to that of the States in the conservation of the forest and mineral resources in the United States (constitutional-ity waived).

AFFIRMATIVE.

I. L. BENNETT, Phi.  
Brunswick County.  
D. C. HUGHES, Eu.  
Cleveland County.

NEGATIVE.

W. SPURGEON BURLESON, Eu.  
Buncombe County.  
PAUL S. DANIEL, Phi.  
Granville County.

ORATIONS AND RECEPTION—8:00 P. M.

KYLE M. YATES, Phi.  
Wake County.  
"The Characteristics of  
the Age."

E. B. COX, Eu.  
New Hanover County.  
"The United States the  
Leader of Nations."

MARSHALS.

WALLACE B. WRIGHT, Eu., Chief.  
EUGENE C. DENTON.  
A. C. REID.

J. SAM JOHNSON, Phi., Chief.  
WALTER E. CLARKE.  
ANDREW H. CASEY.

5.

## SUBJECTS ACCEPTED FOR ADMISSION

SUBJECT	TOPICS	Units
English 1	English Grammar, Rhetoric and Composition	1
English 2	Critical Study of Specimens of English Literature	2
Mathematics 1(a)	Algebra to Quadratic Equations	1
Mathematics 1(b)	Quadratics, Progressions and the Binomial Formula	1½
Mathematics 2	Plane Geometry	1
History 1	General History	1
History 2	Mediæval and Modern European History	1
History 3	English History	1½
History 4	American History	1½
Latin 1	Grammar, Composition and Translation	1
Latin 2	Cæsar's Gallic War, I-IV; Grammar; Composition	1
Latin 3	Cicero's Orations (6); Grammar; Composition	1
Latin 4	Vergil's Æneid, I-VI; Grammar; Composition	1
Greek 1	Grammar; Composition	1
Greek 2	Xenophon's Anabasis, I-IV	1
German 1	Elementary Grammar, Composition, and Translation	1
French 1	Elementary Grammar, Composition, and Translation	1
Science 1	Physical Geography	1½
Science 2	Physiology	1½
Science 3	Physics	1½
Science 4	Botany	1½

## 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. Consultation with the Committee on Entrance requirements.

2. Payment of fees in the Bursar's office the first day of the term.

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.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year with five periods weekly of not less than three-quarters of an hour each.

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

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit.

For the B.A. degree and for the B.S. degree in Medicine, with the exceptions noted in the next paragraph, the four units of Languages other than English must be Latin; for the B.S. degree in General Science and in Engineering, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Civics and the B.S. degree in Medicine the student who elects Latin in the studies prescribed for the first two years of college work must present four units of entrance work in Latin. The student who does not elect Latin must satisfy the professors of the Latin department that his preparatory work in this subject has been satisfactorily done. A student who is a candidate for a degree in either Civics or Medicine may present one unit each of French and German in place of the last two units of entrance work in Latin.

The one and a half remaining units are elective, and may be chosen from any of the other academic studies given below or from any subject required for a diploma in an accredited high school; or they may be made up from advanced work offered in any of the prescribed studies given above.

### **Conditions**

Students are urged to complete their preparation before coming to the College. A candidate may be admitted even though he has some deficiencies in preparation, but no student is received who is conditioned on more than four units of entrance work, nor will any be allowed to remain in College more than two years with entrance conditions, of which as many as possible must be met the first year.

To enable students to remove deficiencies in preparation one class each in Mathematics, French, German, Greek, and Latin, is for the present retained under the supervision of members of the Faculty.

### 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.*

#### 2. *Reading.* 2 units.

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, 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.

### For 1916-1917

#### REQUIRED FOR STUDY.

#### GROUP I—*Drama.* (One to be selected.)

Shakespeare's *Julius Cæsar*, *Macbeth*, or *The Merchant of Venice*.

#### GROUP II—*Poetry.* (One to be selected.)

Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail* and *The Pass-*

ing of Arthur; Palgrave's Golden Treasury (First Series), Book IV.

GROUP III—*Oratory*. (One to be selected.)

Burke's Conciliation With America; Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Two Speeches on Copyright and Lincoln's Speech at Cooper Union.

GROUP IV—*Essays*. (One to be selected.)

Carlyle's Essay on Burns, with a selection from Burns's Poems; Macaulay's Life of Johnson; Emerson's Essay on Manners.

REQUIRED FOR READING.

Ten books are required, subject to the limits of choice specified in the various groups.

GROUP I. (Two to be selected.)

Selections from the Old Testament, The Odyssey, omitting, if desired, Books I-V, XV-XVII; The Iliad, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*.

For any selection from this group a selection from any other group may be substituted.

GROUP II. (Two to be selected.)

Shakespeare's Merchant of Venice; Shakespeare's Midsummer Night's Dream; Shakespeare's As You Like It; Shakespeare's Twelfth Night; Shakespeare's Henry V; \*Shakespeare's Julius Caesar; Shakespeare's The Tempest; Shakespeare's Romeo and Juliet; Shakespeare's King John; Shakespeare's Richard II; Shakespeare's Richard III; Shakespeare's Coriolanus; \*Shakespeare's Macbeth; \*Shakespeare's Hamlet.

GROUP III. (Two to be selected.)

George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe or Scott's Quentin Durward; Dickens's Tale of Two Cities; Stevenson's Treasure Island; Swift's Gulliver's Travels; Cooper's Last of the Mohicans; Defoe's Robinson Crusoe, Part I; Hawthorne's House of the Seven Gables, Twice Told Tales, or Moses from an Old Manse; Thackeray's Novels, any one; Mrs. Gaskell's Cranford; Malory's Morte d'Arthur; Bunyan's Pilgrim's Progress, Part I; Frances Burney's Evelina; Jane

\*If not chosen for study.

Austen's Novels, any one; Miss Mitford's *Our Village*; Kingsley's *Westward Ho! or Hereward the Wake*; Reade's *The Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Poe's *Selected Tales*; A Collection of Short Stories by Various Writers.

GROUP IV. (Two to be selected.)

Sir Roger De Coverley Papers or Selections from *The Tatler* and *The Spectator*; Franklin's *Autobiography*; Irving's *Sketch Book*, or *Life of Goldsmith*; Macaulay's *Essays on Lord Clive, Warren Hastings, Milton, Addison or Goldsmith*; Thackeray's *English Humorists*; Selections from *Lincoln's Addresses and Letter's*; Lamb's *Selection from the Essays of Elia*; Ruskin's *Sesame and Lilies*; Parkman's *Oregon Trail*; Thoreau's *Walden*; Huxley's *Autobiography* and extracts from *Lay Sermons*; Stevenson's *Inland Voyage and Travels with a Donkey*; Boswell's *Life of Johnson*; Southey's *Life of Nelson*; Lockhart's *Life of Scott*; Trevelyan's *Life of Macaulay*; Dana's *Two Years Before the Mast*; Lowell's *Selected Essays*; Holmes's *The Autocrat of the Breakfast Table*; Essays by Bacon, Lamb, DeQuincey, Emerson, etc.; Letters by Various Writers.

GROUP V. (Two to be selected.)

Goldsmith's *Deserted Village* and *The Traveller*; Coleridge's *Ancient Mariner, Christabel and Kubla Khan*; Scott's *Lady of the Lake*; Macaulay's *Lays of Ancient Rome, The Battle of Naseby, The Armada, .Ivry*; Tennyson's *The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur*; Browning's *Select Poems*; Arnold's *Sohrab and Rustum* and *The Forsaken Merman*; Byron's *Childe Harold, Canto III or IV, and Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series), Books II and III*; Pope's *The Rape of the Lock*; *English and Scottish Ballads*; Selections from *American Poetry*; Palgrave's *Golden Treasury (First Series), Book IV* (if not chosen for study).

## Latin

### I. Amount and Range of Preparatory Work Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than

Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, Lives; Cicero, Orations, Letters, and *De Senectute*; Sallust, Catiline and Jugurthine War; Vergil, Bucolics, Georgics, and Æneid; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, D'Ooge's, Inglis and Prettyman's, and Bennett's; also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR.—Gallic War. One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar. 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week.  $\frac{1}{2}$  year,  $\frac{1}{2}$  unit; 1 year, 1 unit.

(f) VERGIL.—Æneid, five or six books, with prosody, composition and grammar. The Bucolics and the Georgics in whole or in part may be substituted for an equivalent amount of the Æneid. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphoses*, *Fasti*, and *Tristia*, with prosody, composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

(h) CICERO.—*De Senectute*, with composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

## II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates who do not present satisfactory certificates will be examined in translation at sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Vergil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

## Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from

the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more frequently practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in translation. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read, as well; for this work the prose authors already studied should be used as models.

### 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*. 1 1-2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) 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 unit.

Five Books of Plane Geometry.

**Modern Languages**

*German.* 1 unit.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) 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 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. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Medieval and Modern History: Myers' "Medieval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

*English History.* 1-2 unit.

The student should be familiar with the leading events in English History, such as may be found in Cheney's "A Short History of England."

*United States History.* 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

**Science**

*Physical Geography.* 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like 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," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

*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."

*Physics.* 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

**Admission to Advanced Standing**

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

## 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. MATHEMATICS.
  1. Solid Geometry and Trigonometry.
  2. 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. Zoölogy.
  4. Elementary Physiology.
  5. Geology.
- IX. PHYSICS.
- X. POLITICAL SCIENCE.
  1. History.
  2. Political Economy.
  3. Constitutional Government.
  4. Sociology.
- XI. THE BIBLE.

- XII. EDUCATION AND PHILOSOPHY.  
XIII. LAW.  
XIV. MEDICINE.  
    1. Anatomy.  
    2. Physiology and Bio-Chemistry.  
    3. Bacteriology and Pathology.  
XV. PHYSICAL CULTURE.
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I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

*Professor H. McN. Poteat.*

*Professor Paschal.*

The primary purpose of this department is to give the student the ability to read and interpret the masterpieces of Latin literature with accuracy and ease. 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.

COURSE 0.—Five hours weekly.

VERGIL.—Æneid (Knapp). Grammar and Composition. Designed for students who enter conditioned on Latin. No credit is given for this course except on entrance deficiencies.

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

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Letters (Poteat); lectures on Cicero and his times. First ten weeks of the Spring Term.

HORACE.—Odes and Epodes (Moore). Second ten weeks of the Spring Term.

<sup>5.</sup>  
COURSE 2.—Three hours weekly.

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

TACITUS.—Germania and Agricola (Tyler). Fall Term.

HORACE.—Satires and Epistles (Morris). First ten weeks of the Spring Term.

MARTIAL.—Epigrams (Post).—Second ten weeks of the Spring Term.

Lectures and papers on Roman Life.

COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with collateral reading.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—See Education and Philosophy 4.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius; the origin and development of Satire. Spring Term.

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II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

*Professor Royall.*

*Professor Paschal.*

COURSE 0.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. Designed for students who have taken no Greek before ma-

triculating. No credit is given for this course except on entrance deficiencies.

**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 in 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.

**PLATO.**—*Apology* and *Crito*, with exercises in Greek Prose, designed to give a review of Greek Grammar, and to illustrate Platonic idiom.

**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.**—Two hours weekly. Elective.

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

**ATTIC ORATORS.**—Demosthenes, Lysias and Isocrates.

**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.

Ten plays from *Æschylus*, *Sophocles*, and *Euripides*.

COURSE 5.—THE GREEK NEW TESTAMENT.—Three hours weekly. Elective. (The object of this course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.)

TEXT-BOOKS.—Westcott and Hort's New Testament in Greek; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

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### III. SCHOOL OF MODERN LANGUAGES.

*Professor Gorrell.*

*Associate Professor Johns.*

*Assistant in Spanish Garcia.*

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 at least one hundred and fifty 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 a mastery of the sounds reproduced by the phonograph is of great value in securing facility of utterance and accuracy of pronunciation.

#### German

GERMAN 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Joynes-Wesselhoeft's German Grammar. Oral and written exercises.

READING.—Bacon's *Im Vaterland*.

GERMAN I.—Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Collar-Eysenbach's German Lessons.

PROSE AND VERSE.—Schiller's *Wilhelm Tell*; Goethe's *Hermann und Dorothea*; Lessing's *Minna von Barnhelm*; Heine's *Harzreise*.

GERMAN 2.—Two hours a week.

COMPOSITION.—Harris' *German Composition*.

CLASSICAL LITERATURE.—Lectures on German literature, followed by extensive readings from the works of Lessing, Goethe, Schiller, and Heine, and modern authors.

### French

FRENCH 0.—(Counts only among requirements for admission.) Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser and Squair's *French Grammar*. Oral and written exercises.

READING.—Aldrich and Foster's *French Reader*.

FRENCH 1.—Three hours a week during the year.

GRAMMAR AND COMPOSITION.—Fraser and Squair's *French Grammar*. Written exercises and blackboard drill.

PROSE AND VERSE.—Study of the classical drama, with readings from Corneille, Molière and Racine.

FRENCH 2.—Two hours a week.

COMPOSITION.—Grandgent's *French Composition*.

LITERATURE.—(1) An outline of French Literature, with the use of Kastner and Atkins' *History of French Literature* as text-book. (2) The study of French fiction. Extensive readings from the works of Mme. de La Fayette, Lesage, Dumas, Hugo, Balzac, Mérimée, Maupassant, Halévy, Daudet, Zola, etc.

### Spanish

SPANISH 1.—Three hours a week.

COMPOSITION.—Koester's *Spanish Grammar*.

PROSE AND VERSE.—Ramsey's *Spanish Reader*; Harrison's *Spanish Commercial Reader*; Hall's *All-Spanish Method*.

SPANISH 2.—Three hours a week.

Hall's *All-Spanish Method*; De Tornos's *Spanish Method*. Drill in Spanish conversation.

## IV. SCHOOL OF ENGLISH.

*Professor Sledd.*

*Associate Professor McCutcheon.*

Requirements for admission to this department are given on page 47.

*Students admitted on certificate to Course 1, whose work is found to be seriously deficient in the elementary principles of composition,—spelling, grammar, punctuation, and paragraphing,—will be required to make up the deficiency under a tutor.*

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree. *Associate Professor McCutcheon.*

COMPOSITION AND RHETORIC.—*The Fall Term.*—Slater's Freshman Rhetoric and Woolley's Handbook of Composition are the texts. Twenty-five themes are written.

LITERATURE.—*The Spring Term.*—Long's English Literature, Newcomer and Andrews' Twelve Centuries of English Poetry and Prose. Theme-writing continued.

PARALLEL READING.—A number of masterpieces are read during the year in addition to the class work.

COURSE 1A.—One hour a week. Elective.

*Associate Professor McCutcheon.*

An introductory course in Journalism. Harrington and Frankenberg's Essentials in Journalism is the text. The course is designed especially for the student newspaper correspondents. In connection with a local paper, opportunity for practical work is obtained.

COURSE 1B.—(See the School of Education and Philosophy for prerequisites and statement. This course will not be counted as an elective course in English.)

*Associate Professor McCutcheon.*

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 1.

*Professor Sledd.*

SHAKESPEARE.—Critical study 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 *New Hudson Shakespeare* is used in classroom, the *Cambridge Shakespeare* (Neilson) for outside reading. Neilson and Thorndike's *Facts about Shakespeare*. A set of Furness' *Variorum Edition* is accessible to students.

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.

NINETEENTH CENTURY POETS.—Special study of Wordsworth and 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. Courses 3A and 3B are given in alternate years. Students who elect this course will be required to purchase a considerable number of books.

*Professor Sledd.*

3A.—American Literature.

3B.—The English novel from Defoe to Stevenson.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Lit-

erary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

*Associate Professor McCutcheon.*

*The Fall Term.*—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

*The Spring Term.*—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of this term is given to the study of the special forms of public speech other than the argument and the oration. Knapp and French's The Speech for Special Occasions and Baker's The Forms of Public Address are studied. Frequent oral and written exercises are required; and Sears's The History of Oratory and the speeches of the great orators are read as parallel.

4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study of masterpieces and practice in composition go hand in hand.

*Professor Sledd.*

**THE SHORT STORY.**—Various manuals supply critical material. For study and practice, 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.

**COURSE 5.**—Two hours a week. Elective. Open to those who have completed Course 2.

*Associate Professor McCutcheon.*

**OLD ENGLISH.**—Bright's Anglo-Saxon Reader.

**CHAUCER.**—The Globe Chaucer, Root's The Poetry of Chaucer.

**HISTORY OF THE LANGUAGE.**—Greenough and Kittredge's Words and Their Ways in English Speech, Jespersen's Growth and Structure of the English Language.

COURSE 6.—Two hours a week. Elective to those who have completed Course 2. *Professor Sledd.*

Courses 6A and 6B are given in alternate years.

6A. BROWNING.—Representative dramas and poems are studied, including *The Ring and the Book*. The Camberwell Edition, Sharp's *Life of Browning*, and Stopford Brooke's *The Poetry of Browning*.

MATTHEW ARNOLD.—Practically the whole of Arnold's poetry and selections from his prose will be studied.

MINOR VICTORIAN POETS.—Stedman's *Anthology*.

6B. THE ENGLISH DRAMA.—In the fall term the Elizabethan dramatists, exclusive of Shakespeare, will be studied. In the spring term contemporary dramas will be studied.

## V. SCHOOL OF MATHEMATICS.

*Professor Jones.*

*Professor Lake.*

*Professor Lanneau.*

*Instructor Dotson.*

COURSE I.—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student must show that he has completed at least one year's work of Elementary Algebra and one year's work of Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

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

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

TEXT-BOOKS.—*Geometry*—Wentworth and Smith's (Revised); Gore's *Trigonometry*; Schultze's *Advanced Algebra*.

COURSE 2.—Three hours weekly. 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—Locl, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

TEXT-BOOK.—Wentworth's Analytic Geometry.

COURSE 3.—Three hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Osborne's Calculus.

COURSE 4.—Two hours weekly throughout the year. This course presupposes Course 1, but may be taken in conjunction with Courses 2 and 3. Special attention is given to review of fundamental principles of Algebra, Complex Numbers, Theory of Equations, Determinants, and Infinite Series.

FALL AND SPRING TERMS.—Advanced Algebra.

TEXT-BOOK.—Hawkes' Higher Algebra.

COURSE 5.—Designed particularly for students contemplating the teaching of Mathematics. For description see School of Education and Philosophy.

COURSE 6.—Solid Analytic Geometry. Two hours a week for Spring Term. Designed particularly for students expecting to study Higher Mathematics or Engineering.

TEXT-BOOK.—C. Smith's Solid Analytic Geometry.

## VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

*Professor Lanneau.*

The subjects taught in this School are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

## THE OBSERVATORY

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clockwork to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

## THE FIELD OUTFIT

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transits, with vertical arc, stadia, latitude level, and solar attachment.

## THE DRAFTING ROOM

Is equipped with good tables with locked drawers for instruments and materials.

COURSE I.—*Compass Surveying, Leveling, and Mechanical Drawing.*—Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces surveys of land and dividing of land, section levelings and the finding of inaccessible heights and distances.

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

TEXT-BOOKS.—Barton's Surveying, Anthony's Mechanical Drawing.

Students purchase drawing instruments and material.

COURSE 2.—*Transit Surveying and Descriptive Geometry*.—Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

FALL TERM.—Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing.

SPRING TERM.—Transit Surveying, Descriptive Geometry, Drawing.

TEXT-BOOKS.—Barton's Surveying, Church and Bartlett's Descriptive Geometry.

COURSE 3.—*Astronomy*.—Three hours a week the entire session.

To take this course requires familiarity with Mathematics I and Physics I. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy." The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar 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, The Nautical Almanac, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis's Practical Astronomy.

## VII. SCHOOL OF CHEMISTRY.

*Professor Nowell.*

*Instructor Dotson.*

COURSE 1.—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.S. degree.

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. 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, carboic 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 year. Elective, counting four 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.**—A lecture course in Applied Chemistry. Two hours weekly.

This course is intended to familiarize the student with the various methods of synthesis and analysis in use in industrial laboratories. During the last month of the spring term lectures will be given on the history of the development of chemistry.

**COURSE 5.** (Education 8.)—Two hours a week. For teachers of Science in High Schools.

See School of Education and Philosophy 8.

## VIII. SCHOOL OF BIOLOGY.

*Professor W. L. Poteat.*

*Instructor Ferrell.*

COURSE 1.—*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 parallel with assigned lessons in the text-book, and 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 a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session.

To be purchased by the student: Magnifier and dissecting set; Abbott's General Biology; Boyer's Elementary Biology. In the special library lodged in the building the student may consult the usual manuals and reference books and a number of important journals.

COURSE 2.—*Botany.*—This course begins with a study of typical representatives from the several groups of Algæ. The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Coulter, Barnes and Cowles' Text-book of Botany, The laboratory is supplied with numerous books of reference.

COURSE 3.—*Zoölogy*.—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. The study of animal activities goes forward in connection with the study of animal structure. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment on excursions made under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Pratt's Invertebrate Zoölogy. Numerous books of reference may be found in the laboratory.

COURSE 4.—*Elementary Physiology*.—This course is intended to give a general knowledge of the parts and activities of the human body. The laboratory supplies a human skeleton and numerous microscopical preparations of the various tissues which are used in demonstrations by the Professor.

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

Huxley and Lee's *Elementary Physiology* is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degrees.

To be purchased by the student: Crosby's *Determination of Common Minerals* and Scott's *Introduction to Geology*.

## 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 I.—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. degrees.

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.—Black and Davis's Practical Physics; Stone's Experimental Physics.

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

This class continues the study of General Physics. The treatment 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; Silvanus Thompson's Lessons in Electricity and Magnetism, Seventh Edition; Sabine's Manual; Ames and Bliss's Manual.

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## X. SCHOOL OF POLITICAL SCIENCE.

*Professor Sikes.*

*Associate Professor Johns.*

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 are made with the present.

In Political Economy the student is urged to independent thinking and thorough research. He is trained to form his own conclusions. 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-books, lectures, parallel reading, quizzes, and written reports.

### HISTORY.

COURSE 1.—*Mediæval and Modern Europe.*—The aim of this course is to outline the history of Western Europe from the later Roman Empire down to recent times. Three hours a week. Monday, Wednesday, and Friday.

Required of all candidates for B.A. and LL.B. degrees. Prerequisite for entrance to any other classes in the political science group.

COURSE 2.—*American History*.—This course is intended to give a general survey of the social, economic and political development of American people from 1750 to the present time. Two hours a week. Tuesday and Thursday. Elective for B.A. Adapted to advanced students.

COURSE 3.—[Education 7.]—History teaching in secondary schools. Not elective for work in the History Department. See School of Education and Philosophy.

#### POLITICAL ECONOMY.

COURSE 1.—Three hours a week. Monday, Wednesday, and Friday. Required for LL.B. Elective for B.A. and B.S. Recommended to second year students.

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 methods 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. Carver: *Problems of Rural Economics*.

TRANSPORTATION.—Railway history, rates, and ownership—water transportation and electric lines.—Johnston.

INSURANCE.—Theory, Meaning of Terms, Kinds of Policies. Gephart: *Principles of Insurance*.

COURSE 2.—Two hours a week. Elective for B.A. Course 1 prerequisite. This course will stress certain subjects that have been treated briefly in Course 1, such as Money and Banking. Monopoly and Trusts, Tariff, Insurance, and Taxation. Recommended for Seniors.

## SOCIOLOGY.

COURSE I.—Two hours a week. Tuesday and Thursday. Fifth period. Elective. Recommended for Seniors, especially prospective students in law, the ministry and journalism.

TEXT-BOOKS.—Blackmar's Sociology and Smith's Social Pathology. Reports of the United States Census, Reports of State Tax Commission, and other reports.

## CONSTITUTIONAL GOVERNMENT.

Three hours a week, Monday, Wednesday, and Friday. Elective for B.A. Required for LL.B.

TEXT: Beard's American Government and Politics. Other texts will be used as introductory to this course.

## XI. SCHOOL OF THE BIBLE.

*Professor Cullom.*

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 five courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, 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 I.—*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 special 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*.—Two 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.

*Professor Cullom.*

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the

succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

*Professor Cullom.*

COURSE 4.—*Religion*.—Two hours a week for one year. Elective. This course will embrace four sections: (1) The fundamental place of religion in human life. That religion is an essential part of a normal human being is the thesis of this section of the course. (2) A candid study of the principal non-Christian religions of the world—what they are, what they have done, and their present situation and prospects. (3) The Christian thesis—what it is and to what extent it has justified its claim. (4) “The Soul’s competency under God”—the controlling principle of the individual Christian and of the church in its approach to men.

*Professor Cullom.*

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. 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.*

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## XII. SCHOOL OF EDUCATION AND PHILOSOPHY.

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

J. HENRY HIGHSMITH, B.A., M.A., *Professor of Education and Philosophy.*

HUBERT MCN. POTEAT, M.A., Ph.D., *Professor of Latin.*

HUBERT A. JONES, M.A., LL.B., *Professor of Mathematics.*

CLARENCE D. JOHNS, B.A., M.A., *Associate Professor of History.*

ROGER P. MCCUTCHEON, B.A., M.A., *Associate Professor of English.*

JOHN W. NOWELL, M.A., Ph.D., *Professor of Chemistry.*

### EDUCATION.

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.

The aim of the School of Education is to give students professional training that will equip them for a high order of service in the teaching profession.

COURSE I.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY AND METHODS OF TEACHING.—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 relation to education.

The principles of general method. Special methods of teaching reading spelling, arithmetic, geography, history, grammar, and English literature in the common schools.

TEXT-BOOKS.—Strayer, *A Brief Course in the Teaching Process*; Klapper, *Principles of Educational Practice*; Charters, *Teaching the Common Branches*.

COURSE 2.—Two hours a week. Elective.

THE HISTORY OF EDUCATION.—*Fall Term*.—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, Brief Course in the History of Education.

PARALLEL READING.—Plato's Republic, Rousseau's Emile, Painter's Great Pedagogical Essays.

THE PRINCIPLES OF EDUCATION.—*Spring Term*.—The aim of education, the basis of education, educational values, the theory of recapitulation, the culture epochs theory, instinct as related to education, heredity, individual differences, memory, imitation, imagination, apperception, conception, induction, deduction, interest.

TEXT-BOOK: Bolton, Principles of Education.

COURSE 3.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—*Fall Term*.—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 construction, decoration and equipment of school buildings, school law, the relation of the municipal, state, and national governments to education.

TEXT-BOOKS.—Dutton and Snedden, Administration of Public Education in the United States.

Frequent reference to State and County School Administration, by Cubberley and Elliott; Educational Administration, by Strayer and Thorndike.

SECONDARY EDUCATION.—*Spring Term*.

A study of the principles of secondary education. Development and tendencies of secondary education will be traced to aid in understanding and appreciating current problems of secondary education. Aims and practices of the modern high school. Aims and methods of secondary instruction. College entrance requirements. General problems of secondary education.

TEXT-BOOKS.—Monroe, Principles of Secondary Education; Johnston, High School Education.

COURSE 4.—Two hours a week.

For prospective teachers of High School Latin.—The elements of Latin and their proper presentation; a careful study

of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Vergil's *Æneid*; a brief résumé of Roman History and the History of Roman Literature; discussions of text-books, special problems, etc.

*Professor H. McN. Poteat.*

COURSE 5.—Two hours a week.

Designed chiefly for students who expect to teach. The principles of elementary and higher algebra, and plane geometry, with particular emphasis upon methods of presenting them. A brief course in the history of mathematics. The chief aim is to prepare students for teaching mathematics in the high schools of the State.

*Professor Jones.*

COURSE 6.—Two hours a week.

For prospective teachers of High School English. The course will cover a review of the essentials of grammar and composition, the mechanics of theme-correcting, the use of English classics, the examination of high school textbooks, a study of special problems, and the planning of a four years' course of study for secondary schools.

*Associate Professor McCutcheon.*

COURSE 7.—One hour a week.

A course in history teaching in secondary schools. Both method and subject matter will be studied. For entrance into this course students must have completed History I and History II. One hour a week throughout the year. Not elective for work in the History Department.

*Associate Professor Johns.*

COURSE 8.—Two hours a week.

This course is intended particularly for those students who contemplate teaching science in the high schools of the State. Special attention will be given to methods of presenting chemistry to high school students. A general review of inorganic chemistry will be given during the latter part of the spring term.

*Professor Nowell.*

COURSE 9.—One hour a week. Elective.

<sup>5</sup> SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agency of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

*Professor Highsmith.*

#### PHILOSOPHY.

COURSE 1.—Three hours a week. Required for the B.A. and B.S. degree.

A. *Psychology*.—The facts and laws of consciousness.

B. *Logic*.—The nature and tests of clear thinking. Stress will be laid on the practical side of logic.

C. *Ethics*.—A brief statement of ethical theory. Application of ethical principles to problems of life.

COURSE 2.—*Philosophy*.—Two hours a week. A study of the main problems of philosophy.

TEXT-BOOKS: Hibben, *The Problems of Philosophy*; Royce, *The Spirit of Modern Philosophy*.

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### XIII. SCHOOL OF LAW.

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

NEEDHAM Y. GULLEY, M.A., LL.D., *Professor of Law, and Dean of the Department*.

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

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

J. D. CANADY, *Librarian*.

#### 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. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

#### FIRST YEAR.

COURSE I.—Five hours a week. *Professor Gulley.*

*Fall Term.*—Blackstone's Commentaries (Lewis), including Domestic Relations, Personal Property, Wills, Executors and Administrators, selected cases.

*Spring Term.*—Criminal Law, Bigelow on Bills, Notes and Cheques, Tiffany on Sales, Cooley's Constitutional Law, Connor and Cheshire on Constitution of North Carolina, selected cases.

COURSE 2.—Five hours a week. *Professor Timberlake.*

*Fall Term.*—Clark on Contracts, Huffcutt on Agency, selected cases.

*Spring Term.*—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

#### SECOND YEAR.

COURSE 3.—Five hours a week. *Professor Gulley.*

*Fall Term.*—Bispham's Equity, selected cases. Common Law and Equity Pleading.

*Spring Term.*—The Code of Civil Procedure, Jones on Evidence, selected cases.

COURSE 4.—Five hours a week. *Professor Timberlake.*

*Fall Term.*—Hopkins on Real Property, selected cases.

*Spring Term.*—Clark on Corporations, Municipal Corporations, Shumaker on Partnership, selected cases.

#### THIRD YEAR.

COURSE 5.—Five hours a week. *Professor Gulley.*

*Fall Term.*—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

*Spring Term.*—Childs on Guaranty and Suretyship, Remington on Bankruptcy, Conveyancing, Liens, Sedgwick on Damages, Conduct of Lawsuit, selected cases.

COURSE 6.—Five hours a week. *Professor Timberlake.*

*Fall Term.*—Minor on Conflict of Laws, Wilson on International Law, selected cases.

*Spring Term.*—Hughes on Admiralty, Howe's Civil Law, Insurance, Tiffany on Banking, Sharswood's Legal Ethics, selected cases.

#### 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, Constitutional Government, and English, Course 1. Candidates for this degree are required to prepare a thesis on some subject selected by the professor. No student is allowed to graduate except after three years of actual resident study, except 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 they may, without extra charge, take work in other college classes.

## SUMMER SCHOOL OF LAW.

The Summer School of Law begins on the fifth 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 fees for admission to all courses in the Summer School are twenty dollars tuition and five dollars matriculation, payable in advance.

Further information may be had by application to Professor Gulley, or Secretary Earnshaw.

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#### XIV. SCHOOL OF MEDICINE.

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

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology and Pharmacology.*

WILBUR C. SMITH, M.D., *Professor of Anatomy, Embryology and Histology.*

ROSWELL E. FLACK, B.A., M.D., *Professor of Pathology and Bacteriology.*

J. W. NOWELL, B.A., Ph.D., *Professor of Chemistry.*

WILLIAM G. DOTSON, B.S., *Instructor in Chemistry and Bio-Chemistry.*

JAMES L. LAKE, M.A., *Associate Professor of Physiology.*

ROY C. TATUM, *Librarian.*

WALTER D. HOLLIDAY, *Technician.*

The School of Medicine was established in May, 1902. It combines two years of academic training with two years of medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the medical degree in six years. Upon this work the College confers the degree of Bachelor of Science in Medicine, which admits the student to the third year of medicine in a medical college. Two years of time and expense are saved by this combination.

## REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 45.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Science, page 100.

## AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This School 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, which form the pure science foundation of the professional course. These studies are Anatomy, Physiology, Bio-chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, 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 OF THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed the Bachelor of Science in Medicine, or the Bachelor of Arts and the two-year medical course. Such students are admitted to advanced standing without examination in all the medical colleges which admit to advanced standing.

Membership in the Association of American Medical Colleges and admission to the list of "registered" medical schools issued by the Regents of the University of the State of New York, insure to our students the same recognition accorded to students from any other college.

## 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, Biological, Pharmacological and Toxicological laboratories. Besides these there are private laboratories for the professors. Laboratory work in Bio-chemistry is provided for in Lea Laboratory. The equipment of these laboratories, both in apparatus and in material, is adequate.

A Medical Society has been instituted in which, with the co-operation of the Departments of Anatomy, Physiology, Pathology and Pharmacology, students are required to meet for discussion of published papers, and to prepare papers on the subject assigned for the month. All students have access to the leading scientific journals bearing upon the work of the above-mentioned departments.

A Medical Library, containing many valuable reference volumes and the leading scientific journals (the William Marshall collection), is open in the medical building in charge of a special librarian. Students are not only urged to make use of this valuable aid in the pursuit of medical knowledge, but are required from time to time to abstract and discuss important topics discussed in the various journals.

## EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

DEPARTMENT OF ANATOMY, EMBRYOLOGY, AND HISTOLOGY.

*Professor Wilbur C. Smith.*

*Assistant R. F. Carter.*

*Assistant H. Beam.*

The Department of Anatomy has continued to make progress during the past year. A course of applied anatomy has been instituted and a thorough review of the parts is made by means of special sections and cross sections of the frozen body through various regions. The students are required to devote from one to three hours per week throughout the entire school year to this subject.

Additions have been made to the courses in gross and microscopic neurology. Each student is required in this course to make a dissection of the brain, cord, and sympathetic system. Microscopic sections of the brain, brain stem, cord, and sympathetic ganglia are distributed among the students. By means of these sections the student is required to trace various tracts in the cord and locate cranial nerve nuclei in the brain stem. Cells both of the cerebral and cerebellar cortex are studied in detail.

The Anatomical Laboratory is located on the third floor of the Alumni Building. It provides adequate material for dissection and is adequately equipped with charts, casts, skeletons and separately mounted bones and joints.

For the course in osteology, which covers three weeks, all members of the first year class are provided with a skeleton for the study of individual bones. The remainder of the session is devoted to dissecting, twenty-two hours per week being devoted to the study of the entire body. Eight weeks of the last term are devoted to gross and microscopic neurology.

#### FIRST YEAR.

**COURSE 1.—*Osteology Laboratory.***—Twenty-five hours per week for the first three weeks of the session. All of the bones of the body are carefully studied in detail.

COURSE 2.—*Gross Anatomy Laboratory*.—Dissection of the entire body. Twenty-five hours per week with recitations throughout the session.

COURSE 3.—*Microscopical and Gross Anatomy of the Central Nervous System and Sympathetic System*. Twenty-five hours per week for the last eight weeks of the second term.

COURSE 4.—*Embryology*.—In the first few weeks, the elementary structures of embryology are studied after which time the students are required to incubate, fix, stain, cut, and mount the serial sections of the eight and twenty-eight somite chick. The remainder of the time is devoted to the study of serial sections of the chick and 12mm. pig. Opportunity is afforded each student to make wax reconstructions of the parts in toto or of the various organs. Six hours per week throughout the entire year.

COURSE 5.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. It is the intention to teach the fundamentals of histology. The student is required to secure various tissues and run them through the different processes preparatory to microscopic study, after which the college furnishes histological slides.

TEXT-BOOKS.—*Anatomy*, Piersol, Cunningham, and Cunningham's Dissector; Reference, Morris and Quain. *Embryology*, Minot. *Histology*, Stohr, Lewis, Baily and Piersol.

#### SECOND YEAR.

COURSE 6.—*Applied Anatomy*.—In this course the student is required to review the anatomy of the entire body from a practical standpoint and to make special dissections of different parts and study cross-sections of the body through different regions. One to three hours per week throughout the entire year.

TEXT-BOOK —Davis and Woolsey.

COURSE 7.—*Minor Surgery*.—Instructions in bandaging and minor surgery, one hour per week throughout the second term.

TEXT-BOOK.—Wharton.

*Elective Work*.—Special injections for dissections and facilities for research work in embryology will be provided for students wishing to do advanced work in anatomy.

## DEPARTMENT OF PHYSIOLOGY.

*Professor Carstarphen.**Professor Lake.**Assistant Sledge.*

The course in Physiology extends over the first two years of medicine. The work of the first year includes the study of living matter, the chemic composition of the human body and the reaction of living tissue to external agents. The main objects in this study are to familiarize the students with the proximate principles, proteins, fats, and carbohydrates, and with the experimental method in physiological research. The student is taught by lecture and laboratory methods the elementary physiology of muscle and nerve tissue as demonstrated on the frog and turtle, thereby preparing him for the practical laboratory work of the second year. In this course a few lectures are given to a review of some of the fundamental laws and principles of electricity so essential in physiologic experimental work.

During the second year the principles of physiology are studied theoretically and practically. Experimental work in the laboratory is given prominence in order that the student may be trained in accurate observation and be brought into close practical relation with the subject. Occasion is taken from time to time to make references to the application of physiology in medical and surgical practice.

A new laboratory, well equipped, is now open to those who take the course. Students are furnished with adequate desk room and apparatus and work in pairs. Emphasis is laid upon technique and careful attention to records. This department occupies a part of the third floor of the Alumni Building, including the physiological laboratories, lecture room, private laboratory and an operating room for animals.

## FIRST YEAR.

COURSE 1.—*Physiology*.—Two hours of lecture, quiz, or laboratory per week throughout the first year. Lectures on the chemistry of various substances, such as proteins, carbohydrates, and fats begin the work in physiology. Considerable emphasis is laid here because the student of chemistry is usually unfamiliar with these substances. Later the physiology of muscle and nerve will be studied in detail, and it is here that lectures are devoted to a review of those principles of electricity which are of importance to a correct understanding of the physical properties of muscle and nerve. The course usually ends with a study of foods and lectures leading up to and through the physiology of digestion.

## SECOND YEAR.

COURSE 2.—*Advanced Physiology*.—Three hours of lecture and four hours of laboratory per week throughout the year.

This course consists of lectures and recitations. The subjects taken up include the physiology of blood and lymph, the organs of circulation, of respiration, secretion, excretion, metabolism and nutrition. In the Spring term the physiology of the central nervous system and of the organs of special sense is studied.

COURSE 3.—*Laboratory Course in Experimental Physiology*.—Four hours per week throughout the year. This laboratory course consists of the performance of the important fundamental experiments in physiology. The class works in groups of two and each group is supplied with all apparatus necessary for the performance of this work. Each student is required to preserve a record of his experiments and observations in a note-book, this note-book is examined and criticised weekly and constitutes part of the work on which his grade is based. Opportunities are offered for physiological research to those students who are properly equipped. A final examination is held when the work is completed, the examination being both written and practical.

DEPARTMENT OF PHARMACOLOGY, EXPERIMENTAL THERAPEUTICS, TOXICOLOGY, AND PHARMACY.

*Professor Carstarphen.*

*Professor Flack.*

*Assistant Sledge.*

*Assistant Rowe.*

**COURSE 1.—*Pharmacology.***—A course of lectures and recitations of two hours per week throughout the year. In this course the normal functions of the systems of the body are considered and briefly reviewed. Here, especial emphasis is laid upon the physiologic action of drugs and other remedial agents upon the normal organism. Drugs are studied in groups, and thorough observation is made of a given group upon any one of the systems of the body. For example, the circulatory system is reviewed from the viewpoint of the physiologist; then a group of drugs, as digitalis, strophanthus, caffeine, adrenalin, and nitrites, are studied in detail with a view to their pharmacologic effect upon the circulation. In order to avoid confusion in the mind of the student, a careful selection of the most important drugs is made, throughout the year.

**COURSE 2.—*Laboratory Course.***—This course begins in the spring term of the second year. Six hours per week. The purpose of this course is to show by actual experimental tests upon animals, by each student the effect of the drug which has been previously discussed in the lecture room. A laboratory well equipped with apparatus such as kymographs, blood-pressure apparatus, chronograph recorders, respiration recorders, stimulation recorders, electric clock and so forth, is now open for the use of students taking this course. Students work in pairs as a rule, and each desk is supplied with the necessary equipment. Sometimes in a more difficult experiment the work is conducted in groups under the direction of an instructor during the entire performance of the experiment.

**COURSE 3.—*Toxicology.***—Lecture, laboratory or demonstration, two hours per week through half the spring term. Attention is paid to the more important organic poisons; many of these substances find frequent use in medicine. The student is taught to familiarize himself with certain common organic drugs which

are used as therapeutic agents rather than poisons, such as quinine, sulphonol, etc. The work of the laboratory is arranged in groups. Important types of each group are studied. Group I comprises the volatile poisons. Group II, the nonvolatile organic substances. Group III, metallic poisons. Group IV, poisons not in the above three groups with a study also of the blood, with reference to its detection.

**COURSE 4.—*Pharmacy.***—An elementary course in pharmacy is given, two hours per week through the latter half of the spring term of the second year. It is in this course that typical pharmacopœial preparations are made, weights and measures, incompatibles, criticism of prescriptions and prescription writing and the use of official preparations are dealt with. Each member of the class is required to make the important preparations in common use.

**COURSE 5.—*Physical Diagnosis.***—During the second year of the medical course one hour a week is devoted to this study. While the normal chest and abdomen are especially emphasized, occasion is taken to call attention to pathological changes in the organs. Such disease processes as are encountered are demonstrated.

#### DEPARTMENT OF PATHOLOGY AND BACTERIOLOGY.

*Professor Roswell Elmore Flack.*

*Assistant George D. Rowe.*

**COURSE 1—*Bacteriology.***—During the fall term of the second year of the Medical Course, three lectures and six hours laboratory work a week are devoted to this subject. In addition one hour a week is set aside for a quiz. In the laboratory the students acquire the routine technique in the preparation of culture media and in the various methods of sterilization and disinfection. They also become familiar with the cultivation and study of micro-organisms, the principles of the various biologic tests and staining procedures. The pathogenic bacteria are especially considered from a pathologic and hygienic standpoint. All of the important groups of disease-causing bacteria are studied by each student individually.

The Lecture Course covers the history and scope of bacteriology, the biology of bacteria, and the various problems of immunity and infection.

Encouragement is given to all students who desire to undertake advanced or original work.

The Laboratories contain all the necessary equipment for the study of bacteria, including compound microscopes, lockers, staining reagents, etc. At the end of the course written and practical examinations are held.

**TEXT-BOOK.**—*Text-book of Bacteriology*, Hiss and Zinsser.

**REFERENCE BOOKS.**—The standard journals of Bacteriology, Hygiene and Parasitology on file in the Medical Library; *Pathogenic Bacteria and Protozoa*, McFarland; *Infection and Immunity*, Kolmer; *Pathogenic Micro-organisms*, Park-Williams; *Manual of Practical Hygiene*, Harrington-Richardson; *Bacteriologic Technique*, Eyre.

**COURSE 2.**—*Pathology.*—One hour a week for lectures and three hours laboratory work during the fall term and three hours a week for lectures with six hours laboratory work are required during the Spring Term. Oral quizzes every week and written tests each month.

Each student is supplied with a compound microscope, a locker and the supplies necessary to prepare and mount the specimens of diseased tissue, which then become his property. The sections given out demonstrate all of the more simple and many of the rather complex pathologic processes.

The course comprises: (a) Lectures on autopsies and demonstrations of autopsy material illustrating gross pathologic process. (b) Lectures and demonstrations on technique. (c) Lectures on general and special pathology, and (d) The detailed study, with individual instruction, by the Professor, of all the morbid tissue given out. Advanced and original work is at all times encouraged. Written and practical examinations are held at the conclusion of the course.

**TEXT-BOOK.**—*Text-book of Pathology*, Delafield and Prudden.

**REFERENCE BOOKS.**—The standard journals of Pathology on file in the Medical Library; *Principles of Pathology*, Adami and Nicholls; *Pathological Technique*, Mallory and Wright; *Principles of Pathologic Histology*, Mallory; *A Text-book of Pathology*, Stengel and Fox; *Text-book of Pathology*, Adami and McCrae.

## XV. SCHOOL OF PHYSICAL CULTURE.

5.

*Director Crozier.*

All candidates for the degree of Bachelor of Arts and Bachelor of Science are required to take three years of Physical Culture. All candidates for the degree of Bachelor of Laws are required to take two years of Physical Culture. Exceptions are made from the above requirements: (1) In case of students who present certificates of work done in other institutions of like standing with Wake Forest College. (2) In case of students whose total time of residence in Wake Forest College is less than the requirements stated above.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Culture. In case of five unexcused absences, the student's father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of eleven unexcused absences, he will be liable to suspension from College.

Within two weeks after the opening of every session every student is required to present himself to the College Physicians for medical examination, and report of defects revealed by this examination will be made to the Dean of the College. Within two weeks after his first matriculation every student is required to present himself to the Director of the Gymnasium for physical examination.

**CLASSES.**—Every day the 5th, 6th, and 7th periods. Students are graded as in the other schools of the College, and 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. 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 (page 95) and have completed the following courses:

#### Prescribed

(Thirty-four hours.)

Latin I (5 hrs.)\*

English I and 2 (6 hrs.)

French I and 2 (6 hrs.)† or German I and 2 (6 hrs.)† or

Greek I (5 hrs.)

Mathematics I (5 hrs.)

Select two { Chemistry I (3 hrs.)  
Physics I (3 hrs.)  
Biology I (3 hrs.)

Philosophy I (3 hrs.)

History I (3 hrs.)

#### Elective

GROUP I. LETTERS.

Latin 2 or Greek 2 (3 hrs.)

French I or German I or Spanish I and 2 (3 to 6 hrs.)

\* In case Group I (Letters) is elected, the student may make the following substitutions: Greek I for Latin I.

† In case Group II (Civics) is elected, the student may offer either French 1 and 2 or German 1 and 2 in place of Latin 1.

Spanish may not be substituted where French or German is prescribed in the curriculum.

† Students offering German 1 and French 1 for graduation under Catalogue of 1913-14 or 1914-15 must do an extra term's work in German 2 and French 2, in addition to German 1 and French 1, prescribed here.

Twenty hours from the following groups with the restrictions noted:

- Foreign Languages not more than 12 hours.
- English not more than 6 hours.
- Education not more than 6 hours.
- Bible not more than 6 hours.
- Law and Political Science not more than 8 hours.
- Mathematics, Applied Mathematics, and Physics not more than 8 hours.
- Biology and Chemistry not more than 8 hours.
- Philosophy not more than 2 hours.

#### GROUP 2. CIVICS.

Political Economy 1 (3 hrs.)

Government (3 hrs.)

Twenty-five hours from the following subjects, with the restrictions noted:

- Political Science, not more than 6 hours.
- Law, not more than 10 hours.\*
- Education, not more than 5 hours.
- Bible, not more than 5 hours.
- English, not more than 7 hours.
- Applied Mathematics and Astronomy, not more than 8 hours.
- Biology, not more than 4 hours.
- Foreign Languages, not more than 8 hours.

#### GROUP 3. MINISTRY.

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Greek 5 (3 hrs.)

Bible 4 (2 hrs.)

English, 3 hours.

Greek 2 (3 hrs.)

Language, 3 hours.

Education 2 (3 hrs.)

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\*May not be taken until after the Sophomore year. Law 5 and 6 not electives here.

Six hours from the following subjects:

- English, 3 hours.
- History 2 (2 hrs.)
- Sociology (2 hrs.)
- Political Economy 1 (3 hrs.)
- Philosophy 2 (2 hrs.)
- Zoölogy (4 hrs.)
- Botany (4 hrs.)
- Geology (2 hrs.)
- Elementary Physiology (1 hr.)
- Astronomy (3 hrs.)
- Education, 3 hours.
- Bible 4 (2 hrs.)
- Sunday School Method and Administration (1 hr.)

GROUP 4. EDUCATION.

- Education 1 (3 hrs.)
- Education 3 (3 hrs.)
- English, 3 hours.
- Language, 3 hours.
- Mathematics 2 (3 hrs.)
- Elementary Physiology (1 hr.)

Fourteen hours from the following subjects:

- Zoölogy (4 hrs.)
- Botany (4 hrs.)
- Philosophy 2 (2 hrs.)
- Bible, 3 hours.
- Government (3 hrs.)
- Political Economy 1 (3 hrs.)
- Geology (2 hrs.)
- History 2 (2 hrs.)
- Astronomy (3 hrs.)
- English, 3 hours.
- Language, 9 hours.
- Education 2 (2 hrs.)
- Education 4 (2 hrs.)
- Education 5 (2 hrs.)
- Education 6 (1 hr.)
- Education 7 (2 hrs.)
- Education 8 (2 hrs.)

### Bachelor of Science

To be entitled to the degree of Bachelor of Science the student must have met the requirements in Physical Culture (page 96) and have completed the following courses:

#### Prescribed.

(Thirty-eight hours.)

English 1\* (3 hrs.)

German 1 and 2 (6 hrs.)‡

French† 1 and 2 (6 hrs.)‡

Mathematics 1 (5 hrs.)

Chemistry 1 (3 hrs.)

Chemistry 2 (4 hrs.)

Physics 1 (3 hrs.)

Biology 1 (3 hrs.)

History 1† (3 hrs.)

Philosophy 1 (3 hrs.)

#### Elective.

#### GROUP I. GENERAL SCIENCE.

Language, 3 hours.

Mathematics 2 (3 hrs.)

Mathematics 3 (2 hrs.)

Political Economy 1 (3 hrs.)

Physics 2 (4 hrs.)

Zoölogy or Botany (4 hrs.)

Elementary Physiology (1 hr.)

Nine hours from the following subjects:

Chemistry 3 (2 hrs.)

Botany (4 hrs.)

Geology (2 hrs.)

Zoölogy (4 hrs.)

\*Students who wish to enter off this course will be required to stand an examination on all the subjects of English 1 as given in the catalogue. They may, however, take English 2 instead of this examination.

†In Group 3 (Medicine) Latin 1 (5 hrs.) may be taken instead of French 1; History 1 is not required.

‡Students offering German 1 and French 1 for graduation under Catalogue of 1913-14 or 1914-15 must do an extra term's work in German 2 and French 2, in addition to German 1 and French 1 prescribed here.

Astronomy (3 hrs.)  
 Applied Mathematics 1 (5 hrs.)  
 French 2 (2 hrs.)  
 German 2 (2 hrs.)  
 Scientific German (2 hrs.)  
 Bible 1 (3 hrs.)  
 Bible 2 (2 hrs.)  
 Sunday School Method and Administration (1 hr.)  
 Philosophy 2 (2 hrs.)  
 Mathematics (3 hrs.)

#### GROUP 2. ENGINEERING.

Mathematics 2 (3 hrs.)  
 Applied Mathematics 1 (5 hrs.)  
 Applied Mathematics 2 (5 hrs.)  
 Geology (2 hrs.)  
 Elementary Physiology (1 hr.)  
 Law 4 (5 hrs.)  
 Physics 2 (2 hrs.)  
 Mathematics, 2 hrs.

#### GROUP 3. MEDICINE.

Anatomy, 2 years (12 hrs.)  
 Physiology (4 hrs.)  
 Histology (4 hrs.)  
 Physiological Chemistry (2 hrs.)  
 Bacteriology and Pathology (6 hrs.)  
 Pharmacology (2 hrs.)  
 Surgery and Bandaging (1 hr.)  
 Physical Diagnosis (1 hr.)  
 Practice of Medicine (1 hr.)

#### 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 done in residence. Applicants will be allowed to count on the requirements for this degree only work done after receiving a Bachelor's degree. The work must include at least four of the following advanced courses: Latin 3 and 5, Greek 3 and 4, English 3, 4, 5, and 6, French 2, German 2, Spanish 2, Mathematics 2 and 3, Chemistry 2 and 3, Biology 2 and 3, Physics 2, Philosophy 2, History 2, Political Economy 2, Bible 2 and 4, Education 3, Applied Mathematics 1 and 2, Astronomy. Upon this year's work a minimum grade of 90 is required.

### Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. 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.

*Prescribed for Bachelor of Laws.* (Forty-two hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Political Economy 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

English 1 (3 hrs.)

No student may receive the degree of Bachelor of Laws in the same year in which he receives the degree of Bachelor of Arts or Bachelor of Science.

## **Classes, Recitations and Examinations**

Students are admitted to registration only after their course of study has been approved by the Entrance Committee or the Dean.

### BACHELOR OF ARTS.

For the degree of Bachelor of Arts work is prescribed by years as follows :

#### Freshman Year.

English 1 (3).

Mathematics 1 (5).

Foreign Language 1 (5).

Chemistry 1 (3), or Physics 1 (3), or Biology 1 (3), or Foreign Language (3) or (5).

Total, 16 or 18 hours.

#### Sophomore Year.

English 2 (3).

Foreign Language 1 (5).

History 1 (3).

Chemistry 1, or Physics 1, or Biology 1, or Foreign Language (3) or (5).

Two sciences must be completed by the end of the Sophomore year.

Elective (3).

Total, 17 hours.

#### Junior Year.

From work prescribed under the group elected, 6 hours.

Electives, 10 to 12 hours.

#### Senior Year.

Philosophy 1 (3).

Electives to complete course.

### BACHELOR OF SCIENCE.

For the degree of Bachelor of Science work is prescribed by years as follows :

## Freshman Year.

- English 1 (3).
- Mathematics 1 (5).
- Foreign Language 1 (6).
- Chemistry 1 (3).
- Total, 17 hours.

## Sophomore Year.

- Physics 1 (3).
- Biology 1 (3).
- Chemistry 2 (4).
- Language 2 (6).
- History 1 (3), or for those who elect Group 3, Philosophy 1 (3).

## Junior Year.

Not less than 15 and not more than 18 hours under the group elected.

## Senior Year.

- Philosophy 1 (3).
- Work to complete course.

## BACHELOR OF LAWS.

For the degree of Bachelor of Laws work is prescribed by years as follows:

## Freshman Year.

- English 1 (3).
- History 1 (3).
- Law 1 (5).
- Law 2 (5).
- Total, 16 hours.

## Junior Year.

- Political Economy 1 (3).
- Law 3 (5).
- Law 4 (5).

## Senior Year.

- Government (3).
- Law 5 (5).
- Law 6 (5).

No student will be admitted to the Freshman Class who is deficient on more than 2 units of Entrance work.

When a student enters conditioned he will be required to take work during his Freshman year on his deficiencies. All deficiencies must be removed by the end of the Sophomore year.

Students who come to the College conditioned on more than 2 units of entrance work are graded as Special Students and are not counted as members of the Freshman Class.

A student who has more than thirty-eight hours of work yet to be completed, including all conditions, will not be recognized as a member of the Junior Class. A student who has more than twenty hours of work yet to be completed, including all conditions, will not be recognized as a member of the Senior Class.

Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and upon the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

Every unexcused absence from a class will count a zero. Absences from classes will be excused only when permission is allowed in advance by the Professor or the Dean. Absences allowed by the Dean or a physician must be certified to the Professor. The certificate of the Dean or a physician will not excuse the student from making up the class work missed in his absence. In a five-hour study three absences in any calendar month will necessitate an examination covering the work of that month. In a study coming less frequently than five times a week two absences will necessitate such an examination. Two tardies will be regarded as equivalent to

an absence. Failure to stand any of these examinations will prevent the student from passing on the subject involved.

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. Students who make below 60 on any subject for any term will be required to take the subject again in class. A student who receives a grade between 60 and 70 on any course must take a special examination on such work within 60 days after the opening of the next term. Conditions not removed within the specified time shall count as failures, and the student will be required to repeat the course. All conditions must be removed by April 4 of the Senior year.

One special examination will be allowed any student failing to pass any subject, provided, first, that he has not fallen below 60 on the previous trial, and, second, that he present to the Professor the Bursar's receipt for an examination fee of two dollars and fifty cents. If a student fails to pass on this special examination he will be required to take the work in class again. The special examination 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.

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 75, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

Except in the Schools of Law and Medicine, classes are examined only at the times designated by the Faculty. (See Schedule, page 125.)

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.

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 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 the total number of his 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 to the suggestions contained in these reports.

### Theses and Addresses

Except in the cases mentioned below, one thesis is required of each candidate for a degree, of not less than three 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. Of the editors-in-chief of the *Wake Forest Student* the thesis is not required.

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

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. 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 two of its members from the Senior Class to deliver original addresses on Society Day. These addresses may be received in place of theses. Anniversary speakers are not eligible to these positions. All addresses must 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.

On the diplomas of Bachelors of Arts and Bachelors of Science whose average grade is not less than 98 shall be inscribed the words *summa cum laude*; in case of an average grade less than 98 but not less than 95, the words *magna cum laude*; in case of an average grade less than 95 but not less than 90, the words *cum laude*.

## Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as enables 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 in all its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the Dean of the College or his representative.

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 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 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.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are 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 Trustees prohibit all other secret societies in the College, including Greek letter fraternities local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

*Resolved 1.* That we most emphatically express our disapproval of any clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate them from the student body.

*Resolved 2.* That no student shall be permitted to remain at the College who violates in letter or in spirit the above resolution.

*Resolved 3.* That the Faculty require of each student before matriculation a pledge to abstain from any such order or social club as indicated in the first of these resolutions.

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.

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

MRS. ETHEL TAYLOR CRITENDEN, *Librarian.*

C. THOMAS, *Assistant Librarian.*

W. H. PASCHAL, *Assistant Librarian.*

G. QUILLIN, *Assistant Librarian.*

J. M. HAYES, *Assistant.*

J. B. RUCKER, *Assistant.*

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income of twenty thousand dollars set apart by the Board of Trustees and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in North Carolina, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found the standard reference books, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, "The S. S. Alsop Collection."

Any books, pamphlets, church records, papers, manuscripts and other documents pertaining to the history and progress of our denomination will be gladly received and carefully preserved.

During the past year donations have been made to the Library by the following:

University of Pennsylvania, United States Brewers' Association, Carnegie Endowment for International Peace, American Baptist Publication Society, Sir Gilbert Parker, Hispanic Society of America, Fleming Revell Company, Nathan Straus, Charles E. Taylor, Jr., Mrs. Robert B. Powell, W. L. Poteat, Board of Public Charities of North Carolina, North Carolina Corporation Commission, Japan Society of America, General Education Board, Child

Labor Commission, J. A. B. Scherer, Cyrus Thompson, S. B. Weeks, Philosophical Society University of Virginia, Walter Clark, W. W. Boyd, Kahn Foundation, L. G. Broughton, National Tax Association, Board of Public Charities of North Carolina, Ford Madox Hueffer, James S. de Benneville, Percy Andreae, W. A. Harper.

### **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. The students and other friends of the College are asked to help in the enlargement of the collection.

### **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 the Association are:

1. To preserve and quicken on the part of the Alumni and others such an interest in Wake Forest College as will secure: (a) the attendance of students by personal work and the establishment of scholarship and other loan funds; (b) the improvement of equipment and the enlargement of income by gifts and bequests; (c) the widest service of the College to its constituency through its laboratories, professors, and publications; (d) the safeguarding and encouragement of the Philomathesian and Euzelian Societies; (e) the purity and efficiency of competitive athletics.

2. To foster and extend throughout North Carolina the spirit of education, and, according to opportunity and a wise public policy, to enlarge the provision for public, private, and denominational education.

3. To record and publish the history and influence of the College as illustrated in the lives of individual Alumni.

4. To organize branch Associations for the better promotion of these purposes, with the understanding that this Association assumes no responsibility for the financial obligations of any branch Association.

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 1915 was delivered by Hon T. W. Bickett, of Raleigh, N. C.

The following are the general officers of the Association:

*President*—THOMAS J. MARKHAM, Elizabeth City, N. C.

*Vice-President*—REV. W. H. REDDISH, Wadesboro, N. C.

*Secretary and Treasurer*—H. A. JONES, Wake Forest, N. C.

*Orator*—REV. ARCH CREE, Atlanta, Ga.

*Alternate*—HON. M. L. DAVIS, Beaufort, N. C.

At the annual meeting of the Alumni Association in May, 1915, a movement was launched for a thorough and systematic reorganization of the Alumni throughout the country. A committee was appointed to name a Board of Control, which should have general supervision of the affairs of the Association.

The committee named the following Board of Control:

W. L. Poteat, *ex officio*.

E. W. Sikes.

W. R. Cullom.

W. N. Johnson.

E. B. Earnshaw.

G. W. Paschal.

H. M. Poteat.

H. A. Jones.

J. H. Highsmith.

T. E. Holding.

W. R. Powell.

J. M. Brewer.

L. B. Powers.

M. H. Jones.

H. A. Jones is Executive Secretary of the Board.

The reorganization of the Association has gone on with rapid strides. Alumni from all parts of the country have been enrolled.

The *Wake Forest Alumnus*, Dr. G. W. Paschal, editor, is the organ of the Association. It is published monthly, and is sent to every alumnus whose address could be had.

Several local Associations have been organized, as follows:

*New York City*—President, Rev. Oscar Haywood, D.D.; Secretary-Treasurer, Dr. John E. Ray.

*Texas*—President, Dr. J. L. Kesler, Baylor University, Waco; Secretary, Dr. C. B. Williams, Southwestern Baptist Seminary, Fort Worth.

*South Carolina*—President, A. J. Bethea, Columbia; Secretary, William P. Etchison, Columbia.

*Carteret County*—Senator M. L. Davis, Beaufort; Secretary, Charles T. Bell (deceased), Morehead City.

*Wake County*—President, R. N. Simms, Raleigh, N. C.; Secretary Treasurer, W. H. Lyon, Jr., Raleigh, N. C.

*Durham County*—President, Superintendent Charles H. Jenkins; Secretary, Charles L. Haywood.

*Forsyth County*—President, Gilbert T. Stephenson; Secretary, J. I. Singletary.

*Johnston County*—President, Rev. J. E. Lanier; Secretary-Treasurer, Superintendent L. T. Royall.

*Robeson County*—President, R. C. Lawrence; Vice-President, L. R. Varser; Secretary-Treasurer, W. Lennon.

*Cleveland County*—President, W. D. Burns, Lawndale, N. C.; Secretary and Treasurer, O. M. Mull, Shelby, N. C.

*Henderson County*—President, J. C. Kittrell, Henderson, N. C.; Secretary, Andrew J. Harris, Jr., Henderson, N. C.

*Nash and Edgecombe Counties*—President, Edwin B. Josey; Secretaries, W. O. Howard and O. Creech.

*South Carolina*—President, A. J. Bethea, Columbia, S. C.; Secretary, W. P. Etchison, Columbia, S. C.

## 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, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least ten units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

3. The application must be approved by the Dean of the College.

4. Any student who has participated as a player on a college team in either football, baseball, or basketball for a period of four years shall thereafter be ineligible for such athletic contests of the College.

5. No student shall be eligible for any athletic team who receives directly or indirectly any remuneration for his athletic services, or who shall have played upon or been a member or substitute member of any of the professional or league teams named in classes A, B, C, and D in the publication of the American Sports Company.

6. Students who come from other institutions of collegiate rank will not be allowed to represent the College in inter-collegiate contests during their first year in Wake Forest College.

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 thirty-fifth 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 Young Men's Christian Association publishes annually a manual for the convenience of students.

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.

In the case of five unexcused absences, the father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of thirteen unexcused absences, the student will be liable to suspension from College.

Only two excuses for absence from Chapel will be received,—sickness certified by a College physician, and business engagements allowed by the Dean in advance.

Students will be graded upon chapel attendance, and these grades will be reckoned in determining distinctions at graduation.

A well organized Baptist church worships every Sunday and holds a prayer meeting every Wednesday evening. A new church building on the campus has just been completed.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor J. H. Highsmith 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 once 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 usually 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 Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: Roy C. Tatum, President; J. M. Hayes, Vice President; P. S. Daniels, Recording Secretary; G. D. Rowe,

Corresponding Secretary; E. P. Whitley, Treasurer. The Association publishes annually a manual for the convenience of students.

### **Ministers**

There is no theological department in the College. Of the total number of students this session, seventy-nine 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. Dr. R. T. Vann, Corresponding Secretary of the Board of Education, Raleigh, 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.

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.

### Scholarships

The Board of Trustees has established sixty-eight scholarships in the academies and graded schools of North Carolina. The Faculty has 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. The scholar may be called upon to render such service as the instruction may require, the amount not to exceed five hours per week.

## College Expenses

### *Required of all Students—*

Tuition per term of five months. . . . . \$25.00

Matriculation fees per term\*. . . . . 19.00

The matriculation fee includes library, lecture, contingent, athletic, hospital, physician's attendance, and all laboratory fees except those in the Department of Medicine. Juniors and Seniors in this department are charged \$12.50 per term of five months for laboratory material.

The graduation fee is \$5.00, payable February 1 of the Senior year.

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.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees. 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 and sign a note for tuition which will be canceled after five years of service in the ministry or in case of death.

## 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

\*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 term.

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 heat and light, in the old Dormitory building are rented at \$20 for the fall term and \$25 for the spring, payable in advance—one-half paid by each occupant; in the new Dormitory the price per student for the fall term ranges from \$11 to \$25; for the spring term from \$14 to \$30. A deposit of \$5 is required in advance of each occupant of both the new and the old dormitories and is returned less any damage done the room or the furniture after the close of the session.

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.

The period for which all rooms are rented extends to the close of the term.

### **Students' Aid Fund**

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts 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. 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. Prospective students are invited to correspond with the treasurer, Prof. 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.”

## Schedule of Medical Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:10—9:10	1st year Hist. Lab.	1st year Hist. Lab.		1st year Embr. Lab.	1st year Anat., Lab.
9:10—10:10	1st year Hist., Lab. 2nd year *Toxicology and Pharmacy	1st year Hist., Lab., Biol. 4, Physiology 2	Physiology 1	1st year Embr., Lab., Biol. 4 2nd year Physiology 2	1st year Anat., Lab., Physiology 2 2nd year Applied Anat., Minor Surgery
10:10—11:10	1st year Hist., Lab., Toxicology and *Pharmacy	1st year Embr., Lab., Biol. 4, Physiology 2	Physiology 1, Prescription Writing	1st year Embr., Lab., Biol. 4, Physiology 2	1st year Anat., Lab., Physical Diagnosis 2nd year Applied Anat.
11:10—12:10	1st year Hist., Lab., Bio-Chemistry†	1st year Embr., Lab., Physiology 2	Pharmacy and Toxicology Bio-Chemistry	1st year Embr., Lab., Physiology 2	1st year Anat., Lab., Pharmacology 2nd year Applied Anat.

\*One half spring term.

1:30—2:30	1st year Anat., Lab., Bio-Chemistry, † Bacteriology.*	1st year Anat., Lab., Pathology †	1st year Anat., Lab., Bacteriology* Phar. Lab. †	1st year Anat., Lab., Pathology, † Pathology.*	1st year Anat., Lab., Bacteriology.* Pathology
2:30—3:30	1st year Anat., Lab., Bio-Chemistry, † Bacteriology.*	1st year Anat., Lab., Pathology. †	1st year Anat., Lab., Bacteriology,* Phar. Lab. †	1st year Anat., Lab., Pathology,* Pathology. †	1st year Anat., Lab., Bacteriology.* Pathology
3:30—4:30	1st year Anat., Lab., Bio-Chemistry, † Bacteriology.*	1st year Anat., Lab., Pathology. †	1st year Anat., Lab., Bacteriology.* Phar. Lab. †	1st year Anat., Lab., Pathology,* Pathology. †	1st year Anat., Lab., Bacteriology.* Pathology
4:30—5:30	Pharmacology				
4:30					

\* Fall Term only.

† Spring Term only.

## Schedule of Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
First 8:10-9:10	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5 Mathematics 1	Law 1 Chemistry 1 Latin 0 Mathematics 0 French Bible 2 Biology 2 and 3 Mathematics 1	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5 Mathematics 1	Latin 5 Law 1 Chemistry 1 Latin 0 Mathematics 0 French 2 Bible 2 and 3 Biology 2 and 3 Mathematics 1	Law 1 German 0 Latin 0 Mathematics 0 Political Economy 1 German 1 Bible 5 Mathematics 1	Latin 5 Chemistry 1 French 2 Biol. 2 Lab.
Second 9:10-10:10	Mathematics 1 Law 3 Greek 0 Surveying 2 (Desc. Geom.) Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Astronomy German 2 Physics 2 History 2 Biology 2 and 3 Latin 4	Mathematics 1 Law 3 Greek 0 Surveying 2 (Desc. Geom.) Government Physics 1 Spanish 1 English 2	Mathematics 1 Law 3 Greek 0 Astronomy German 2 Physics 2 History 2 Biology 2 and 3 Latin 4	Mathematics 1 Law 3 Greek 0 Surveying 2 Government Physics 1 Spanish 1 English 2	Biol 2 Lab. German 2 Astronomy Latin 2
Third 10:10-11:10	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Astronomy English 3 Mathematics 5	Latin 1 Mathematics 1 Law 2 Law 5 Surveying 1 Greek 5 Greek 3 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Astronomy English 3 Mathematics 5	Latin 1 Mathematics 1 Law 2 Law 5 Surveying 1 Greek 5 Greek 3 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French 1 Greek 2 Astronomy English 3	
Fourth 11:10-12:10	Greek 1 Law 4 Drawing 1 French 0 Chemistry 1 Physics 1	Greek 1 Law 4 Drawing 2 French 2 Surv. 1—Practice	Greek 1 Law 4 Drawing 1 French 0 Chemistry 1 Physics 1	Greek 1 Law 4 Drawing 2 French 2 Surv. 2—Practice	Greek 1 Law 4 Drawing 1 French 0 Chemistry 1 Physics 1	

	<p>History 1 Philosophy 1 Physics 1 English 4a English 4b Mathematics 6</p> <p>Chap. service</p>	<p>Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>History 1 Philosophy 1 Physics 1 English 4a English 4b Mathematics 6</p>	<p>Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>History 1 Philosophy 1 Physics 1 English 4a English 4b</p>
Fifth	<p>Mathematics 2 English 1 History 1 Education 3 English 6 Gymnasium</p>	<p>Political Economy 2 Practice Surv. 1—Practice Spanish 2 Latin 2 Gymnasium</p>	<p>Spanish 2 Mathematics 2 English 1 History 1 Education 3 English 6 Gymnasium</p>	<p>Political Economy 2 English 1a Practice Surv. 2—Practice Spanish 2 Latin 2 Gymnasium</p>	<p>Mathematics 2 English 1 History 1 Education 3 English 6 Gymnasium</p>
Sixth	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Education 2 English 5 Practice Surv. 1 Bible 3 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Education 2 English 5 Practice Surv. 2 Bible 3 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>
Lab. Work	<p>Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>
Lab. Work	<p>Chem. Lab. 3</p>	<p>Chem. Lab. 3</p>	<p>Chem. Lab. 3</p>	<p>Chem. Lab. 3</p>	<p>Chem. Lab. 2 (1 to 5 p. m.)</p>

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BULLETIN  
OF  
**WAKE FOREST COLLEGE**



**MIDSUMMER NUMBER**

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## Culture and Patriotism

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### Psalm 137

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Baccalaureate Address by President William Louis Poteat, Sunday morning,  
May 14, 1916, to the Graduating Class of Wake Forest College.

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*Gentlemen of the Class of 1916*:—The Hebrew had a narrow view of the richness of life, its variety and beauty; for the second Commandment slew idolatry and art together. The delicacies of perception on which art depends were not his. The genial sympathies which warm up under contemplation of the beauty of the world were for him chilled at their source, and natural grace expressing itself in varied aesthetic forms, as in the Greek, was restrained and silenced before the Hebrew's consciousness of God. And so there is no Hebrew head of Yahweh over against the Greek head of Zeus in the temple of art, but the lofty conception of God robed in light and girded with righteousness makes ample compensation. He need not be an artist, who supplies the material and inspiration of art. The Hebrew genius blossomed in religion, and religion is the soul of art. There the Hebrew touches humanity at its highest point, there he still teaches and guides us, and it is he who prompts our faltering speech whenever we stand face to face with God.

Another distinction of this marvellously gifted people hardly less striking is its racial integrity. The conquest of Canaan welded the tribes of Israel into a nation. From the life of wilderness Bedouin they passed into the settled life of farmers. They grew wheat and grapes and olives and lived in villages and towns. The Exile destroyed the nation. The people were scattered over the world from Cappadocia to Egypt, from Rome to Chaldea. They became traders,

and, in spite of their wide dispersion, they retained their racial unity by the most powerful of all social bonds, the bond of a common religion. Their leaders recognized the peril of losing racial identity, of sinking into the mass of the peoples who showed them hospitality and permitted their occupations. Accordingly, they revived the Mosaic code regulating the life of the Chosen People in foreign lands. In every Jewish community the synagogue, the house of prayer and preaching, sprang up to meet the need of instruction in these laws. And so these patriots without a country developed the institutions and interests which mark them today, and preserved and consolidated, under the sanction of religion, a racial integrity which is hardly paralleled in all history.

Psalm 137, which I read to you, is an example of the only form of beauty in which the Hebrew excelled, the lyric. That Psalm is a lyric of patriotism. It is not alone in our collection. Psalm 122 is hardly less ardent and beautiful: "Pray for the peace of Jerusalem. They shall prosper that love thee. Peace be within thy walls and prosperity within thy palaces." And the 87th belongs in this lovely patriotic fellowship. The widely scattered Jews still hold Jerusalem to be their common mother: "Of Zion it shall be said this one and that one was born in her. All my fountains are in thee." To the intense patriotism of these Psalms the 137th adds the element of exclusiveness. It is of the early Babylonian captivity. Ten thousand nobles, soldiers, and artisans of Judea, deported by Nebuchadnezzar, cultivated their own lands on a large irrigation canal to the south of Babylon, under some sort of local government, and enjoying some degree of prosperity. Now and again they remember Zion and weep. Our poet pictures a forlorn group of the exiles, required to sing a song of their native land, silent as the harps which they have hung on the willows of the

great river, and then, on his own behalf, he breaks out into a rhapsody which has been the classic utterance of patriotism for all succeeding time:

If I forget thee, O Jerusalem,  
Let my right hand forget her skill.  
Let my tongue cleave to the roof of my mouth,  
If I remember thee not;  
If I prefer not Jerusalem  
Above my chief joy.

But his ardor sweeps him on into an exclusive and bitter attitude toward other peoples. Attachment to Jerusalem involves hatred of all its enemies. Edom and Babylon are singled out each for a special vengeance. The sons of Edom had rejoiced over the calamity of Jerusalem, saying of the fated city, "Clean down, down to the ground with it!" and the poet prays that some day that account be squared. Babylon had accomplished the devastation which had delighted Edom, and the patriot poet sings the praises of the man who will devastate Babylon in requital and, seizing her little children, dash them to pieces against a rock.

This general attitude was shared by Ezekiel, the most distinguished member of that Hebrew colony on the Euphrates. A vigorous and impressive thinker, he counseled submission to Babylon. He was broad-minded enough to recognize the sin and judgment of his native land, but he was unable to think of any other land except as either a servant or an enemy of his own. He praises Babylon in spite of its immorality because he believes it to be the divine instrument to secure the ultimate prosperity of Israel. Against Ammon, Moab, Edom, Philistia, Tyre, Sidon, and Egypt he puts in Yahweh's mouth the bitterest of invectives, because he believes them to be the enemies of Israel. God has chosen Israel for Israel's sake; other nations must be crushed into subordination or extinction.

A greater prophet than Ezekiel proclaimed a different philosophy of history. Isaiah, who in this matter was in accord with Paul of the later time, held that Israel was chosen, not for Israel's sake, but for the sake of other nations, chosen to be the purveyor of religious truth to the whole world: Israel for the world, not the world for Israel.

I am bringing before you today in so much of detail these national attachments and repulsions of the ancient Hebrew world precisely because they are neither ancient nor Hebrew, in the sense of being restricted in period or race. They are, rather, timeless and human. They have never been without historical illustration; but, embodying as they do objectively and with such accuracy the national feelings of the present moment, they may exhibit to us instructively our own disguised attitudes and direct us as we now inquire into the existing world-situation and the college graduate's relation to it. You are completing your college training in a period of intense nationalism, before which treaties are but "scraps of paper" and international law slowly built up through three hundred years of intercourse and discussion appears to be all but bankrupt. The occasion provides the theme, "Culture and Patriotism."

Patriotism is, of course, love of one's country. It is a sentiment of loyalty which on occasion expresses itself in practical service to the country, defending its territory and its rights from invasion, maintaining its name and order and institutions. Under its influence men regard their country as an organic whole and identify themselves with its fortunes. They feel it to be a unity, not an aggregate of sections. To an American patriot, for example, a northern economic success is a national success, a southern problem is a national responsibility. If King Lynch mounts anarchy and rides out to murder in any State, all the rest bow in a common shame. When Spain outrages the national con-

science, Californian and New Yorker, Michigander and Carolinian, vie with one another in the liberation of the oppressed. When Japan touches the country's nerve at the Golden Gate, the response is prompt and deep all the way to Hatteras and Boston Harbor.

An eminent English political writer held love of one's country to be a lesson of reason, not an institution of nature; a precept of morality, not an instinct or principle of passion. I venture to disagree. It is, rather, a primary, unreasoning loyalty. Reason may confound but not shake its devotion. As Chesterton puts the matter, we belong to our country before we begin to ask if it is nice to belong to it, we find ourselves fighting for the flag before we have ever enlisted. In another place he complains that Kipling admires England, but does not love her, for we admire things with reasons, but love them without reason. National loyalty, like personal loyalty, is deeper in our nature than admiration and is already compromised when it seeks to justify itself. And, like the ancient Hebrew patriotism, it lapses easily into exclusiveness and inhospitality.

Mr. Wells, even in the act of asserting his own detachment from the common delusion that one's country is superior to all others, is compelled to admit that he is gratified by flattering falsehoods about English superiority, that he is ever ready to believe that the scenery, poetry, and even the music of England is in some mystic and impregnable way the best. Balzac finds it easy to explain the English inclination and the French reluctance to travel. "Something better than England," says he, "is everywhere to be found: whereas it is excessively difficult to find the charms of France outside of France." And here is Dollinger insisting that Germany is the intellectual center of the ideas that sway the world; no other nation can approach the Germans in mansidedness, in the power of adaptation, and in

the qualities of untiring research and original creative genius. And not to be outdone in this competition of the heart's extravagance and partiality, up comes our own Dr. Josiah Strong. "Ours is the elect nation," he affirms. "We are taller and heavier and live longer than other men; we are richer and more energetic, of finer nervous organization"—ticketing, as an English competitor says derisively, ticketing neurasthenia as the fine susceptibility of genius. And Ireland, the nation without a flag, that "little bit of heaven which fell from out of the sky one day"—you recall what the Irishman said of it when he and an American and a Scotchman were asked what would be their second choice of a nationality. Jonathan and Sandy would deplore the necessity of such a choice but agreed upon England as the alternative. "Pat," said the inquisitor, "if you were not an Irishman, what would you be?" "By my faith," he replied, "I'd be ashamed of myself!"

The sentiment of patriotic loyalty which I have sought to illustrate is quickened by national disaster, and in time of international collision and crisis it may be fanned up into a veritable frenzy, when a question becomes an impertinence, deliberation cowardice, and the voice of wisdom the instrument of treachery.

Permit me to raise a question with you today. You and the 40,000 American college graduates of this season were born in the atmosphere of patriotism, and the years of your own unfolding life coincide with your country's most rapid and important development in international relations. Its position today is unique and splendid. The chivalrous adventure in behalf of Cuba in '98, the all but sudden recognition of international obligations which followed, and the direct and sane and righteous diplomacy initiated by John Hay brought the United States with marvelous rapidity into a position of leadership and responsibility quite beyond the

dreams and desires of the founders of our national polity. But I fancy that, if those gray and reverend shades are now as alert as once they were to the weal of the Republic, they must be pleased and expectant. Jealous as Washington was of European influence in American counsels, earnest as was his warning against permanent alliances with any portion of the foreign world, he cannot discover in the new relations of the present hour any abatement of the national spirit, any compromise of our national solidarity. Whether we wish it or do not wish it, the conditions of modern life make national isolation impossible. The expanding network of international commercial relations involves international political relations. However matters stood in the past, certainly today no nation liveth unto itself—a truth taught us in unforgettable symbols by that horrible and wicked business which stretches a red hand 3,000 miles over seas to disturb our peace and reverse the policies of a hundred years. We have, indeed, seen a notable quickening of national spirit. You have yourselves participated in it. The world situation has played up the attractions of our country, and she makes now an unwonted appeal to our enthusiasm and devotion. And you, I know, respond. My question is, What sort of response do you make? Students of Princeton and Harvard and Yale and other institutions are enlisting for military training. With that sort of response I am not now concerned. It is probably in no way different from the response of young men who have not had the opportunity of college training. I am asking, rather, what is the college man's attitude toward all the factors of nationalism, what is the reaction of culture in the new world of jostling sovereignties into which you now pass?

Culture presents many aspects. It may be recognized as the sum of the dominant interests, tastes, and appreciations, the climate of sentiment and opinion, of a particular com-

munity; or a certain gentility and poise and ease of movement amid the refinements of social intercourse; or that richness of the inner personal life which shares and reflects the moral and intellectual wealth of the ages. I am thinking of it now in yet another aspect. A keen writer of the time describes barbarism as being incapable of reciprocity, and sets down a certain highly civilized people as barbarians because they have no little mirrors in their minds in which to see the minds of other men. Let us think of culture as the opposite of that kind of barbarism, as a tolerance and sympathy which are the fruit of knowledge of men and things. Culture in this sense is another name for horizon.

Four factors of the national life confront this culture today with a sharp insistence—individualism, provincialism, nationalism, and humanism. Consider individualism first.

As individuals Americans are practical and efficient in industrial enterprises, but as a nation they are incompetent, permitting industrial anarchy and waste out of consideration for private initiative. Individuals exercise a gracious ministry to the needy and suffering, but the State looks down on the tragedy of the underworld, where the down-and-outs fight for breath and bread, and beats them back to maintain a theory! We are individually progressive, but collectively timid. All which indicates that society is in a lower stage of development than the men who compose it, that the State is not as good or efficient as its citizens.

What is the reaction of culture to such a situation? It demands that this social incompetence and drift be mastered and guided, that neither academic theories nor tradition shall stand in the way of social beneficence and social justice. It teaches that, as individualism in religion is selfishness and in finance miserliness, so individualism in politics is anarchy. Society is possible only on the principle of its supremacy. Community interest is paramount to individual interest.

Advancement in civilization is, indeed, measurable by the restrictions which society imposes upon its members for the sake of the general welfare. You may not carry in your own pocket a pistol bought with your own money. You may not spit on the sidewalk. You may not sell another the whiskey which you own and he wants. Such limitations of personal liberty are not found in backward stages of civilization. If imposed by an external authority they would be intolerable, but imposed by the common will for the common good, they become the symbols of a genuine freedom. You, gentlemen, as the exponents of the culture of which I speak, will do no finer thing than pushing forward the consciousness of the community life where alone individual life finds completeness, the consciousness of our social solidarity. For such a developed consciousness, together with a common enlightenment, is our salvation from the perils inherent in democracy.

Provincialism need not retain us. It is a certain local emphasis of thought and interest which is at once obnoxious to culture and an obstruction in the path of national development. It results in a motley code of laws within the boundaries of a single State—"Except my county!" cries the local patriot in the General Assembly—and in the country at large national issues must bow to State's rights, and even yet the tongue of the average congressman can frame to pronounce "my district" a little better than "my country." But allow me to warn you that your patriotism, if it is sincere, will root itself in the community where you live. Your national patriotism is the extension of a genuine local patriotism. It certainly finds at home its concrete expression. Most of us will serve our country best by serving our town.

Nationalism is national spirit, national devotion. It is another name for patriotism. Its characteristics have been already indicated. I recall it here to point out the peril of its

extreme development. The patriotic bias is forgivable. It is more: it is wholesome and beautiful. Let Englishman, Frenchman, German, American, say with William Watson, each of his own country—

O England, shouldst thou one day fall,  
Justice were weaker throughout all  
The world, and truth less passionately free,  
And God the poorer for thine overthrow!

But nationalism must be chastened by culture lest it become exclusive and bumptious, arrogant and full of hate. Its marked development during the past century has been at some expense of "the cosmopolitan sense of human relations," and just at the moment when, through business intercourse and the applications of science, the world had become a neighborhood and was about to become a brotherhood, this excessive nationalism hurled the competing sovereignties of Europe against one another, and the folly and tragedy of 1914 fell. That lurid tragedy has wrecked civilization from the Baltic to the Aegean and threatens to seize humanity itself, palpitating and helpless, in its bloody clutches. And America shows signs of infection in a rising temperature of national spirit. What is the obligation of the cultivated man at such a moment? Not to be less loyal, but more generous. Not to strangle his nationalism, but to cool it down with humanism. Lord Nelson said that the mark of a true Englishman was to hate a Frenchman like the devil. How would that sound in the comradeship of heroism in the trenches of Flanders? The cultivated man knows that the sovereign gifts of the human spirit have been widely and somewhat evenly distributed that nations educate one another, and that each has made its contribution of value to the common civilization. How poor that civilization would be without the equality and radiance of France,

the science and organization of Germany, the art of Italy, the epic mystery of Russia, the immortal literature of England, the dignity of India, the reverence of China, and "the smiling heroism of Japan." Into American life all these streams flow as nowhere else, making it rich and cosmopolitan. Surely the American college man, if any man, will love his country, but remember the sources of its manifold wealth. He will insist upon her rights, but recognize her debts. He will respond in patriotism to her appeal, but he will not put patriotism before justice, or violate the rights of humanity.

Permit me to remind you of the symbolism and legend of the seal of your college. This is its declaration: Christ is the light of the world, and Wake Forest College is an agent of its dissemination for the benefit of mankind. You are committed. The vows of American citizenship are upon you, but also those of the universal Kingdom of God. The illumination of your Christian culture is not for you, but for others, and its quality is tested by the range of its regard. It will show you opportunities of co-operative service with your neighbors, but it will find you brothers over every great circle of the globe. Your tasks will be local, but your interests planetary. You will be attached at home, but you will be "public and human." *Humanitas pro humanitate*. To such a spirit and habit of mind, how alien the prejudice bred by ignorance, the social gulfs fixed, class hatreds, international jealousies; how trivial the considerations for which diplomats labor, intrigue, and finally fly at one another's throats! How true and obedient is such an attitude to the spirit and mind of our Lord, who said, "Other sheep I have which are not of this fold."

## Faculty Personals

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Professor J. Henry Highsmith of the School of Education, made the address at the Chowan County Commencement, held at Edenton, March 31, attended County Commencements at Henderson and Goldsboro, April 5-7, serving as judge in all speaking contests in the Wayne County Commencement. He delivered the following commencement addresses: Holly Springs, April 19; Gatesville, April 21; Liberty-Piedmont Institute, April 27; Creedmoor, May 2; Warrenton, May 10; Enfield, May 25; Selma, May 26; Goldsboro, June 6. He taught Education and Psychology at the Summer Session, State Normal College, June 15-July 27. He will conduct Institutes at Salisbury and Cary, beginning August 7 and 21 respectively.

Dr. Hubert Poteat has been in demand at several summer assemblies to conduct the music. He filled an engagement at Wrightsville Beach, where he also made an address on Sunday School and Church Music, then at Virginia Beach, and last at Greenville, S. C. He is spending the summer with his family at Marion, N. C. He made commencement addresses at Winton and Union Level.

At the special meeting of the Board of Trustees in Raleigh July 27 the office of Examiner was created by the Board, and Dr. Paschal was appointed to that position. The chief function of the Examiner will be the settlement of entrance credit and the designation of class work for the students. This action of the Board displaces the Entrance Committee.

President Poteat has met the following engagements: Young Men's Christian Association, Charlotte, February 19, "Religious Implications of Science," February 20, "The Young Man of Nazareth"; First Baptist Church, Durham, February 27, "Putting the Kingdom First"; Organized Classes, Fayetteville, March 5; commencement address, Tabor, March 10; address at the Washington County School Commencement, Plymouth, March 29; Bertie County School Commencement, Windsor, March 31; Harnett County Commencement, Lillington, April 6; Henderson, April 16; Bay Leaf School Commencement, April 21; Bethel Hill High School Commencement, April 30; Wendell High School Commencement, May 2; Roanoke Institute Commencement, Danville, Va., May 23; Rockingham High School Commencement, May 26; Twentieth Century Bible Class, First Baptist Church, Atlanta, May 28, and Banquet of Men's Bible Classes, May 29; Shorter College Commencement, Rome, Georgia, May 30; Medical College of Virginia Commencement, Richmond, June 6; Branch Association of Wake Forest Alumni, Greenville, June 18; and address at Memorial Baptist Church; two addresses Baptist Seaside Assembly, Wrightsville, June 27 and 28; two weeks' course on "Christian Origins" and one week's course on "Religious Education," Young Men's Christian Association Summer School for City Secretaries, beginning July 7, at Blue Ridge, with address July 9. He attended the Southern Baptist Convention at Asheville.

Dr. Benjamin Sledd gave a course of six lectures on "Southern Literature" before the Summer School at the University of North Carolina. The lectures attracted wide attention. He has been in great request for lectures on his European experiences and observations the past few months; he has lectured at Oxford, Clayton, Rocky Mount, Davidson College, and Trinity College.

Associate Professor Roger P. McCutcheon, of the department of English, has been granted leave of absence for one year to continue his studies in Harvard University as a candidate for the doctorate in Philosophy.

Dr. Wilbur C. Smith, Professor of Anatomy, was granted one year's leave of absence by the Trustees at Commencement. Since that time he has resigned his professorship and accepted a position in the department of Anatomy in Tulane University.

Dr. George Alfred Aiken of Malta Bend, Missouri, was appointed by the Board of Trustees at the annual meeting to conduct Dr. Smith's work for the next session. Dr. Aiken received his professional degree from the University of Kansas and has had surgical experience both in the hospital and in his position of surgeon to the railway company of his city. He visited Wake Forest during the Commencement.

Dr. Eugene A. Case, Associate Professor of Pathology in the Medico-Chirurgical College of Philadelphia was elected July 27 Professor of Pathology and Bacteriology to succeed Dr. Roswell E. Flack, who resigned in order to accept a position in Dr. Von Ruck's Tuberculosis Hospital in Asheville. Dr. Case received his professional degree from the Medico-Chirurgical College in 1908, and has been at work in various positions there ever since. In addition he has been Assistant Pathologist to the Philadelphia General Hospital for seven years and Pathologist to the Howard Hospital for one year. Dr. Case comes to us with an extended experience and makes a notable addition to the Medical Faculty.

The resignation of Dr. E. Walter Sikes, Professor of Political Science since 1898, to accept the presidency of Coker College, Hartsville, S. C., was a matter of deep regret to all the friends of Wake Forest College. He entered upon his new duties June 1 and moved his family to Hartsville early in July.

Dr. Needham Y. Gulley is the new Dean of Wake Forest College. He was appointed to this important position at the annual meeting of the Trustees.

Professor Edgar W. Timberlake, of the department of Law, found it necessary to rest during the vacation after an illness which interrupted his work for a time during the spring term. He is spending the summer at Waynesville. The Executive Committee appointed Mr. John G. Mills, of Wake Forest, to assist Dr. Gulley in the Summer Law School in Professor Timberlake's place.

Dr. C. C. Pearson, who is a Ph. D. of Yale University, has been appointed to the position of Associate Professor of Political Science. He will conduct the classes of Dr. Sikes and Associate Professor Johns, who has resigned to complete his work for the Ph. D. degree in the University of Chicago. Dr. Pearson is a Master of Arts of Richmond College and received the Doctor's degree from Yale in 1913. Besides his extensive experience as a high school teacher, he has served for one year as instructor in Yale and for one year as Acting Professor of History in Washington and Lee University.

Professor Hubert A. Jones, of the department of Mathematics, is taking special courses during the vacation in Columbia University.

Mr. Walter D. Holliday, Superintendent of Buildings and Grounds, was married to Miss Salemma Bobbitt, of Forestville, on June 21. They visited Atlantic City, New York, and Washington on their bridal tour.

Mrs. Ethel T. Crittenden, the College Librarian, is spending part of her vacation in Kingsport, Nova Scotia.

The following is quoted from the *Baptist Messenger* of January, 1916:

Prof. W. B. Royall, D.D., has completed fifty years as professor of Greek in Wake Forest Collegè. That is a noble record and deserves all honor. There is little of bustle and noise about being a professor of Greek, and even preachers have learned how to cut out Greek from the college course. But all the same there is no measuring the good that Dr. Royall has done in his great position. We congratulate him heartily.

Dr. W. R. Cullom, of the department of Bible, made the Alumni Address at the late commencement of the Southern Baptist Theological Seminary, his subject being "The Challenge of an Unfinished World." He attended the Convention of the Baptist Student Missionary Movement in Fort Worth, Texas, March 22-26, making one of the addresses there and preaching twice on Sunday. June 6-13 he attended the Baptist Student Missionary Conference at Ridgecrest, where he taught a class in "The Doctrines of our Faith" and delivered one address on "The Christian College as a Missionary Agency." He has been supplying the First Baptist Church at Dunn during the summer.

Dr. J. H. Gorrell, of the department of Modern Languages, is teaching classes in Spanish, French, and German this summer. Classes in Mathematics are being conducted by Instructor W. G. Dotson.

## Among the Alumni

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On May 19 one hundred and fifty Wake Forest men in attendance upon the Southern Baptist Convention were present at a luncheon at the Masonic Temple in Asheville.

The Pitt County Association of Wake Forest Alumni was organized on June 18. Mr. John Ivey Smith (LL.B., '06), was elected president.

Col. Isaac M. Meekins (LL.B., '96), was a delegate from North Carolina to the Republican National Convention in Chicago in June.

The following is quoted from the *State Journal* of April 14, 1916:

North Carolinians learn with pride of the splendid impression made by the address of Dr. Hubert A. Royster, of Raleigh, before the graduates of the Naval Medical School on Wednesday. The press dispatches from Washington describe it as brilliant and scholarly in a high degree. Dr. Royster is a surgeon of wide reputation and reflects honor on his profession and on his State.

It gives us especial pleasure to learn that Mr. R. B. Powell (B. A. '96), who moved to Silver City, New Mexico, a few years ago on account of his health, has established a large law practice in that city. He is a member of the firm of Powell and Neblet. Wake Forest has given still other of her sons to that State: Mr. James Royall (B. A. '03, M. A., and LL.B. '04), is a leading public man of Silver City; Messrs. Will Royall (B. A. '95), and Robert H. Royall (B. A. '01), are operating a large ranch at Whitewater, New Mexico.

At the last Commencement of the Southern Baptist Theological Seminary, the following Wake Forest men were granted degrees: J. B. Turner, L. L. Carpenter, J. Ben Eller, C. R. Sorrell, J. R. Carroll, H. B. Hardaway, S. C. Hilliard.

Mr. T. P. Womack ('76-'80), a prominent citizen of Yanceyville, died on May 31 in a hospital in Richmond.

Mr. Claudius T. Murchison (B. A. '11), was married to Miss Hilda Constance Waterman of DeLand, Florida, on June 24. Mr. Murchison has recently been elected to a professorship in Miami University, Ohio.

Rev. S. C. Hilliard (B.A. '12), entered upon his work as pastor of the Forest Ave. Baptist Church, Greensboro, in June.

Rev. J. Ben Eller (B.A. '11), is pastor of the West Durham Baptist Church, succeeding Rev. B. V. Ferguson (B.A. '12), who has accepted the pastorate of the First Baptist Church, Fort Smith, Arkansas.

Rev. C. R. Sorrell (B.A. '13, M.A. '14), will be on his regular field at Butlerville, Ind., while he awaits the decision of the Board to go to Shanghai, China, as a missionary.

Rev. E. J. Rogers (B.A. '11), has accepted the pastorate of the First Baptist Church, Macon, Mo.

Rev. J. B. Turner (B.A. '07, LL.B. '11), entered upon the pastorate of the First Baptist Church of Beaufort, S. C., in June.

Mr. Gordon R. Edwards (B.A. '06, M.A. '07), is with the McCall Company, 236 W. 37th St., New York.

Dr. John T. Anderson will sail for China in August to become a medical missionary. He will be accompanied by his bride, who was Miss Minnie Claire Middleton of Warsaw, North Carolina. They were married on June 29.

Dr. O. R. Mangum (B.A. '07), is editor of the *Bourbon Baptist Monthly*, in Paris, Ky.

Mr. Thomas Jones Pence (B.A. '94), died in Washington on March 28, 1916. From December, 1894, when he became city editor of the (Raleigh) *Daily Press* until the time of his death he was active in journalistic work, most of the time being spent in Washington. He was well known in the political world, being assistant in publicity work of the Democratic National Committee in 1908, and head of the publicity work of Woodrow Wilson in 1912, also assistant to Wm. F. McCombs, Chairman of the Democratic Committee. The esteem in which he was held is best expressed by Woodrow Wilson's "Tribute to Thomas J. Pence":

"The death of Tom Pence has brought to all who knew him and to all whom he so loyally and earnestly served, not only the deepest grief but a sense of irreparable loss. Few finer spirits have ever connected themselves with public service. He had very great ability and he devoted that ability to the promotion of the things he thought were right with a singular devotion and self-forgetfulness. I feel that every man who desired the public good has lost a partner, and that the Democratic party in losing him as secretary of its National Committee has suffered a loss which it may not be possible to repair at all."

Rev. J. M. Adams (B.A. '09, M.A. '10), pastor of the Ebenezer Church, Florence, S. C., delighted the Florence Y. M. C. A. on January 31 with an address before its members.

Dr. Richard Henry Whitehead (B.A. '86), died in February, 1916 in Charlottesville, Va. He was Dean of the Medical School of the University of Virginia.

Rev. J. Powell Tucker (B.A. '11), is pastor of the First Baptist Church at Kershaw, S. C.

Mr. Gaither C. Briggs (B.A. '83), died in Hendersonville on January 19. His family has kindly furnished us with a sketch of his life, which is given below :

"Prof. Gaither C. Briggs was born in Madison County, May 25, 1857. He attended local schools, later Wake Forst College, where he graduated. He taught for five years at Judson College, immediately after graduation at Wake Forest. He married Miss Rosa Hines, of Murfreesboro, N. C., 1887. From Judson he went to Missouri Institute, where he was President and owner of that institution. He remained there for fourteen or fifteen years, until his health failed, causing him to return to Waynesville, N. C., in 1902, where he bought the *Waynesville Courier*, which he edited for about twelve years. At the end of this time he returned to his work of teaching. He died in Hendersonville, where he was Superintendent of Schools, on January 19, 1916, leaving a wife, three daughters, Marguerite, Lois, and Helen, and one son, Gaither C., Jr."

Dr. Charles Edward Brewer (M.A. '86), who resigned the positions of Professor of Chemistry and Dean in Wake Forest College in the spring of 1915, to become President of Meredith College, was inaugurated on Thursday, February 3, in the Meredith College Auditorium. The exercises were as follows, Wesley Norwood Jones, President of the Board, presiding :

Organ Prelude.

Invocation.

Anthem—"Thy Name, O Lord," by the Meredith College Choir.

Address—William Alexander Webb, President of Randolph-Macon Woman's College.

Hymn—"A Mighty Fortress is Our God."

Presentation of the President—Richard Tilman Vann, Secretary of the Board of Education of the Baptist State Convention.

Inaugural Address—Charles Edward Brewer, President of Meredith College.

Anthem—"From Thy Love as a Father," Meredith College Choir and Wake Forest College Glee Club.

Greetings—

Southern Denominational Schools and Colleges—William Louis Poteat, President of Wake Forest College.

Southern Standard Colleges for Women—May Lansfield Keller,  
Dean of Westhampton College.

Northern Standard Colleges for Women—Bertha May Boody,  
Dean of Radcliffe College.

North Carolina State Colleges—Edward Kidder Graham, Pres-  
ident of the University of North Carolina.

The Public School System of North Carolina—James Yadkin  
Joyner, State Superintendent of Public Instruction.

The Baptist Denomination of North Carolina—John Alexan-  
der Oates, President of the Baptist State Convention.

The Alumnae—Edith Taylor Earnshaw, of the Class of 1905.

The Student Body—Mary Olivia Pruette, of the Class of 1916.

The Faculty—Lemuel Elmer McMillan Freeman, Professor of  
Bible and Philosophy.

College Hymn—"Alma Mater."

Benediction.

Organ Postlude.

The inaugural exercises were followed by a buffet lunch-  
eon in the College dining-room. The Meredith College fac-  
ulty was "At Home" in the college parlors from 4:30 to  
6 p. m.

Dr. W. C. Duffy (B.A. '10), is instructor in the depart-  
ment of Anatomy in Johns Hopkins University.

Mr. H. B. Conrad (B.A. '12, M.A. '13), received his M.D.  
degree from Johns Hopkins University in June. He has  
been appointed Assistant to Dr. Kelly in Johns Hopkins  
Hospital.

Mr. Charles Aurelius Smith (B.A. '82), died at Johns  
Hopkins Hospital on March 31, 1916. He was buried in  
Timmons ville, S. C. For several years Mr. Smith was Lieu-  
tenant-Governor of South Carolina. He was Governor for  
one day, after the resignation of Governor Blease. He occu-  
pied the important position of President of the South Caro-  
lina Baptist State Convention for a number of years. He  
was a successful business man and influential citizen. Wake  
Forest mourns the loss of a loyal and distinguished son.

Rev. E. D. Poe (B.A. '09, M.A. '10), was married in May to Miss Nan Trantham of Camden, S. C. Dr. Poe is pastor of the Baptist Church in Versailles, Kentucky. His bride is a granddaughter of the late Dr. William G. Simmons of Wake Forest College.

Dr. John E. White (B.A. 1890), has accepted the presidency of Anderson College, South Carolina. After a pastorate of three years at the First Baptist Church of Edenton, N. C., he was elected General Secretary of Missions of the Baptist State Convention of North Carolina, a position he filled for five years. In 1901 he was called to the Second Church of Atlanta, Ga., where he served until 1915, when he resigned to take up the pastorate of the First Baptist Church of Anderson, South Carolina.

Mr. Robert H. McNeill (B.A. '97), of Washington, D. C., has published a brief in support of "An Act to Provide for the Reaudit and Readjustment of the Claims of North Carolina Against the United States on Account of Sums Advanced for National Defense in the War of 1812-15." Mr. McNeill is one of the Attorneys for North Carolina.

Professor Wallace Carl Riddick (77-84), was elected President of the North Carolina College of Agricultural and Mechanical Arts in May. He received the B.A. degree from the University of North Carolina in 1885, the C.E. degree from Lehigh University in 1890. He has been a member of the A. & M. College Faculty for a number of years as Professor of Civil Engineering and Vice-President.

The following Wake Forest men took part in the Convention of the Baptist Student Missionary Movement, in Fort Worth, Texas: Dr. W. R. Cullom, Dr. S. J. Porter, Dr. B. W. Spilman, Dr. J. F. Love, Dr. C. B. Williams.

## Record

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On the first anniversary of the William Edgar Marshall, Jr. Memorial Medical Society on April 6, Dr. Stuart McGuire, the distinguished surgeon and Dean of the Medical College of Virginia, addressed the Society. After the exercises a reception was tendered Dr. McGuire and other invited guests.

On March 30 the College Glee Club and Orchestra gave a concert in Memorial Hall under the direction of Dr. Hubert M. Poteat. This organization visited eight Eastern Carolina towns earlier in the month, and reported the most successful trip in every respect since its organization.

On April 5 Seumas McManus, of Donegal, the Irish poet and author, delighted a large audience in Memorial Hall with a lecture on Irish Folk Lore. The quaint and amusing Irish stories which he told were greatly enhanced by the charm of his Irish brogue.

The Senior Class was addressed by Governor Craig and Judge R. W. Winston of Raleigh on April 12 at eleven o'clock.

The Coburn Players presented Richard Third, The Rivals, and The Tempest under the old oaks on the campus May 5 and 6. At eleven o'clock on May 6 Mr. Charles Douville Coburn spoke to an appreciative audience on Shakespeare.

Wake Forest met Richmond College in the second debate of the series on April 24, each college sending a team to Richmond and to Raleigh. The query, "Resolved, That the United States should adopt the policy of subsidizing its merchant marine engaged in foreign trade" was debated at both places, Wake Forest having the affirmative side in Raleigh and the negative side in Richmond. Victory in either city

would have given the series to Wake Forest, since Richmond suffered a double defeat last year. However, the College added two more victories to her list by winning both debates. Messrs. I. L. Bennett, Edward B. Cox and J. G. Booe, Alternate, represented the College in Raleigh, Messrs. R. H. Taylor, B. N. Boyd, and J. B. Rucker, Alternate, in Richmond.

The Wake Forest basketball team made the most successful record of its history the past season, winning the State championship and registering 804 points to its opponents' 382.

Mr. Edwin McNeill Poteat, of the Southern Baptist Theological Seminary, visited Wake Forest March 8 and 9 in the interest of the Southern Baptist Theological Seminary. He conducted the chapel service on March 8.

Miss Evelyn Bargelt, cartoonist and reader, appeared in Memorial Hall on March 9.

In the Intercollegiate Peace Contest held on April 1 in Durham, Mr. A. C. Reid, Wake Forest's representative, was awarded the second prize of \$50.00 in gold. Mr. Reid's subject was "The Present Policy of the United States Towards Arbitration."

At a meeting of the Cosmos Club on March 31, Professor C. D. Johns read a paper on "The Revolution in North Carolina."

Under the auspices of the Wake Forest Missionary Society, Rev. J. T. Watts, Secretary of the Baptist Sunday School Mission Board of Richmond, Virginia, occupied the pulpit at the morning and evening services on April 23.

Director Crozier's gymnasium team presented a very attractive entertainment on April 17 in the form of a "So-

ciety Circus." The exhibition was of the highest type of gymnasium work. Music was furnished by the College orchestra.

The session of the Summer Law School opened June 5, being conducted by Dean Gulley and Professor John Mills. The enrollment is fifty-one, the largest class in the history of the College.

The Literary Societies held their regular anniversary celebration on February 11, with R. H. Taylor, Phi., as president, and L. P. Hendrix, Eu., as secretary. The debaters were: I. L. Bennett, Phi., and D. C. Hughes, Eu., of the affirmative; W. S. Burluson, Eu., and P. S. Daniel, Phi., of the negative. The query was: "Resolved, That the power of the Federal Government should be paramount to that of the States in the conservation of the forest and mineral resources in the United States (constitutionally waived)."

The graduating class of 1916 was the largest in the history of the College. One hundred and ten degrees were conferred.

At a meeting on July 9 the Wake Forest Baptist Church called Rev. Clarence D. Graves (B.A. '92), as pastor. The call has been accepted, and Mr. Graves will enter upon his work as pastor and College Chaplain at once.

The February examination of the Supreme Court was passed without a failure by the Wake Forest class. The names of those who received license are as follows:

F. B. Ashcraft, E. H. Bellamy, C. W. Beckwith, E. B. Cox, J. Casteen, M. D. Clayton, L. P. Dixon, C. R. Franks, T. C. Galloway, H. B. Grimsley, J. M. Gatling, G. W. Hair, F. J. McDuffie, M. L. Mott, Jr., J. Murphy, B. R. Olive, H. W. Perry, J. H. Pou, Jr., J. B. Whitley, E. P. Whitley, J. L. Wright, C. C. Warren.

## Commencement, 1916

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On account of a square conflict with the Southern Baptist Convention, the date of Commencement was changed from May 17-19 to May 14-16.

On Sunday morning President Poteat delivered the Baccalaureate address. On Sunday evening the Baccalaureate sermon was preached by Rev. O. P. Gifford, D.D., of Brookline, Mass.

The Class-day exercises were held on the campus on Monday morning at ten o'clock:

President—J. G. Booe.

Prophet—D. H. Ives.

Orator—R. F. Hough.

Poet—A. L. Denton.

Historian—C. C. Olive.

Statistician—R. C. Tatum.

Testator—D. R. Perry.

At eleven-thirty o'clock the annual literary address was made by Dr. Gifford.

Rev. Archibald Cunningham Cree, Class of 1898, of Moultrie, Georgia, delivered the annual address before the Alumni Association; he spoke on America's position in regard to the War.

At eight o'clock on Monday evening the Alumni meeting was held in Memorial Hall. The following officers were elected for the coming year: Hon. T. J. Markham, of Elizabeth City, President; Dr. M. L. Kesler, of Thomasville, Orator; Prof. H. A. Jones, of Wake Forest, Secretary and Treasurer. After the election of officers the following program was given:

The Relation of the Alumni to their Alma Mater.

Pres. T. J. Markham, Elizabeth City, N. C.

Local Alumni Associations.....E. B. Josey, Tarboro, N. C.

A Million Dollars for Wake Forest: (a) Bequests; (b) Living Endowment Unions; (c) Gifts.

E. F. Aydlett, Elizabeth City, N. C.

R. L. Burns, Pittsboro, N. C.

Dr. H. A. Royster, Raleigh, N. C.

The Opportunities of the Alumni in Directing Students to Wake Forest College.....Rev. Oscar E. Sams, Lynchburg, Va.

The Relation of the College to the Denomination,

A. D. Ward, New Bern, N. C.

Appointment of an Alumni Representative,

T. E. Holding, Wake Forest, N. C.

B. F. Montague, Raleigh, N. C.

The Association voted to appoint a committee of three to confer with a like committee appointed by the Board of Trustees in the matter of appointing an Alumni Agent, fixing his duties, compensation, etc.

At nine-thirty the annual senior reception was given in the Society halls and gymnasium.

On Tuesday morning at 10:30 the presentation of medals took place. These were presented by President Poteat as follows:

AWARDED BY THE PHILOMATHESIAN SOCIETY:

Senior Orator's Medal to K. M. Yates.

Junior Orator's Medal to J. M. Hester.

Sophomore Orator's Medal to E. D. Banks.

Freshman Orator's Medal to L. R. Williford.

John E. White Medal to R. H. Taylor.

AWARDED BY THE EUZELIAN SOCIETY:

Thomas Dixon Senior Orator's Medal to B. C. Ingram.

Junior Orator's Medal to J. B. Rucker.

Sophomore Orator's Medal to R. R. Mallard.

Freshman Orator's Medal to F. C. Freezor.

J. L. Allen Orator's Medal to A. C. Reid.

OPEN TO THE GENERAL STUDENT BODY:

Hubert A. Royster Scholarship and Athletic Medal to W. A. Harris.

Wake Forest Student Essay Medal to R. S. Britton.

Wake Forest Student Fiction Medal to R. R. Mallard.

PINS AWARDED TO DEBATERS REPRESENTING THE COLLEGE IN  
INTER-COLLEGIATE DEBATES:

Wake Forest-Richmond Debate, held at Richmond, Va., to R. H. Taylor, B. M. Boyd, and J. B. Rucker.

Wake Forest-Richmond Debate, held at Raleigh, to I. L. Bennett, E. B. Cox, and J. B. Booe.

The Peace Contest Medal to A. C. Reid.

The graduating exercises were held at eleven o'clock on Tuesday morning. After the invocation the following orations were delivered by members of the class of 1916 in contest for the A. D. Ward Medal:

E. B. Cox—"North Carolina's Imperative Task."

R. K. Redwine—"Social Inequality."

A. C. Lovelace—"Vital Preparedness."

R. H. Taylor—"Our Debt to France."

C. J. Hunter, Jr.—"The Effect of War on Literature."

K. M. Yates—"The Neglected Factor in the Rural Problem."

The committee of judges awarded the medal to Mr. Carey J. Hunter, Jr.

The following degrees were conferred by the President:

MASTER OF ARTS.

A. C. Campbell.

L. H. Campbell.

C. W. Carrick.

W. G. Dotson.

P. E. Downs.

T. C. Holland.

E. B. Whitehurst.

F. C. Sams.

H. M. Vann.

J. W. Vann.

BACHELOR OF ARTS.

J. Beal.

I. L. Bennett.

L. A. Bird, Jr.

L. E. Blackman.

J. G. Booe.

H. G. Bryant,

W. S. Burleson.

L. R. Call.

J. D. Canady.

W. C. Harward.

L. P. Hendrix.

R. P. Holding.

W. W. Holding, Jr.

R. F. Hough.

C. J. Hunter, Jr.

B. C. Ingram.

D. H. Ives.

F. T. Johnson.

H. R. Paschal.

D. R. Perry.

J. C. Powell.

R. K. Redwine.

F. C. Sams.

N. J. Sigmon.

G. V. Stephens.

L. T. Stallings, Jr.

G. F. Strole.

F. W. Carroll.	J. E. Jones.	W. D. Sutton.
W. S. Clarke.	J. M. Kesler.	H. L. Swain.
A. R. Cousins.	H. E. Lane.	W. T. Tate.
B. M. Covington.	G. W. Lassiter.	R. H. Taylor.
E. B. Cox.	A. C. Lovelace.	C. Thomas.
W. H. Deitrick.	A. D. McFadyen.	W. F. Ward.
A. I. Ferree.	P. D. Mangum.	R. L. Whitley.
G. W. Greene.	G. G. Moore.	E. P. Whitley.
A. Hall.	J. M. Newbold.	W. B. Wright.
W. A. Harris.	C. C. Olive.	K. M. Yates.

## BACHELOR OF SCIENCE.

W. R. Ferrell.	C. O. Riddick.	W. A. Riddick.
C. C. Gregory.	W. F. Taylor.	A. P. Sledd.
	H. J. Pope.	

## BACHELOR OF SCIENCE IN MEDICINE.

J. E. Andrews.	G. H. Davis.	R. F. Sledge.
S. J. Blackmon.	A. L. Denton.	R. C. Tatum.
R. F. Carter.	C. H. Fryar.	E. S. Thompson.
K. Casteen.	S. B. Moore.	L. P. Williams.
	G. D. Rowe.	

## BACHELOR OF LAWS.

J. A. Abernethy.	C. R. Franks.	K. A. Pittman.
F. B. Ashcraft.	J. M. Gatling.	S. H. Saunders, Jr.
T. A. Avera.	G. W. Hair.	H. C. Strickland.
J. H. Barnes.	W. H. Lyon, Jr.	G. F. Strole.
A. O. Dickens.	J. P. Mull.	E. P. Whitley.
W. C. Downing.	B. R. Olive.	H. W. Whitley.
A. I. Ferree.	L. Parker.	J. B. Whitley.
	H. D. Pegg.	

Four honorary degrees were conferred. The degree of Doctor of Letters (Litt.D.) was conferred upon Professor John Leslie Hall, of William and Mary College, Williamsburg, Virginia; the degree of Doctor of Music was conferred upon Professor Albert Mildenberg, of Meredith College, Raleigh, N. C. The degree of Doctor of Divinity was conferred upon Rev. Martin Luther Kesler of Thomasville, N. C., and upon Rev. Thomas Jerome Taylor, of Warrenton, N. C.

The session was formally closed when the benediction was pronounced by Dr. T. J. Taylor.

## **Announcements**

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The session of 1916-'17 will open on Tuesday, September 5. That day will be given over to registration of students. Classes begin their work on September 6, according to the published schedule.

Students entering college for the first time will require a certificate for admission filled out in detail with the work which they have completed in high school. Otherwise, they will stand examination for entrance. Blank forms will be supplied by Mr. E. B. Earnshaw, Wake Forest, N. C.

**BULLETIN**  
OF  
**WAKE FOREST COLLEGE**



**AUTUMN NUMBER**

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## The Conservation of the Resources of North Carolina

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Address by President WILLIAM LOUIS POTEAT of Wake Forest College at the  
Conservation Dinner, Greensboro, North Carolina, September 7, 1916

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I beg to felicitate the promoters of this important and beautiful occasion and the State at large upon so intelligent and progressive a body of its citizenship taking thought for the fundamentals of its prosperity. The city of Greensboro has set every North Carolina community a notable example of farsightedness and coöperation. Its Chamber of Commerce is illustrating the generosity which extends beyond its immediate responsibility in providing for the consideration here tonight of matters of State-wide importance.

The natural resources of North Carolina may be thought of as two classes—material and personal. In both the State is rich. Of our material resources, water-power is one of the most important. Of a possible 500,000 horse-power in the Southern States, one-third belongs to North Carolina. That third is only in the early stages of its development. Most of it falls uselessly into the sea.

The forests of North Carolina have constituted a large part of its material wealth. But they have been cut and slashed with a prodigality which takes no thought of the claim of posterity upon them. What has posterity to do with us? What claim has posterity which we must respect? Posterity never did anything for us! And fire has added to this ruthless destruction. In a few months of the past spring fires, one-half of them the result of carelessness, exacted a toll of three and one-half million dollars of North Carolina. I was on the summit of Mount Mitchell some weeks ago.

Over the bare and blackened stems of its burnt slopes I saw the yellow sands spit out by the mad Catawba. To the far horizon's rim the yellow sands buried the fruitful verdure of that lovely valley, flood destruction below answering oppressively to saw and fire destruction above. For the protection of the present generation, as well as of future generations, we must fight for adequate appropriation by the General Assembly for forest wardens in our wooded townships and for the application of scientific forestry, which in more progressive communities has for long been growing longer-lived and better trees than ever grow in the state of wild nature.

The mining resources of our State are considerable. The deposits of coal, indeed, appear to be of little consequence; but iron and mica are here in abundance, aluminum is common as clay, and gold is widely diffused. It can hardly be said that there is need of conservation here, for these resources have been little more than tapped.

The soil is our most important source of wealth, and when properly handled it is inexhaustible. Our equable climate and the length of the growing season cooperate to enhance its value. In fact, good North Carolina soil is worth all that a man can afford to pay for it. Potato land in Colorado is worth \$2,500 an acre. There is an endless variety of crops produced by North Carolina lands, from the subarctic pumpkins and cranberries to the subtropical rice and bananas. And these lands present all varieties of fertility, from the type of the red hills of Virginia where a farmer, in answer to a motorist who asked repeatedly for the way, said, "The land's so pore 'round here a man can't raise his voice," to the type of the plains of Kansas where melons are not raised because the vines grow so fast they rub the blossoms off!

An expert of the Government estimated a few years ago that the United States had iron to last at the present rate of consumption 400 years, coal for 1100 years, timber for an indefinite period, for the annual growth even now falls short of the annual cut only about 20 per cent, and, to say nothing of the prospects of scientific forestry, the movement already established to substitute other building materials will enable the annual growth to catch up with the annual cut. And let us understand that what is used of our natural resources is not wasted. The iron of our mines is raised into higher value in machinery, bridges, and ships. The product of the forest builds the homes of our people. Use is not waste. It is rather the best conservation, which may be defined as the business management of the people's capital with due regard to the claims of posterity.

But I beg to insist that material resources do not exhaust the inventory of our natural wealth. They have, indeed, no meaning or value apart from the life which they support. Life is the flower which blooms on the stem of physical nature. Aeons of insensate things might multiply themselves endlessly without meaning or justification. Chemical elements might combine in simple or complex bodies, and oxygen, the marauder, tear them down for new combinations, and integration and disintegration go on for ever-circling millenniums in the ultra-microscopic world of atoms and ions or in "the formless birth of fluid stars"—all a purposeless extravagance and waste, if the sphere and stage of something finer be not thus preparing. I think of that moment of destiny on the shore of the Cambrian sea millions of years ago, the moment when the fortunate combination of carbon, hydrogen, oxygen, and nitrogen thrilled with sensation, and Nature, like a blind giant feeling her way, began to climb that splendid stairway—sensation, perception, conception, re-

5 } flection, self-consciousness—up to man, life of the body on the road to the life of the spirit. At length the superior race appears, and all is justified.

Moreover, man is the source and center of all economic problems and values. The raw material supplied by our natural resources is endowed with value by the human labor and skill bestowed upon it with a view to human uses, and that value is in direct proportion to the amount of labor and skill bestowed. And allow me to remind you of Ruskin's definition of wealth as the possession of the valuable by the valiant. That is to say, accumulation of material demands accumulation of capacity to use it. All our lands and houses and merchandise and money would not be wealth in the hands of a race of monkeys.

In our preoccupation with the foundations of our life, let us not forget our life. There is need of a fresh assertion of the supremacy of personality, which determines all, measures all. We are so dazzled by our brilliant civilization that we may not see the manhood and womanhood at its center to which it ministers. Much of it is mere veneering. When Renan was shown through the splendid corridors of the Paris Exposition he only said, "How many exquisite things one can do without!" It is still quite possible for wealth to accumulate and men decay. In the royal tombs of Mycenæ some of the skulls were found enveloped in sheets of gold. Gold, indeed, but the garniture of death. And may I remind you that North Carolina is not a geographical but a biological conception. It is not 52,000 square miles of land within specified boundaries; it is not property, but people. It is two and a quarter million men, women, and children, homogeneous, frank, self-reliant, independent. It is they who are the chief consideration in any program of conservation.

Consider the waste of the most precious item in our total wealth, the waste of life. That old dragon, Disease, with fiery tongue and poisonous breath spreads irremedial defects and suffering and death throughout the shining ranks of every generation of little children, which is God's fresh and undiscouraged effort to save the world. Many times the number of the Titanic fatalities is the number of babies dying every year in the country. Two thousand of these just-lit life-candles were snuffed out in North Carolina last summer. The infant mortality in our State is five times as great as in the State of Washington. Why? Lack of love? It is, rather, ignorance and carelessness in the application of scientific knowledge now everywhere available. One-third of the people who die in our State die of preventable diseases. Manifestly a preventable disease, in this day of intelligence and the sense of social responsibility, ought to be prevented. Mortality statistics do not record the decrees of Providence. It is pure superstition to think so. And one-half of the illnesses which afflict us are likewise preventable. Nor do they register the Divine punishment of sin. The cost of these illnesses in the United States mounts up into the region where we count the cost of modern warfare—one and one-half billion dollars a year. Life is wasted among us still further in its short duration. The average length of life in Europe during the sixteenth century was twenty years. In India today it is twenty-two. In Prussia and Scandinavia it is fifty-two. In the United States it is forty-five. And the extension of life is increasing in Northern Europe twice as fast as in this country. Moreover, it is significant and alarming that while in Northern Europe there has been a notable decrease in mortality in the older age groups as well as in the younger, in the United States there has been an actual increase in mortality in the older age groups. A great de-

crease in the death-rate from infectious diseases is accompanied by an increase from degenerative diseases. In the presence of facts like these, what becomes of our boasted American leadership of the world?

Even in the case of lives that are normally prolonged there is a preventable inefficiency due to a variety of causes. The external physical conditions of life are often hard and depressing. It is only the life in the open which enables many tenant farmers to survive the attacks which their food makes three times a day upon their vitality. I wonder if North Carolina does not need schools of cookery more than schools of grammar. When the splendid campaign against hookworm in North Carolina was inaugurated a leading paper in the State resented the implied discredit and ignorantly denied the facts to save the reputation. That disease is still abroad among us, and we shall need to support vigorously the State Board of Health in this matter, as well as in every other movement which its intelligence and public spirit promote. The normal level of efficiency is rarely reached even in the absence of specific disorders. The ills of the latter half of life are often the result of accumulated abuses and indiscretions of the first half, and in the case of so plastic a being as man they may not only lower the vital tone, but utterly destroy it, just as small reforms may issue in his physical redemption.

I must mention one other dangerous enemy to North Carolina's wealth of life. I mean the degeneracy which is spreading everywhere with but slight limitations. In the country at large there has been not only an absolute increase of the forms of degeneracy, but also a relative increase as compared with the population. Some six to eight per cent of the population are an economic and moral burden on our backs. They are born defeated. Feeble-mindedness is the

mother of pauperism and prostitution, and alcoholism with other drug habits and insanity greatly increase the number of dependents. Every North Carolina child has the right to be well born. I make no apology for speaking of this fundamental matter. Such a discussion has been lately branded as a fad and a foul vulgarity. It is precisely such an uninformed hush-mouth policy which has brought us into our present peril. Under cover of this silence the rot in the roots of humanity spreads. The possibility of parenthood for the insane, the feeble-minded, and alcoholics must be forestalled and *all* contagious diseases become the responsibility of our health officers, on peril of the ultimate decay of the race.

The very conditions of civilized life create grave problems and open the way for the extension of diseases and defects. Our indoor environment, the clothes we wear, the mills and knives and forks which give us all of our dentists and most of our rheumatism, are our friends, indeed, but they may betray the citadel of life from the inside. Such a menace is beginning to receive consideration. The sleeping porch is multiplying itself hopefully. Our clothes are becoming not only lighter and looser, but also *lesser*, for one observes them nowadays heightened below and lowered above. I do not advocate an absolute return to nature on Chesterton's view that civilization is the defeat of man. The correction of the evils of civilization is not a lapse into barbarism, but more civilization. Don't destroy your house and live in a tree; ventilate the house. Don't give up clothes and develop a protective coat of hair; devise better clothes. Employ the gifts of civilization to forestall its disadvantages. The practical application of science to our personal and social life will save the waste of them and enormously prolong and enrich them.

## Faculty Personals

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Professor Highsmith of the Department of Education and Philosophy made an address at the Educational Conference for Vance County at Middleburg, N. C., on September 26. His subject was "Keywords in Community Betterment." On October 4 he spoke at Mount Zion Baptist Association, Carrboro, N. C., on "The Differentiation Between Secular and Christian Education." He made an address at Garner, N. C., on October 6 on "Educational Development in North Carolina," and made two addresses at the Second Baptist Church of Durham, N. C., on October 15.

Associate Professor Roger P. McCutcheon of the school of English, on a year's leave of absence for the completion of his work for the Ph. D. degree in Harvard University, has accepted the position of "Acting Associate Professor of English" in Denison University, Granville, Ohio, for one year. It is earnestly hoped that he will return to Wake Forest at the conclusion of this flattering engagement. *Later:* He has sent in the resignation of his position here.

Mr. Elmer W. Sydnor of Richmond, Va., was elected Associate Professor of English with some work in German, for the session of 1916-17, in a special meeting of the Executive Committee of the Trustees in Raleigh, September 4. Professor Sydnor is a Bachelor of Arts of Richmond College (1911) and a Master of Arts of Columbia University (1916). In 1911-13 he was Principal of North View (Va.) High School; 1913-14, Principal of Varina (Va.) High School; 1914-15, Principal of Venter (Va.) High School. In addition to this valuable teaching experience, he holds the complimentary diploma of the Teachers College of Columbia University.

During the Summer School for Social Workers at Blue Ridge, N. C., President Poteat gave a two weeks course on Sex Education and Eugenics, and made two public addresses; attended the Buncombe County Association in West Asheville August 16, the Central Association at Bay Leaf August 31, the Greene River Association at Columbus September 28. He made an address at the Conservation Dinner in Greensboro, N. C., the evening of September 7, the address printed in this issue. He has made the following addresses at Wake Forest: to the Woman's Missionary Union of the Central Association, September 3; to the Y. M. C. A. on its social evening, September 18; to the Ministerial Class, October 4, "Suggestions on What a Young Minister Should Read."

Mr. Robert Bruce White of Franklinton, N. C., was appointed to the position of Professor of Law by the action of the Executive Committee October 5. Professor White was graduated from Wake Forest College with the degree of M. A. in 1891. After a period of teaching he returned to Wake Forest to study law, 1895-96 and 1896-97, whereupon he entered upon the active practice of law in Franklinton. For several years he was County Superintendent of Public Instruction. He has several times served his county in the General Assembly, and is State Senator for his district in the present General Assembly. He is widely known in North Carolina public life. He began his class work as the third member of the law faculty on October 16.

The friends of Professor Timberlake, who is now in Johns Hopkins Hospital for treatment, have been greatly pleased by the news that he will be likely to resume his work in the School of Law within the next month or so.

The new course given by Dr. Carstarphen in Physiology and Hygiene with special reference to the needs of prospective teachers in the high schools of the State has attracted wide attention. It is important and practical, for the subjects presented in it lie at the foundation of both personal and social efficiency. Dr. Carstarphen, under the auspices of the State Board of Health, conducted in the later weeks of the vacation public typhoid vaccine dispensaries in Mecklenburg and Union counties, with headquarters at Charlotte and Monroe.

The first copies of "Selected Letters of Cicero, edited by Hubert McNeill Poteat, Ph. D., Professor of Latin, Wake Forest College, D. C. Heath & Co., publishers, Boston, New York, Chicago," reached Wake Forest in August. The volume is dedicated, "Filio Carissimo." The text of the letters occupies eighty pages; the notes, one hundred and fourteen. The letters which appear were selected with a view to throwing light upon Cicero's habits and character, and upon the life in which he moved. The controlling principle in the notes seems to be adaptation to the actual needs of college men coming out of the majority of southern high schools, which for one reason or another supply more or less indifferent preparation in Latin. One is struck by the graphic idiomatic English of suggested translations, as *Populares*, the democrats; *Me tueor*, I stand my ground; *Mea vita*, my darling; *In universa salute*, in a clean bill of civil and political health; *Mi vetule*, old boy; *Homo bellus*, a swell guy, etc. Dr. Poteat gave an organ recital in Spartanburg, S. C., the evening of October 6, and upon invitation of the builders of the great organ in Grove Park Inn, Asheville, N. C., he spent a day there trying the organ.

The Alumni address which Dr. Cullom delivered before the Southern Baptist Theological Seminary, Louisville, at its last commencement is published in full in the October issue of *The Review and Expositor*. The subject of the address is "The Challenge of an Unfinished World." Dr. Cullom represented the College in the meeting of the Union Baptist Association at Waxhaw, North Carolina, October 5. He gave an illustrated lecture in Memorial Hall on his trip to the Holy Land, Tuesday, September 12. On August 13 he gave an illustrated lecture on "The Land and the Book" in Weldon, and on August 19 the same lecture at Mount Airy. From September 20 to 24 he assisted in a Sunday School institute at Boone, N. C.

### Among the Alumni

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Dr. Arthur Benning Ray (B.A., 1910, M.A., 1911) received his Ph.D. degree from Cornell University at the last commencement, and has entered upon his work as Associate Professor of Chemistry in the Agricultural and Mechanical College of Texas, College Station, Texas.

Rev. Gordon Poteat (M.A., 1911) and Mrs. Poteat have established themselves in their new home in Kaifeng, Honan, China.

Mr. Laban L. Jenkins (B.S., 1883) of Asheville, N. C., is the candidate for the position of Lieutenant-Governor of North Carolina on the Republican ticket. He is making campaign speeches. Mr. Jenkins is a leading banker of his city.

Mr. Frederick Dudley Swindell (LL.B., 1905), who since his studies in Wake Forest has been practicing law in Wilson, N. C., is chairman of the Democratic Executive Committee of Wilson County.

Mr. Allen Yates Arledge (B.A., 1915), upon securing his license to practice law last year, opened his office in his home town of Columbus, N. C.

Solicitor John H. Kerr (B.A., 1895) of Warrenton won the nomination in the primary for the judgeship in his district. He will, accordingly, succeed Judge Francis D. Winston on the Superior Court bench.

Judge John A. Oates (B.A., 1895) of the Recorder's Court of Fayetteville is a candidate of the Democratic party of Cumberland County for the State Senate. There is every probability of his election.

Rev. J. Powell Tucker (B.A., 1911), pastor of the Baptist church of Kershaw, S. C., is engaged in erecting a new church building which will be, he says, one of the most commodious and modern structures in the State.

Mr. Hugh Cleveland Griffin (B.A., 1912) is principal of the high school at Garysburg, N. C.

Mr. Robert Leroy McMillan (B.A., 1909) lacks now only about three months work to complete the course leading to the LL.B. degree in Columbia University. He is managing his farm near Maxton, N. C., and will resume his studies in the University next spring. Dr. Oscar Haywood, who conducted the Mt. Gilead Rural Life Assembly in Montgomery County last August, reports that Mr. McMillan made the principal address and captivated everybody.

Mr. Homer Benton (LL.B., 1909) is in the real estate business at Miami, Florida. For the past three months he has been in North Carolina in the interest of his business. He was at Chapel Hill on September 30 to see the football game. While at college he was captain of the baseball team.

Mr. N. B. Broughton (B.A., 1910) of Raleigh is at the University of North Carolina in the second year of his medical studies.

Mr. J. W. Bailey (B.A., 1893), Collector of Revenue for the Eastern District of North Carolina, and Miss Edith Pou, daughter of Mr. James H. Pou of Raleigh, were united in marriage August 15.

Mr. Albert Roy Cousins (B.A., 1916) died at his home in Luthersville, Georgia, August 7, 1916, as the result of a stroke of lightning. He was a young man of great promise.

Mr. Thomas Edwin Bobbitt (B.A., 1912) was married to Miss Margaret Dunn Allen of Wake Forest on August 17. Mr. Bobbitt is assistant cashier in the Citizens Bank of Wake Forest.

Rev. Thomas Neil Johnson (M.A., 1898), who has for several years been Professor of Philosophy in Heidelberg University, Tiffin, Ohio, was married early in August to Miss Belle Tyner of Buies, N. C. They have sailed for China to take up mission work.

Mr. C. T. Goode (B.A., 1905, M.A., 1906) was married on September 2 to Miss Bessie Mae Trimble of Lonoke, Arkansas. Mr. Goode is Professor of English at Sweet Briar College, Virginia.

On August 30 Rev. Sam Long (B.A., 1914) was married to Miss Beulah Elaine Cople of Monroe, N. C. Mr. Long has just completed his theological course at Colgate University.

Rev. Charles Franklin Hopper (B.L., 1890), after a hopeless illness extending over four years, died June 25, 1916, in the home of his father-in-law, Mr. Benedict Matthews, Taylor's Bridge, Sampson County, N. C. He was born in Cleveland County, N. C., December 25, 1863, and married Miss Lou Matthews, a teacher of Sampson County, March 3, 1912. He is survived by his wife. After his graduation from Wake Forest College he studied one year in the Southern Baptist Theological Seminary and took up his work as pastor at Mount Olive, N. C. Later he served Bethel, Concord, Mount Gilead, and other churches in Sampson County. In a noble and generous bequest Mr. Hopper connected his name permanently with work of this institution. His will provided that nine-

tenths of his estate, estimated at \$12,000, should become the property of the college, his widow receiving a support out of its income. The remaining one-tenth of the estate was bequeathed to Dell School.

Mr. Luther Daniel Knott (LL.B., 1913) and Miss Sue Brewer Corbett of Wilson, N. C., were united in marriage in the Methodist Episcopal Church of that city on the evening of October 17, 1916.

Rev. James I. Kendrick (B.A., 1891), who since his withdrawal from the agency of the Wake Forest Baptist Church has been in the position of Assistant Corresponding Secretary for the East on behalf of the Baptist State Convention, very much to the regret of his friends here has accepted the call to a pastorate in Shreveport, Louisiana. He entered upon his new work early in October. The charming family left Wake Forest about the middle of the month.

Dr. John T. Anderson (B.S. in Medicine, 1912), with his wife (formerly Miss Minnie Claire Middleton), has entered upon his work as a medical missionary at Chengchow, China. The following facts about him are gathered from *The Foreign Mission Journal*: "Born at Woodruff, S. C., November 20, 1887. Completed the course in Woodruff High School in 1904. Entered Furman University in the fall of 1905, where he finished the Junior class in 1910. He did not attend regularly, as it was necessary for him to work his way. During the time he was not attending school he worked at drilling wells. In 1912 he took his first degree, B.S. in Medicine, at Wake Forest College. In 1914 he completed his medical training in the University of Louisville, and for one year was interne, or house physician, at Good Samaritan Hospital, Lexington, Kentucky. Appointed a

medical missionary by the Foreign Mission Board on September 14, 1915. Spent one year for further preparation in the New York Post-Graduate School and Hospital, and six months of hospital work with the Department of Health in New York City. United with the First Baptist Church in Woodruff in 1900. Always active in church work as well as in Y. M. C. A. and Student Volunteer work. Has most excellent qualifications and training for his missionary work."

The following gentlemen of the class of 1916 are in Columbia University this session: Mr. Carey J. Hunter, Jr., in the School of Journalism; Messrs. Hugh Beam, G. Hamilton Davis, and Rupert F. Carter, taking the third-year work in Medicine in the College of Physicians and Surgeons. Mr. Lawrence T. Stallings, Jr., is on the staff of the *Atlanta Journal*. Mr. W. Russell Ferrell has taken a permanent position with the Commercial National Bank of Raleigh. Mr. K. Casteen and Mr. E. S. Thompson have business engagements for one year in Detroit, Michigan, intending to resume their medical studies at the close of this period. Mr. G. W. Lassiter is Professor of Music in Buie's Creek Academy. Mr. D. H. Ives, and Mr. K. M. Yates have entered the Theological Seminary at Louisville, Ky.

## Record

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The session of 1916-'17 opened on Tuesday, September 5. The entering class has 165 men, and the total enrollment, including the registration of the Summer School without duplicates, stands now at 484, about 20 in advance of the enrollment at the corresponding date of last session.

Dr. G. W. Paschal, College Examiner, reports the number of applicants for degrees next May as follows: Bachelor of Arts, 54; Bachelor of Science in Medicine, 17; Bachelor of Science, 1; Bachelor of Laws, 17; Master of Arts, 3. The total number is 92.

At the first meeting of the Cosmos Club, September 15, Dr. C. C. Pearson presented a paper on "The Readjuster Movement in Virginia." Professor J. H. Highsmith was elected president for the present session, Dr. R. M. Squires vice-president, and Dr. Fountain Carroll secretary-treasurer. The program committee consists of Dr. Hubert Poteat and Professors H. A. Jones and Elmer Sydnor.

On Saturday, September 16, President Poteat presented in person to the Euzelian and Philomathesian Societies a request that they coöperate in the erection of a Young Men's Christian Association building. The communication is copied here in full:

WAKE FOREST COLLEGE,  
THE OFFICE OF THE PRESIDENT,  
WAKE FOREST, N. C., September 15, 1916.

*To the Philomathesian and Euzelian Societies,  
Wake Forest College:*

GENTLEMEN:—In the report which I had the honor to present to the Board of Trustees of Wake Forest College in its annual session last May the following passage occurs:

“The equipment for the literary societies is grossly inadequate for so large a student body. On occasions which command the full membership attendance it is impossible for all so much as to get into their respective halls, and many of those who do enter them sit flat on the floor. The brilliant record of their representatives in intercollegiate debate and in public life is one of the chief distinctions of the College, and it cannot be unwise for you to go to the full length of your resources in providing adequately for their work. . . . A new building for the societies and the religious forces of the College is an urgent necessity. It would not only serve directly the needs of these important features of our enterprise, but also release valuable space for classrooms. It is not impossible that the funds for such a social-life building will be provided without any financial obligation on your part, if you will authorize it.”

The Board of Trustees did authorize such a building. I beg now to lay before you formally the proposition upon which the College seeks your coöperation.

It is proposed to erect on the north side of the campus, in a position corresponding to that of the church, a building which will provide adequately for all the voluntary activities of the student body, with especial reference to the Young Men's Christian Association and the two literary societies. The amount of money needed for this building and its maintenance is \$80,000, of which amount \$65,000 will be used for construction and \$15,000 as an endowment fund for maintenance and administration. The two literary societies are asked to furnish \$15,000 each, making an aggregate of \$30,000. It is hoped that the bulk of the fund, namely, \$50,000, will be secured elsewhere. You are asked to turn into this fund the money which you have been accumulating by a wise foresight for several years past, and to inaugurate a campaign to secure the remainder of the proposed \$15,000 contribution by each of the societies.

I have the honor, gentlemen, to be

Very respectfully yours,

WILLIAM LOUIS POTEAT,

*President.*

The Philomathesian Society appointed Mr. J. M. Hayes, Mr. C. P. Herring, and Mr. H. E. Olive, and the Euzelian

Society Mr. D. C. Hughes, Mr. J. C. Newton, and Mr. A. C. Reid, committees to confer with the committee appointed by the Board of Trustees, namely, Mr. E. F. Aydlett, President Poteat, Dr. L. Johnson, and Mr. Carey J. Hunter. These several committees will meet in joint session October 30 to formulate plans.

The Young Men's Christian Association welcomed the new men in a special social evening with addresses and refreshments. The College pastor, Rev. Clarence D. Graves, and President Poteat made brief addresses in addition to the welcome address by the president of the association, Mr. J. M. Hayes.

The Student Senate for the present session is composed of the following gentlemen: W. A. Harris, chairman; T. M. Watson, C. W. Parker, H. E. Olive, L. W. Chappell, W. B. Jones, C. C. Wall, C. F. Harris, and R. E. Taylor.

The student body has appointed the following Honor Committee: J. D. Humber, chairman; J. A. Ward, E. A. Hamrick, J. A. Fleetwood, R. J. Hall, A. A. Aronson, and D. R. Perry.

Hon. T. W. Bickett, the nominee of the Democratic party for Governor, made an address in Memorial Hall on the evening of September 28.

Dr. F. M. Purser, representing the Foreign Mission Board of the Southern Baptist Convention, made an address to the student body at chapel, October 9.

The Wake Forest Baptist Church called Rev. Clarence D. Graves of Nashville, Tennessee, to be its pastor on the 9th of July. He entered upon his work on Sunday, August 20. After graduating from Wake Forest College in 1892 he was

a teacher in Chowan College. Later he completed the course at the Southern Baptist Theological Seminary. His first pastorate was at Wadesboro, North Carolina; his second at Clarksville, Tennessee, where he remained five years. From Clarksville he was called into the Enlistment Work of the Foreign Mission Board of the Southern Baptist Convention. At the time of his call here he was supplying the pulpit of Immanuel Baptist Church, Nashville.

The Athletics Committee, with the coöperation of the Wake Forest Athletic Association, is at present engaged upon the grading of the athletic field in the northern corner of the campus. It will provide a track and a number of tennis courts.

On Saturday, September 23, Dr. Hubert A. Royster presented to the student body at chapel the proposition to aid in the purchase of the one hundred and sixty acres of the Walters property for an athletic field, providing baseball and football space, a swimming pool, and possibly golf links and a lake. Dr. Royster has generously agreed to lead the campaign to raise the necessary funds.

A moving picture health show under the auspices of the State Board of Health and under the personal management of Mr. Roy C. Tatum of the class of 1916, was presented in Memorial Hall the evening of October 6.

The first musical entertainment of the Lyceum series was given in Memorial Hall October 7 by the Original Strollers Quartet.

Dr. Weston Bruner of Atlanta, Georgia, addressed the Young Men's Christian Association at their regular meeting on the evening of October 2.

## Announcements

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Society Day, which is set in the College calendar for October 27, has been changed by action of the Executive Committee to Monday, October 30. College exercises will be suspended. The Sophomore-Junior debate on "*Resolved, That the United States should annex Mexico,*" will be participated in by Messrs. Hudson and Odom on the affirmative, and Messrs. Herring and Spurling on the negative. The orators for the evening are Messrs. G. E. Eddins and A. C. Reid from the Euzelian Society, and Messrs. J. B. Davis and C. H. Stevens from the Philomathesian Society.

The Committee on Lectures and Entertainments, consisting of Dr. W. R. Cullom, chairman, and Professors Highsmith, Hubert Poteat, and Sledd, announce among other interesting things for the session a series of six lectures by Dr. Shailer Matthews of the University of Chicago, and another series of six lectures by Dr. William Lyon Phelps of Yale University. Dates will be announced later.

The Christmas holidays will extend from December 20 to January 1, and the spring term will begin January 2.

Professor Highsmith, representing the Faculty, is cooperating with committees of the Euzelian and Philomathesian Societies in organizing a general State High School Declaimers' Contest to be held next April. The prizes will be a fifty-dollar scholarship in the College, with a handsome gold medal bearing the emblems of the two societies, and a gold pin bearing the same emblems.



BULLETIN  
OF  
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MIDWINTER NUMBER

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# The Schools in the Program of Public Hygiene

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BY DR. WILLIAM TURNER CARSTARPHEN

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(The far-reaching suggestion of the Professor of Physiology in Wake Forest College, that the foundations of effective personal and public hygiene must be laid in the schools, was presented in a letter to the Assistant General Director of the International Health Board, under date of January 2, 1917. By Dr. Carstarphen's kindness a copy of that letter is printed here. It may be added that, in his reply, Dr. Ferrell said: "We concur with you in the belief that the adoption of your plan would accomplish much in controlling preventable diseases. . . . We are greatly interested in your plan and, should opportunity present itself, should be glad to know more of it.")

DR. JOHN A. FERRELL,  
*Assistant General Director, International Health Board,  
61 Broadway, New York City.*

DEAR DR. FERRELL: Replying to your letter of December 28th, I am sending you a brief synopsis of my plan. As you know, it is difficult to develop one's ideas on so great a subject as this in a letter. Therefore, I am asking you merely to consider the points I shall make now—of course, with the expectation of making the matter much clearer by a detailed description of each point in subsequent letters or by a personal talk over the entire matter.

As I understand, the purpose of your Board, or at least one of its purposes, is the promotion of health throughout the world. I am actively interested in but a small scope of that territory, namely, the South. While I have a sincere interest in the many excellent though sporadic efforts to educate the public in health matters, yet I have felt for a number of years

that some large, basic program must be formulated and carried out before we can even hope to realize the benefits of the scientific knowledge at hand.

The solution of the problem is to educate the public during the growing period. I am supported in my belief in the effectiveness of this solution by the best sanitarians. These men all agree that the public health of the future depends on the education of the child of today. Taking this as my problem, I began two years ago a close investigation of how far the educators in our Southland were proposing to carry out such a plan.

To bring the matter directly before you, let us take a representative college of the South and see just what it is doing. I selected this school with the knowledge that in its required courses more science was demanded than the average college requires for a degree. By science I, of course, mean studies in physics, inorganic and organic chemistry, and general biology. This is, no doubt, as it should be; but the purpose of health instruction is entirely frustrated if left at this incomplete stage; and here is where the college program leaves this important subject. It is true that an elective course was given in this college in physiology. But being elective, and taught by an instructor rather than a professor, and, furthermore, extending through the fall term only, with two hours lecture per week, this latter course does not in any way meet the demands for health instruction.

My proposal is to remedy this vulnerable point in college and university training. To do this a radical change must be effected in practically all college programs—programs, by the way, which were mapped out many, many years ago.

The coöperation of the trustees and faculty of this particular college was secured to the extent that now there is required for all degrees a course based on a prior knowledge

of the scientific studies mentioned above and extending throughout the entire year. This course is now being taught by a professor equipped to do the work, which embraces lectures, observational studies, and laboratory periods. It is intended to coördinate all of those subjects, which may be of use to the layman and the educator, contained in physiology, hygiene, bacteriology, pathology, and general medicine. Also, it proposes to bring the student into close touch with the public health department of his State, giving him a quick responsiveness in all matters of public health.

The laboratory course is not only designed to instruct the future teacher in this science, but to enable him to equip and conduct a simple but effective laboratory in the secondary schools. Of course, you see the idea is to reach ultimately the 95 per cent who never enter college. In order to do this, we must thoroughly equip the 5 per cent who have heretofore been leaving college equipped in all branches except the fundamental one of healthful living. It is evident that the effect of this plan as outlined (if instituted in all of our Southern colleges and normal schools, and through them reaching the secondary schools) will be far-reaching. This course will not only enhance the value of the teacher, but will change the viewpoint of the teacher, the lawyer, the newspaper man, and all other laymen. It will give to the preacher the gospel of sanitation in addition to his spiritual message; it will give to the lawyer a more intelligent and coöperative spirit in legislation regarding public health and the administration of health laws. It will give to the newspaper man a new and keener vision of health conditions in his own community, as well as the power to write intelligent health information to the reading public. It will give to the layman a proper regard for his body machine and a sense of his responsibility to his community and to his nation.

To make this plan general throughout the South should be a noble aspiration. It is in operation now in one of the schools of the South. Its success is already assured.

I believe that one of the biggest things your Board could do is to develop this plan on a large scale and make it a permanent part of the curriculum of every college and university of the South.

The suggestion I am about to make comes through an intimate knowledge of the work done here. This plan has been carried out, in miniature. I believe that an appropriation made by your Board to the different colleges in the South for aid in the equipment of such a course would cause the plan to be adopted at once. Estimates for the amount helpful for each college are available.

I realize that your Board, should it see fit to put this plan into action, would wish to have control of the work of developing and supervising the program.

Trusting that you will see the magnitude of the program as formulated, and asking that you interest Mr. Rose and other members of your Board, I am

Sincerely yours,

WM. T. CARSTARPHEN.

January 2, 1917.

# The Knight-Errantry of Medicine

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BY PRESIDENT WILLIAM LOUIS POTEAT

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(Address to the Graduating Class of the Virginia College of Medicine,  
Richmond, June 6, 1916)

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The degree of estimation in which any profession is held becomes the standard of the estimation in which the professors hold themselves.—*Burke, Reflections.*

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In one of Conan Doyle's vivid stories of adventure a young man's advances receive a chilling response. His Juliet explains that he has done nothing to win her admiration, nothing heroic to fire her imagination. "But," he urges, "I will when opportunity comes." She replies: "There are heroisms all around us waiting to be done, and a woman's heart is the reward of the man who will do them." He had presently his perilous adventure in recovering to science "the lost world" of the Jurassic period surviving on a plateau beyond the head waters of the Amazon, and returned to find that he had lost his prize to a commonplace scrap of a man; but the enrichment of his nature and its developed heroism were his forever. The calling on which you shortly enter is in its history and nature heroic, and if you are worthy of it, whether you win or lose its incidental prizes of pelf and contemporary reputation, you will participate in its nobleness and bless yourself with the heroism which you sought to promote. You will illustrate in the twentieth century the chivalry of the thirteenth, and amid the sordid economics and materialism of the time establish "the manly sentiment and heroic enterprise" of the great day when knighthood was in flower. Such considerations lead me to suggest for our topic "The Knight-Errantry of Medicine."

5. The martial ideal is written deep in the human constitution by milleniums of battle. In the Crusades, to the strength of heredity it added the consecration of religion. The war tradition of Southern Europe and the war tradition of the barbarian North met one another at the threshold of the Christian Church, were invited in, and there followed the unnatural alliance of Christ and Mars. The knight was the embodiment of this composite ideal, and rode forth, as were the Knights Templars, pledged "to fight with a pure mind for the supreme and true King." The Templars were from the first a military order. The Knights of St. John, or Hospitallers, were originally a nursing brotherhood, which developed in connection with a Jerusalem hospital for pilgrims, and only later took on the military habit and function. The third order of knights which sprang out of the Crusades is likewise associated with a hospital in Jerusalem. Near the close of the twelfth century certain German merchants established in a ship drawn ashore at Acre a rude hospital which was afterwards transferred to the Holy City and attached to the German Church of St. Mary the Virgin. Like the Hospitallers, the Teutonic knights gradually assumed the military rôle, but both these orders of knighthood throughout their history recognized their chief obligation to be to care for the sick.

That mixed system of opinion and sentiment, to use Burke's noble phrases, that generous loyalty to rank and sex, that sensibility of principle, that chastity of honor which felt a stain like a wound, which ennobled whatever it touched and under which vice itself lost half its evil by losing all its grossness—the glory of Europe, chivalry, found its proper expression in the orders of the knights. Espousing the cause of the weak and the outcast, the knights were under the severest bonds to noble and chivalrous conduct.

And one there was among us, ever moved  
Among us in white armor, Galahad.  
"God make thee good as thou art beautiful,"  
Said Arthur, when he dubbed him knight.

The knight-errant was a wandering knight who rode abroad redressing human wrongs, devoting "the unbought grace of life," the skill and prowess of hand to the protection and succor of the defenseless. Knight-errantry, of course, was the knightly practice of seeking heroic adventures under the high law which subordinates one's total equipment to the public or private exigency.

Now, medicine is the field of a genuine knight-errantry. The stages of its historical development have been marked by knightly adventures which risked all in the service of human need. From Hippocrates to Wright and Flexner, through privation and calumny, in loneliness and persecution and exhausting labors, these knights of medicine have struggled through a horror of great darkness to answer the cry of distress. They have been themselves broken on the wheel of fortune; but the reign of night has been broken also. Diseases which decimated the race are under control, the mortality of many others is greatly reduced, and the average duration of human life extended nearly threefold.

Consider an example or two of the later time. The exploits and adventures of the new medicine are worthy of standing with those of the Christian missionary enterprise. In the Pasteur Institute a little body of scientists have surrendered the ambitions and interests of ordinary men and, sharing their goods, live in austere devotion to the common purpose of extending the boundaries of human knowledge. "Rumors of war and peace, echoes of the turmoil of politics and religion, pass unheeded over their monastic seclusion; but if there come news of a strange disease in China or Peru,

a scientific emissary is ready with his microscope and his tubes to serve as a missionary of the new knowledge and the new hope that Pasteur has brought to suffering humanity." Similar brotherhoods, in those sacred temples where devotion and skill are saying ever and anon of the victim of disease, "Loose him and let him go!" laboratories like the Institute of Tropical Medicine in Liverpool and the Rockefeller Institute of Medical Research in New York, send out the knights of the new order to check typhus in Serbia, to solve the mystery and break the tyranny of sleeping-sickness in Uganda, to exterminate hookworm in an anæmic belt around the globe.

And there in an immortal niche stands Nathaniel Hodges of London, who in 1665 was the first man to do a post-mortem on a plague patient. And here is Louis Pasteur leaning over the head of a bulldog with bloodshot eyes and body convulsed with spasms. He is sucking up into a tube some drops of saliva at the distance of a finger's length from the foaming head—and you know the result. While he was engrossed with the study of splenic fever, Pasteur came to have what his daughter calls the face of an approaching discovery. If he was timidly asked what stage the investigation had reached, he would reply, "I can tell you nothing. I dare not express aloud what I hope." One day he came up from his laboratory with the face of triumph. Tears of joy were in his eyes. As he embraced the members of his family, he said, "I should never console myself if such a discovery as my assistants and I have just made were not a French discovery."

You will recall the brilliant research of Surgeon Walter Reed on the etiology of yellow fever. He goes in true knightly spirit into the peril of the smitten region with a body of equally noble associates determined to find the cause of the dreadful malady. Among them was Dr. James Carroll, who

submitted to the bite of an infected mosquito, in four days was ill with a severe attack of yellow fever, and demonstrated the agent of its spread. He recovered, but with impaired health, and died in 1907 of an affection of the heart which resulted from that heroic experiment.

In 1888 a friend said to me in the Apennine Mountains that I need not hesitate to make a summer visit to Rome if I should take against Roman fever the simple precaution of putting down my windows at 5 p. m. to exclude the night air. The precaution was really effective, but the explanation was erroneous. The night air did not do the mischief, but the *Anopheles* which floated in on it; reminding one of the Shakespearean prescription of a pinch of mummy dust in hot water for a certain affection. Any other dust or no dust in hot water would have served as well. On the basis of the observations of Laveran (1880), of Manson (1894), and of Ross (1895), Dr. Sambon and Dr. Low of the London School of Tropical Medicine went in 1900 to reside in one of the most dangerous districts of the Roman Campagna in the most dangerous season of the year, using only the precaution of confining themselves between sunset and sunrise to their mosquito-proof dwelling. During the same season eight Red Cross ambulances, each with a doctor and attendant, went into the deadly Campagna. These experiments, with others of like heroic quality, established the mosquito-parasitic theory of malaria, and wrote for mankind a new declaration of independence.

The beloved physician of Saranac Lake, himself on the verge of the White Plague precipice, saved thousands from its insatiable abyss, turning them back to the smiling plains of health, and unconscious of his heroism and power, as he was of the magnitude of his task, led a forelorn hope to realization. The name of Edward Livingston Trudeau shows fair

and bright on the roster of the knight-errantry of medicine. Referring in 1908 to the thirty monkeys used in the discovery of the serum for the cure of cerebro-spinal meningitis, Dr. Simon Flexner said: "If I could be assured that a cure for tuberculosis would be the result, I would gladly be one of thirty men to sacrifice my life for such a discovery. What is more, the other twenty-nine would be forthcoming; there would be plenty of volunteers."

Into such a noble fellowship you pass tonight. This is the knighthood of medicine, and you are now come to your consecration hour. Whether you devote yourself to research or to personal ministry, the vows of the medical chivalry will be upon you, the lofty ideal of an adventurous, self-sacrificing heroism will shine before you and save you, let us hope, from the meanness and trickery of the competitive private tradesman selling pedantry and colored water, and hold you true to the finest traditions of your profession.

But I should be unfaithful if I did not remind you of that knight-errant of Old Spain, Don Quixote. His heated imagination, you remember, turned wayside inns into armed castles, the hammer strokes of a fuller's mill into the thunders of waters precipitated from the high mountains of the moon, forty windmills into as many giants waving defiant arms; and, with grandiloquent speeches and the manner of a lofty heroism, he mounted his bony Rosinante and resolutely charged them all. Cervantes, whose tercentenary coincides precisely with that of Shakespeare, in this romance of Don Quixote laughed knight-errantry out of respectability. Even so your profession, in spite of its lofty ideals and its wide ranging beneficence, has been made to contribute to the mirth of nations. And it has been attacked directly on one flank or another—its vivisections, its inoculations, its mercenary practice—more than once with a serious ferocity quite calcu-

lated to befuddle, if not control, a considerable section of the laity.

For example, Pliny of the first century hated doctors and justified his antipathy in part by declaring in his "natural history" that Rome got on without them for six hundred years. Julius Cæsar is said to have given foreign doctors—there were no native—the freedom of the city to attract them; but the successors of such as came seem to have been officially banished about 200 A. D. And you will recall that seventeenth century comedy, Molière's "The Doctor in Spite of Himself." With a well-oiled tongue and a resourcefulness which is unembarrassed by any moral restraints, this unwilling doctor explains his patient's dumbness as due to "the acrimony of the humors engendered in the concavity of the diaphragm," and, going into some detail, places the liver on the left side and the heart on the right. When called to task on his anatomy, he replies that those organs were, indeed, differently located in former times; "but we have altered all that, and we now practice medicine in quite a new way." There is Maarten Maarten's scathing attack on medical practice in his novel, "The New Religion." Bernard Shaw's five-act drama, "The Doctor's Dilemma," of 1906, is preceded by a ninety-two page preface in which argument, satire, ridicule, and an amazing knowledge of technical matters appear to leave little room for the profession as a private calling. He would municipalize Harley Street. He would have the private operator treated as a private executioner ought to be treated, and persons professing to cure disease, as fortune-tellers. He would compel a doctor to inscribe in his doorplate the words, "Remember that I, too, am mortal." Beside these critics of distinction there are individuals here and there who do not hesitate to avow a want of confidence in the reliability and usefulness of the profession. I may remark, however, that

such persons are apt, in spite of their theories, to send for the doctor when they fall into trouble.

Is there any explanation of the criticism which I have briefly illustrated? Much of it is serious and deserves attention.

One thing seems clear. Just as the individual knight gave the satirist his opportunity against knighthood, so the individual doctor gives the critic his opportunity against medicine. It is the foibles and follies of particular doctors here and there that discredit the profession. It survives in respectability in spite of them. Some of these lapses from standard may be mentioned with profit: The grand manner, the air of condescension with everybody who is not a doctor; impossible claims; discrimination in service on the basis of financial returns; professional jealousies, in which doctors appear to enjoy an odious monopoly; disagreement in advice to the same patient—one doctor, "You don't eat enough fish"; his colleague, "A fish diet will give you leprosy"; one, "A restricted diet—stomach needs rest"; his colleague, "Eat what you want and when you want it"; parading technical terms as if "they do not really understand what they are trying to say and so cannot find familiar words for it"; reminding one of the old Irish tale of a bard whose speech before the king and his warriors was warmly praised because neither the king nor any other could understand him, "so great was his high, noble, beautiful obscurity"; oracular instruction in details which nature has provided for in organized instincts, as how to love, how to eat, how to breathe—illustrated by James Laue Allen's picture of a wise old sheep, Dr. Buck, giving a lecture on breathing to a flock of spring lambs. Against all such invasions of the integrity of your noble calling I should be glad to give every man of you stiff, undiluted, oft-repeated inoculations of the vaccine of com-

mon sense; and I am not sure that I should wait upon the suggestion of the opsonic index.

And now, gentlemen, as I conclude, permit me to remind you that the opportunities for heroic adventure are not all in the past. Such as have been cited from the unfolding history of medicine are meant, in fact, merely to present the spirit in which you are to meet those now but a little way ahead of you. That old dragon, Disease, has not yet been killed. With poisonous breath he is still spreading irremediable suffering, defects, and death throughout every generation of little children, which is God's fresh and undiscouraged effort to save the world. The tender shoots of life he will blight from afar, reaching them through a tainted heredity; and you must strike him there, if at all. You will meet him intrenched behind corporate indifference. You will meet him in many an unaccompanied struggle through slow night hours, with no witnesses but God, on whom patient and doctor alike must rely.

In the shadows just beyond these bright precincts another dragon waits to challenge your knight-errantry. His name is Superstition. Whether we like it or do not like it, ghosts still walk, although it is broad day. Here is madam rising in horror from her generous board when she discovers that the company numbers precisely thirteen. There are gentlemen of general intelligence before me now carrying on their persons one sort of amulet or another to insure good luck or to ward off disease. A lady within sound of college bells refused on the first of January to admit her cook to prepare breakfast because it foreboded evil if a woman was the first to enter the house on New Year's day. One thinks of Sam Jones' recognition of degrees of ignorance—ignorance and *ignorance*. These illustrations are of the last order and degree. But I am thinking of current superstitions about dis-

ease. There is the fundamental and palpable delusion underlying Christian Science. There is the soft, indiscriminating sentimentalism which sobs convulsively over little Fido, with never a thought for Fido's little mistress choking with diphtheria. Is not the suspicious awe with which the insane and the epileptic are still regarded a survival of the medieval superstition that they were possessed by the devil? And how shall we account for the inadequate provision for the care and cure of the insane except on the view that the public stands still in need of some degrees more of enlightenment and humanity? Think of committing the victim of some brain disorder to the neglect and odium of the common jail! Probably the most widespread of these superstitions is that which regards disease of any sort as the toll which Providence exacts for sin, and mortality statistics as the record of the decrees of God. Will you take up this dragon's challenge?

Another struggle awaits you, and I mention it here because you are men first and doctors afterwards. Your human obligations are primary, your medical secondary. In fact, medical obligations are binding only in so far as they are human. I refer to your struggle with an ignorant conservatism which stands right athwart the path to coöperative action for the common good in public hygiene, and with it vested interests are in close alliance. When conservatism gives over the fight, vested interests may be counted upon to renew it. If you find yourself in need of inspiration, look at the public sanitation work of Dr. Watson Rankin of North Carolina and Dr. Oscar Dowling of Louisiana. Society is in a lower stage of development than the men who compose it. The State is not so good or so efficient as its citizens are; the Church is not so true to the Christian ideal as are its members. Individually, Americans are efficient; collectively, timid. You will be called on to lead in a campaign to make

yourself superfluous, to bring the organized forces of society to fight disease and vice as the social units now fight them. You will fight the indifference of the Government, which spends less than 2 per cent of the National income on these fundamental and ever-present perils and 70 per cent on army and navy to defend us from an enemy which it cannot name. And the jingoism and hysteria of the present moment will carry this extravagant expenditure to a much higher figure.

But there is no need of further specification. I am content if you have caught a glimpse of the heroic ministry which is before you and discovered perhaps descending upon you anew the knightly spirit and ideal of your great profession. To have been noble once obliges us to be noble ever afterward, and to be stationed in a succession of heroism obliges us to perpetuate it. You take your place tonight in the goodly fellowship "of the invincible knights of old." Let that fellowship be henceforth at once your safety and your inspiration.

## Faculty Personals

Dr. Sledd's poem, "At Lexington," was published in full by the Petersburg *Index-Appeal* in its issue of January 19, the anniversary of the birth of Robert Edward Lee. The leading editorial of that issue of the paper was devoted to the poem and its author. The judgment is expressed that it is "one of the finest of the innumerable tributes which have been paid to the character of Robert E. Lee," and the editor adds: "The achievements of Dr. Sledd in the educational and literary field indicate that to him the life and character of Lee were the sources of that lofty inspiration expressed in 'At Lexington.'" Dr. Sledd delivered two lectures at Red Oak School, Nash County, October 20 and 21, on "Europe in Wartime" and "The Shifting of the Poles." On November 5 he spoke before the Civic Club of Sanford, N. C., his subject being "Wartime Wanderings." On December 10 he addressed the Raleigh Y. M. C. A. and the A. and M. College Y. M. C. A. on "Religious Conditions in Europe in Wartime."

President Poteat represented the College in the following Baptist Associations: The Raleigh at Leesville, October 26; the Robeson at St. Paul, November 1; the Little River at Chalybeate Springs, November 2; the Neuse-Atlantic at Maysville, November 14; and he made a brief address on the needs of the College at the Baptist State Convention at Elizabeth City, December 6. He also met the following engagements: The principal address of the Buncombe County school commencement, Asheville, October 20; an address to the Young Men's Christian Association, Charleston, S. C., "Science and Religion," November 12; an address on "Religion in Education" in the Educational Conference held

November 22 at the National Training School, Durham; a "sermon" at the First Baptist Church, Durham, November 26; a paper on "The Relation of the College to the High School" in the high school section of the Teachers' Assembly in Raleigh, December 1; an address at the Baptist Church, Williamston, December 3; to the Elizabeth City High School, December 7; a "sermon" at First Baptist Church, Elizabeth City, December 10; attended the Southern Commercial Congress, Norfolk, Va., representing the State under the Governor's commission; address at Apex Baptist Church, December 24; address to the North Carolina Society for Mental Hygiene, on taking the presidency of that Society, House of Representatives, Raleigh, January 12; address to the North Carolina Temperance Convention of the Anti-Saloon League, January 15. He was elected president of the Anti-Saloon League, January 16.

Dr. Pearson is at present engaged in reading the proof of his book, "The Readjuster Movement in Virginia," a study of the independent political and social movement which grew out of the conditions prevailing after the Civil War. It will be issued by the Yale Press in the list of its spring publications. Dr. C. C. Pearson of the Political Science department spent the Christmas holidays with friends and relatives in Richmond and in Fredericksburg, Virginia.

Professor Highsmith, of the Department of Education, has made addresses at the following places since the last issue of the Bulletin: Garner, N. C., October 6; Second Baptist Church, Durham, N. C., October 22; Middleburg, N. C., October 27; Tabernacle Baptist Church, Raleigh, N. C., December 3. He represented the College at a meeting of the Rhodes Scholarship Committee on November 30, succeeding Dr. E. W. Sikes. He made an address in the Convention of the Baptist Student Missionary Movement in Louisville, Ky.

<sup>s</sup> Dr. Hubert McN. Poteat gave an organ recital in Nashville, N. C., on December 29.

Dr. George Alfred Aiken, of the department of Anatomy, went with his family to Richmond on December 22 to spend the Christmas holidays with friends there.

Dr. J. H. Gorrell occupied the pulpit of the Baptist Church in Apex, N. C., at the morning and evening services on December 31, and at Dunn, N. C., January 28.

Dr. and Mrs. I. B. Lake of Upperville, Virginia, are visiting in the home of their son, Professor J. L. Lake of the Physics department.

Dr. and Mrs. J. W. Nowell visited relatives in Raleigh during the Christmas holidays.

In December Dr. W. R. Cullom gave an illustrated lecture on "The Land and the Book" in Youngsville, N. C., and made an address at Louisville, Ky., before the Convention of the Baptist Student Missionary Movement.

## Among the Alumni

Dr. Luther T. Buchanan of Oxford (B.S., 1911) has accepted a position in the United States Army, Reserved Medical Corps, with the rank of first lieutenant. He is at present stationed in Washington, D. C. On October 15 he and Miss Nellie Marguerite Douglas of Raleigh were married.

Rev. Carl Murchison (B.S. 1909) has resigned his pastorate at Bridgeport, Connecticut, and accepted the professorship of Philosophy in Miami University, Oxford, Ohio.

Dr. Claudius T. Murchison (B.A., 1911), who received his doctorate from Columbia University the past June, has entered upon his work as Associate Professor of Economics in Miami University, Oxford, Ohio. He married Miss Constance Waterman of De Land, Florida, a graduate of Stetson University, on the 24th of June, 1916.

Dr. Roscius Pope Thomas (B. A. 1869) died at his home in Cofield, Hertford County, North Carolina, October 28. He held the degree of M.D. from the University of Virginia and from the University of New York. He was a trustee of Chowan College, and from May 23, 1906, to the day of his death he was a member of the Board of Trustees of Wake Forest College.

Mr. John C. Wright (B.A. 1898), a practicing attorney of Albemarle, North Carolina, died at the home of his brother, Mr. L. A. Wright, at Star, North Carolina, September 30. In the later years of his life he gave especial attention to the business of fire insurance. The *Baptist Messenger* of Albemarle says: "He was an able lawyer and was recognized as one of the most learned attorneys in the county. He had a high sense of honor." Another local paper on the occasion

of his death carried the following statement: "Mr. Wright was an unique character and will be missed in Albemarle. No man ever lived here who had a brighter mind. He was at one time a great reader, and what he read he thoroughly absorbed. His fund of information was truly wonderful, and rarely did one go to him for information on any historical point in vain. He was a student in politics and kept in touch with political conditions throughout the country by reading the big metropolitan dailies. He not only read widely, but thought deeply. In religious matters he was practical rather than emotional; but according to a member of the bar here, who knew him well, his faith was as simple, straightforward, and sincere as that of a little child. He believed in a religion that does something worth while for humanity as well as one that feels. He took much interest in the building of the new Baptist Church here and contributed liberally of his means to that object."

Mr. Roy J. Hart (B.A. 1914) is now doing graduate work in Cornell University. Soon after leaving College he joined the engineering corps of the Southern Railway and for nearly two years did location and construction work. For the six months following he was engaged in hydro-electric work in Western North Carolina and in the engineering corps of the Aluminum Company of America, Badin, N. C. In a private letter he says that it was not difficult to learn the use of the instruments and to estimate the yardage in cuts and fills after having had Professor Lanneau's courses. "Even if Wake Forest College does give only a limited course in civil engineering, it gives an unlimited course in the art of being resourceful."

The *National Magazine* of November, 1916, printed a photograph of Mr. Robert Hayes McNeill (B.A. and LL.B. 1896)

and a page of written matter concerning him. The following is quoted from it: "Mr. Robert H. McNeill is one of the leading younger members of the bar of the District of Columbia, where he has been practicing continuously for about fifteen years. As a member of the bar of the Supreme Court of the United States, of the Court of Appeals of the District of Columbia, and of the Circuit Court of Appeals for the Fourth Circuit, he has appeared in many important cases, both in North Carolina and the District of Columbia, with much success. He has taken an active interest in all public matters pertaining to the moral and financial upbuilding of his own State and the District of Columbia, and in advancing the moral and civic interests of his State and city."

Rev. James Buchanan Newton ('79-'84) died at his home at Tomahawk, Sampson County, N. C., December 16, 1916, after a brief illness. He was sixty years of age. He decided to become a minister while he was engaged in teaching at Aulander, N. C. The following summary of his work was contributed to the *Biblical Reorder* of January 14, 1917, by his brother, Rev. J. D. Newton:

"His first pastorate was at Fork Church in Davie County, and the churches contiguous. He also at that time taught the school at Fork Church Academy. From that point he was called back to Aulander and served churches in the West Chowan Association for several years. His next field was at Fort Barnwell in Craven County and points contiguous. He then became a missionary of the State Board on the Pamlico field, taking in, later, some important mission churches on the coast.

"About seven years ago he moved his family to Salemburg, served churches and worked his farm in Sampson County. Only last spring he built his home at Tomahawk and immediately moved his family into the new home, his desire being to have this permanent abiding place in the midst of his work among the churches. Hundreds of homes in that whole section have had many times the benediction of his visits."

Mr. R. E. Walker (B.A. '09) has been for the past nine months city editor of *The Index-Appeal* of Petersburg, Va. He was formerly on the staff of *The Journal* of Winston-Salem, N. C.

Mr. Eugene A. Daniel (B.A. '13), formerly of Weldon, N. C., has accepted a position with the Virginia National Bank of Petersburg, Va.

The numerous friends of Honorable Walter E. Daniel (M.A. '78) of Weldon, N. C., are pleased to know that he is making a rapid recovery from a dangerous illness in a Richmond hospital. He is now at home.

Major Raleigh Travers Daniel (B.A. '95) of Weldon, N. C., had for a period the grave responsibility of providing the food and other necessities of the North Carolina troops on the Texas border.

An Alumni dinner was given at Giersch Hotel in Raleigh, December 1st during the annual session of the North Carolina Teachers' Assembly. President Poteat was toastmaster and Professor Thomas H. Briggs (B.A. '96) of Teachers College, Columbia University, was the principal speaker.

Mr. Jeremiah McMullen Newbold (B.A. '16) is assistant chemist to the Pickard-Law Company, analytical chemists of Wilmington, N. C. Mr. Thomas B. Caldwell (B. A. '07) is a member of this important scientific firm, which has a second laboratory in Atlanta. They are specialists in cotton-seed products, all of which when passing out of the United States go under their analysis. They handled last year 31,000 samples of various industrial materials.

The following Wake Forest men are members of the General Assembly: Senate: W. D. Pollock (1880-81), J. H.

Burnett (1911), John A. Oates (B.A. 1895), J. A. McLeod (1909-11, 1914-15), J. W. Bunn (LL.B. 1907), J. R. Joyce (1913-15), John W. Hall (1905-07), J. Foy Justice (B.A. 1908); House: J. H. Vernon (B.A. 1905, LL.B. 1906), Galatin Roberts (1903-05), Jesse H. Davis (1914-15), A. C. Ray (1912-13), Donald McCracken (1884-85), A. C. Breese (1912-13), W. D. Cox (1913-14), S. A. Newell (B.A. 1903), D. G. Brummitt (LL.B. 1907), J. C. McBee (LL.B. 1911), B. S. Hurley (1911-12), Gray R. King (B.A. 1897), Copper A. Hall (1905-07), D. M. Clark (1911-12), R. F. Beasley (B.A. 1894), T. E. Holding (B.A. 1888), S. G. Daniel (1878-79), J. M. Prevette (B.A. 1909, LL.B. 1910).

Mr. A. C. Bernard (LL.B. 1912) was married on December 20 to Miss Carrie Lulu Webb of Winston-Salem, N. C. He is now residing at 224 S. Third Street, Richmond, Va.

Mr. Griffin G. Wall (B.A. 1912) and Miss Maude Virginia Brown of Concord, N. C., were married on Christmas day. Mr. Wall is a member of the faculty of Liberty-Piedmont Institute, Wallburg, N. C.

On January 11, in the City Auditorium in Raleigh, Hon. Thomas Walter Bickett (B.A. 1890) was inaugurated Governor of North Carolina. His inaugural address is being widely talked of as presenting a valuable constructive program.

Mr. Winston D. Adams (B.A. & M.A. 1901), for a number of years city editor of the *Charlotte Observer*, has accepted a position in the Bureau of Foreign and Domestic Commerce of the United States Department of Commerce.

Dr. Amzi J. Ellington (B.S. 1913), having received his M.D. degree from Columbia University in 1915, and served an internship of eighteen months in the New York City

Hospital, has accepted a position with the North Carolina State Board of Health as Field Director of the Life Extension Work. Of his work he says, in brief:

"The county is to be the basis for the work. An educational and advertising campaign will be conducted preliminary to the regular work of Periodic Medical Examination. The examination will be a thorough physical survey of any person between 30 and 65 years of age to detect the beginning of disease tendencies. Suitable verbal and printed advice upon practical personal hygiene will be given each applicant. No treatment will be given; all physical impairments will be reported, with the subject's permission, to the local practitioners."

The alumni of Wake Forest College in attendance upon the Baptist State Convention in Elizabeth City met at a dinner on the evening of December 7 in an unusually bright and happy occasion. Rev. C. L. Greaves, of Lumberton, was toastmaster. Brief addresses were made by the President of the College, Dr. M. L. Kesler, Mr. Roscoe Turner, Dr. C. D. Graves, Mr. Sam Overby, Mr. G. D. B. Pritchard, Mr. D. L. Gore, Rev. J. A. McFarland, and Dr. J. F. Love.

## The Record

Society Day was celebrated on Monday, October 30. The regular College schedule was suspended. The Junior-Sophomore debate occurred in the forenoon, a class field-day on the new field in the campus was held in the afternoon, and the four orations by representatives of the Societies were delivered in the evening. The Berean Class reception in the gymnasium followed the orations. The program is here subjoined:

### JUNIOR-SOPHOMORE DEBATE

President, L. V. COGGINS, Eu.

Secretary, J. M. HESTER, Phi.

QUERY: "Resolved, That the United States should annex Mexico."

Affirmative:

E. V. HUDSON, Eu.

A. D. ODOM, Phi.

Negative:

C. P. HERRING, Phi.

L. S. SPURLING, Eu.

7:30 p. m.

### ORATIONS

"North Carolina's Greatest Liability".....A. C. REID, Eu.

"Divine Discontent".....C. H. STEVENS, Phi.

"America and World Politics".....G. E. EDDINS, Eu.

"The Anglo-Saxon Heritage—World Peace".....J. B. DAVIS, Phi.

### MARSHALS:

Philomathesian

W. H. PASCHAL, Chief

P. D. CROOM

C. L. O'BRYAN

Euzelian

T. C. MCKNIGHT, Chief

B. S. LYLES

J. S. MOORE

Director Crozier has lately installed a sanitary drinking fountain in the bathroom of the gymnasium. Much needed improvements have been made in that building.

Dr. Wilbur C. Smith, for three years Professor of Anatomy in Wake Forest College, has written a valuable paper on "A Case of a Left Superior Vena Cava without a Corresponding

Vessel on the Right Side." The treatise was published in *The Anatomical Record* of December, 1916. Dr. Smith is now in the Anatomical department of Tulane University, New Orleans, La., of which department Dr. Irving Hardesty (B.A. 1892) is Dean.

Dr. E. W. Sikes, President of Coker College, South Carolina, visited Wake Forest on January 12 and 13, on his way to the inauguration of Governor Bickett. Dr. Sikes was accompanied by Mrs. Sikes and Master Walter Wingate Sikes.

An important lecture on Sex Hygiene was delivered in the College chapel to the students on the evening of Monday, November 27, by Dr. F. N. Seerley, Professor of Psychology and Anatomy in the International Association College (Y. M. C. A.) at Springfield, Mass.

The total enrollment for the fall term was 491 on the first of December, as against 469 the previous session. The number of new men registered to date for the spring term is 13, making the total registration for the session of 1916-17, 504 to date.

The report of Wake Forest College made to the Baptist State Convention December 7 by Dr. R. T. Vann, Corresponding Secretary of the Board of Education, contained the following statement of urgent needs:

"The varying and pressing needs of our College at Wake Forest indicates the steady and vigorous growth of that institution. These needs include new classrooms for Modern Languages and Education; a Law building; a Y. M. C. A. building, with accommodations for the two literary societies; a new athletic park, and three additional professors for the departments of Biology, Modern Languages, and Political Science. A movement is already on foot to secure the athletic park, and an effort has been launched

to raise money for a Y. M. C. A. building. The Trustees recommend the initiation of a campaign for the purpose of adding \$300,000 to the endowment fund."

Dr. and Mrs. James W. Lynch of Athens, Ga., greatly delighted their Wake Forest friends by a visit of a few days. On Sunday, January 14, Dr. Lynch, who for ten years was pastor of the church here, preached at the morning hour with his old-time clearness and power.

Professor Roger P. McCutcheon of the English department of Denison University, Granville, Ohio, was the guest of Dr. Sledd for a few days in the Christmas holidays. He has leave of absence from Denison for the session 1917-18 to complete the work for the Ph.D. degree at Harvard.

Dean Shailer Mathews of the Divinity School of the University of Chicago gave a notable series of five lectures on November 4 and 5. At 3 p. m. November 4, his subject was "Christianity and Imperialism and Feudalism"; at 7:30, "Christianity and Nationalism"; at 11 a. m. he spoke of "Christianity and Internationalism"; at 3 p. m., of "Japan Today"; and at 7:30, of "The Call of Tomorrow."

The anniversary of the birth of Robert Edward Lee was recognized in two addresses at chapel, January 19—one by Dr. C. C. Pearson of the Political Science department, the other by Dr. John E. White, President of Anderson College, South Carolina.

The Cosmos Club was entertained by President and Mrs. W. L. Poteat, October 13. Dr. Sledd presented a paper on "The Political and Social Conditions of Greece," November 17. At the public meeting in the Philomathesian Hall, December 15, Mr. R. D. W. Connor of the North Carolina Historical Commission presented a paper on "Racial Elements in the Settlement of North Carolina." The Cosmos Club was

entertained at Mr. W. R. Powell's by the Woman's Literary Club the evening of January 1. Professor J. Henry Highsmith was the reader of the paper at the regular meeting, January 19, the subject being "The Poetry of Rupert Brooke."

The College Glee Club and Orchestra, under the direction of Dr. Hubert Poteat, accomplished the following itinerary: Zebulon, November 10; Franklinton, November 17; Oxford, November 24; Burlington, November 25; Morganton, November 27; Statesville, November 28; Salisbury, November 29; Greensboro, November 30; Durham, December 1; Creedmoor, December 2.

## Announcements

The anniversary of the Literary Societies will be celebrated on February 16. The question for debate in the afternoon is, "*Resolved*, That the Government should own and operate the railroads; constitutionality waived." The affirmative will be maintained by Mr. J. M. Hayes, Phi., and Mr. G. S. Quillin, Eu.; the negative by Mr. J. C. Newton, Eu., and Mr. H. R. Paschal, Phi. The Euzelian orator, speaking in the evening, is Mr. J. B. Rucker, the Philomathesian orator, Mr. J. M. Hester. The marshals for the occasion are: Euzelian, Messrs. J. A. Fleetwood, L. W. Hamrick, and G. F. Washburn, chief; Philomathesian, O. T. Glenn, S. E. Ayres, and C. P. Herring, chief.

The schedule of lectures and entertainments for the spring term includes a series of six lectures by the distinguished Professor of English Literature in Yale University, William Lyon Phelps. The series will be given February 7-10. The Morrow Brothers Quartet give an entertainment February 3, and Mr. Edward Wiggam a lecture in April.

Rev. Joseph T. Watts, Sunday School Secretary of the Virginia State Board of Missions, will preach in a series of meetings in the Wake Forest Baptist Church beginning February 18.

The commencement dates this year will be Sunday, May 20, for the president's baccalaureate address, May 23, 24, and 25—about a week later than heretofore.

The Debate Council has arranged a debate with Colgate University on March 9, at Wake Forest, the question being, "*Resolved*, That the United States should adopt a system of universal military training," Wake Forest maintaining the

negative. Another debate will occur at Waco, Texas, with Baylor University, and a third at Raleigh with Randolph-Macon.

A committee of the Faculty and students has arranged for a State-wide declamation contest. The preliminaries will occur at the College on the evening of March 8, and finals on the afternoon of March 9, so that the high school declaimers will have the opportunity of hearing the Colgate-Wake Forest debate in the evening of March 9. The committee in charge of the contest, Professor Highsmith, Messrs. A. C. Reid, P. S. Daniels, W. B. Gladney, S. Spurling, E. D. Banks, and P. D. Croom, has agreed upon and published the regulations of the contest, which is open to any high school which may wish to send a representative.

NEW SERIES

APRIL, 1917

VOL. XII, No. 1

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**BULLETIN**

OF

**WAKE FOREST COLLEGE**



**CATALOGUE**

**EIGHTY-SECOND SESSION**

**1916-17**

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Published quarterly by the Trustees of Wake Forest College

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# Calendar

1917

JANUARY							APRIL							JULY							OCTOBER						
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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FEBRUARY							MAY							AUGUST							NOVEMBER							
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MARCH							JUNE							SEPTEMBER							DECEMBER										
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1918

JANUARY							APRIL							JULY							OCTOBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER										
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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## College Calendar

For Session 1917-1918

September 4—Beginning of the Session.

September 15—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 18—Society Day.

October 20—Removal of entrance conditions.

Thanksgiving Day—Holiday.

December 15-19—Term Tests.

December 20-January 1—Christmas Holidays.

January 2—Beginning of Spring Term.

February 1—Last day for settlement of Tuition Fee for Spring Term.

February 15—Anniversary Celebration of Literary Societies.

March 9—Examination for removal of conditions by applicants for degrees.

March 16—Removal of entrance conditions.

April 4—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 14-22—Spring Term Examinations.

May 19—Sunday, 8:30 p. m., Baccalaureate Address.

May 22—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 23—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 24—Friday, 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, and Closing Exercises of the Session.

## History

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### Origin

During the first quarter 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 whom were Samuel Wait, Thomas Meredith, and John Armstrong. They found the Baptists of the State numerous but without organization or educated leadership. Under the influence of these men was organized in 1830 the Baptist State Convention, one of whose chief purposes was the training 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 in part borne 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. It contained 615 acres and cost the sum of \$2,500, of which Dr. Jones contributed \$500. 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 it would suit the needs of North Carolina, and upon their application the Legislature of 1833 grudgingly granted

a meager charter for a manual labor and classical school under the name of "the Wake Forest 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. On February 3, 1834, Principal Wait opened the Institute with sixteen students. For several years the only buildings were those of the farm. For the first 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 143, and then fell off to 41. 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 made a debt that hampered the institution for its first fifteen years. The period 1837-1839 was one of general financial panic. Subscriptions were not paid, patronage diminished, and the debt 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. President 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. 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.

### **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 character. 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. The Faculty now consists of nineteen professors, two associate professors, two instructors, and twenty assistants.

### **Administration**

**Samuel Wait, 1834-1845.**—Samuel Wait was the only Principal of the Institute and the 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 had 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 relatively few. Not a few Baptists declined to patronize the institution. The growing debt suggested the

ultimate failure of the enterprise. In 1836 the enrollment reached 143, but in 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.

**William Hooper, 1845-1849.**—President Wait's successor was Dr. William Hooper, the grandson of William Hooper, signer of the Declaration of Independence. Dr. Hooper was 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 long 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 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 the financial embarrassments were crippling the institution. Dr. Hooper became despondent and resigned at the end of 1848.

**John B. White, 1849-1853.**—Dr. Hooper was succeeded by 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, and 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 acutely embarrass-

ing—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. In 1853 President White resigned and returned to Illinois, where he took charge of an institution for girls.

**Washington Manly Wingate, 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 threefold 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 the income. It was during this administration that Wake Forest began 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.

**Thomas Henderson Pritchard, 1879-1882.** — Dr. Thomas H. Pritchard was President Wingate's successor. This administration ended 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.

**Charles E. Taylor, 1884-1905.**—For the two years next following Dr. Pritchard's resignation the administrative duties of the College were discharged by Professor William B. Royall, of the chair of Greek. In 1884, Professor Charles E. Taylor, of the Latin department, was chosen President. His work for the endowment had already been reflected in the improved equipment of the institution, and his professional ability in the reorganization of courses and the elevation of standards. His administration extended from 1884 to 1905. It was probably the most 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; when he left the presidency the endowment was 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 the 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 improved. The Lea Laboratory and the Gymnasium were erected, the Alumni Building and the College Hospital were projected, and the other buildings were 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.

**William Louis Poteat, 1905**—Dr. Taylor resigned the presidency in 1905, and Dr. William Louis Poteat, of the

chair of Biology, was elected to succeed him. This administration is, accordingly, in its twelfth year.

### Endowment

During the first fifteen years of its history 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 of that year 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. William H. Merritt, of Orange County, William Warren, of Person, and John Blount, of Edenton. On some of them 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 institution. 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 dollars; C. Wooten, C. D. Ellis, and President Wingate, a thousand 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 a year, John Mitchell, the general agent of the Board, was able to report that the entire amount proposed 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 later 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 endowment to one hundred thousand dollars. Pledges were taken on the condition that they should 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 hand an endowment of one hundred thousand dollars. The largest contributor to this fund was Mr. Jabez 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 the required amount in 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. They thereupon pledged their own real estate by mortgage for the payment of the \$5,000 subscribed but not yet paid in. In this way the \$100,000 were 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 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.

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, accepted at the hands of the Trustees the field agency to secure this fund. The first year completed the subscription of the whole amount and added in cash \$21,832.34 to the endowment. On the 31st of December, 1910, the limit for collections on this fund, a total of \$117,798.56 had been secured. Of this amount the General Education Board, in accordance with its original proposition made to President Poteat, contributed one-fourth, or \$29,449.64. The total endowment of the College at the last annual report of the Treasurer, April 20, 1916, was \$507,085.58. The College property, exclusive of endowment, is valued at \$245,925.

### Buildings

**Administration Building.**—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 bed rooms, 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, Mathematics, 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 and the lower floor of one wing are used for library and reading room. The reading room was originally 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 rooms of the Schools of Greek and 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, containing a lecture room, private laboratory, dispensing room, specimen room, three class laboratories, and storage room, is devoted wholly to Chemistry, Bio-chemistry and Pharmacy. On its roof stands the College Observatory, in which is mounted a \$1,000 telescope.

**Gymnasium.**—In 1900 the Trustees ordered the erection of a Gymnasium 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 three stories in height, well lighted and arranged for laboratories and lecture rooms. The funds for its erection 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. Subject to the needs of the student body, outside patients are received at reasonable rates.

**New Dormitory.**—A thoroughly modern building costing \$40,000, with three types of rooms for seventy-five men, was opened in September, 1914.

### **Location**

The location of the College, seventeen miles from Raleigh, in a gently rolling and healthful country, is fortunate. Four passenger trains of the Seaboard Air Line stop daily at the

College. There are six mails daily. There is long-distance telephone connection, and 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 distractions and moral dangers, of city life.

## Board of Trustees

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 JOHN C. SCARBOROUGH, B.A., Winton.  
 GILBERT T. STEPHENSON, M.A., LL.B., Winston-Salem.  
 A. E. TATE, High Point.  
 \*ROSCIUS POPE THOMAS, B.A., M.D., Cofield.  
 JUDGE EDGAR W. TIMBERLAKE, B.A., Wake Forest.  
 REV. RICHARD T. VANN, B.A., D.D., Raleigh.  
 A. D. WARD, B.A., New Bern.  
 HON. EDWIN YATES WEBB, B.A., Shelby.

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\*Died October 28, 1916.

### Officers of the Board of Trustees

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E. B. EARNSHAW, Wake Forest, *Bursar and Assistant Secretary*.  
W. N. JONES, Raleigh, *Attorney*.  
T. H. BRIGGS, Raleigh, *Auditor of Treasurer's Accounts*.  
R. E. ROYALL, *Auditor of Bursar's Accounts*.
- 

### Committees

#### *Executive Committee:*

- CAREY J. HUNTER, Raleigh, *Chairman*.  
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- CAREY J. HUNTER Raleigh, *Chairman*.  
T. H. BRIGGS.  
L. JOHNSON.  
G. A. NORWOOD.  
C. POE.  
A. D. WARD.

## Faculty

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

*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 Wake Forest College, 1905.

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.

BENJAMIN SLEDD, M.A., Litt.D.,

*Professor of English Language and Literature.*

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; Traveling Fellow of The Albert Kahn Foundation, 1914-1915; Lecturer, Summer School, University of N. C., 1916; Professor of English, Wake Forest College, 1891.

JOHN F. LANNEAU, M.A., LL.D.,

*Professor of Applied Mathematics and Astronomy.*

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; LL.D., Furman University, 1915; 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.

NEEDHAM Y. GULLEY, M.A., LL.D.,

*Professor of Law.*

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member 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; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

WILLIS R. CULLOM, M.A., Th.D., D.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; D.D., Richmond College, 1915.

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.

J. HENRY HIGHSMITH, M.A.,

*Professor of Education and Philosophy.*

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, 1904-1906; Professor of Philosophy and Bible, Baptist University for Women, Raleigh, N. C., 1906-1907; Professor of Education, Wake Forest College, 1907; Professor of Education and Philosophy, 1915.

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

*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; Professor of Law, Wake Forest College, 1909.

WILLIAM TURNER CARSTARPHEN, B.A., M.D.,

*Professor of Physiology and Pharmacology.*

B.A., Wake Forest College, 1897; M.D., Jefferson Medical College, 1904; Graduate Student, *ibid.*, 1910; Professor of Physiology, Wake Forest College, 1910.

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

*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 Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

HUBERT MCNEILL POTEAT, M.A., Ph.D.,

*Professor of Latin Language and Literature.*

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Latin, *ibid.*, 1905-1908; Drisler Fellow in Classical Philology, Columbia University, 1908-1910; Master in Latin, The Hotchkiss School, 1910-1912; Ph.D., Columbia University, 1912; Professor of Latin, Wake Forest College, 1912.

HUBERT A. JONES, M.A., LL.B.,

*Professor of Mathematics.*

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Graduate Student, Columbia University, 1913; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911; Professor of Mathematics, 1915; Graduate Student, Columbia University, 1916.

JOHN W. NOWELL, M.A., Ph.D.,

*Professor of Chemistry.*

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1909; Instructor in Chemistry, Wake Forest College, 1909-1910; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-1914; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

C. CHILTON PEARSON, M.A., Ph.D.,

*Professor of Political Science.*

M.A., Richmond College, 1904; Head of Department of History, Richmond High School; Graduate Student, Columbia University, 1908-1909; Farnam Fellow in History, Yale University, 1910-1911; Instructor in History, *ibid.*, 1911-1912; Ph.D., *ibid.*, 1913; Acting Professor of History, Washington and Lee University, 1913-1914; Associate Professor of Political Science, Wake Forest College, 1916; Professor of Political Science, *ibid.*, 1917.

G. ALFRED AIKEN, M.D.,

*Professor of Anatomy.*

M.D., University (Missouri) Medical College, 1911; Interne Kansas City General Hospital, 1908-1909; Night Surgeon Kansas City General Hospital, 1910; Surgeon to Missouri Pacific, St. Louis, Iron Mountain and Southern Railroad, 1911-1916; Professor of Anatomy, Wake Forest College, 1916.

EUGENE A. CASE, M.D.,

*Professor of Pathology and Bacteriology.*

M.D., Medico-Chirurgical College, Philadelphia, 1908; Assistant Demonstrator, Demonstrator, Adjunct Professor and Associate Professor of Pathology, Medico-Chirurgical College, 1908-1916; Assistant Pathologist to Philadelphia General Hospital, 1909-1916; Pathologist to Howard Hospital, Philadelphia, 1915-1916; Professor of Pathology and Bacteriology, Wake Forest College, 1916.

ROBERT BRUCE WHITE, M.A.,

*Professor of Law.*

M. A., Wake Forest College, 1891; Graduate Student in Law, *ibid.*, 1895-97; Superintendent Public Instruction, Franklin County, 1899-1914; State Senator, 1903 and 1905; Professor of Law, Wake Forest College, 1916.

ELMER W. SYDNOR, B.A., M.A.,

*Associate Professor of English and German.*

B.A., Richmond College, 1911; M.A., Columbia University, 1916; Principal in Virginia, North View High School, 1911-1913; Varina High School, 1913-1914; Venter High School, 1914-1916; Associate Professor of English and German, 1916; Wake Forest College, 1916.

J. RICHARD CROZIER, B.S.,

*Director of Physical Culture.*

Director of Physical Culture, Wake Forest College, 1904; Graduate of Harvard University Summer School of Physical Education, 1913; B.S., Wake Forest College, 1915.

ELLIOTT B. EARNSHAW, B.A., M.A.,

*Bursar and Secretary, Superintendent of College Hospital.*

B.A., Wake Forest College, 1906; M.A., *ibid.*, 1908; Instructor in Mathematics and Acting Bursar, Wake Forest College, 1906-1907; Bursar and Secretary, *ibid.*, 1907; Superintendent of College Hospital, *ibid.*, 1911.

MRS. ETHEL T. CRITTENDEN,

*Librarian.*

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*Instructor in Chemistry and Mathematics.*

WALTER F. TAYLOR,

*Instructor in Biology and Assistant in Applied Mathematics.*

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*Assistant in Applied Mathematics.*

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*Assistant in Education.*

WILLIAM B. GLADNEY,  
*Assistant in English.*

FRED S. HUTCHINS,  
*Assistant in English.*

DEAN S. PADEN,  
*Assistant in English.*

ROBERT R. MALLARD,  
*Assistant in English.*

GEORGE F. RITTENHOUSE,  
*Assistant in English.*

ALBERT C. REID,  
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JOHN D. HUMBER,  
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EDWIN G. McMILLAN,  
*Assistant in Bacteriology and Pathology.*

FRANK L. RAY,  
*Assistant in Physiology.*

WADE H. PASCHAL,  
*Assistant Librarian.*

DAVID E. BUCKNER,  
*Assistant Librarian.*

GEORGE S. QUILLIN,  
*Assistant Librarian.*

JAMES M. HAYES,  
*Assistant Librarian.*

HUBERT E. OLIVE,  
*Assistant Librarian.*

JOHN B. RUCKER,  
*Assistant Librarian.*

JOHN A. STEVENS, JR.,  
*Assistant in Law Library.*

CASPER C. WARREN,  
*Assistant in Law Library.*

JOHN G. BOOE,  
*Assistant in Medical Library.*

HENRY L. LANGSTON,  
*Assistant in Gymnasium.*

### Officers

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President, Dean, Examiner, and Bursar.

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#### *Library—*

Professors PASCHAL, LAKE, PEARSON, and CARSTARPHEN.

#### *Publications—*

Professors SLEDD, WHITE, and Bursar EARNSHAW.

## Catalogue of Students

### Graduate

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Billings, Gilbert, M., B.A., (Wake Forest).....	Wake	6
Booe, John Grady, B.A., (Wake Forest).....	Davie	5
Canady, John David, B.A., (Wake Forest)...	Cumberland	5
Carroll, Fountain Williams, B.A., (Wake Forest)	Pitt	5
Franks, Claude Robert, LL.B., (Wake Forest).	Towns, Ga.	4
Harris, William Albert, B.A. ....	Cherokee, S. C.	4
Holding, Robert Powell, B.A., (Wake Forest)...	Wake	5
Stewart, Elliot, B.A., (Catawba).....	Catawba	1
Pate, Ernest, B.A., (La. State U.).....	Desoto, La.	1
Perry, David Russell, B.A., (Wake Forest)....	Wake	5
Pritchett, James Turner, B.A., (Univ. of N. C.)	Caldwell	1
Redwine, Richard Kerr, B.A., (Wake Forest) ..	Surry	5
Sledd, Arthur Purefoy, B.S., (Wake Forest)...	Wake	5
Tatum, Roy C., B.S., (Wake Forest).....	Davie	5
Taylor, Walter Freeman, B.S., (Wake Forest).	Hertford	4
Watkins, Basil Manly, B.A., (Wake Forest) ..	Wayne	5
Whitley, Henry Wayne, LL.B., (Wake Forest)	Wake	4
Yates, Kyle M., B.A., (Wake Forest).....	Wake	5

### Undergraduate

#### Seniors—Class of 1917

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Baldy, Francis H.....	Darlington, S. C.	3
Best, Cecil Graham.....	Duplin	4
Bivens, John Ashcraft.....	Union	4
Boyd, Basil Manly .....	Mecklenburg	4
Britton, Roswell S. ....	Soochow, China	3
Buckner, David Ernest .....	Alamance	4
Burris, Craven Cullom.....	Stanly	3
Byrd, Connie Earl.....	Chatham	4
Carlyle, Irving Edward.....	Wake	4
Chappell, Louis Watson .....	Perquimans	4
Daniel, Paul Sweaney .....	Granville	4
Davis, James Blaine.....	Wake	4
Denton, Eugene Conrady.....	Burke	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Dowell, Alvis Yates.....	<i>Pitt</i> .....	4
Eaddy, George Huggins.....	<i>Williamsburg, S. C.</i> ..	3
Eddins, George Edgar.....	<i>Stanly</i> .....	4
Edwards, J. Baird.....	<i>Madison</i> .....	4
Elam, William Anderson.....	<i>Wake</i> .....	4
Foreman, William Thomas.....	<i>Stanly</i> .....	4
Hall, Remus James.....	<i>Sampson</i> .....	4
Hamilton, Henry Haywood.....	<i>Harnett</i> .....	4
Hartsell, Paul .....	<i>Stanly</i> .....	4
Hayes, James Madison.....	<i>Wilkes</i> .....	4
Heafner, Hugh Herbert.....	<i>Lincoln</i> .....	4
Hester, James Montgomery.....	<i>Robeson</i> .....	4
Hooper, Richard .....	<i>Towns, Ga.</i> .....	4
Hughes, Daniel Crawley.....	<i>Cleveland</i> .....	4
Humber, Robert Lee, Jr.....	<i>Pitt</i> .....	3
Hutchins, Fred Strickland.....	<i>Forsyth</i> .....	4
Johnson, John Samuel.....	<i>Robeson</i> .....	4
Jones, Joseph Henry.....	<i>Robeson</i> .....	4
Jones, William Bailey .....	<i>Wake</i> .....	4
Jordan Walter Edward.....	<i>Forsyth</i> .....	3
Kendrick, Charles Manly .....	<i>Wake</i> .....	2
Mitchell, Vernon Fuller.....	<i>Wake</i> .....	4
Moseley, Charles Andrew.....	<i>Guilford</i> .....	4
Newton, John Clinton.....	<i>Cleveland</i> .....	4
Reid, Albert Clayton.....	<i>Davidson</i> .....	3
Rittenhouse, George Frederick.....	<i>Dinwiddie, Va.</i> .....	4
Rucker, John Bunyan.....	<i>Rutherford</i> .....	4
Russ, Christopher Cleveland.....	<i>Brunswick</i> .....	4
Savage, John Griffith.....	<i>Norfolk, Va.</i> .....	4
Sinclair, William Brookshire.....	<i>Henderson</i> .....	4
Spaugh, Clarence F. ....	<i>Davidson</i> .....	3
Stevens, Charles Hadley.....	<i>Johnston</i> .....	4
Sykes, Paul S.....	<i>Northampton</i> .....	4
Tally, Joseph Oscar.....	<i>Cumberland</i> .....	3
Thompson, Robert Thomas.....	<i>Wake</i> .....	3
Ward, James Ambrose.....	<i>Pasquotank</i> .....	4
Washburn, George Fred.....	<i>Mitchell</i> .....	4
White, Ransom Kelly.....	<i>Northampton</i> .....	4
Whitehead, Seba L.....	<i>Halifax</i> .....	4
Wilkinson, Chester Houston.....	<i>Wake</i> .....	5
Wilson, Percy Hocutt.....	<i>Robeson</i> .....	4

## Juniors—Class of 1918

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Arlidge, Roone .....	<i>Polk</i> .....	3
Banks, Exum Duval.....	<i>Wake</i> .....	3
Biggs, Furman Kenneth.....	<i>Robeson</i> .....	3
Blalock, Joseph Rogers.....	<i>Halifax</i> .....	3
Brewer, Charles Edward .....	<i>Rockingham</i> .....	3
Burden, Henry Vernon.....	<i>Bertie</i> .....	3
Canipe, John Clifton .....	<i>Catawba</i> .....	3
Childress, Raleigh Newton.....	<i>Wake</i> .....	3
Clark, Walter Edgar .....	<i>Wake</i> .....	3
Coggins, Louie Vernon.....	<i>Chatham</i> .....	3
Colston, Jesse Francis.....	<i>Northampton</i> .....	5
Cullom, Edward Farmer.....	<i>Wake</i> .....	3
Dickson, William McDowell, Jr. ....	<i>Wake</i> .....	3
Ervin, William Dargan.....	<i>Spartanburg, S. C.</i> ...	3
Franklin, Andrew Jackson, Jr.....	<i>Swain</i> .....	3
Futrell, Julian Linwood, Jr.....	<i>Northampton</i> .....	3
Gillespie, James Thomas.....	<i>Cleveland</i> .....	3
Gladney, William Beckett.....	<i>Lincoln, La.</i> .....	3
Hamrick, Ladd Watts.....	<i>Cleveland</i> .....	3
Heafner, George Dewey.....	<i>Lincoln</i> .....	3
Herndon, James Matthew.....	<i>Wake</i> .....	3
Herring, Carey Peele.....	<i>Pender</i> .....	3
Hester, Hubert Inman.....	<i>Columbus</i> .....	3
Hicks, Albert Plato Martin.....	<i>Wake</i> .....	3
Hudson, Esper Valentine.....	<i>Rutherford</i> .....	3
James, Robert Wesley.....	<i>Wake</i> .....	3
Johnson, Leonidas Lafayette.....	<i>Sampson</i> .....	3
Jordan, Ralph B.....	<i>Chatham</i> .....	3
Joyner, John Council.....	<i>Lenoir</i> .....	3
Litchfield, Roy Lee.....	<i>Washington</i> .....	3
McCurry, Charles Myron, Jr.....	<i>Florence, S. C.</i> .....	3
McKnight, Thomas Cuttino.....	<i>Sumter, S. C.</i> .....	3
Mallard, Robert Roper.....	<i>Barnwell, S. C.</i> .....	3
Meek, Samuel Shelby.....	<i>Ouachita, La.</i> .....	3
Milton, Carl Yeomans.....	<i>Stanly</i> .....	3
Mitchell, George Cree.....	<i>Wake</i> .....	3
Moore, Crawford Durham.....	<i>Cleveland</i> .....	3
Moss, Robert Verelle.....	<i>Wilson</i> .....	3
Muse, Robert Glenn.....	<i>Iredell</i> .....	3
Olive, Hubert Etheridge.....	<i>Johnston</i> .....	3

Name.	Residence.	Session.
Owen, Charles Spurgeon.....	Buncombe .....	3
Pace, Ashley D.....	Escambia, Florida ...	3
Pace, John Candler.....	Escambia, Florida ...	3
Paden, Dean S.....	Dekalb, Ga. ....	2
Page, Joseph .....	Robeson .....	3
Parker, Spotswood Randolph.....	Vance .....	3
Paschal, Wade Hampton.....	Chatham .....	3
Phillips, Ernest Nicholas.....	Stokes .....	3
Powell, William Columbus, Jr.....	Wake .....	3
Privott, Wood.....	Chowan .....	3
Quillin, George S.....	Rowan .....	3
Robinson, Mac Claudius.....	Yancey .....	3
Savage, William Vann, Jr.....	Norfolk, Va. ....	3
Shanks, Henry Thomas.....	Vance .....	3
Smithson, Sidney Carlton.....	Washington .....	3
Warren, Casper Carl.....	Harnett .....	3
Wharton, Clarke Lewis.....	Haywood .....	3
Whedbee, Edward Marcullus.....	Pasquotank .....	5
White, James Bingham.....	Bertie .....	3
Willis, James Laurin.....	Marlboro, S. C.....	3
Woodward, David Leon.....	Duplin .....	3
Wooten, Frank Thomas, Jr.....	Columbus .....	3
Yates, Ira Clarence.....	Wake .....	3

### Sophomores—Class of 1919

Allen, Joel I., Jr.....	Dillon, S. C.....	2
Barnes, Jules Gladstone.....	Bertie .....	2
Blankenship, Oscar Francis .....	Buncombe .....	2
Bowers, Thaddeus Ray, Jr.....	Halifax .....	2
Britt, James Robert.....	Duplin .....	2
Britt, Luther J.....	Robeson .....	2
Bryan, Ennis .....	Halifax .....	2
Burgess, William Alberta.....	Polk .....	2
Burns, Robert Paschal.....	Person .....	2
Cowan, James Donald.....	Jackson .....	2
Crowell, Oscar Bernard.....	Person .....	2
Dawes, Lellon Barnes.....	Wilson .....	2
Dawkins, Lester James.....	Anson .....	2
Eagle, James Carr.....	Rowan .....	2
Floyd, Willie Yates.....	Robeson .....	2
Gibson, Laurence Thompson.....	Scotland .....	2
Glenn, Onslow Talmage.....	Person .....	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Griffin, Harry Leigh.....	Northampton .....	2
Gwaltney, Minton Connolly.....	Alexander .....	2
Helms, Henry Arthur.....	Union .....	2
Hill, Dallas Early.....	Rowan .....	1
Hopkins, Roy Thomas.....	Washington .....	2
Jackson, Edgar Manly.....	Pitt .....	2
Langston, Henry Laurens.....	Richland, S. C.....	2
Liles, Brooks Sanford.....	Union .....	2
Liles, Royall Thomas.....	Union .....	2
Lovelace, William Monroe.....	Cleveland .....	2
McLendon, Moran Dorrith.....	Anson .....	2
Miller, Ira Curtis.....	Swain .....	2
Nance, Grover Broughton.....	Columbus .....	2
Neal, Phil H.....	Halifax, Va.....	2
Nolan, Andrew Vance.....	Cleveland .....	2
Nye, Jacob Carlyle.....	Robeson .....	2
Parker, Vernon St. Clair.....	Northampton .....	2
Perry Sidney Albert.....	Guilford .....	2
Ponder, Edwin Lynn.....	Madison .....	2
Prevatt, Lawrence Gaston.....	Robeson .....	2
Rankin, Milledge Theron.....	Williamsburg, S. C... 2	
Ridge, Clyde Franklin.....	Randolph .....	2
Rogers, George Thomas.....	Wake .....	2
Roland, Herrick Milton.....	Yancey .....	2
Shaw, Gifford Wills.....	Sumter, S. C.....	2
Smith, Hugh Preston.....	Wake .....	2
Sowers, Roy Gerodd .....	Davidson .....	2
Speight, Francis Wayland.....	Bertie .....	2
Spurling, Lee Spurgeon.....	Cleveland .....	2
Staton, Ennis Calvin.....	Stanly .....	2
Stimson, Fred J.....	Caldwell .....	2
Stout, Philip D.....	Washington, Tenn. . . 2	
Tolar, Marion Branch.....	Hampton, S. C.....	2
Trueblood, Elwyn Judson.....	Pasquotank .....	2
Twiggs, John Clyde.....	Towns, Ga.....	2
Wallace, Ruley Gart.....	Moore .....	2
Ward, Benjamin Thomas.....	Perquimans .....	2
Warren, Rollin Willy .....	Northampton .....	2
White, Philip Ernest.....	Perquimans .....	2
Williams, Wayne William.....	Swain .....	2
Uzzle, Thomas Marshall.....	Johnston .....	2

## Freshmen—Class of 1920

<i>Name</i>	<i>Residence</i>	<i>Session.</i>
Austin, Horace Vernon.....	Stanly .....	1
Aydlett, James Hufham, Jr.....	Pasquotank .....	1
Ayers, Sanford Emmett.....	Hwanghien, China ..	1
Ballard, Jesse J.....	Gaston .....	1
Bass, Ollie Adson.....	Nash .....	1
Blackmon, John Morris.....	Lancaster, S. C.....	1
Blackwell, Hector C.....	Robeson .....	1
Booe, Millard Fillmore.....	Davie .....	1
Brewer, Henry Clay.....	Lenoir .....	1
Brown, King David.....	Forsyth .....	1
Brown, Roy Conrad.....	Henderson .....	1
Bullard, James Merdie.....	Robeson .....	1
Bunch, Melvin Harry.....	Rowan .....	1
Bunn, Bonnie David.....	Franklin .....	1
Burnette, Thad C.....	Buncombe .....	1
Camp, William Gaston.....	Cleveland .....	1
Carswell, Macky Kenion.....	Burke .....	1
Chamblee, Josiah William.....	Wake .....	1
Chaplin, Alfred .....	Tyrrell .....	1
Clark, Levi Spurgeon.....	Buncombe .....	1
Coble, William Crawford.....	Stanly .....	1
Critcher, Titus Samuel.....	Martin .....	1
Crouch, John Pickens.....	Caldwell .....	1
Deaton, Dossie Elbert.....	Montgomery .....	1
Dickson, Lloyd Benjamin.....	Cleveland .....	1
Dotson, Adolphus Quay.....	Henderson .....	1
Draughon, John Palmer.....	Harnett .....	1
Dudley, Guy Rucker.....	Pittsylvania, Va. ....	1
Duncan, Henry Hermon.....	Johnston .....	1
Earp, Gurthra .....	Wake .....	1
Easom, Horace B. ....	Johnston .....	1
Emory, Otho G.....	Wake .....	1
Farrell, Alston Baner.....	Forsyth .....	1
Floyd, John Hamilton.....	Cleveland .....	1
Folk, Edgar Estes, Jr. ....	Davidson, Tenn. ....	1
Fonts, Dover Reese .....	Macon .....	1
Furr, William Charles.....	Harnett .....	1
Glosson, Spurgeon Cade.....	Alamance .....	1
Green, Jesse Smith.....	Davidson .....	1
Gresham, Newton Ernest.....	Duplin .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Griffin, Raleigh Hiram.....	Northampton	1
Hamrick, Charles Raymond.....	Rutherford	1
Hanby, Howard Alexander.....	New Hanover	1
Hankins, William Brevard.....	Davidson	1
Hawkins, Julian Folger.....	Anderson, S. C.	1
Hayes, Zanie G.....	Robeson	1
Herring, Gordon Rea.....	Chengchow, China	1
Honeycutt, W. Elisha.....	Yancey	2
Horton, Samuel Ferd.....	Watauga	1
Hudson, Joseph Richard.....	Union	1
Hudson, Samson F. ....	Sampson	1
Hurst, Robert Erskine.....	Camden	1
Jackson, Perry Yates.....	Wake	1
Jarvis, Frank W.....	Madison	1
Jones, Junius Linwood.....	Wake	1
Kinton, Robert Madison.....	Granville	1
Lake, James Ludwell, Jr.....	Wake	2
Lancaster, John Robert.....	Robeson	1
LeRoy, John Henry, Jr.....	Pasquotank	1
Lewis, Oliver Preston.....	Rutherford	1
Lockerman, Haywood D.....	Sampson	1
Lyon, Buell Russell.....	Swain	1
McBrayer, Memory Napoleon.....	Rutherford	1
McIntyre, Robert Allen.....	Robeson	1
Massey, Joseph Preston.....	Franklin	1
Mast, Thomas Sims.....	Watauga	1
Meekins, John Sanderson.....	Beaufort	1
Mills, Marion Bonner.....	Polk	1
Mitchell, Elton Morgan.....	Franklin	1
Moore, Jefferson Davis.....	Cleveland	1
Morris, B. Ellis.....	Catawba	1
Mullinax, Burgin Lee.....	Cleveland	2
Nance, Frederick Lee.....	Davidson	1
Overton, James Atkins.....	Lee	1
Pittman, William Gladstone.....	Gates	1
Poe, Ralph Durham.....	Wake	1
Potts, Erwin Henderson.....	Mecklenburg	1
Prevatt, John Douglas.....	Marion, S. C.	1
Price, J. Louis.....	Wilson	1
Pritchard, Carl Carter.....	Mitchell	1
Queen, William Albert.....	Davidson	1
Rhodes, Guy Blaisdell.....	Tyrrell	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Rhodes, Hughes J.....	Wake .....	1
Rhodes, Hubert McDonald.....	Wake .....	1
Rivers, Thurston Donnell.....	Pittsylvania, Va.....	1
Robertson, Silas O.....	Camden .....	1
Shaw, Paul Whitworth.....	Sumter, S. C. ....	1
Sullivan, Roy William.....	Stokes .....	1
Thompson, Hughes Meacham.....	Wake .....	1
Tichenor, Caxton Harold.....	Isle of Pines, W. I..	1
Trahey, James Dewey.....	Halifax .....	1
Turnley, Theodore Thomas.....	Polk, Fla. ....	1
Warrick, Luby Albert.....	Wayne .....	1
Weathers, Curtis Linville.....	Franklin .....	1
West, Fred D.....	Greenwood, S. C.....	1
Williams, Frank Webb.....	Camden .....	1
Wilson, Chappell .....	Robeson .....	1
Wood, Alma Bevan.....	Cherokee .....	1
Woody, William Hobson.....	Person .....	1
Wright, Merrill Paul.....	Wake .....	1
Wyatt, Tyree C. ....	Pitt .....	1
Yearby, Ira Luther.....	Harnett .....	1

### Unclassified Students

Albritton, Benjamin Carr.....	Duplin .....	1
Atkins, Maylon Calvin.....	Wake .....	1
Banks, Hubert Cyrus.....	Pamlico .....	1
Best, George Simon.....	Duplin .....	1
Bridger, Levie Clayton.....	Bladen .....	2
Bryan, John William, Jr.....	Pitt .....	2
Caldwell, Robert David, Jr.....	Robeson .....	1
Colvard, George Todd.....	Ashe .....	1
Crittenden, Christopher .....	Wake .....	2
Darden, James Lee.....	Hertford .....	2
Duke, Charles J., Jr.....	Norfolk, Va. ....	1
Edwards, Aubrey E.....	Marion, S. C. ....	1
Glazener, Julian A.....	Transylvania .....	1
Hipps, Ferdie Lorenzo.....	Madison .....	2
Hord, Eugene Thompson.....	Cleveland .....	2
Ivey, Walton Bert.....	Robeson .....	2
Johnson, Judson Peele.....	Harnett .....	1
Knowles, Melvin Dixon.....	Wayne .....	1
Lackey, Cline C.....	Cleveland .....	1
McAllister, Edward Burae.....	Vance .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
McCall, Albert Clyde.....	<i>Johnston</i> .....	2
McCullers, Willard Delno.....	<i>Johnston</i> .....	2
McIntosh, Sam R.....	<i>Richmond</i> .....	1
McKaughan, Jesse Alfred, Jr.....	<i>Norfolk, Va.</i> .....	2
Mustion, Alfred P.....	<i>Halifax</i> .....	3
Penny, William Everitt.....	<i>Wake</i> .....	2
Plybon, Charles Thomas.....	<i>Wake</i> .....	2
Rankin, Manly Whitfield, Jr.....	<i>Williamsburg, S. C.</i> ..	1
Reid, Tucker Lawrence.....	<i>Wake</i> .....	1
Stephens, William Richard.....	<i>Cumberland</i> .....	1
Stewart, R. Ray.....	<i>Gaston</i> .....	1
Washburn, George Dennis.....	<i>Cleveland</i> .....	2
Wiggins, Robert Wesley.....	<i>Franklin</i> .....	1
Wilson, Wyman G.....	<i>Yancey</i> .....	1

## LAW

### First Year—Class of 1919

Atkins, Thomas William.....	<i>Wake</i> .....	1
Bunn, John Henry.....	<i>Franklin</i> .....	2
Butler, John Christian.....	<i>Chowan</i> .....	1
Butler, Roscoe C.....	<i>Sampson</i> .....	1
Cannady, Everett H. ....	<i>Sampson</i> .....	1
Cowan, James Donald.....	<i>Jackson</i> .....	1
Edwards, W. McKinley.....	<i>Madison</i> .....	1
Gooch, Clyde Earl.....	<i>Granville</i> .....	1
Hamilton, John Wallace.....	<i>Carteret</i> .....	1
Harrington, Joseph A. ....	<i>New Castle, Del.</i> ....	2
Harris, Earl B.....	<i>Marlboro, S. C.</i> ....	1
Johnson, David Bryan.....	<i>Bladen</i> .....	1
Jones, Jesse Aldon.....	<i>Onslow</i> .....	1
McLaurin, John Lauch.....	<i>Marlboro, S. C.</i> .....	1
Meyer, Max.....	<i>Halifax</i> .....	1
Robinson, Edwin Crosswell.....	<i>Sampson</i> .....	1
Wall, Benjamin Evans Orestus.....	<i>Davidson</i> .....	2
Ward, Hezzie Nehemiah.....	<i>Robeson</i> .....	1
Watson, Horace Stephen .....	<i>Wilson</i> .....	1
White, William Preston, Jr. ....	<i>Halifax</i> .....	1

### Second Year—Class of 1918

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Bass, Lonnie Embro.....	Nash .....	2
Blankenship, Carl M.....	Buncombe .....	2
Bowers, John B. Gordon.....	Sevier, Tenn. ....	2
Casey, Andrew Harrison.....	Wilkes .....	2
Croom, Phinnehas David.....	Lenoir .....	2
Davis, Henry Judson.....	Accomac, Va. ....	2
Erwards, John Gordon.....	Durham .....	2
Hamrick, Earl Anthony.....	Haywood .....	3
Lambert, Fred.....	Mitchell .....	2
Morrison, Thomas B.....	Marlboro, S. C.....	1
Odom, Archie David.....	Nash .....	2
Taylor, Robert Eugene.....	Buncombe .....	2
Taylor, Richard Hardy.....	Greene .....	2
Tomlinson, George Washington.....	Wilson .....	1

### Third Year—Class of 1917

Aronson, Arthur Aaron.....	Wake .....	2
Brassfield, James Paul.....	Wake .....	3
Clark, Guy Livingstone.....	Beaufort .....	3
Clayton, Mark Daniel.....	Transylvania .....	3
Edwards, J. Baird.....	Madison .....	4
Egerton, Montraville Walker.....	Henderson .....	4
Harrell, Herbert Bascomb.....	Halifax .....	4
Haynes, Caleb Vance.....	Surry .....	3
Holding, Robert Powell .....	Wake .....	5
James, Earl Clifford.....	Surry .....	3
Parker, Charles W.....	Northampton .....	3
Payne, Alonzo Clark.....	Watauga .....	3
Pennell, James Burgin.....	Buncombe .....	3
Stevens, John Alexander, Jr.....	Sampson .....	3
Wall, Carroll Charles.....	Davidson .....	3
Watkins, Basil Manly.....	Wayne .....	5

### Special Students

Blackmon, Archie.....	Lancaster, S. C.....	2
Blanton, Abb Josiah.....	Duplin .....	2
Blizzard, Winston A., Jr. ....	Dillon, S. C.....	1
Bowen, McKoy.....	Pender .....	1
Butler, Roscoe C.....	Sampson .....	1
Carraway, Bruce Hilliard.....	Lenoir .....	1
Champion, Ralph.....	Wake .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Cole, Nathan.....	<i>Johnston</i> .....	1
Cox, Sloan Mac.....	<i>Gaston</i> .....	1
Hamlin, Lewis P.....	<i>Transylvania</i> .....	1
Harris, William Chester.....	<i>Pitt</i> .....	1
Keeter, John Byron.....	<i>Cleveland</i> .....	3
Kidd, Thomas William.....	<i>Guilford</i> .....	1
Leggett, Chauncey Hoke.....	<i>Halifax</i> .....	2
Norman, Swain Swift.....	<i>Halifax</i> .....	1
Tarlton, Alonzo Allen.....	<i>Anson</i> .....	1
Turner, Herbert Ransom.....	<i>Lenoir</i> .....	1
Vassey, Johnnie Jones.....	<i>Cowpens, S. C.</i> .....	2
Wall, Thomas Ruffin.....	<i>Guilford</i> .....	1
West, Furman Ercestus.....	<i>Macon</i> .....	1
Whitley, Henry Wayne.....	<i>Wake</i> .....	4
Woodard, Fred Hill.....	<i>Swain</i> .....	1
Zollicoffer, Allen.....	<i>Halifax</i> .....	1

#### Unclassified Students

Bailey, Cary LeRoy.....	<i>Washington</i> .....	1
Beachboard, A. Wayne.....	<i>Buncombe</i> .....	1
McGuire, William Gordon.....	<i>Cherokee</i> .....	1
McLendon, Archibald Manly.....	<i>Mecklenburg</i> .....	1
Moses, Talmadge Owen.....	<i>Franklin</i> .....	1
Scott, Lorenzo .....	<i>Pender</i> .....	1
Tatum, William Frank.....	<i>Marlboro, S. C.</i> .....	1

#### MEDICINE

##### First Year College—Class of 1920

Bridger, Dewey Herbert.....	<i>Bladen</i> .....	1
Chaplin, Steenie .....	<i>Tyrrell</i> .....	1
Davis, Joseph Nelson.....	<i>Greenwood S. C.</i> .....	1
Fleetwood, Joseph Anderton.....	<i>Northampton</i> .....	2
Gwynn, Houston Lafayette.....	<i>Caswell</i> .....	1
Keith, Marion Yates.....	<i>Pender</i> .....	1
Lancaster, Forrest Jackson.....	<i>Davidson</i> .....	1
Lee, Harry Wooten.....	<i>Lenoir</i> .....	1
Lomax Charley Roscoe.....	<i>Davidson</i> .....	1
McBane, O. D.....	<i>Alamance</i> .....	1
O'Brian, Clarence L.....	<i>Granville</i> .....	1
Poole, Bennette Baucom.....	<i>Johnston</i> .....	1
Robbins, John D.....	<i>Nash</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Robbins, Tolman Clarence.....	<i>Brunswick</i> .....	1
Sanderford, John Fenner, Jr.....	<i>Granville</i> .....	1
Tatum, Walter Low.....	<i>Roxan</i> .....	1
Ward William Titus.....	<i>Chowan</i> .....	1
White, Jesse Washington.....	<i>Chowan</i> .....	1
Wilkinson, Charles Tolbert.....	<i>Wake</i> .....	1

### Second Year College—Class of 1919

Black, Charles Spurgeon.....	<i>Union</i> .....	2
Britt, Tilman C.....	<i>Robeson</i> .....	2
Crow, Ivey Offis.....	<i>Catawba</i> .....	2
DeShazo, Charles Bloxton.....	<i>Greenwood, S. C.</i> ....	2
Edwards, James Madison.....	<i>Northampton</i> .....	2
Goodwin, Oscar Sexton.....	<i>Wake</i> .....	2
Hadley, William Sampson.....	<i>Martin</i> .....	2
Hobbs, Walter Scott.....	<i>Sampson</i> .....	2
Lambert, Critz F.....	<i>Mitchell</i> .....	2
Nolan, James Onslow.....	<i>Cleveland</i> .....	2
Plunkett, Carl LaFayette.....	<i>Forsyth</i> .....	2
Poole, Charles Glenn.....	<i>Wake</i> .....	2
Snow, James Evan.....	<i>Surry</i> .....	2
Sowers, Jake Long.....	<i>Davidson</i> .....	2
Tally, Bailey Thomas.....	<i>Harnett</i> .....	2
Teague, Samlel Edward.....	<i>Richmond</i> .....	2
Tomlinson, John William.....	<i>Cumberland</i> .....	2

### First Year Medicine—Class of 1918

Collins, George.....	<i>Mecklenburg</i> .....	3
Dawson, William Earl.....	<i>Greene</i> .....	3
Ellis, Lyle Gaffney.....	<i>Cleveland</i> .....	3
Garcia, Filadelfo Diomedes.....	<i>Holguin, Cuba</i> .....	3
Gower, Douglas Hermon.....	<i>Johnston</i> .....	3
Hair, William B.....	<i>Cumberland</i> .....	4
Harris, Carey Fletcher.....	<i>Vance</i> .....	3
Johnson, Charles Thomas.....	<i>Bladen</i> .....	3
Jones, Carey Celester.....	<i>Wake</i> .....	3
Keller, Roy Lee Grante.....	<i>Cabarrus</i> .....	3
Martin, Lester Poindexter.....	<i>Davie</i> .....	3
Mitchell, Zack P.....	<i>Bertie</i> .....	3
Moore, Henry Blanchard.....	<i>Anson</i> .....	3
Owen John Fletcher.....	<i>Sampson</i> .....	3
Thompson, Samuel Alcott.....	<i>Wake</i> .....	3

### Second Year Medicine—Class of 1917

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Billings, Gilbert M.....	<i>Wake</i> .....	6
Booe, John Grady.....	<i>Davie</i> .....	5
Booth, James Henry Ray.....	<i>Lee</i> .....	4
Brewer, J. Street.....	<i>Sampson</i> .....	4
Foster, Howitt H.....	<i>Southampton Va.</i> ....	4
Hobgood, Legan Henry.....	<i>Edgecombe</i> .....	4
Howell, James Ernest.....	<i>Richmond</i> .....	2
Humber, John Davis.....	<i>Pitt</i> .....	4
Hunter, John Pullen.....	<i>Wake</i> .....	4
Jones, John Craige.....	<i>Wake</i> .....	2
McMillan, Edwin Guy.....	<i>Scotland</i> .....	4
Perry, David Russell.....	<i>Wake</i> .....	5
Ray, Frank Leonard.....	<i>Wake</i> .....	4
Strickland, Williard Milo.....	<i>Wake</i> .....	4
Watson, Thomas Mervelle.....	<i>Scotland</i> .....	4
Way, Stuart Clark.....	<i>Denver, Colo.</i> .....	1
Woody, William Sterling.....	<i>Nottoway, Va.</i> .....	2

### Unclassified Students

Fearing, Woodson Bradford.....	<i>Dare</i> .....	1
Jones, Semion Gordon.....	<i>Robeson</i> .....	1
Moore, Henry Huddler.....	<i>Halifax</i> .....	1
Wood, James K.....	<i>Hill, Texas</i> .....	1

## SUMMER SCHOOL

<i>Name.</i>	<i>Course.</i>	<i>Residence.</i>	<i>Session.</i>
Aronson, Arthur Aaron.....	Law.....	Wake.....	2.....
Baldy, Francis H.....	Law.....	Darlington, S. C.....	3.....
Best, Cecil Graham.....	Law, German.....	Duplin.....	4.....
Bogle, William Stover.....	Law.....	Alexander.....	1.....
Brickhouse, Ephraim Leigh.....	Law.....	Lenoir.....	2.....
Burden, Henry Vernon.....	Law.....	Bertie.....	3.....
Cole, Nathan.....	Law.....	Johnston.....	2.....
Covington, Benjamin McLaughlin.....	Law.....	Anson.....	5.....
Craig, George Winston.....	Law.....	Buncombe.....	1.....
Eaddy, George Huggins.....	Mathematics.....	Williamsburg, S. C.....	3.....
Eddins, George Edgar.....	Law.....	Stanly.....	4.....
Edwards, Samuel Ervin.....	Law.....	Madison.....	1.....
Elam, William Anderson.....	Mathematics.....	Wake.....	4.....
Fenner, Harry Shaw.....	Law.....	Halifax.....	1.....
Fisher, Ralph Rudolph.....	Law.....	Pennsylvania.....	1.....
Fleetwood, Joseph Anderton.....	French, Mathematics.....	Northampton.....	2.....
Foreman, Walter Thomas.....	Law.....	Stanly.....	4.....
Futrell, Julian Linwood, Jr.....	Mathematics.....	Northampton.....	3.....
Harrell, Herbert Bascomb.....	Law.....	Halifax.....	4.....
Hicks, Albert Plato Martin.....	Mathematics.....	Lenoir.....	3.....
Hines, Peter Richard.....	Law.....	Pitt.....	2.....
Hudson, Charles Franklin.....	German, Mathematics.....	Burke.....	5.....
Humber, Robert Lee, Jr.....	Law.....	Pitt.....	3.....
Jenkins, Ned Walter.....	Law.....	De Soto, La.....	3.....

Jones, Ellis Coleman.....	Law.....	Jackson.....	4
Jones, Joseph Henry.....	French, German.....	Robeson.....	4
Kendrick, Charles Manly.....	Law, Spanish.....	Wake.....	2
Lewis, Richard M.....	Law.....	Columbus.....	3
Little, Robert Eugene, Jr.....	Law.....	Anson.....	1
Lyday, Andrew Virgil.....	Law.....	Pennsylvania.....	2
Lyon, Buell Russell.....	Mathematics.....	Swain.....	1
McDuffie, Daniel Peter.....	Law.....	Bladen.....	1
McGuire, Alonzo Frank.....	Law.....	Cumberland.....	1
Manning, John Rives.....	Law.....	Vance.....	1
Mathews, Eura Atkins.....	Law.....	Pender.....	1
Midgett, W. Frank.....	Law.....	Pasquotank.....	1
Miller, James Boyd.....	Law.....	Darlington, S. C.....	1
Mitchell, Foster McDonald.....	Law.....	Franklin.....	3
Mitchell, Zack P.....	German.....	Bertie.....	3
Norman, Swain.....	Law.....	Halifax.....	1
Pritchett, James Turner.....	Law.....	Caldwell.....	1
Sandrock, Conrad William.....	Law.....	Cumberland.....	1
Shaw, Alexander Turner.....	Law.....	Wake.....	1
Spears, Mack Preston.....	Law.....	Mecklenburg.....	1
Spoolman, George Cleveland.....	Law.....	Davidson.....	1
Stevens, Leon Gladstone.....	Law.....	Johnston.....	1
Swindell, Jefferson Davis.....	Law.....	Hyde.....	1
Tally, Joseph Oscar.....	Law, Spanish.....	Cumberland.....	3
Tarleton, Alonzo Allen.....	Law.....	Anson.....	1
Thompson, Robert Thomas.....	Mathematics.....	Wake.....	3

<i>Name.</i>	<i>Course.</i>	<i>Residence.</i>	<i>Session.</i>
Turner, Alan.....	Law.....	Iredell.....	2
Watkins, Basil Manly.....	Law.....	Wayne.....	5
Wellons, Robert Andrews.....	Law.....	Johnston.....	1
White, Ransom Kelly.....	Law, Spanish.....	Northampton.....	4
Whitley, Charles Fairfield.....	Law.....	Isle of Wight, Va.....	1
Whitley, Henry Wayne.....	Law.....	Wake.....	4
Wilkinson, Chester Houston.....	Law.....	Wake.....	5
Williams, Thomas Lacy.....	Law.....	Wake.....	5
Wilson, Elbert Ezra.....	Law.....	Sampson.....	3
Wilson, Percy Hocutt.....	Mathematics.....	Robeson.....	4
Woodard, Etheldred Henry.....	Law.....	Wilson.....	2

## SUMMARY

Graduate Students .....	18	
Undergraduates:	—	18
Seniors—Class of 1917.....	54	
Juniors—Class of 1918.....	63	
Sophomores—Class of 1919 .....	58	
Freshmen—Class of 1920.....	102	
Unclassified .....	34	
LAW:	—	311
First Year .....	20	
Second Year .....	14	
Third Year .....	16	
Unclassified .....	7	
Special Students .....	23	
MEDICINE:	—	80
First Year College .....	19	
Second Year College .....	17	
First Year Medicine .....	15	
Second Year Medicine .....	17	
Unclassified .....	4	
	—	72
SUMMER SCHOOL .....	61	
	—	61
Grand Total .....	542	
Names occurring twice.....	37	
Total enrolled attendance .....	505	

## RECAPITULATION BY STATES AND FOREIGN COUNTRIES.

North Carolina .....	443
South Carolina .....	32
Virginia .....	10
Georgia .....	4
Louisiana .....	4
Florida .....	3
Tennessee .....	2
Delaware .....	1
Texas .....	1
China .....	3
Cuba .....	1
West Indies .....	1

**Commencement, 1916****Sunday Morning, May 14**

THE BACCALAUREATE ADDRESS.

PRESIDENT WILLIAM LOUIS POTEAT.

**Sunday Evening, May 14**

REV. O. P. GIFFORD, D.D., Brookline, Mass.

BACCALAUREATE SERMON.

**Monday Morning, May 15**

CLASS DAY EXERCISES.

President .....	J. G. BOOE.
Prophet .....	D. H. IVES
Orator .....	R. F. HOUGH
Poet .....	A. L. DENTON
Historian .....	C. C. OLIVE
Statistician .....	R. C. TATUM
Testator .....	D. R. PERRY

THE LITERARY ADDRESS.

REV. O. P. GIFFORD, D.D., Brookline, Mass.

**Monday Afternoon, May 15**

ALUMNI ADDRESS.

REV. ARCHIBALD CUNNINGHAM CREE, Class 1898, Moultrie, Ga.

**Monday Evening, May 15**

8:00 P. M. Alumni Meeting.

Election of Officers

The Relation of the Alumni to their Alma Mater.

Pres. T. J. Markham, Elizabeth City, N. C.

Local Alumni Associations.....E. B. Josey, Tarboro, N. C.

A Million Dollars for Wake Forest: (a) Bequests; (b) Living  
Endowment Unions; (c) Gifts.

E. F. Aydlett, Elizabeth City, N. C.

R. L. Burns, Pittsboro, N. C.

Dr. H. A. Royster, Raleigh, N. C.

The Opportunities of the Alumni in Directing Students to Wake Forest College. . . . . Rev. Oscar E. Sams, Lynchburg, Va.

The Relation of the College to the Denomination,

A. D. Ward, New Bern, N. C.

Appointment of an Alumni Representative,

T. E. Holding Wake Forest, N. C.

B. F. Montague, Raleigh, N. C.

SENIOR CLASS RECEPTION.

**Tuesday Morning, May 16**

PRESENTATION OF MEDALS.

*Philomathesian:*

Senior Orator's Medal, to K. M. Yates.

Junior Orator's Medal, to J. M. Hester.

Sophomore Orator's Medal, to E. D. Banks.

Freshman Orator's Medal, to L. R. Williford.

John E. White Medal, to R. H. Taylor.

*Euzelian:*

Thomas Dixon Senior Orator's Medal, to B. C. Ingram.

Junior Orator's Medal, to J. B. Rucker.

Sophomore Orator's Medal to, R. R. Mallard.

Freshman Orator's Medal, to F. C. Freezor.

J. L. Allen Orator's Medal, to A. C. Reid.

*Open to all Students:*

Hubert A. Royster Scholarship and Athletic Medal, to W. A. Harris.

*Wake Forest Student* Essay Medal, to R. S. Britton.

*Wake Forest Student* Fiction Medal, to R. R. Mallard.

PINS AWARDED TO DEBATERS REPRESENTING THE COLLEGE IN  
INTER-COLLEGIATE DEBATES:

Wake Forest—Richmond Debate, held at Richmond, Va., to R. H. Taylor, B. M. Boyd, and J. B. Rucker.

Wake Forest—Richmond Debate, held at Raleigh, to I. L. Bennett, E. B. Cox, and J. G. Booe.

The Peace Contest Medal, to A. C. Reid.

## ADDRESSES BY REPRESENTATIVES OF THE GRADUATING CLASS.

E. B. COX—"North Carolina's Imperative Task."

R. K. REDWINE—"Social Inequality."

A. C. LOVELACE—"Vital Preparedness."

R. H. TAYLOR—"Our Debt to France."

C. J. HUNTER, JR.—"The Effect of War on Literature."

K. M. YATES—"The Neglected Factor in the Rural Problem."

A. D. Ward Medal Presented to Carey Hunter, Jr.

## CONFERRING DEGREES.

## Degrees

### ACADEMIC

#### MASTER OF ARTS

A. C. CAMPBELL.	W. G. DOTSON	F. C. SAMS
L. H. CAMPBELL	P. E. DOWNS	H. M. VANN
C. W. CARRICK	T. C. HOLLAND	J. W. VANN
A. L. CARLTON	E. B. WHITEHURST	

#### BACHELOR OF ARTS

J. BEAL	L. P. HENDRIX	D. R. PERRY
I. L. BENNETT	R. P. HOLDING	J. C. POWELL
L. A. BIRD, JR.	W. W. HOLDING, JR.	R. K. REDWINE
L. E. BLACKMAN	R. F. HOUGH	F. C. SAMS
J. G. BOOE	C. J. HUNTER, JR.	N. J. SIGMAN
H. G. BRYANT	B. C. INGRAM	G. V. STEPHENS
W. S. BURLESON	D. H. IVES	L. T. STALLINGS, JR.
L. R. CALL	F. T. JOHNSON	G. F. STROLE
J. D. CANADY	J. B. JONES	W. D. SUTTON
F. W. CARROLL	J. M. KESLER	H. L. SWAIN
W. S. CLARKE	H. E. LANE	W. T. TATE
A. R. COUSINS	G. W. LASSITER	R. H. TAYLOR
B. M. COVINGTON	A. C. LOVELACE	C. THOMAS
W. H. DEITRICK	A. D. McFADYEN	W. F. WARD
A. I. FERREE	P. D. MANGUM	R. L. WHITLEY
G. W. GREENE	G. G. MOORE	E. P. WHITLEY
A. HALL	J. M. NEWBOLD	W. B. WRIGHT
W. A. HARRIS	C. C. OLIVE	K. M. YATES
W. C. HARWARD	H. R. PASCHAL	

#### BACHELOR OF SCIENCE

W. R. FERRELL	H. J. POPE	A. P. SLEDD
C. C. GREGORY	C. O. RIDDICK	W. F. TAYLOR
	W. A. RIDDICK	

#### BACHELOR OF SCIENCE IN MEDICINE

J. E. ANDREWS	G. H. DAVIS	R. F. SLEDGE
S. J. BLACKMON	A. L. DENTON	R. C. TATUM
R. F. CARTER	C. H. FRYAR	E. S. THOMPSON
K. CASTEEN	S. B. MOORE	L. P. WILLIAMS
	G. D. ROWE	

## BACHELOR OF LAWS

J. A. ABERNETHY	C. R. FRANKS	K. A. PITTMAN
F. B. ASHCRAFT	J. M. GATLING	S. H. SAUNDERS, JR.
T. A. AVERA	G. W. HAIR	H. C. STRICKLAND
J. H. BARNES	W. H. LYON, JR.	G. F. STROLE
E. B. COX	J. P. MULL	E. P. WHITLEY
A. O. DICKENS	B. R. OLIVE	H. W. WHITLEY
W. C. DOWNING	L. PARKER	J. B. WHITLEY
A. I. FERREE	H. D. PEGG	

## HONORARY

## DOCTOR OF LETTERS.

Professor John Leslie Hall, of William and Mary College, Williamsburg, Virginia.

## DOCTOR OF MUSIC

Professor Albert Mildenberg, of Meredith College, Raleigh, N. C.

## DOCTOR OF DIVINITY.

Rev. Martin Luther Kesler, of Thomasville, N. C.  
 Rev. Thomas Jerome Taylor, of Warrenton, N. C.

## Society Day, 1916

Society Day, the autumnal celebration of the Philomathesian and Euzelian Literary Societies, occurred on October 30, with the following program:

### JUNIOR-SOPHMORE DEBATE, 1:30 P. M.

L. V. COGGINS, Phi.  
*President.*

H. I. HESTER, Eu.  
*Secretary.*

### QUERY:

*Resolved:* That the United States Should Annex Mexico.

#### AFFIRMATIVE.

E. V. HUDSON, Eu  
Rutherford County  
A. D. ODOM, Phi.  
Nash County.

#### NEGATIVE.

C. P. HERRING, Phi.  
Pender County.  
L. S. SPURLING, Eu.  
Cleveland County.

### ORATIONS, 7:30 P. M.

C. H. STEVENS, Phi.  
Johnston County.  
"Divine Discontent."  
G. E. EDDINS, Eu.  
Stanly County.  
"Americanism and World  
Politics."

A. C. REID, Eu.  
Davidson County.  
"North Carolina's Greatest  
Liabilities."  
J. B. DAVIS, Phi.  
Madison County.  
"The Anglo-Saxon Heritage—  
World Peace."

### MARSHALS.

T. C. MCKNIGHT, Eu., Chief.  
B. S. LILES.  
J. D. MOORE.

W. H. PASCHAL, Phi., Chief.  
P. D. CROOM.  
C. L. O'BRIAN.

## Anniversary of the Literary Societies, 1917

On February 17th the Literary Societies held their annual celebration, with the following program:

DEBATE—2:00 P. M.

E. C. DENTON, Eu., *President.*

R. J. HALL, Phi., *Secretary.*

QUERY:

*Resolved,* That the Government should own and operate the railroads, Constitutionality waived.

AFFIRMATIVE.

J. M. HAYES, Phi.

Wilkes County

G. S. QUILLIN, Eu.

Rowan County.

NEGATIVE.

J. C. NEWTON, Eu.

Cleveland County.

H. R. PASCHAL, Phi.

Chatham County.

ORATIONS AND RECEPTION—8:00 P. M.

J. M. HESTER, Phi.

Robeson County.

The Contribution of the Jews  
to Human Advancement.

J. B. RUCKER, Eu.

Rutherford County.

The New Democracy and  
Leadership.

MARSHALS.

G. F. WASHBURN, Eu., Chief.

J. A. FLEETWOOD.

L. W. HAMRICK.

C. P. HERRING, Phi., Chief.

O. T. GLENN.

S. E. AYRES.

## SUBJECTS ACCEPTED FOR ADMISSION

SUBJECT	TOPICS	UNITS
English 1	English Grammar, Rhetoric, and Composition	1
English 2	Critical Study of Specimens of English Literature	2
English 3	History of English Literature	1
Mathematics 1 (a)	Algebra to Quadratic Equations	1
Mathematics 1 (b)	Quadratics, Progressions, and the Binomial Formula	1
Mathematics 2	Plane Geometry	1
History 1	General History	1
History 2	Mediæval and Modern European History	1
History 3	English History	$\frac{1}{2}$
History 4	American History	$\frac{1}{2}$
Latin 1	Grammar, Composition, and Translation	1
Latin 2	Cæsar's Gallic War, I-IV; Grammar; Composition	1
Latin 3	Cicero's Orations (6); Grammar; Composition	1
Latin 4	Vergil's Æneid, I-VI; Grammar; Composition	1
Greek 1	Grammar; Composition	1
Greek 2	Xenophon; Anabasis, I-IV	1
German 1	Elementary Grammar, Composition, and Translation	1
German 2	Advanced Grammar, Composition, and Translation	1
French 1	Elementary Grammar, Composition, and Translation	1
French 2	Advanced Grammar, Composition, and Translation	1
Science 1	Physical Geography	$\frac{1}{2}$
Science 2	Physiology	$\frac{1}{2}$
Science 3	Physics	$\frac{1}{2}$
Science 4	Botany	$\frac{1}{2}$
Agriculture		$\frac{1}{2}$
Bible 1		$\frac{1}{2}$
Bible 2		$\frac{1}{2}$
Civics		$\frac{1}{2}$

## 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. Consultation with the Examiner.
2. Payment of fees in the Bursar's office the first day of the term.

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

## Requirements for Admission

Applicants for admission to courses in the College, leading to a degree, must have, in addition to the pre-academic or grammar school studies, four years of high school preparation, or a full equivalent, including all subjects specifically required for entrance on the several courses.

Credit for preparatory work is allowed upon presentation of Certificates of Admission from accredited academies and high schools. These certificates must be duly made out and signed by the proper officials of the schools from which the applicants come, and should show in detail, (1) the textbook used in each subject, (2) the amount completed, (3) the number of weeks spent thereon, (4) the length in minutes of the recitation period, and (5) the mark or grade secured. Blanks for this purpose will be sent upon application. When the applicant has received his preparation at two or more schools, he must present a certificate from each school. He must see to it that his certificate is full and correct before he presents it, for credits will be allowed only for properly certified work.

Examinations, the scope of which is indicated below, will be required at entrance of all applicants who do not present certificates.

Entrance requirements are designated in terms of units. A unit represents a high school course extending throughout the school year of not less than thirty-two weeks, with five periods weekly of not less than three-quarters of an hour each.

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

English, 3 units;

Mathematics, 2 1-2 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit.

Elective, 2½ units. To be made up from any of the subjects for admission accepted.

### **Conditions**

Students are urged to complete their preparation before coming to the College. An applicant with a minimum of 12½ units may be admitted to the Freshman Class on condition that he take work to remove his deficiencies before the beginning of his Sophomore year. For this purpose he may use the courses designated by letters in French, German, Greek, and Latin.

For the B.A. degree, except in Group 5, the four units of Languages other than English may be Latin; for the B.A. degree, Groups 5 and 6, two of the units must be Latin and two Modern Languages.

### **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.*

2. *Reading.* 2 units.

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, 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.

For 1916-1917

REQUIRED FOR STUDY.

GROUP I—*Drama.* (One to be selected.)

Shakespeare's *Julius Cæsar*, *Macbeth*, or *The Merchant of Venice*.

GROUP II—*Poetry.* (One to be selected.)

Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; Tennyson's *The Coming of Arthur*, *The Holy Grail* and *The Passing of Arthur*; Palgrave's *Golden Treasury* (First Series), Book IV.

GROUP III—*Oratory*. (One to be selected.)

Burke's Conciliation With America; Washington's Farewell Address and Webster's First Bunker Hill Oration; Macaulay's Two Speeches on Copyright and Lincoln's Speech at Cooper Union.

GROUP IV—*Essays*. (One to be selected.)

Carlyle's Essay on Burns, with a selection from Burns' Poems; Macaulay's Life of Johnson; Emerson's Essay on Manners.

## REQUIRED FOR READING.

Ten books are required, subject to the limits of choice specified in the various groups.

## GROUP I. (Two to be selected.)

Selections from the Old Testament; The Odyssey, omitting, if desired, Books I-V, XV-XVII; The Iliad, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI; Vergil's *Æneid*.

For any selection from this group a selection from any other group may be substituted.

## \*GROUP II. (Two to be selected.)

Shakespeare's Merchant of Venice; Shakespeare's Midsummer-Night's Dream; Shakespeare's As You Like It; Shakespeare's Twelfth Night; Shakespeare's Henry V; \*Shakespeare's Julius Cæsar; Shakespeare's King John; Shakespeare's Richard II; Shakespeare's Richard III; Shakespeare's Coriolanus; \*Shakespeare's Macbeth; Shakespeare's Hamlet.

## GROUP III. (Two to be selected.)

George Eliot's Silas Marner; Goldsmith's Vicar of Wakefield; either Scott's Ivanhoe or Scott's Quentin Durward; Dickens' Tale of Two Cities; Stevenson's Treasure Island; Swift's Gulliver's Travels; Cooper's Last of the Mohicans; Defoe's Robinson Crusoe, Part I; Hawthorne's House of the Seven Gables, Twice Told Tales, or Mosses from an Old Manse; Thackeray's Novels, any one; Mrs. Gaskell's Cranford; Malory's Morte d'Arthur; Bunyan's Pilgrim's Progress, Part I; Frances Burney's Evelina; Jane Austen's Novels, any one; Miss Mitford's Our Village; Kingsley's

\*If not chosen for study.

Westward Ho! or Hereward the Wake; Reade's The Cloister and the Hearth; Blackmore's Lorna Doone; Hughes's Tom Brown's School Days; Poe's Selected Tales; A Collection of Short Stories by Various Writers.

GROUP IV. (Two to be selected.)

Sir Roger De Coverley Papers or Selections from The Tatler and The Spectator; Franklin's Autobiography; Irving's Sketch Book, or Life of Goldsmith; Macaulay's Essay on Lord Clive, Warren Hastings, Milton, Addison or Goldsmith; Thackeray's English Humorists; Selections from Lincoln's Addresses and Letters; Lamb, selections from the Essays of Elia; Ruskin's Sesame and Lilies; Parkman's Oregon Trail; Thoreau's Walden; Huxley's Autobiography and extracts from Lay Sermons; Stevenson's Inland Voyage and Travels with a Donkey; Boswell's Life of Johnson; Southey's Life of Nelson; Lockhart's Life of Scott; Trevelyan's Life of Macaulay; Dana's Two Years Before the Mast; Lowell's Selected Essays; Holmes's The Autocrat of the Breakfast Table; Essays by Bacon, Lamb, DeQuincey, Emerson. etc.; Letters by Various Writers.

GROUP V. (Two to be selected.)

Goldsmith's Deserted Village and The Traveler; Coleridge's Ancient Mariner, Christabel and Kubla Khan; Scott's Lady of the Lake; Macaulay's Lays of Ancient Rome, The Battle of Naseby, The Armada, Ivry; Tennyson's The Princess, or Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur; Browning's Select Poems; Arnold's Sohrab and Rustum and The Forsaken Merman; Byron's Childe Harold, Canto III or IV, and Prisoner of Chillon; Palgrave's Golden Treasury (First Series), Books II and III; Pope's The Rape of the Lock; English and Scottish Ballads; Selections from American Poetry; Palgrave's Golden Treasury (First Series), Book IV (if not chosen for study).

### Latin

#### I. Amount and Range of Preparatory Work Required

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than

Cæsar, Gallic War, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I-VI.

2. The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar, Gallic War and Civil War; Nepos, Lives; Cicero, Orations, Letters, and *De Senectute*; Sallust, Catiline and Jugurthine War; Vergil, Bucolics, Georgics, and Æneid; Ovid, *Metamorphoses*, *Fasti*, and *Tristia*.

The following credits are given:

(a) GRAMMAR AND COMPOSITION.—Mastery of forms, vocabularies, principal parts of verbs, idioms and rules of syntax found in such beginners' books as Potter's, D'Ooge's, Inglis and Prettyman's, and Bennett's; also ability to write simple Latin prose based on the vocabularies and rules of syntax given in these books. 1 unit.

(b) CÆSAR.—Gallic War. One complete year, 5 recitations a week, covering three to five books of the text, with composition and grammar. 1 unit.

(c) CICERO.—Orations for the Manilian Law and for Archias and three or four other orations. Twenty-five pages of the letters may be substituted for one oration. Composition and grammar. 1 year, 5 recitations a week. 1 unit.

(d) SALLUST.—Catiline and Jugurthine War, with composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

(e) NEPOS.—Lives, with composition and grammar. 5 recitations a week.  $\frac{1}{2}$  year,  $\frac{1}{2}$  unit; 1 year, 1 unit.

(f) VERGIL.—Æneid, five or six books, with prosody, composition and grammar. The Bucolics and the Georgics in whole or in part may be substituted for an equivalent amount of the Æneid. 1 complete year, 5 recitations a week. 1 unit.

(g) OVID.—Selections from the *Metamorphoses*, *Fasti*, and *Tristia*, with prosody composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

(h) CICERO.—*De Senectute*, with composition and grammar.  $\frac{1}{2}$  year, 5 recitations a week.  $\frac{1}{2}$  unit.

## II. Subjects and Scope of the Examinations

1. *Translation at Sight.* Candidates who do not present satisfactory certificates will be examined in translation at

sight of both prose and verse. The vocabulary, construction, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

2. *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, Oration for the Manilian Law and Oration for Archias; Vergil, *Æneid*, I, II, and either IV or VI at the option of the candidate, with questions on subject matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No

translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination can not test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more frequently practiced.

The work in composition should give the student a better understanding of the Latin he is reading at the time, if it is prose, and greater facility in translation. It is desirable, however, that there should be systematic and regular work in composition during the time in which poetry is read, as well; for this work the prose authors already studied should be used as models.

### **Greek**

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, construction 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 Algebra and of College Algebra (each studied one year) 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 unit.

Five Books of Plane Geometry.

### Modern Languages

*German.* 1 or 2 units.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy German prose and verse. 1 unit.

Second Year. (1) Reading of from 300 to 400 pages of literature in form of stories and plays; (2) grammar and composition continued. 1 unit.

*French.* 1 or 2 units.

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

Second Year. (1) Reading of from 400 to 500 pages of French literature including readings from Molière, Corneille, and Racine; (2) grammar and composition continued. 1 unit.

*Spanish.* 1 or 2 units.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy Spanish prose. 1 unit.

Second year. (1) Reading of from 200 to 250 pages of Spanish literature; (2) grammar and composition continued. 1 unit.

### Political Science

*General History.* 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Mediaeval and Modern History: Myers' "Mediaeval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

*English History.* 1-2 Unit.

The student should be familiar with the leading events in English History, such as may be found in Cheney's "A Short History of England."

*United States History.* 1-2 unit.

The student should be familiar with the history of the United States as told in a text-book of not less than 300 pages.

### Science

*Physical Geography.* 1-2 unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurry'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," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

*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."

*Physics.* 1-2 unit.

Entrance requirements in Physics will be met by the knowledge that may be acquired of the subject from the study of Hoadley's "Brief Course in Physics" or some book of similar grade.

#### **Admission to Advanced Standing**

Students bringing proper certificates of work done in other colleges of good standing will be given advanced credit for such work without examination, on the approval of the professor in whose department the advanced credit is sought, but at least one year's residence at the College will be required of every candidate for a baccalaureate degree. To students coming from secondary schools credit for advanced standing will be given only after examination, or the satisfactory completion of other work in the department in which credit is sought.

## 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. MATHEMATICS.

1. Solid Geometry and Trigonometry.
2. 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. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.

- XI. THE BIBLE.
- XII. EDUCATION AND PHILOSOPHY.
- XIII. LAW.
- XIV. MEDICINE.
1. Anatomy.
  2. Physiology and Bio-Chemistry.
  3. Bacteriology and Pathology.
- XV. PHYSICAL CULTURE.

I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

*Professor H. McN. Poteat.*

*Professor Paschal.*

The primary purpose of this department is to give the student the ability to read and interpret the masterpieces of Latin literature with accuracy and ease. 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.

COURSE A.—Five hours weekly.

VERGIL.—Æneid (Knapp). Grammar and Composition. May be counted towards credits for a degree only when taken in College by students who have offered four units of foreign languages on entrance requirements.

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. Admission to this class is by examination or cer-

tificate, but no student will be allowed to remain in the class, if it becomes evident that he is not prepared for the work.

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Bradley's Arnold's Prose; Allen and Greenough's Grammar; original exercises.

LIVY.—Books I and II or XXI and XXII. Fall Term.

CICERO.—Letters (Poteat); lectures on Cicero and his times. First ten weeks of the Spring Term.

HORACE.—Odes and Epodes (Moore). Second ten weeks of the Spring Term.

#### COURSE 2.—Three hours weekly.

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

TACITUS.—Germania and Agricola (Stuart). Fall Term.

HORACE.—Satires and Epistles (Morris). First ten weeks of the Spring Term.

MARTIAL.—Epigrams (Post).—Second ten weeks of the Spring Term.

Lectures and papers on Roman Life.

#### COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with collateral reading.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

#### COURSE 4.—See Education and Philosophy 4.

#### COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Rapid reading of selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

Readings from Horace, Persius, Juvenal, Petronius; the origin and development of Satire. Spring Term.

## II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

*Professor Royall.*

*Professor Paschal.*

COURSE A.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. May be counted towards credit for a degree only when taken in College by students who have offered four units of Language on entrance requirements.

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 in 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.

PLATO.—Apology and Crito, with exercises in Greek Prose, designed to give a review of Greek Grammar, and to illustrate Platonic idiom.

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.—Two hours weekly. Elective.

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

ATTIC ORATORS.—Demosthenes, Lysias and Isocrates.

**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.

Ten plays from Æschylus, Sophocles, and Euripides.

**COURSE 5.**—**THE GREEK NEW TESTAMENT.**—Three hours weekly. Elective. (The object of this course is to enable students of classic Greek to acquire a knowledge of the New Testament idiom.)

**TEXT-BOOKS.**—Westcott and Hort's New Testament in Greek; Robertson's Grammar of the Greek New Testament; Thayer's Lexicon.

**III. SCHOOL OF MODERN LANGUAGES.**

*Professor Gorrell.*

*Associate Professor Sydnor.*

*Assistant in Spanish Garcia.*

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 at least one hundred and fifty pages of reading, sufficient to enable the student to translate these languages with accuracy and ease.

**German**

**GERMAN A.**—Elementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

**GRAMMAR AND COMPOSITION.**—Bacon's German Grammar, Oral and written exercises.

**READING.**—Bacon's Im Vaterland.

GERMAN B.—Supplementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

GRAMMAR AND COMPOSITION.—Collar-Eysenbach's German Lessons.

PROSE AND VERSE.—Schiller's Wilhelm Tell; Goethe's Hermann und Dorothea; Lessing's Minna von Barnhelm.

GERMAN 1.—Three hours a week.

COMPOSITION.—Harris' German Composition.

CLASSICAL LITERATURE.—Lectures on German literature, followed by extensive readings from the works of Lessing, Goethe, Schiller, Heine, and modern authors.

### French

FRENCH A.—Elementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

GRAMMAR AND COMPOSITION.—Fraser and Squair's Shorter French Course. Blackboard drill and written exercises.

READING.—Aldrich and Foster's French Reader.

FRENCH B.—Supplementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

GRAMMAR AND COMPOSITION.—Grandgent's French Composition. Written exercises and blackboard drill.

LITERATURE.—Lectures on French Literature. Study of the classical drama with readings from Molière, Corneille, and Racine.

FRENCH 1.—Three hours a week.

COMPOSITION.—Grandgent's French Composition.

LITERATURE.—Lectures on French Literature and readings from the principal authors of the seventeenth, eighteenth, and nineteenth centuries.

### Spanish

SPANISH A.—Elementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

COMPOSITION.—De Vitis's Spanish Grammar.

PROSE.—Ernesto Nelson's Spanish-American Reader.

SPANISH B.—Supplementary Course. Three hours a week. May be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

Hall's All-Spanish Method, Nelson's South-American Reader, Waxman's A Trip to South America, Whitem and Andrade's Spanish Commercial Correspondence.

SPANISH 1.—Three hours a week.

Continuation of drill in the writing and speaking of Spanish. Lectures on Spanish literature. Readings from Cervantes, Galdos, Alarcon, Valera, and others.

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#### IV. SCHOOL OF ENGLISH.

*Professor Sledd.*

*Associate Professor Sydnor.*

Requirements for admission to this department are given on page 52.

*Students admitted on certificate to Course 1, whose work falls below the grade of 80 in the month of September, will be required to take a supplementary course of two hours a week under an instructor until the deficiency is made good.*

COURSE 1.—Three hours a week. Prescribed for the B.A. and the B.S. degree.

COMPOSITION AND RHETORIC.—Slater's Freshman Rhetoric and Woolley's Handbook of Composition are the texts. Forty themes are written.

LITERATURE.—In connection with the work of composition, the prose selections in the Century Readings are studied in the classroom.

PARALLEL READING.—Fifteen prose masterpieces are read during the year in addition to the classroom work.

COURSE 1a.—One hour a week. Elective.

An introductory course in Journalism based on Bleyer's *Newspaper Editing*. The course is designed especially for the student newspaper correspondents. In connection with a local paper, opportunity for practical work is given.

COURSE 1b.—(See the School of Education and Philosophy for prerequisites and statement. This course will not be counted as an elective course in English.)

COURSE 2.—Three hours a week. Prescribed for the B.A. and the B.S. degree. Students admitted to this course on certificate from other institutions, whose work falls below the grade of 80 in the month of September, will be required to take English 1.

OUTLINE COURSE IN LITERATURE.—First half-session. Long's History of English Literature and selections from the poets in the Century Readings.

SHAKESPEARE.—Critical study of the *Midsummer Night's Dream*, *Romeo and Juliet*, *Hamlet*, *Othello*, and *The Tempest*. Ten other plays are assigned for private reading and examination. The New Hudson Shakespeare is used in classroom, the Cambridge Shakespeare (Neilson) for outside reading. Neilson and Thorndike's *Facts about Shakespeare*. A set of Furness' *Variorum Edition* is accessible to students. Ten weeks during the second 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. Ten weeks during the second half-session.

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. Courses 3a and 3b are given in alternate years. Students who elect this course will be required to purchase a considerable number of books.

3a.—American Literature.

3b.—The English Drama.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. Students may elect either 4a or 4b. Each course continues through the year.

4a.—The general purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

*The Fall Term.*—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate are studied carefully. Many written and oral exercises are required; and a considerable amount of parallel reading is done in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

*The Spring Term.*—After a brief study of the Oration, with Shurter's The Rhetoric of Oratory as the text, the work of this term is given to the study of the special forms of public speech other than the argument and the oration. Knapp and French's The Speech for Special Occasions and Baker's The Forms of Public Address are studied. Frequent oral and written exercises are required; and Sear's The History of Oratory and the speeches of the great orators are read as parallel.

4b.—This is essentially a course in writing. An effort is made to develop in the student a sense of style. The study

of masterpieces and practice in composition go hand in hand.

**THE SHORT STORY.**—Various manuals supply critical material. For study and practice, 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.

**COURSE 5.**—Two hours a week. Elective. Open to those who have completed Course 2.

**OLD ENGLISH.**—Bright's Anglo-Saxon Reader.

**CHAUCER.**—The Globe Chaucer, Root's The Poetry of Chaucer.

**HISTORY OF THE LANGUAGE.**—Greenough and Kittredge's Words and Their Ways in English Speech, Jespersen's Growth and Structure of the English Language.

**COURSE 6.**—Two hours a week. Elective to those who have completed Course 2.

**TENNYSON.**—The Globe Edition and Stopford Brooke's The Poetry of Tennyson.

**BROWNING.**—Representative dramas and poems are studied, including The Ring and the Book. The Camberwell Edition, Sharp's Life of Browning, and Stopford Brooke's The Poetry of Browning.

**MATTHEW ARNOLD.**—Practically the whole of Arnold's poetry and selections from his prose will be studied.

**MINOR VICTORIAN POETS.**—Stedman's Anthology.

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## V. SCHOOL OF MATHEMATICS.

*Professor Jones.*

*Professor Lake.*

*Professor Lanneau.*

*Instructor Dotson.*

**COURSE 1.**—Five hours weekly. Prescribed for the B.A. and the B.S. degree. To take this course the student

must show that he has completed at least one year's work of Elementary Algebra and one year's work of Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

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

SPRING TERM.—Plane and Spherical Trigonometry three hours a week. Review of College Algebra two hours a week.

COURSE 2.—Three hours weekly. 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 Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space.

COURSE 3.—Three hours weekly. For entrance on this course satisfactory examinations on Courses 1 and 2 are required.

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

TEXT-BOOK.—Osborne's Calculus.

COURSE A.—Two hours weekly throughout the year. This course presupposes Course 1, but may be taken in conjunction with Courses 2 and 3. Special attention is given to review of fundamental principles of Algebra, Complex Numbers, Theory of Equations, Determinants, and Infinite Series.

FALL AND SPRING TERMS.—Advanced Algebra.

COURSE B.—Designed particularly for students contemplating the teaching of Mathematics. For description see School of Education and Philosophy.

COURSE C.—Solid Analytic Geometry. Two hours a week for Spring Term. Designed particularly for students expecting to study Higher Mathematics or Engineering.

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## VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

*Professor Lanneau.*

The subjects taught in this School are: Land Surveying, Mechanical Drawing, Descriptive Geometry, and Astronomy.

### THE OBSERVATORY.

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clockwork to synchronize with the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

### THE FIELD OUTFIT

Includes instruments of best grade—Surveyor's Compass, with Vernier and Out-keeper; Steel Chains and Pins; Ranging Rods; Engineer's Level with 20-inch Telescope; Leveling Rods, reading to one-thousandth of a foot; Sextant and Mercurial Horizon; Surveyor's Transits, with vertical arc, stadia, latitude level, and solar attachment.

### THE DRAFTING ROOM.

Is equipped with good tables with locked drawers for instruments and materials.

**COURSE 1.**—*Compass Surveying, Leveling, and Mechanical Drawing.*—Four hours a week in recitation and drawing, and two hours a week in field work. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the exact adjustment of the various instruments as well as their use in the field.

The field work embraces surveys of land and dividing of land, section levelings and the findings of inaccessible heights and distances.

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

**TEXT-BOOKS.**—Barton's Surveying, Anthony's Mechanical Drawing.

Students purchase drawing instruments and material.

**COURSE 2.**—*Transit Surveying and Descriptive Geometry.*—Five hours a week in recitation and drawing, and two hours a week in field work. Counting six in the requirements for degree.

**FALL TERM.**—Transit Surveying, Descriptive Geometry, Orthographic Projection Drawing.

**SPRING TERM.**—Transit Surveying, Descriptive Geometry, Drawing.

**TEXT-BOOKS.**—Barton's Surveying, Church and Bartlett's Descriptive Geometry.

**COURSE 3.**—*Astronomy.*—Three hours a week the entire session.

To take this course requires familiarity with Mathematics 1 and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the "New Astronomy." The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor's recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar 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, The Nautical Almanac, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis's Practical Astronomy.

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## VII. SCHOOL OF CHEMISTRY.

*Professor Nowell.*

*Instructor Dotson.*

*Assistant Phillips.*

COURSE 1.—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.S. degree.

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. 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 year. Elective, counting four 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.—A lecture course in Applied Chemistry. Two hours weekly.

This course is intended to familiarize the student with the various methods of synthesis and analysis in use in industrial laboratories. During the last month of the spring term lectures will be given on the history of the development of chemistry.

COURSE 5. (Education 8.)—Two hours a week. For teachers of Science in High Schools.

See School of Education and Philosophy 8.

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### VIII. SCHOOL OF BIOLOGY.

*Professor W. L. Poteat.*

*Instructor W. F. Taylor.*

COURSE 1.—*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 parallel with assigned lessons in the text-book, and 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 a compound microscope for each student.

Three hours a week for lecture and recitation, and two for laboratory work throughout the session.

To be purchased by the student: Magnifier and dissecting set; Conn's Biology. In the special library lodged in the building the student may consult the usual manuals and reference books and a number of important journals.

COURSE 2.—*Botany.*—This course begins with a study of typical representatives from the several groups of Algæ.

The Fungi are next taken up, and forms from the succeeding groups of plants, including the Angiosperms, are studied. Plant Physiology is studied hand-in-hand with plant morphology. A large part of the material is to be collected by the student under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Coulter, Barnes and Cowles' Text-book of Botany. The laboratory is supplied with numerous books of reference.

**COURSE 3.—*Zoology*.**—This course is designed to give the student an idea of the animal series by studying representative types from the Protozoa to the higher Vertebrates. The study of animal activities goes forward in connection with the study of animal structure. Material is furnished showing the cleavage stages and early development of certain forms. The student is expected to obtain, when it is possible, the living material in its native environment on excursions made under the direction of the Professor.

Four hours a week for lecture and laboratory work throughout the session. Elective, counting four in the degree courses, and offered only to students who have taken Course 1 of this School.

To be purchased by the student: Dissecting set and magnifier; Osborn's Economic Zoology. Numerous books of reference may be found in the laboratory.

**COURSE 4.**—This course is offered to show the recent progress in disease-prevention due to the efforts of laboratory investigators, physicians, and public health officials, and to prepare an intelligent body of citizens to appreciate the work done and to coöperate in its extension.

To accomplish this end physiology is taught in the fall term as well as some of the fundamental facts in anatomy, histology, bacteriology, and pathology.

In the spring term lectures are given in the following subjects:

- I. Death Rate and Disease Prevention.
- II. Various Types of Disease and Certain Hygienic Considerations.
- III. The Germ Theory of Disease and Other Theories.
- IV. The Life of Micro-organisms.
- V. Plant and Animal Parasites.
- VI. Micro-organisms in Air, Water and Foods.
- VII. Infection and the Spread of Disease.
- VIII. Disinfection and Disinfectants.
- IX. Susceptibility and Resistance.
- X. Immunity.
- XI. Specifics in the Treatment of Disease.
- XII. Colds and This Like.
- XIII. Typical Filth Diseases.
- XIV. Special Types of Filth Diseases.
- XV. Smallpox and Vaccination.
- XVI. Wound Infections.
- XVII. Diphtheria and Pneumonia.
- XVIII. Contagious Diseases of Childhood.
- XIX. Tuberculosis.
  1. Its Manifestation and Causes.
  2. Its Prevention and Control.
  3. Its Cure.
- XX. Malaria and Yellow Fever.
- XXI. Cancers.
- XXII. The Degenerative Diseases.

The course is required for all degrees except B.S. in medicine. Extends through the year with two hours of lecture, laboratory or observational work per week.

Two hours a week for lecture and recitation during the fall term. Required for the B.A. degree, except B.A. in medicine.

Huxley and Lee's *Elementary Physiology* is to be purchased by each student.

COURSE 5.—*Geology*.—This course begins with the study of the chief rock-forming minerals, after which are taken up the general principles of Geology. The latter part of the course deals with the records of early life. The work includes practical exercises in the field.

Two hours a week throughout the session. Elective for the B.A. and the B.S. degrees.

To be purchased by the student: Crosby's Determination of Common Minerals and Scott's Introduction to Geology.

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## 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 criticism 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. degrees.

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.—Black and Davis's Practical Physics; 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 continues the study of General Physics. The treatment 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; Silvanus Thompson's Lessons in Electricity and Magnetism, Seventh Edition; Sabine's Manual; Ames and Bliss's Manual.

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## X. SCHOOL OF POLITICAL SCIENCE

*Professor Pearson.*

### History

COURSE 1.—*Mediaeval and Modern Europe.*—A general survey of the history of Western Europe since the later Roman Empire, with special attention to the modern period. Note-taking, map-drawing, and a liberal amount of library work are required. Must be taken in the Freshman year by all candidates for the LL.B. degree and in the Sophomore year by all candidates for the B.A. except the B.A. in Medicine. Prerequisite for other courses in this School. Monday, Wednesday, Friday.

COURSE 2.—*American History*.—A general survey of the development of the American nation, chiefly since 1750. Required for B.A. in Civics. Adapted to advanced students. Tuesday and Thursday.

COURSE 3.—[Education 7.] *History Teaching in the Secondary School*.—Not elective for work in this School. See School of Education and Philosophy.

COURSE 4.—*Problems in Southern History*.—May be taken only by permission of the instructor. Offers opportunity for practice in research method. Two hours, to be arranged.

[Offered in 1917-1918.]

### Economics

COURSE 1.—*Principles of Economics*.—An introductory study of the laws of consumption, production, exchange, and distribution of wealth; followed by special study of Rural Economics. Required for LL.B. in the second year. Elective for B.A. Prerequisite for Course 2. Recommended to second year students. Monday, Wednesday, Friday.

COURSE 2.—*Economic History of the United States*.—Supplemented by intensive study of current economic problems. Tuesday and Thursday.

[Omitted in 1917-1918.]

### Government

COURSE 1.—*American Government*.—The theory and practice of government in nation and state, with some attention to current political events. Required for LL.B. in the third year. Elective for B.A. Monday, Wednesday, Friday.

### Sociology

Elective for B.A. Recommended to Seniors. Tuesday and Thursday.

[Omitted in 1916-1917.]

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## XI. SCHOOL OF THE BIBLE.

*Professor Cullom.*

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 five courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, 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 special 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.*—Two hours a week for one year. Elective. The work of this class will be divided into three 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.

*Professor Cullom.*

COURSE 3.—*Christian History.*—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

*Professor Cullom.*

COURSE 4.—*Religion.*—Two hours a week for one year. Elective. This course will embrace four sections: (1) The fundamental place of religion in human life. That religion is an essential part of a normal human being is the thesis of this section of the course. (2) A candid study of the principal non-Christian religions of the world—what they are, what they have done, and their present situation and prospects. (3) The Christian thesis—what it is and to what extent it has justified its claim. (4) "The soul's competency under God"—the controlling principle of the individual Christian and of the church in its approach to men.

*Professor Cullom.*

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. 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.*

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## XII. SCHOOL OF EDUCATION AND PHILOSOPHY.

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

J. HENRY HIGHSMITH, B.A., M.A., *Professor of Education and Philosophy.*

HUBERT MCN. POTEAT, M.A., Ph.D., *Professor of Latin.*

HUBERT A. JONES, M.A., LL.B., *Professor of Mathematics.*

C. C. PEARSON, Ph.D., *Professor of History.*

E. W. SYDNOR, B.A., M.A., *Associate Professor of English.*

JOHN W. NOWELL, M.A., Ph.D., *Professor of Chemistry.*

### Education

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.

The aim of the School of Education is to give students professional training that will equip them for a high order of service in the teaching profession.

## COURSE 1.—Three hours a week. Elective.

EDUCATIONAL PSYCHOLOGY AND METHODS OF TEACHING.—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 relation to education.

The principles of general method. Special methods of teaching reading, spelling, arithmetic, geography, history, grammar, and English literature in the common schools.

TEXT-BOOKS.—Strayer, *A Brief Course in the Teaching Process*; Klapper, *Principles of Educational Practice*; Charters, *Teaching the Common Branches*.

## COURSE 2.—Two hours a week. Elective.

THE HISTORY OF EDUCATION.—*Fall Term*.—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, *Brief Course in the History of Education*.

PARALLEL READING.—Plato's *Republic*, Rousseau's *Emile*, Spencer's *Essays on Education*.

THE PRINCIPLES OF EDUCATION.—*Spring Term*.—The aim of education, the basis of education, educational values, the theory of recapitulation, the culture epochs theory, instinct as related to education, heredity, individual differences, memory, imitation, imagination, apperception, conception, induction, deduction, interest.

TEXT-BOOK.—Bolton, *Principles of Education*.

## COURSE 3.—Three hours a week. Elective.

SCHOOL ADMINISTRATION.—*Fall Term.*—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 construction, decoration and equipment of school buildings, school law, the relation of the municipal, state, and national governments to education.

TEXT-BOOKS.—Dutton and Snedden, *Administration of Public Education in the United States*.

Frequent reference to *State and County School Administration*, by Cubberley and Elliott; *Educational Administration*, by Strayer and Thorndike.

SECONDARY EDUCATION.—*Spring Term.*

A study of the principles of secondary education. Development and tendencies of secondary education will be traced to aid in understanding and appreciating current problems of secondary education. Aims and practices of the modern high school. Aims and methods of secondary instruction. College entrance requirements. General problems of secondary education.

TEXT-BOOKS.—Monroe, *Principles of Secondary Education*; Johnston, *High School Education*.

## COURSE 4.—Two hours a week.

For prospective teachers of High School Latin.—The elements of Latin and their proper presentation; a careful study of one book of Cæsar's *De Bello Gallico*, one oration of Cicero, and one book of Vergil's *Æneid*; a brief résumé of Roman History and the History of Roman Literature; discussions of text-books, special problems, etc.

*Professor H. McN. Poteat.*

## COURSE 5.—Two hours a week.

Designed chiefly for students who expect to teach. The principles of elementary and higher algebra, and plane geometry, with particular emphasis upon methods of presenting them. A brief course in the history of mathematics. The chief aim is to prepare students for teaching mathematics in the high schools of the State.

*Professor Jones.*

## COURSE 6.—Two hours a week.

For prospective teachers of High School English. The course will cover a review of the essentials of grammar and composition, the mechanics of theme-correcting, the use of English classics, the examination of high school text-books, a study of special problems, and the planning of a four years' course of study for secondary schools.

*Associate Professor Sydnor.*

## COURSE 7.—One hour a week.

A course in history teaching in secondary schools. Both method and subject matter will be studied. For entrance into this course students must have completed History I and History II. One hour a week throughout the year. Not elective for work in the History Department.

*Professor Pearson.*

## COURSE 8.—Two hours a week.

This course is intended particularly for those students who contemplate teaching science in the high schools of the State. Special attention will be given to methods of presenting chemistry to high school students. A general review of inorganic chemistry will be given during the latter part of the spring term.

*Professor Nowell.*

## COURSE 9.—One hour a week. Elective.

SUNDAY SCHOOL METHOD AND ADMINISTRATION.—The Sunday School is the chief agency of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

*Professor Highsmith.*

### Philosophy

COURSE 1.—Three hours a week. Required for the B.A. and B.S. degree.

A. *Psychology*.—The facts and laws of consciousness.

B. *Logic*.—The nature and test of clear thinking.

Stress will be laid on the practical side of logic.

C. *Ethics*.—A brief statement of ethical theory. Application of ethical principles to problems of life.

COURSE 2.—*Philosophy*.—Two hours a week. A study of the main problems of philosophy.

TEXT-BOOKS: Hibben, *The Problems of Philosophy*; Royce, *The Spirit of Modern Philosophy*.

### XIII. SCHOOL OF LAW.

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

NEEDHAM Y. GULLEY, M.A., LL.D., *Professor of Law, and Dean of the Department*.

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

R. B. WHITE, B.A., M.A., *Professor of Law*.

C. C. PEARSON, *Professor of Political Science*.

J. A. STEVENS, *Librarian*.

#### 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. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

#### FIRST YEAR.

COURSE 1.—Five hours a week.

*Fall Term.*—Blackstone's Commentaries (Lewis), selected cases.

*Spring Term.*—Clark's Criminal Law, Statutory Crimes; Bigelow on Bills, Notes and Cheques, Tiffany on Sales, selected cases.

*Professor Gulley.*

COURSE 2.—Five hours a week.

*Fall Term.*—Clark on Contracts, Huffcutt on Agency, selected cases.

*Spring Term.*—Bigelow on Torts, Hale on Bailments and Carriers, selected cases.

*Professor Timberlake.*

## COURSE 3.—Five hours a week.

*Fall Term.*—Long's Domestic Relations, Burdick on Wills, Crosswell on Administrators, selected cases.

*Spring Term.*—Cooley's Constitutional Law, Connor and Cheshire. Constitution of North Carolina.

*Professor White.*

## ENGLISH 1.—Three hours a week.

*Professor Sydnor.*

## SECOND YEAR.

## COURSE 4.—Five hours a week.

*Fall Term.*—Bispham's Equity, selected cases. Common Law and Equity Pleading. The Code of Civil Procedure and Practice.

*Spring Term.*—Jones on Evidence, selected cases.

*Professor Gulley.*

## COURSE 5.—Five hours a week.

*Fall Term.*—Bispham's Equity, Liens, selected cases.

*Spring Term.*—Clark on Corporations, Municipal Corporations, selected cases.

*Professor Timberlake.*

## COURSE 6.—Five hours a week.

*Fall Term.*—Hopkins on Real Property, Conveyancing, selected cases.

*Spring Term.*—Shumaker on Partnership, Remington on Bankruptcy, Richards on Insurance, selected cases.

*Professor White.*

## HISTORY 1.—Three hours a week.

*Professor Pearson.*

## THIRD YEAR.

## COURSE 7.—Five hours a week.

*Fall Term.*—Clark's Criminal Procedure, Bryant on Code Pleading, Long on Federal Procedure, selected cases.

*Spring Term.*—Childs on Guaranty and Suretyship, Sedgwick on Damages, selected cases.  
*Professor White.*

COURSE 8.—Five hours a week.

*Fall Term.*—Minor on Conflict of Laws, Wilson on International Law selected cases.

*Spring Term.*—Hughes on Admiralty, Howe's Civil Law, Tiffany on Banking, Sharswood's Legal Ethics, selected cases.  
*Professor Timberlake.*

POLITICAL ECONOMY 1.—Three hours a week.

*Professor Pearson.*

CONSTITUTIONAL GOVERNMENT.—Three hours a week.

*Professor Pearson.*

#### 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, Constitutional Government, and English, Course 1. No student is allowed to graduate except after three years of actual resident study, except 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 student 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 they may, without extra charge, take work in other college classes.

## SUMMER SCHOOL OF LAW.

The Summer School of Law begins on the fifth 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 and second years 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 fees for admission to all courses in the Summer School are twenty dollars tuition and five dollars matriculation, payable in advance.

Further information may be had by application to Professor Gulley, or Secretary Earnshaw.

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#### XIV. SCHOOL OF MEDICINE.

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

WILLIAM TURNER CARSTARPHEN, B.A., M.D., *Professor of Physiology and Pharmacology.*

G. ALFRED AIKEN, M.D., *Professor of Anatomy, Embryology and Histology.*

EUGENE A. CASE, M.D., *Professor of Pathology and Bacteriology.*

J. W. NOWELL, B.A., Ph.D., *Professor of Chemistry.*

WILLIAM G. DOTSON, B.S., *Instructor in Chemistry and Bio-Chemistry.*

JOHN G. BOOE, *Librarian.*

WALTER D. HOLLIDAY, *Technician.*

The School of Medicine was established in May, 1902. It combines two years of academic training with two years of medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the medical degree in six years. Upon this work the College confers the degree of Bachelor of Arts in Medicine, which admits the student to the third year of medicine in a medical college. Two years of time and expense are saved by this combination.

#### REQUIREMENTS FOR ADMISSION.

The requirements for admission to the College are set out at page 50.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent. See prescribed course for Bachelor of Arts, Group 5, page 106.

#### AIM AND SCOPE OF THE SCHOOL OF MEDICINE.

This School 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, which form the pure science foundation of the professional course. These studies are Anatomy, Physiology, Bio-chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Embryology, 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 OF THE SCHOOL OF MEDICINE.

Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed the Bachelor of Arts in Medicine, or the Bachelor of Arts and the two-year medical course. Such students are admitted to advanced standing without examination in all the medical colleges which admit to advanced standing.

Membership in the Association of American Medical Colleges and admission to the list of "registered" medical schools issued by the Regents of the University of the State of New York, insure to our students the same recognition accorded to students from any other college.

#### 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, Embryological, Bacteriological, Pathological, Biological, Pharmacological and Toxicological laboratories. Besides these there are private laboratories for the professors. Laboratory work in Bio-chemistry is provided for in Lea Laboratory. The equipment of these laboratories, both in apparatus and in material, is adequate.

A Medical Society has been instituted in which, with the coöperation of the Departments of Anatomy, Physiology, Pathology, and Pharmacology, students are required to meet for discussion of published papers, and to prepare papers on the subject assigned for the month. All students have

access to the leading scientific journals bearing upon the work of the above-mentioned departments.

A Medical Library, containing many valuable reference volumes and the leading scientific journals (the William Marshall collection), is open in the medical building in charge of a special librarian. Students are not only urged to make use of this valuable aid in the pursuit of medical knowledge, but are required from time to time to abstract and discuss important topics discussed in the various journals.

#### EXPENSES.

Students of the School of Medicine pay the same tuition and general college fees as other students and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

#### DEPARTMENT OF ANATOMY, EMBRYOLOGY, AND HISTOLOGY.

*Professor G. Alfred Aiken.*

*Assistant J. D. Humber.*

*Assistant T. M. Watson.*

The Department of Anatomy has continued to make progress during the past year. A course of applied anatomy has been instituted and a thorough review of the parts is made by means of special sections and cross sections of the frozen body through various regions. The students are required to devote from one to three hours per week throughout the entire school year to this subject.

Additions have been made to the courses in gross and microscopic neurology. Each student is required in this course to make a dissection of the brain, cord, and sympathetic system. Microscopic sections of the brain, brain stem, cord, and sympathetic ganglia are distributed among the students. By means of these sections the student is re-

quired to trace various tracts in the cord and locate cranial nerve nuclei in the brain stem. Cells both of the cerebral and cerebellar cortex are studied in detail.

The Anatomical Laboratory is located on the third floor of the Alumni Building. It provides adequate material for dissection and is adequately equipped with charts, casts, skeletons and separately mounted bones and joints.

For the course in osteology, which covers four weeks, all members of the first year class are provided with a skeleton for the study of individual bones. The remainder of the session is devoted to dissecting, twenty-two hours per week being devoted to the study of the entire body. Eight weeks of the last term are devoted to gross and microscopic neurology.

#### FIRST YEAR.

COURSE 1.—*Osteology Laboratory*.—Twenty-five hours per week for the first four weeks of the session. All of the bones of the body are carefully studied in detail.

COURSE 2.—*Gross Anatomy Laboratory*.—Dissection of the entire body. Twenty-five hours per week with recitations throughout the session.

COURSE 3.—*Microscopical and Gross Anatomy of the Central Nervous System and Sympathetic System*. Twenty-five hours per week for the last eight weeks of the second term.

COURSE 4.—*Embryology*.—In the first few weeks, the elementary structures of embryology are studied, after which time the students are privileged to incubate, fix, stain, cut, and mount the serial sections of the eight and twenty-eight somite chick. The remainder of the time is devoted to the study of serial sections of the chick and 12mm. pig. Opportunity is afforded each student to make wax reconstructions of the parts in toto or of the various organs. Six hours per week throughout the entire year.

COURSE 5.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. It is the intention to teach the fundamentals of histology. The student is required to secure various tissues and run them

through the different processes preparatory to microscopic study after which the college furnishes histological slides.

TEXT-BOOKS.—*Anatomy*, Piersol, Cunningham, and Cunningham's Dissector; Reference, Morris and Quain. *Embryology*, Prentiss, Bailey and Miller. *Histology*, Stohr, Lewis, Bailey and Piersol.

#### SECOND YEAR.

COURSE 6.—*Applied Anatomy*.—In this course the student is required to review the anatomy of the entire body from a practical standpoint and to make special dissections of different parts and study cross-sections of the body through different regions. One to three hours per week throughout the entire year.

TEXT-BOOK.—Davis and Woolsey.

COURSE 7.—*Minor Surgery*.—Instructions in bandaging and minor surgery, one hour per week throughout the entire year.

TEXT-BOOK.—Wharton.

*Elective Work*.—Special injections for dissections and facilities for research work in embryology will be provided for students wishing to do advanced work in anatomy.

#### DEPARTMENT OF PHYSIOLOGY.

*Professor Carstarphen.*

*Professor Dotson.*

*Assistant Ray.*

*Assistant Way.*

The course in Physiology extends over the first two years of medicine. The work of the first year includes the study of living matter, the chemic composition of the human body and the reaction of living tissue to external agents. The main objects in this study are to familiarize the students with the proximate principles, proteins, fats, and carbohydrates, and with the experimental method in physiological research. The student is taught by lecture and laboratory

methods the elementary physiology of muscle and nerve tissue as demonstrated on the frog and turtle, thereby preparing him for the practical laboratory work of the second year. In this course a few lectures are given to a review of some of the fundamental laws and principles of electricity so essential in physiologic experimental work.

During the second year the principles of physiology are studied theoretically and practically. Experimental work in the laboratory is given prominence in order that the student may be trained in accurate observation and be brought into close practical relation with the subject. Occasion is taken from time to time to make references to the application of physiology in medical and surgical practice.

A new laboratory, well equipped, is now open to those who take the course. Students are furnished with adequate desk room and apparatus and work in pairs. Emphasis is laid upon technique and careful attention to records. This department occupies a part of the third floor of the Alumni Building, including the physiological laboratories, lecture room, private laboratory and an operating room for animals.

#### FIRST YEAR.

COURSE 1.—*Physiology*.—Two hours of lecture, quiz, or laboratory per week throughout the first year. Lectures on the chemistry of various substances, such as proteins, carbohydrates, and fats begin the work in physiology. Considerable emphasis is laid here because the student of chemistry is usually unfamiliar with these substances. Later the physiology of muscle and nerve will be studied in detail, and it is here that lectures are devoted to a review of those principles of electricity which are of importance to a correct understanding of the physical properties of muscle and nerve. The course usually ends with a study of foods and lectures leading up to and through the physiology of digestion.

TEXT-BOOK.—Howell.

*Professor Carstarphen.*

## SECOND YEAR.

COURSE 2.—*Advanced Physiology*.—Three hours of lecture and four hours of laboratory per week throughout the year.

This course consists of lectures and recitations. The subjects taken up include the physiology of blood and lymph, the organs of circulation, of respiration, secretion, excretion, metabolism and nutrition. In the Spring Term the physiology of the central nervous system and of the organs of special sense is studied.

TEXT-BOOK.—Howell.

*Professor Carstarphen.*

COURSE 3.—*Laboratory Course in Experimental Physiology*. Four hours per week throughout the year. This laboratory course consists of the performance of the important fundamental experiments in physiology. The class works in groups of two and each group is supplied with all apparatus necessary for the performance of this work. Each student is required to preserve a record of his experiments and observations in a note-book. This note-book is examined and criticised weekly and constitutes part of the work on which his grade is based. Opportunities are offered for physiological research to those students who are properly equipped. A final examination is held when the work is completed, the examination being both written and practical.

LABORATORY MANUAL.—Carstarphen.

*Professor Carstarphen.*

COURSE 4.—*Physiological Chemistry*.—Two hours of lecture or recitation and three hours of laboratory work per week, during the Spring Term of the second year of the Medical Course. The lectures are devoted to the discussion of the carbohydrates, fats, and proteins; enzymes, and processes of fermentation and digestion; the chemistry of the blood, urine, milk, tissues, and secretions, and the end products of metabolism.

The laboratory work consists of a preliminary course on the chemistry of the nutrients, most especially the proteins with which students of pure chemistry are unfamiliar. After which, nearly all the tissues and fluids of the body are examined, qualitatively and quantitatively. Especial attention is given to the blood, milk, urine, and gastric juice, and to

the processes of digestion and fermentation, which can be closely imitated outside of the body.

TEXT-BOOK.—Long, *Physiological Chemistry*, 2d edition.

REFERENCE BOOKS.—Hawk, *Practical Physiological Chemistry*; Matthews, *Physiological Chemistry*; Remsen, *Organic Chemistry*.

*Instructor Dotson.*

DEPARTMENT OF PHARMACOLOGY, EXPERIMENTAL THERAPEUTICS, TOXICOLOGY, AND PHARMACY.

*Professor Carstarphen.*

*Professor Case.*

*Assistant Ray.*

*Assistant McMillan.*

COURSE 1.—*Pharmacology*.—A course of lectures and recitations of two hours per week throughout the year. In this course the normal functions of the systems of the body are considered and briefly reviewed. Here, especial emphasis is laid upon the physiologic action of drugs and other remedial agents upon the normal organism. Drugs are studied in groups, and thorough observation is made of a given group upon any one of the systems of the body. For example the circulatory system is reviewed from the viewpoint of the physiologist; then a group of drugs, as digitalis, strophanthus, caffeine, adrenalin, and nitrites, are studied in detail with a view to their pharmacologic effect upon the circulation. In order to avoid confusion in the mind of the student, a careful selection of the most important drugs is made, throughout the year.

TEXT-BOOK.—Sollmann.

*Professor Carstarphen.*

COURSE 2.—*Laboratory Course*.—This course begins in the spring term of the second year. Six hours per week. The purpose of this course is to show by actual experimental tests upon animals by each student, the effect of the drug which has been previously discussed in the lecture room. A laboratory well equipped with apparatus such as kymographs, blood-pressure apparatus, chronograph recorders, respiration recorders, stimulation recorders, electric clock, and so forth, is now open for the use of students taking this course. Students work in pairs as a rule, and each desk is supplied with the necessary equipment. Some-

times in a more difficult experiment the work is conducted in groups under the direction of an instructor during the entire performance of the experiment.

LABORATORY MANUAL.—Sollmann. *Professor Carstarphen.*

COURSE 3.—*Toxicology*.—Lecture, laboratory or demonstration, two hours per week through half the spring term. Attention is paid to the more important organic poisons; many of these substances find frequent use in medicine. The student is taught to familiarize himself with certain common organic drugs which are used as therapeutic agents rather than poisons, such as quinine, sulphonol, etc. The work of the laboratory is arranged in groups. Important types of each group are studied. Group I comprise the volatile poisons; Group II, the nonvolatile organic substances; Group III, metallic poisons; Group IV, poisons not in the above three groups, with a study also of the blood, with reference to its detection.

TEXT.—Riley.

*Professor Case.*

COURSE 4.—*Pharmacy*.—An elementary course in pharmacy is given, two hours per week through the latter half of the spring term of the second year. It is in this course that typical pharmacopœial preparations are made, weights and measures, incompatibles, criticism of prescriptions and prescription writing and the use of official preparations are dealt with. Each member of the class is required to make the important preparations in common use.

TEXT-BOOK.—Thornton.

*Professor Carstarphen.*

COURSE 5.—*Physical Diagnosis*.—During the second year of the medical course one hour a week is devoted to this study. While the normal chest and abdomen are especially emphasized, occasion is taken to call attention to pathological changes in the organs. Such disease processes as are encountered are demonstrated.

TEXT-BOOK.—Slade-Flint.

*Professors Carstarphen and Case.*

## DEPARTMENT OF PATHOLOGY AND BACTERIOLOGY.

*Professor Eugene A. Case.*

*Assistant E. G. McMillan.*

COURSE 1.—*Bacteriology*.—During the fall term of the second year of the Medical Course, three lectures and six hours laboratory work a week are devoted to this subject. In the laboratory the students acquire the routine technique in the preparation of culture media and in the various methods of sterilization and disinfection. They also become familiar with the cultivation and study of micro-organisms, the principles of the various biologic tests and staining procedures. The pathogenic bacteria are especially considered from a pathologic and hygienic standpoint. All of the important groups of disease-causing bacteria are studied by each student individually.

The Lecture Course covers the history and scope of bacteriology and the biology of bacteria.

The laboratories contain all the necessary equipment for the study of bacteria, including compound microscopes, lockers, staining reagents, etc. At the end of the course written and practical examinations are held.

TEXT-BOOK.—*Pathogenic Bacteria and Protozoa*, McFarland.

REFERENCE BOOKS.—The standard journals of Bacteriology, Hygiene and Parasitology on file in the Medical Library; *Text-book of Bacteriology*, Hiss and Zinsser; *Infection and Immunity*, Kolmer; *Pathogenic Micro-organisms*, Park-Williams; *Manual of Practical Hygiene*, Harrington-Richardson; *Bacteriologic Technique*, Eyre.

*Professor Case.*

COURSE 2.—*Pathology*.—Two hours a week for lectures and three hours laboratory work during the fall term and six hours a week for lectures with six hours laboratory work are required during the Spring Term. Written tests given each month.

Each student is supplied with a compound microscope, a locker and the supplies necessary to prepare and mount the specimens of diseased tissue, which then become his property. The sections given out demonstrate all of the more simple and many of the rather complex pathologic processes.

TEXT-BOOK.—MacCallum's *A Text-book of Pathology*.

The course comprises: (a) Lectures and laboratory work in general and special pathology with detailed histological study of

all material given out. (b) Lectures on morbid physiology. (c) Lectures and demonstrations in parasitology. (d) Lectures and demonstrations in infection and immunity.

REFERENCE BOOKS.—The standard journals of Pathology on file in the Medical Library; *Principles of Pathology*, Adami and Nicholls; *Pathological Technique*, Mallory and Wright; *Principles of Pathologic Histology*, Mallory; *A Text-book of Pathology*, Stengel and Fox; *Text-book of Pathology*, Adami and McCrae.

*Professor Case.*

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## XVI. SCHOOL OF PHYSICAL EDUCATION.

*Director Crozier.*

All candidates for the degree of Bachelor of Arts and Bachelor of Science are required to take three years of class work in the Gymnasium. All candidates for the degree of Bachelor of Laws are required to take two years class work in the Gymnasium. Exceptions are made from the above requirements: (1) In case of students who present certificates of work done in other institutions of like standing with Wake Forest College. (2) In case of students whose total time of residence in Wake Forest College is less than the requirements stated above.

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Education. In case of five unexcused absences, the student's father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of eleven unexcused absences, he will be liable to suspension from College.

Absences from class will be excused only when permission is allowed in advance by Dean or Director, or when excuse is granted by the College Physician.

For every unexcused absence from class, 3 points will be

deducted from the student's grade, and such an absence can not be made up.

A student whose grade for any term is below 60 will not be given credit for any part of the term's work.

A student who receives a grade between 60 and 70 will be given credit for only one-half of the term's work.

Within two weeks after the opening of every session every student is required to present himself to the College Physicians for medical examination, and report of defects revealed by this examination will be made to the Dean of the College. Within three weeks after his first matriculation every student is required to present himself to the Director of the Gymnasium for physical examination.

An extra fee of \$1 will be charged for medical and physical examinations after expiration of the above periods.

Students who have not reported for physical and medical examinations will not be allowed to register for class work in the gymnasium.

CLASSES.—Every day the 5th, 6th, and 7th periods. Special class for advanced work, 4:30 to 5:30. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

## Degrees

The degrees conferred are Bachelor of Arts, Master of Arts, and Bachelor of Laws. Candidates for the Bachelor of Arts and Bachelor of Laws must present the fifteen units 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. If 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 Education (page 103) and have completed the following courses:

English 1 and 2 (6 hrs.)

Mathematics 1 (5 hrs.)

German 1, French 1, or Spanish 1, or Greek 1	}	(3 hrs. or 5 hrs.)
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History 1 (3 hrs.)

Philosophy 1 (3 hrs.)

Biology 4 (2 hrs.)

Select two	{	Chemistry (3 hrs.) Physics 1 (3 hrs.) Biology 1 (3 hrs.)
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#### Elective

#### GROUP 1. LETTERS.

Latin 1 (5 hrs.)

Latin 2 or Greek 2 (3 hrs.)

French 1 or German 1 or Spanish 1 (3 hrs.)

English (6 hrs.)

Electives to make total number of hours offered for degree, 64.

## GROUP 2. CIVICS.

Latin 1 (5 hrs.)

Economics 1 (3 hrs.)

Government (3 hrs.)

History 2 (2 hrs.)

Language or English (3 hrs.)

Electives to make total number of hours offered for degree, 64.

## GROUP 3. MINISTRY.

Latin 1 (5 hrs.)

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Bible 4 (2 hrs.)

Greek 2 (3 hrs.)

Greek 5 (3 hrs.)

Electives to make total number of hours offered for degree, 64.

## GROUP 4. EDUCATION.

Latin 1 (5 hrs.)

Education 1 (3 hrs.)

Education 3 (3 hrs.)

Language or English (3 hrs.)

Mathematics 2 or Latin 2 or Greek 2 (3 hrs.)

Electives to make total number of hours offered for degree, 64.

## GROUP 5. GENERAL SCIENCE.

German 1 or French 1 or Spanish 1 (3 hrs.)

Biology 1 or Physics 1 or Chemistry 1 (3 hrs.)

Biology 2 or Biology 3 or Chemistry 2 or Physics 2  
(4 hrs.)

Economics 1 (3 hrs.)

Foreign Language (3 hrs.)

Mathematics 2 (3 hrs.)

Electives to make total number of hours offered for degree, 64.

#### GROUP 6. MEDICINE.

Chemistry 2 (4 hrs.)

German 1

or French 1

or Spanish 1

or Latin 1

} (3 hrs. or 5 hrs.)

Anatomy 2 years (12 hrs.)

Physiology (4 hrs.)

Histology (4 hrs.)

Physiological Chemistry (2 hrs.)

Bacteriology (4½ hrs.)

Pathology (9 hrs.)

Pharmacology (2 hrs.)

Toxicology (1 hr.)

Surgery and Bandaging (1 hr.)

Physical Diagnosis (1 hr.)

Practice of Medicine (1 hr.)

Embryology (1 hr.)

Hygiene (1 hr.)

Not more than three courses designated by letters may be counted on credits towards the degree. Not more than 6 hours each of Bible and Education, and not more than 5 hours of Bible may be counted on the credits toward the degree, except in Group 3, in which a total of 9 hours of Bible, and Group 4 in which a total of 9 hours of Education may be counted towards the credits for the degree.

#### 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 Bach-

elor of Science and completed an additional year's work of not less than fifteen hours a week done in residence. Applicants will be allowed to count on the requirements for this degree only work done after receiving a Bachelor's degree. One-half of this work must be done in one nonprofessional department or group of kindred departments, and in every instance must be approved beforehand by the Committee of Graduate Studies and the professor in whose department the major part of the work is done. Upon this year's work a minimum grade of 90 is required.

### Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. 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.

*Prescribed for Bachelor of Laws.* (Forty-two hours.)

Law 1 (5 hrs.)

Law 2 (5 hrs.)

Law 3 (5 hrs.)

Law 4 (5 hrs.)

Law 5 (5 hrs.)

Law 6 (5 hrs.)

Economics 1 (3 hrs.)

Government (3 hrs.)

History 1 (3 hrs.)

English 1 (3 hrs.)

No student may receive the degree of Bachelor of Laws in the same year in which he receives the degree of Bachelor of Arts.

## Classes

Students are admitted to registration only after their course of study has been approved by the Entrance Committee or the Dean.

### BACHELOR OF ARTS.

For the degree of Bachelor of Arts work is prescribed by years as follows:

#### Freshman Year.

English 1 (3).

Mathematics 1 (5).

Foreign Language 1 (5) or (3).

Chemistry 1 (3), or Physics 1 (3), or Biology 1 (3),  
or Foreign Language (3) or (5).

Total, 16 or 18 hours.

#### Sophomore Year.

English 2 (3).

Foreign Language 1 (5) or (3).

History 1 (3).

Chemistry 1, or Physics 1, or Biology 1, or Foreign  
Language (3) or (5).

Two sciences must be completed by the end of the Sophomore year.

Elective (3).

Total, 17 hours.

#### Junior Year.

From work prescribed under the group elected, 6 hours.

Elective, 10 to 12 hours.

#### Senior Year.

Philosophy 1 (3).

Electives to complete course.

## BACHELOR OF LAWS.

For the degree of Bachelor of Laws work is prescribed by years as follows:

## Freshman Year.

English 1 (3).

History 1 (3).

Law 1 (5).

Law 2 (5).

Total, 16 hours.

## Junior Year.

Economics 1 (3).

Law 3 (5).

Law 4 (5).

## Senior Year.

Government (3).

Law 5 (5).

Law 6 (5).

No student will be admitted to the Freshman Class who is deficient on more than  $2\frac{1}{2}$  units of Entrance work.

When a student enters conditioned he will be required to take work during his Freshman year on his deficiencies. All deficiencies must be removed before the beginning of the Sophomore year.

Students who come to the College conditioned on more than  $2\frac{1}{2}$  units of entrance work are graded as Special Students and are not counted as members of the Freshman Class.

For admission to the Sophomore Class a student must have removed all entrance conditions and completed without condition not less than 12 hours of work toward a degree. For admission to the Junior Class a student must

have completed, without condition, 27 hours of work towards a degree. For admission to the Senior Class the student must have completed without condition 44 hours of work towards a degree.

### **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 except by special permission of the Faculty, and upon the payment of \$2 in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met. Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

Every unexcused absence from a class will count a zero. Absences from classes will be excused only when permission is allowed in advance by the Professor or the Dean. Absences allowed by the Dean or a physician must be certified to the Professor. The certificate of the Dean or a physician will not excuse the student from making up the class work missed in his absence. In a five-hour study three absences in any calendar month will necessitate an examination covering the work of that month. In a study coming less frequently than five times a week two absences will necessitate such an examination. Two tardies will be regarded as equivalent to an absence. Failure to stand any of these examinations will prevent the student from passing on the subject involved.

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. Students who make below 60 on any subject for any term will be required to take the subject again in class. A student who receives a

grade between 60 and 70 on any course, must take a special examination on such work within 60 days after the opening of the next term. Conditions not removed within the specified time shall count as failures, and the student will be required to repeat the course. All conditions must be removed by April 4 of the Senior year.

One special examination will be allowed any student failing to pass any subject, provided, first, that he has not fallen below 60 on the previous trial, and, second, that he present to the Professor the Bursar's receipt for an examination fee of two dollars and fifty cents. If a student fails to pass on this special examination he will be required to take the work in class again. The special examination 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.

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 75, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

Except in the Schools of Law and Medicine, 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.

In the Summer School no student may take more than one five-hour course, or two three-hour courses. The maximum credit for this work is 6 hours.

## Reports

At the end of the first and third quarters reports upon progress in studies 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 the total number of his 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 to the suggestions contained in these reports.

## Addresses

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. 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 two of its members from the Senior Class to deliver original addresses on Society Day. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

On the diplomas of Bachelors of Arts and Bachelors of Science whose average grade is not less than 98 shall be inscribed the words *summa cum laude*; in case of an average grade less than 98 but not less than 95, the words *magna cum laude*; in case of an average grade less than 95 but not less than 90, the words *cum laude*.

## Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have attained to such maturity as enables 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 in all its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

Students wishing to go farther than four miles from the College must obtain permission from the Dean of the College or his representative.

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 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 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.

Students are required to join one of the Societies within two months after registration, unless excused by the Faculty.

Any student expelled from either Society is dismissed from the College.

The exceptional excellence and value of these two Societies are 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 Trustees prohibit all other secret societies in the College, including Greek letter fraternities, local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

*Resolved* 1. That we most emphatically express our disapproval of any clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate them from the student body.

*Resolved* 2. That no student shall be permitted to remain at the College who violates in letter or in spirit the above resolution.

*Resolved* 3. That the Faculty require of each student before matriculation a pledge to abstain from any such order or social club as indicated in the first of these resolutions.

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.

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

MRS. ETHEL TAYLOR CRITTENDEN, *Librarian.*

D. E. BUCKNER, *Assistant.*

W. H. PASCHAL, *Assistant.*

G. QUILLIN, *Assistant.*

J. M. HAYES, *Assistant.*

H. E. OLIVE, *Assistant.*

J. B. RUCKER, *Assistant.*

The Library contains about twenty thousand volumes. The funds available for the increase of the Library are the income of twenty thousand dollars set apart by the Board of Trustees and certain fines and fees.

The reading room is supplied with the more important daily and weekly papers published in North Carolina, with several dailies of national importance, and with the best American and English magazines and reviews. On the shelves are found the standard reference books, and temporarily the literature contained by the library on subjects proposed for debate by the literary societies.

The Library contains three special collections: "The James C. Maske Collection" of the Ancient Classics, "The Skinner Library" of religious literature, "The S. S. Alsop Collection."

Any books, pamphlets, church records, papers, manuscripts and other documents pertaining to the history and progress of our denomination will be gladly received and carefully preserved.

During the past year donations have been made to the Library by the following:

C. L. Coon, United States Brewers' Association, N. C. Board of Public Charities, W. L. Poteat, J. I. Adams, Joseph Debar, B. F. Sledd, Department Labor and Printing (N. C.), J. O. Tally, C. D. Johns, Superintendent Public Instruction (N. C.), J. A. McKaughan, Hispanic Society of America, I. C. H. Horne, C. S. Owen, H. M. Poteat, Laymen's Missionary Movement, Carnegie Endow-

ment Fund, Hotel Equipment Company, Tulane University of Louisiana, Japan Society of America, Auditor of North Carolina, Bross Foundation, Lake Forest University, Sir Gilbert Parker, General Education Board, N. C. Corporation Commission.

## **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. The students and other friends of the College are asked to help in the enlargement of the collection.

## **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 the Association are:

1. To preserve and quicken on the part of the Alumni and others such an interest in Wake Forest College as will secure: (a) the attendance of students by personal work and the establishment of scholarship and other loan funds; (b) the improvement of equipment and the enlargement of income by gifts and bequests; (c) the widest service of the College to its constituency through its laboratories, professors, and publications; (d) the safeguarding and encouragement of the Philomathesian and Euzelian Societies; (e) the purity and efficiency of competitive athletics.

2. To foster and extend throughout North Carolina the spirit of education, and, according to opportunity and a wise public policy, to enlarge the provision for public, private, and denominational education.

3. To record and publish the history and influence of the College as illustrated in the lives of individual Alumni.

4. To organize branch Associations for the better promotion of these purposes, with the understanding that this Association assumes no responsibility for the financial obligations of any branch Association.

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 1916 was delivered by Rev. A. C. Cree, of Moultrie, Ga.

The following are the general officers of the Association:

*President*—B. F. MONTAGUE, Raleigh, N. C.

*Vice-President*—K. R. CURTIS, Portsmouth, Va.

*Secretary and Treasurer*—H. A. JONES, Wake Forest, N. C.

*Orator*—REV. M. L. KESLER, Thomasville, N. C.

*Alternate*—W. M. GILMORE, Louisburg, N. C.

At the annual meeting of the Alumni Association in May, 1915, a movement was launched for a thorough and systematic reorganization of the Alumni throughout the country. A committee was appointed to name a Board of Control, which should have general supervision of the affairs of the Association.

The committee named the following Board of Control:

Y. L. Poteat, <i>ex officio</i> .	H. A. Jones.
T. J. Markham.	B. F. Montague.
J. T. Alderman.	T. E. Holding.
W. N. Johnson.	J. M. Broughton, Jr.
E. B. Earnshaw.	J. M. Brewer.
G. W. Paschal.	T. A. Avery.
H. M. Poteat.	M. H. Jones.

H. A. Jones is Executive Secretary of the Board.

The reorganization of the Association has gone on with rapid strides. Alumni from all parts of the country have been enrolled.

## 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, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least 12½ units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 75 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

3. The application must be approved by the Dean of the College.

4. Any student who has participated as a player on a college team in either football, baseball, or basketball for a period of four years shall thereafter be ineligible for such athletic contests of the College.

5. No student shall be eligible for any athletic team who

receives directly or indirectly any remuneration for his athletic services, or who shall have played upon or been a member or substitute member of any of the professional or league teams named in classes A, B, C, and D in the publication of the American Sports Company.

6. Students who come from other institutions of collegiate rank will not be allowed to represent the College in inter-collegiate contests during their first year in Wake Forest College.

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 thirty-sixth 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.

*Old Gold and Black* is a weekly publication devoted to the interest and activities of the students.

The Young Men's Christian Association publishes annually a manual for the convenience of students.

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.

In the case of five unexcused absences, the father or guardian will be notified; in case of eight unexcused absences, the student will be debarred from representing the College in any public function; in case of thirteen unexcused absences, the student will be liable to suspension from College.

Only two excuses for absence from Chapel will be received—sickness certified by a College physician, and business engagements allowed by the Dean in advance.

Students will be graded upon chapel attendance, and these grades will be reckoned in determining distinctions at graduation.

A well organized Baptist church worships every Sunday and holds a prayer meeting every Wednesday evening. A new church building on the campus has just been completed.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor J. H. Highsmith 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 once 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 usually 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 Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: J. M. Hayes, President; R. Thompson, Vice President; G. S. Quillin, Recording Secretary; W. B. Gladney, Corresponding Secretary; C. P. Herring, Treasurer. The Association publishes annually a manual for the convenience of students.

### **Ministers**

There is no theological department in the college. Of the total number of students this session, seventy-nine 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. Dr. R. T. Vann, Corresponding Secretary of the Board of Education, Raleigh, 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 special 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.

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.

### Scholarships

The Board of Trustees has established sixty-eight scholarships in the academies and graded schools of North Carolina. The Faculty has 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. The scholar may be called upon to render such service as the institution may require, the amount not to exceed five hours per week.

## College Expenses

### *Required of all Students—*

Tuition per term of five months.....	\$25.00
Matriculation fees per term*.....	20.00

The matriculation fee includes library, lecture, contingent, athletic,† hospital, physician's attendance, and all laboratory fees except those in the Department of Medicine. Juniors and Seniors in this department are charged \$12.50 per term of five months for laboratory material.

The graduation fee is \$5.00, payable February 1 of the Senior year.

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.

The charges are due in advance, registration being conditioned upon the payment of the matriculation fees. 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 and sign a note for tuition which will be canceled after five years of service in the ministry or in case of death.

## 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.

\*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 term.

†The athletic fee admits the student to all intercollegiate contests at Wake Forest.

A number of students make arrangements for club-board-  
ing. A steward, chosen by each club, buys supplies and  
keeps accounts. The services of a lady are secured to super-  
intend 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 heat and light, in the old Dormi-  
tory building are rented at \$20 for the fall term and \$25  
for the spring, payable in advance—one-half paid by each  
occupant; in the new Dormitory the price per student for  
the fall term ranges from \$11 to \$25; for the spring term  
from \$14 to \$30. A deposit of \$5 is required in advance of  
each occupant of both the new and the old dormitories and  
is returned less any damage done the room or the furniture  
after the close of the session.

To these college rooms the following regulations apply:

Students holding rooms at the close of one session may  
reserve them for the next session by filing a written applica-  
tion with the Bursar before July 1, but they may not sub-let  
their rooms, or reserve them for other students.

Rooms may be exchanged only through the Bursar, and  
no exchanges may be made in April or May.

Vacant rooms will be assigned in the order of application.

The period for which rooms are rented extends to the  
close of the term.

All dormitory rooms will be inspected periodically and  
students will be charged for any damage done to the rooms  
or the furniture. Occupants who create or permit disorder  
in their rooms, who interfere with the comfort of other stu-  
dents, or who deface or destroy the property, will be dis-  
missed from the building at once.

Tampering with electric lights creates a danger of fire and  
will not be tolerated.

Where picture moulding is furnished, students will not drive nails, tacks, or pins into the walls.

Application for repairs should be made at the Bursar's office.

### **Students' Aid Fund**

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts 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. Its purpose is to enlarge the opportunities of ambitious youths; its plan to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. Prospective students are invited to correspond with the treasurer, Dr. J. H. Gorrell, 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."

## Schedule of Medical Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	1st year Hist. Lab.	1st year Hist. Lab.		1st year Embr. Lab.	1st year Anat. Lab.	1st year Anat. Lab.  Minor Surgery
9:10—10:10	1st year Hist. Lab. 2d year Toxicology†	1st year Hist. Lab. Biol. 4 Physiology 2	Physiology 1  Pathology	1st year Embr. Lab. Biol. 4 2d year Physiology 2	1st year Anat. Lab. Physiology 2	1st year Anat. Lab. 2d year Applied Anat.
10:10—11:10	1st year Hist. Lab. Toxicology†	1st year Embr. Lab. Biol. 4 Physiology 2	Pathology 1 Prescription Writing	1st year Embr. Lab. Biol. 4 Physiology 2	1st year Anat. Lab. Physical Diagnosis	1st year Anat. Lab.  2d year Applied Anat.
11:10—12:10	1st year Hist. Lab. Bio-Chemistry†	1st year Embr. Lab. Physiology 2	Bio-Chemistry 1st year Hygienet	1st year Embr. Lab. Physiology 2	1st year Anat. Lab. Pharmacology	1st year Anat. Lab.  2d year Applied Anat.

\*One-half spring term. †Spring term.

1:30—2:30	1st year Anat. Lab. Bio-Chemistry† Bacteriology*	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Phar. Lab.†	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Pathology†
2:30—3:30	1st year Anat. Lab. Bio-Chemistry† Bacteriology*	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Phar. Lab.†	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Pathology†
3:30—4:30	1st year Anat. Lab. Bio-Chemistry† Bacteriology*	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Phar. Lab.†	1st year Anat. Lab. Pathology†	1st year Anat. Lab. Bacteriology* Pathology†
4:30—5:30	Pharmacology	Pharmacy*	Pathology*	Pharmacy*	
4:30			†		

\*Fall Term only. †Spring Term only.

## Schedule of Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
First 8:10—9:10	Law 1 German A Latin 0 Economics 1 German B Bible 5 Mathematics 1	Law 1 Chemistry 1 Latin 0 Spanish B Bible 2 Biology 2 and 3 Mathematics 1	Law 1 German A Latin 0 Economics 1 German B Bible 5 Mathematics 1	Latin 5 Law 1 Chemistry 1 Latin 0 Spanish B Bible 2 Biology 2 and 3 Mathematics 1	Law 1 German A Latin 0 Economics 1 German B Bible 5 Mathematics 1	Latin 5 Chemistry 1 French 1 Biol. 2 Lab. Physics 2
Second 9:10—10:10	Mathematics 1 Law 3 Greek 0 Surveying 2 (Desc. Geom.) Government Physics 1 Spanish A English 2	Mathematics 1 Law 3 Greek 0 Astronomy 1 German 1 Physics 2 History 2 Biology 2 and 3 Latin 4 Chemistry 1	Mathematics 1 Law 3 Greek 0 Surveying 2 (Desc. Geom.) Government Physics 1 Spanish A English 2	Mathematics 1 Law 3 Greek 0 Astronomy 1 German 1 Physics 2 History 2 Biology 2 and 3 Latin 4 Chemistry 1	Mathematics 1 Law 3 Greek 0 Surveying 2 Government Physics 1 Spanish A English 2	Biol. 2 Lab. German 1 Astronomy 1 Latin 2
Third 10:10—11:10	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 5 Surveying 1 Greek 5 Greek 3 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 5 Surveying 1 Greek 5 Greek 3 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 5 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 2
Fourth 11:10—12:10	Greek 1 Law 4 Drawing 1 French A Chemistry 1	Greek 1 Law 4 Drawing 2 French 1 Surv. 1—Practice	Greek 1 Law 4 Drawing 1 French A Chemistry 1	Greek 1 Law 4 Drawing 2 French 1 Surv. 2—Practice	Greek 1 Law 4 Drawing 1 French A Chemistry 1	Greek 1 Law 4 Drawing 1 French A Chemistry 1

	<p>Physics 1 Mathematics 1 History 1 Philosophy 1 Physics 1 English 4a English 4b Mathematics 6</p>	<p>Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>Physics 1 Mathematics 1 History 1 Philosophy 1 Physics 1 English 4a English 4b Mathematics 6</p>	<p>Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>Physics 1 Mathematics 1 History 1 Philosophy 1 Physics 1 English 4a English 4b Mathematics 6</p>
12:10—12:30	Chapel service				
Fifth 1:30—2:30	<p>English 1 History 1 Education 3 English 6 Gymnasium Spanish 1</p>	<p>Economics Practice Surv. 1—Practice Spanish B Latin 2 Gymnasium</p>	<p>English 1 History 1 Education 3 English 6 Gymnasium Spanish 1</p>	<p>Economics English 1a Practice Surv. 2—Practice Latin 2 Gymnasium</p>	<p>English 1 History 1 Education 3 English 6 Gymnasium Spanish 1</p>
Sixth 2:30—3:30	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Education 2 English 5 Practice Surv. 1 Bible 3 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>	<p>Latin 1 Law 6 Latin 0b Bible 1 Education 1 English 1 Gymnasium</p>
Lab. Work 1:30—3:30	<p>Physics Lab. 2 Chem. Lab. 3 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>	<p>Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium</p>
Lab. Work 2:30—4:30	Chem. Lab. 3				Chem. Lab. 3

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**BULLETIN**  
**OF**  
**WAKE FOREST COLLEGE**



**MIDSUMMER NUMBER**

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## College Training in War Time

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By PRESIDENT WILLIAM LOUIS POTEAT

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The disasters of the European War are many and far-reaching. Not the least of them is the serious reduction of the trained leadership of the future which must follow the practical closing of higher institutions of learning. The colleges and universities of England, France, Italy, Germany, and Austria-Hungary are almost empty. Their young men, instead of equipping themselves for the widespread reconstruction necessitated by the war, are dying in the trenches at the rate of about 10,000 a day.

The Government of the United States is seeking to avoid such a disaster. It is urging all young men who are not called at once into a particular form of service to continue their college training or to begin it when they are ready.

Theological students are specifically exempted. Practically one-third of the physicians in civil practice are required in the Army and Navy, and that, too, when the country was all too meagerly supplied without this severe depletion. In view of this situation the War Department is urging all students of medicine, whatever the stage of their studies, to continue them through to completion. Moreover, the Administration is seeking to encourage boys finishing the high school course to go into the medical profession. Students who are in other scientific and technical courses are not exempted from military and naval service if they fall within the age limits, but the Commissioner of Education of the United States, under the authorization of the Secretary of War, has issued the statement that "presidents of colleges and technical schools may properly

urge the district exemption boards to exempt students in their institutions who give promise of special aptitude for the technical and scientific professions until these students have finished their courses.”\*

The Commissioner of Education, representing the Government, goes further and makes a statement of interest to all college students, actual or prospective, who are not drafted into immediate service. Its importance justifies quotation here:

The number of students in colleges, universities, and technical schools should increase rather than diminish. Many of the older and upper class men will volunteer for some branch of the military service, but all young men below the age of liability to selective draft and those not recommended for special service should be urged to remain and take full advantage of the opportunities offered by the colleges, universities, and technical schools, to the end that they may be able to render the most effective service in the late years of the war and in the times of need that will follow. Practically all women students should remain, and all boys and girls graduating from high schools should be urged to enter colleges, technical schools, or normal schools.

All students should be made to understand that it is their duty to give to their country and to the world the best and fullest possible measure of service, and that both will need more than they will get of that type of service which only men and women of the best education and training can give. Patriotism and the desire to serve humanity may require of these young men and women the exercise of that very high type of self-restraint that will keep them to their tasks of preparation until the time comes when they can render service which can not be rendered by others.

No college, university, or technical school that can avoid it should permit its faculty or student body to be scattered or its

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\*Under date of July 31 Secretary Baker writes the Commissioner of Education: "I have reexamined the statute upon which all these exemptions are based and find that the exemptions are limited to persons engaged in industry, including agriculture. I am assuming the full responsibility of the error and expressing regret."

energies dissipated. All should redouble their energies and concentrate them on these things that will be of most service during the progress of the war and which will prepare their students for the most effective service to the country and to the world when the war is over.

If you still hesitate about what your duty may be in this crisis, surely what President Wilson himself says in the following letter to the Secretary of the Interior, under date of July 20, ought to be decisive:

MY DEAR MR. SECRETARY: *The question which you have brought to my attention is of the very greatest moment. It would, as you suggest, seriously impair America's prospects of success in this war if the supply of highly trained men were unnecessarily diminished. There will be need for a larger number of persons expert in the various fields of applied science than ever before. I therefore have no hesitation in urging colleges and technical schools to endeavor to maintain their courses as far as possible on the usual basis. There will be many young men from these institutions who will serve in the armed forces of the country. Those who fall below the age of selective conscription and who do not enlist may feel that by pursuing their courses with earnestness and diligence they also are preparing themselves for valuable service to the Nation. I would particularly urge upon the young people who are leaving our high schools that as many of them as can do so avail themselves this year of the opportunities offered by the colleges and technical schools, to the end that the country may not lack an adequate supply of trained men and women.*

*Cordially and sincerely yours,*

WOODROW WILSON.

Of the 60,000,000 men and women of producing age in this country, only one-half of one per cent are at present in our colleges, universities, and technical schools. Here is a challenge and an opportunity. In view of this situation, attendance in the higher institutions ought to be larger than ever before. High school graduates ought to press on

against all odds to the best training they can get. Such of them as are not called for some immediate and important service elsewhere can do no more patriotic thing than to enter upon their college training as soon as they are prepared for it, and for the same reason the young people already in college not now called out should continue their college work with a loftier purpose and with redoubled energy.

Let the heroism which glorifies the boys who go glorify also the boys who stay, both alike submitting themselves whole-heartedly to their country's last demand. You are below twenty-one years of age, and so not liable to the selective draft, or, if liable, you are not chosen for immediate service. Well, then, you are free to do as good, perhaps a better thing—equip yourself for effective service later.

The time of all times is here. No shirk! No slacker! No slouch poking about for an easy berth! Make the most of yourself for the bereft and needy world. Get ready for the widest and finest service, civil, military, naval, of the country, which is worthy of your best. To college, young man, young woman! This is your bit.

# The Mission of Wake Forest College

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By M. L. KESLER, D.D.  
Alumni Address at last Commencement

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There are times when we need the refreshing that comes from a review of the path over which we have come. The early thirties furnish the dates that cluster about the beginning of Wake Forest College. But no certain time can be fixed for the beginning of great movements, they are rooted deep in the past. You cannot chronicle the precise moment of the breaking of the day. "As we stand by the stream we see neither the fount nor the ocean; one is lost in the past, the other is out of sight."

The College was the result of the world-wide thought of missions. Luther Rice, fresh from India, in his travels through the Southern States, aroused the spirit of education as he went. Baptist colleges grew from that favorable soil. Thus you see that every great kingdom that would extend its bounds or defend its territory is unalterably committed to preparedness. Our State Convention, at its first session declared as part of its task the education of young men preparing for the ministry. It had no school of its own. At the next meeting, August, 1832, at Rives's Chapel, Chatham County, a committee composed of Dr. Wm. Hooper, W. R. Hinton, and Gray Huckaby made its memorable report, and Wake Forest Institute was born. Two years later, Dr. Samuel Wait took charge of the school as the only teacher. These were the days of great beginnings. They are to be measured by the spirits of the brave-hearted men as they faced active opposition and more deadly indifference.

The effort to secure a charter was regarded with suspicion and would have been lost but for the deciding vote of

William D. Moseley, of Lenoir County, who was the presiding officer of that body. Time does not allow a recital of the wonderful story. It has in it every element of human interest. The travels of Dr. Wait, in his little covered wagon, with wife and little girl, arousing the Baptists from the mountains to the sea, furnishes a picture more splendid than knight-errantry ever knew.

That first eager group of young men, ministerial students and those who were not, coming to slave cabins, white-washed for dormitories, and reciting in the old carriage house which stood out yonder, presents a pageant sublimer far than that of many throngs of young men now tramping through university halls. A small proportion of the first students were preparing for the ministry, some were not even Christians. On one occasion Dr. Wait noticed that a student was deeply affected on recitation. Upon inquiry he learned that a deep religious feeling was stirring among the students. He closed the recitation with the remark that "it was time for a prayer-meeting." For days a revival went on without special sermons, with praying, singing and searching the Scriptures.

During the second year of the school the two honored literary societies, which still remain, were organized. The spirit of the early time lives in these halls today and becomes a part of our common glory. After five years the Institute became Wake Forest College.

The Baptists of that day acquired the habit, which has remained, of undertaking big things on small capital and great faith. Students must not be turned away. The panic of '37 and '39 added its sorrows to the burdens the College already had. Three men whose names are written in light, James S. Purefoy, William Crenshaw, and George W.

Thompson, came to the rescue and the debt of twenty thousand dollars was removed. Then arose a brighter day. Dr. Wingate, as financial agent, in 1852 raised for endowment forty-two thousand dollars in subscriptions. At the Convention which met in Raleigh in 1856 an effort was made to raise \$50,000 more for endowment. On the high tide of enthusiasm the sum of \$25,000 was subscribed in a few minutes. By June, 1860, \$40,000 had been collected and invested. Then came the crash of the Civil War. With the downfall of the Confederacy, the College was practically insolvent. Then came the toilsome march of "the forty years in the wilderness," as Professor Mills so aptly describes it. Like Israel of old, when the promised land was reached, they found it a land to be conquered, as is true of all promised lands that lie in the field of human endeavor.

As we come up over the long white way we rejoice in the light from the men who adorned it until the number grows into a galaxy that fills the heavens with stars. Taylor, Carlyle, Royall, Mills, Simmons, Wingate, Pritchard, James S. Purefoy, R. B. Jones, William Crenshaw, George W. Thompson, White, Hooper, Wait, a string of pearls are they, over whose names as a rosary, we would count our way back to that sacred shrine again and again and linger there.

Now our College stands in a wide place where many ways meet. There should be no confusion; her mission has not changed. The need is as great as at the beginning. We see a different front; the methods of operation may vary to meet changing conditions, but its real mission, like the gulf stream, goes on its lonely way, straight on warm and true in the midst of chilly seas.

Here is the great and vital word; the College was founded to train young men for their best service in advancing

the Kingdom of Heaven among men, and in all the ways that Kingdom needs to be advanced. I quote from two of the strongest men who have guided its affairs in recent years. Dr. Taylor, in speaking of the purpose for which the College exists says: "These ends are many and of varied importance, but the chiefest among them is the furtherance of the aims of the Baptist State Convention. . . . The Convention itself is only a means to an end,—the highest and noblest end of which the human mind can conceive,—the coming of the Kingdom of our Lord, Jesus Christ."

Dr. Poteat in his inaugural address says: "This College is organically bound up with this aim and hope. When the fathers laid brick to brick yonder in 1835, they did it in the assurance that they were building for the Kingdom; and every brick laid here since that great day is consecrated by the same worthy and noble association. Cut these bonds and leave Wake Forest unrelated to the purpose of our Lord to recover unto Himself the whole round world, much and long as I have loved it, I should say my farewells and seek attachment to the divine purpose elsewhere."

So it was not primarily founded and does not now exist merely to take care of higher education for Baptist boys. The State schools have always been able to do that, and they are abundantly able to do it now and do it well. Although the State appropriate millions, give free tuition, free board and free books, our denomination must still maintain such a College. The need has not one whit abated.

Let me be more specific. In the first place, we must be content with being a college, a real academic college, whose purpose it is to give wide culture, rather than to bid for university distinction. Schools may be added which will bring in students, but may fail in adding strength to the

college in its primary aim. Whatever does not add to and enhance the purpose for which the College was established should be courageously left off. Entrance requirements must be high. It is not a university, neither is it a school for boys in knee pants. It is a select school in that it bids only for those who are capable of receiving its training mentally, morally and spiritually. A Christian school to the core, but not a reformatory. It should not seem a strange thing for a revival to break out in a class room as it did back yonder when they met in the old carriage house, but it is not primarily an evangelizing agency. It is indirectly and more powerful so because it raises in power every agency for the promotion of the gospel of salvation and the gospel of service among men.

The hoodlum of our day comes to the college already past redemption. His home was a failure. The college cannot go back and undo and do over what should have been done in that divinest of earthly institutions, the home. Little can you do for him and he does much damage to others. His activities are summed up in his rowdyism, making his dormitory an unpleasant neighbor to citizens, shooting up the campus, cowardly acts of hazing, and in the use of a low grade of wit in sneering at the "skys." The thing to do with him is to do without him, matters not what influential connections he may have. Hazing and its accompaniments ought to become an anachronism and a regretful memory in such an institution. Here is the mighty plea for an endowment. You must be independent of numbers, in order to reach the numbers you ought to have. It means a select faculty, the strongest within the gift of culture and religion. Sufficient salaries must be paid to hold them on and on till their work is done, and then they should not be

forgotten. I repeat, it should be a select school. I have always had great respect for that lioness, who when taunted by a neighbor of prolific breed, replied, "Yes, only one, but he is a lion." Not how many but what kind.

I would say, again, that its great mission is bound up in its being a genuinely democratic institution. Select and aristocratic in the type of spirits it attracts, but so democratic in social distinctions that the young man who rides in on his "super six" and the one who comes afoot and in plain attire would become comrades in the search of all great truth and in the prospect of a common self-giving service. The call of such a college comes with equal step to the home of the rich and the cottage of the poor, to the boys to enter her halls, because each alike has caught the vision and heard the challenge from the far heights.

True culture and genuine religion know not the distinction made by wealth or accidents of birth. A Baptist college, and peculiarly Wake Forest, must be above suspicion in this respect. It is a Baptist principle and especially a North Carolina Baptist principle. For this reason as a college we have stood unalterably opposed to any form of Greek letter fraternities. If we are what we claim we are, and what the great rank and file of North Carolina Baptists think we are, such organizations would be as much out of place here as they would be in Olive's Chapel or the First Baptist Church in Raleigh. But other colleges permit them, why not we? If there is not a marked difference between us and the ordinary college, there does not remain sufficient reason for our separate existence. Israel's decline began the moment she tried to copy from the nations about her. When we as a college or as a denomination find ourselves becoming practically like others, in the name of

common sense, why should we not stop this foolish contention and expenditure of money and make a clean surrender?

Again, if it fulfils its mission, it must be more than a denominational college, it must be genuinely Christian. We are hedged in by necessity to make it such. Competition with the State schools, on the same plane, is entirely out of the question. If we surrender, it will not be on account of this competition, but because we have failed to carry out the purpose for which the college was called into being. Here has always been the Waterloo of Christian enterprises. There is not the remotest possibility or desire to make it a privately endowed institution in the sense that it will be independent of the denomination. We call for contributions from the same sources and for the same reasons that we do for missions. This can mean only one thing, and we are facing it right now; this college and the Baptist churches of North Carolina are held together by the same bond and are working to the same ends.

There should be as much care in electing a professor in the institution as a Baptist church should exercise in calling a pastor. They are working actively in the same great Kingdom, though in slightly different spheres. One may proclaim more directly the message of the Kingdom as revealed in the Book of books; the other is to lead the inquiring mind through the other book.

The Christian college that shrinks from a broad course in modern science is guilty of an unpardonable weakness. The student will inquire of other oracles if he fails of an interpreter here. It is of vital importance that he be led by a man who loves and reverently worships the God of both books, who with fine sympathy turns its pages as

together they read the tracery of His fingers. Associate God with it all in the spirit of Tennyson's lines,

Flower in the crannied wall,  
 I pluck you out of the crannies,  
 I hold you here, root and all, in my hand,  
 Little flower,—but if I could understand  
 What you are, root and all, and all in all,  
 I should know what God and man is.

“All and all” is the method, and only in that spirit can we learn at all.

Such an instructor introduces him not to a beautiful world from which God has retired, but an Eden where man may have lost his way, but not the keeper of it, for he walks in it every day. Linnaeus expressed it one day while looking upon the unfolding of a flower: “I saw God in His glory passing near me, and I bowed my head in worship.”

Taught in this spirit all is well, and a course in science is an important element in the building of a sound religious faith. I would not have it to be a theological seminary, but Christianity must have its positive place in the course of teaching, along with other recognized courses.

The professor is not called upon to preach a sermonette to his class every time it meets, but he ought to be a Christian dynamo, and should frequently find opportunity to drive a great and beautiful truth in between the joints of the armor, so that the student who came to scoff may steal away to find new adjustments with God. “If all prophesy and there come in one that believeth not or one unlearned, he is convinced of all; and so falling down on his face he will worship God and report that God is in you of a truth.” This describes the power of the spirit of a group, the spiritual

atmosphere which makes the climate in which opinions should grow.

Out of my deepest convictions and my most careful thought I do not hesitate to declare that Wake Forest, with unwavering devotion to this high mission, means more for the advancement of religion than any other institution the Baptists have in North Carolina.

We are girding ourselves for a million dollar campaign for the schools. Wake Forest must be the chief center about which the mighty issue surges. It will be a testing time, both of the schools and of the people. Have they confidence in the college? Will they prove loyal in the hour of need? Loyalty does not have the same meaning everywhere. In autocratic Germany it means one thing and in a free democracy it is altogether a different thing. Baptist loyalty is not held by forms or names, but in obedience to the fundamental Baptist idea, it must turn, like the needle, to principles and ideals. To fail here, would be to fail to be Baptists at all.

The application makes itself.

In what I have said I would inject no doubtful note. The mission of the college is more than a destiny, it is the working out of purposes divinely planned and divinely inspired.

Like the stream that came out from under the altar it is making its way through the desert places. Independent of them for tributaries, it goes on in widening and deepening sweep, enriching every barren field and sweetening every bitter water. So this type of college serves not only its own, but by the process of interfusion, it saves State education from decay. All social progress and every institution of civilization depend upon this stream for the things that

survive and endure. Every tree of life grows on its banks. You cannot stay its flow; attempt it and a Johnstown flood disaster will be the inevitable reply. It goes on forever. This is my faith in her mission.

A suggestion in conclusion: Among Baptists we can never hope to accomplish a great thing without harmonious understanding, harmonious enthusiasm, and harmonious organization. There must be no concealments from that great body out yonder in the churches. We must have the round table and the open forum. If we do not see eye to eye we will not move shoulder to shoulder. I know of no better place for some of that type of work than right here between our faculty and the Board of Trustees. A banquet, a round table, a get-together meeting for trustees and faculty would mean many times more for the good of the college than the festivities that are to complete the exercises of the evening. Many members of the Board do not even know the faces of members of the faculty who have taught here for years. We may not be arrayed in hostile camps, but we are arrayed in separate groups, seeking the same ends to be sure, but lacking a warm mutual understanding of our needs and difficulties. We fail to get each other's viewpoint, and as a consequence suffer the lack of a comradeship so needed in great enterprises. Heart to heart and hand in hand we must meet every difficulty and walk through every wide door of opportunity.

## Culture and Kultur

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By WILLIAM LOUIS POLEAT, PRESIDENT  
Baccalaureate Address, Wake Forest College.

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*Gentlemen of the Class of 1917:*—Nowhere in America at this pregnant and fateful hour can any man speak to any audience except in the atmosphere of patriotism, least of all to an audience of young men fresh from the baptism of consecration to their country's ultimate demand. Some places in your ranks are vacant. Your fellows are absent, but accounted for. The pressure of a particular form of service required haste and they ran to meet it. The forms of service upon which you will enter none the less heartily, none the less nobly, may be even more vital in the present emergency, for they will equip the nation for its chivalrous adventure, preserve its civil life from disruption, and make ready the path of its greater destiny when the sun comes out after the storm to bless an abiding peace in righteousness. The suggestion of the situation is compelling. I speak to you of "Culture and Kultur."

The greatest German scholar and scientist of the nineteenth century visited Professor Hugo Munsterberg in Cambridge. He was shown the magnificent equipment of Harvard, its scientific institutes and laboratories, but was told that these were not the true America. The true America was not a place and could be understood only by entering with sympathy into the deeper invisible powers at the bottom of the national soul. Helmholtz leaned back in his chair a long time. "Then," says Professor Munsterberg, "he looked at me with his marvelous great eyes and said quietly, 'You have a great task before you, if you really want to reach the

mind of Europe with that message.'” The eminent psychologist had, indeed, set himself the task of interpreting America to Germany and Germany to America, but when he died the task was so far from being accomplished that the reciprocal obscurity had become a clear and acute antagonism, ripened now into irreconcilable collision.

The development of these opposing national ideals, as is the case in many widely divergent organic forms, pursued in its earlier stages the same path. It is a long and bloody road up which the race has blundered and fought from the jungle to Washington and Berlin, Paris and Vienna. Traffic on this highway is still open, and ever and anon a jungle instinct, like a night robber, springs out at the throat of civilization and threatens to drag it back to the elemental passions and brutality of its wild past. Jungle plunder still clutters the path of our progress, and jungle ways compromise the claims of our culture. But slow and painful as the rise of the Western World out of savagery has been, and insecure as its latest advances appear, there can be no question of its real advance or of the common path which all sections of it have taken for the greater part of the journey. Practically the whole of Europe has participated in the progressive legislation which has softened the conditions of human life within each independent national unit. This legislation has been described as a continuous series of concessions by the power-holding class to the unprivileged masses. Under what pressure have these concessions made? Under the pressure of a body of opinion and feeling intolerant of suffering and wrong. It stiffens the demand of the masses and at the same time disintegrates the resistance of the governing class until a revolution is precipitated, and a new stage of social development begins. A number of

factors may be involved, as the spread of intelligence, the ease of communication, the organization of industry, but they may all be traced to one root,—the growth of humanitarian sentiments, the softening and refining of character, which are the most notable mark of Christian civilization. Lord Bryce has taught us that it is on the religious life that nations repose. No less certainly does the progress of Western society get its impulse and direction from “the fund of altruism with which Christianity equipped it in its cradle.” Western culture is Christian culture.

I beg to remind you that there has been a slower but parallel development in the relations of independent nationalities to one another. The separate States with which the modern world began in the sixteenth century were sovereign, each the source of the only law it recognized. Machiavelli, the powerful and unscrupulous Machiavelli, was their prophet. He proclaimed their emancipation from all moral restraints, and based international relations on military force alone. There were protests here and there. Before the close of the sixteenth century it was boldly affirmed that the conduct of States should be controlled by legal rules. Grotius, the father of international law, made in the seventeenth century the first impressive appeal to the moral motive in State action. And we must not forget that the laws of chivalry expressed very nobly the Christian principle of universal humanity and constituted the moral basis of the military traditions of Europe. These traditions found latest and fullest development in the specific conventions of the Hague Conferences and involve the fundamental principles of international law as it is conceived today, namely, fidelity to a promise, honesty in the means employed for injuring an enemy, restriction of the areas

and suffering of war, respect and protection towards the weak. In short, international law is the practical application of the teaching of Jesus in the field of international relations.

I have sketched the main line of the development of individual and national morality. Until now we have thought it the only line. It has required the tragedy and horror of the Great War to teach us better. We have discovered a divergent line of evolution upon an opposite principle, and the shock of that discovery still vibrates round the world. The divergence from the normal development may be distinctly seen in the world of politics in the legacy which Frederick the Great left the later rulers of Prussia,—the tradition that success justifies everything and that moral scruples are proofs of contemptible weakness if they imperil success. In the sphere of philosophy Kant taught that the individual life finds completeness only in the associate life. Hegel conceived the state as the largest and noblest form of the associative life and its mandate and necessity, therefore, as absolutely supreme. Treitschke interpreted history in conformity with this conception, and Bismarck and William II have made history so. Austria was forced into war in 1866, France in 1870, the world in 1914. If treaties stand in the way of national ambition, they become scraps of paper. If the wounded writhe inconveniently, they are bayoneted, even when they are German. If the ship is unarmed and gay on the laughing seas with women and children, down she dives with a hole in her ribs to terrorize the careless. If the demon of the undersea bats the water out of his one eye and glimpses a food ship or a hospital ship, he launches his fatal dart and settles to the safe depths chuckling over another victim of the supremacy of the state. Art

treasures which are the best wealth of the world are destroyed ruthlessly, non-combatant populations are deported, fruitful regions left uninhabitable, nameless outrages authorized, the hard-won victories of decency, humanity, and democracy menaced with utter annihilation,—this gentlemen, is Prussian “blood and iron” pressed through to its bitter issue; this is the practical fruit of the German theory that the state—the German State—is above all law and is called of God to dominate the world. This theory is the heart of German Kultur. It is a purely intellectual development for purely economic and political reasons. It has been sedulously inculcated by the powerful apparatus of the state system of education and is now a positive obsession of one of the noblest and most gifted of races. This obsession must be dislodged, this national waywardness corrected. It is in square conflict with the Christian culture for which this institution stands. It is at close grips with the democracy, humanity, and justice for which our great country stands. You take up the responsibilities of cultured manhood and pass out of college directly into this struggle. It is the greatest moment of modern history. The contending forces are the most gigantic, the stake the biggest over which the iron dice of war ever rattled. To be provincial or self-centered now is to be doubly base. To be cold now when the tides of moral indignation are surging in the universal human heart and cleansing it of littleness, is to be inhuman. To be pessimistic now when God is mobilizing the forces of righteousness and freedom against an arrogant autocracy and sketching before our eyes the outlines of the Kingdom of Heaven, is to despair of mankind and lose faith in God.

## Faculty Personals

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Professor J. Henry Highsmith, of the Chair of Education and Philosophy, has been appointed by Governor Bickett as one of the six State Examiners and Institute Conductors who, by act of the last Legislature, will be connected with the State Department of Education. The news of this appointment came as a severe blow to the College, which for ten years he has served so well. Professor Highsmith entered upon his new duties on the first of June. He will continue to reside in Wake Forest.

Dr. C. C. Pearson of the Department of Political Science is spending the vacation at his old home at Farnham, Va. He represented the College at Flat River Association near Virgilina.

Prof. R. B. White of the Law Department has been appointed by Governor Bickett secretary and treasurer of the North Carolina Railroad. Professor White was Governor Bickett's law partner and campaign manager. He moved from Franklinton into his home here (formerly R. B. Powell's), in May.

Dr. Hubert McNeill Poteat filled engagements at Greenville, S. C., and at Virginia Beach in late June and early July, where he conducted the music for Baptist Assemblies. At Virginia Beach he gave a course of six lectures on Hymnology. He has an engagement in the Baptist Assembly at Bristol, Tenn., the latter part of July. He will go from Virginia Beach to Marion, N. C., where he will spend the rest of the vacation with his family.

Dr. Wilbur C. Smith, Professor of Anatomy, who was granted one year's leave of absence by the Trustees at the commencement of 1916, tendered his formal resignation at the last commencement. Dr. George Alfred Aiken, who was temporarily elected to fill the vacancy, was elected Professor of Anatomy in Dr. Smith's place. Dr. Aiken and family are spending the summer in Malta Bend, Mo.

Prof. Hubert A. Jones is spending a portion of the summer traveling for the College in a campaign for students. His territory will probably cover most of the State.

Director Crozier delivered a course of six practical lectures on Hygiene to his Physical Culture classes the past spring. He is director of recreation in the Presbyterian Assembly at Montreat this summer.

Prof. Edgar W. Timberlake, who found it necessary to give up his work in the Law Department for several months, resumed his important services in the spring. His friends are delighted to find him much improved in health.

Dr. Eugene A. Case, Professor of Pathology and Bacteriology, has tendered his resignation to accept a position in the Jefferson Medical College of Philadelphia. Dr. Case has done an important work in the short time he has been connected with the Department of Medicine, and it is a matter of general regret that he severs his connection with the College.

Prof. Elmer W. Sydnor, Associate Professor of English during the past session, has accepted a position in the University of Chattanooga for next session. He will be head of the Department of Education in the Athens School of Education in that University.

Dr. J. F. Lanneau attended the meeting of the North Carolina Academy of Science in Chapel Hill, on April 27, 28.

Dr. Benjamin Sledd of the English Department is conducting courses in Shakespeare, English and American Literature at the Summer School of the University of Virginia. He has been in great request for special lectures and addresses in the University and two Baptist churches of Charlottesville.

Dr. William Turner Carstarphen, who has been Professor of Physiology since 1910, resigned that position at a special meeting of the Trustees in Raleigh, July 5. He goes into the full practice of medicine in Wake Forest, where he continues to reside. Later: He has been appointed by the President captain in the medical service of the U. S. Army and will probably be assigned to a base hospital in France or England.

The following engagements have been met by the President of the College: February 11, Kenly High School; February 22, Inauguration of President Riddick of the N. C. College of Agriculture and Engineering; February 25, Y. M. C. A., University of North Carolina; March 11, Y. M. C. A., Sumter, S. C.; March 14, Baptist Men's Meeting, Atlanta; March 18, Lexington and Thomasville; March 22, presenting Ex-President Taft, Greensboro; March 29, April 3 and 12, addresses to Senior Class; April 6, Nash County school commencement; April 8, Franklinton; April 15, High School, Stem, and Baptist Church, Oxford; April 20, High School, Wilton; April 23, High School, Apex; April 25, Cullowhee Normal School commencement; May 9, Rochester Theological Seminary commencement; May 19, Memorial Address on Edgar Estes Folk, Southern Baptist Convention,

New Orleans; May 30, Bridgewater College (Va.) commencement; June 12 to 21, Southern Student Conference, Blue Ridge; July 2, Baptist Seaside Assembly, Wrightsville; July 7 to 20, Secretaries Summer School, Blue Ridge; July 31, Pilot Mountain Association, Kernersville; Aug. 3, Southern Sociological Congress, Asheville.

At the special meeting of the Board of Trustees in Raleigh, July 5, Prof. T. E. Cochran, of Columbia College, Lake City, Fla., was appointed to the chair of Education and Philosophy in Wake Forest College. Prof. Cochran is a native of Kentucky, is thirty-three years of age and unmarried. After completing the B.Sc. course in Bardstown College in 1905, he was for two years principal of the high school at Bardstown Junction, Ky. For the year 1907-8 he was Dean and Professor of Education and Philosophy in East Lynn College. From 1908 to 1911 he was a student of Richmond College, receiving the B.A. degree. The next two years he was Professor of Mathematics and Sociology in Columbia College, Fla., doing graduate work in the University of Chicago in the summers of 1911 and 1912. From June, 1913, to September, 1915, he was continuously in the University of Chicago, from which he received two degrees,—Master of Arts in 1914, Bachelor of Divinity in 1915. In the fall of 1915 he entered Crozer Seminary and the University of Pennsylvania, graduating from Crozer in 1916 with the degree of Master of Theology, and completing the work for the Ph.D. degree in Pennsylvania, except the thesis. Since 1916 he has been Professor of Education in Columbia College. At both Chicago and Pennsylvania he specialized in Education and Psychology. At the Wrightsville Assembly he met a number of the Trustees and friends of the College.

## Among the Alumni

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Rev. H. L. Swain (B.A. '16), former pastor of Druid Park Baptist Church, Baltimore, has recently entered the pastorate of the Tabernacle Baptist Church, New Bern, N. C. He holds degrees from Wake Forest College, Southern Baptist Theological Seminary and George Washington University. He has specialized in Teacher Training and general Sunday school work.

Mr. H. H. McLendon (B.A. '96) and Mr. B. M. Covington (B.A. '16) have entered into a law partnership in Wadesboro, N. C., where the former has been practicing for a number of years.

Rev. Lee McBride White (B.A. '08) has resigned the pastorate of the First Baptist Church of Monroe, N. C., and has accepted a call to the First Baptist Church of Shelby, N. C. He entered upon his new work March first.

Mr. Roger Philip McCutcheon (B.A. '10) and Miss Helen Halliday Wilson were united in marriage on June 28. Mr. McCutcheon is Professor of English in Denison University, Granville, Ohio.

Mr. D. B. Carrick (B.A. '10) was elected to membership in the Alpha Chapter of Sigma Xi, the honorary scientific society of Cornell University, in May. This is one of the greatest honors which the University bestows.

Patt B. Coggin (B.A. '09) died at his home in Albemarle, N. C., on April 17. The *Baptist Messenger* for May speaks of him as follows: "The people of his county loved him and trusted him and elected him to the office of Clerk of the Superior Court, which office he held at the time of his death,

and filled to the satisfaction of his county and to the delight of his friends. His church loved him and elected him a deacon. \* \* \* His neighbors loved him as a brother. He was a good citizen, a friend to education, and his love for Wake Forest seemed to grow stronger as he grew older. \* \* \* He was devoted to the Baptist Church and his conduct in life was that of a true follower of Jesus Christ."

Rev. H. T. Stevens (LL.B '08) has for five years been pastor of the Belmont Baptist Church, Roanoke, Va. During that time he has had 1100 additions to the membership of the church.

Southern Baptists sustained an irreparable loss on February 27, in the passing of Rev. Edgar Estes Folk (M.A. '77). He was valedictorian of his class, which celebrated a reunion at the last commencement. In 1882 he completed the full course at the Southern Baptist Theological Seminary, was ordained and entered the pastorate the same year. After serving churches in Murfreesboro, Tenn., Millersburg, Ky., and Albany, Ga., he became editor of the *Baptist and Reflector*, the organ of the Baptists of Tennessee, which position he was filling at the time of his death. He served as President of the Baptist Sunday School Board at Nashville from 1895 until the time of his death, and was president of the Anti-Saloon League of Tennessee from 1899 to 1911. He was author of several books, among them being "The Mormon Monster," published in 1901; "Southern Pilgrims in Eastern Lands," 1912. He also wrote a number of pamphlets. Dr. Folk is survived by his widow, who was Miss Lizzie Handy of Nashville, and four children.

Mr. S. J. Husketh (B.A. '07) has been elected to teach in the West Durham school for the coming session. For the

past six years Mr. Husketh has conducted a successful work as principal of the Lowe's Grove School.

Mr. Thomas Calhoun Britton, Jr. (B.A. '14), was married on March 27 to Miss Ruth Yeager, of Louisville, Ky. They will live in Shanghai, China, where Mr. Britton is engaged in the real estate business.

Rev. J. L. Kirk ('01-'07) is pastor of two excellent country churches; he is living in Rennert, N. C. He has been for several years pastor of Chestnut Hill Baptist Church, Salisbury, N. C.

Dr. Edgar W. Lane (B.S. '13) is serving as interne in the New Jersey Sanatorium for Tuberculous Diseases, Glen Gardner, N. J.

Rev. C. D. Creasman (B.A. '10) has returned to Nashville, Tenn., where, as pastor of the Grace Baptist Church, he led in the erection of an excellent house of worship. His pastorate at Lake City, Florida, was a fruitful one.

Rev. J. Ben Eller (B.A. '11) has succeeded in raising the debt on the West Durham Baptist Church, of which he has been pastor for one year.

Mr. Ozmer L. Henry (LL.B '15) is practicing law in Rockingham, N. C.

Mr. H. T. Hunter (B.A. '12), after spending a year in study at Columbia University, has accepted the Chair of Education in the Methodist University, Dallas, Texas.

Dr. O. L. Stringfield (B.S. in Med., '14), is interne in the Brooklyn Hospital, DeKalb Ave. and Raymond St., New York City. He will probably enter the Naval Medical Reserve Corps.

Mr. Walter C. Sanders (B.A. '09), and Miss Hallie Neal, were married at the first Baptist Church of Monroe, N. C., on April 10.

Mr. A. B. Canady (B.A. and LL.B., '98) wrote an extended article on "Baptist Progress in the City of Tampa" in the *Florida Baptist Witness* for March 15, 1917.

Mr. B. F. Giles, Jr. (B.A. '14), visited Wake Forest in May. He is Supervisor for Alabama of the Continental Casualty Co. of Chicago, with headquarters in Birmingham.

Mr. G. M. Garrison (B.A. '03), of Monroe, died in a hospital in Norfolk on March 16. He was superintendent of public schools in Anson County, and much loved by the people.

Rev. Charles A. Leonard (B.A. '07), who for a number of years has been engaged in mission work in Laichow-Fu, North China, is at present in this country on a furlough with his wife. They are spending some time in Alabama.

The inauguration of Dr. Wallace Carl Riddick ('77-84) as President of the North Carolina College of Agriculture and Engineering took place on February 22. Dr. Riddick had the degree of LL.D. conferred on him at the last commencement by Wake Forest College and Lehigh University. He delivered the annual address at the last named institution.

Mr. W. F. Marshall (B.L., '83) is publisher of *North Carolina Education*, a monthly journal edited by Prof. E. C. Brooks of Trinity College, and now about completing its eleventh volume. Mr. Marshall makes frequent contributions to the journal.

Mr. Bunyan Y. Tyner (B.A. '08), who has for the past five years been head of the Department of Education in the

State Normal School of Fredericksburg, Va., is Chairman of the State Reading Course Committee for Virginia the present year.

Rev. J. A. Eliis (B.A. '11, M. A. '12) has accepted a call to the pastorate of the First Baptist Church of Dunn, N. C. He received the degree of Doctor of Theology from the Southern Baptist Theological Seminary the past commencement.

Rev. William Bland (B.A. '70), of Spring Branch Church, died on March 9, at the age of 80. For a number of years he was a prominent educator of Sampson County.

Rev. G. T. Mills (B.A. '17) is pastor of churches at Wendell, Clyde's Chapel, Bethlehem, and Samaria. New Sunday School rooms and a \$250 organ have been added to the Wendell church since the beginning of his pastorate.

Dr. Hight C. Moore (B.A. '90), for nine and a half years editor of the *Biblical Recorder*, has tendered his resignation to the Board of Directors to accept the managing editorship of the Sunday School Board of the Southern Baptist Convention, the new work to begin August 1. Dr. Livingston Johnson (77-78), pastor of the First Baptist Church of Rocky Mount, N. C., has been selected to succeed Dr. Moore.

Rev. J. H. Vernon ('70-'74) died at his home in Wake Forest on May 14. He was ordained in Durham in 1874, and from that time until his removal to Wake Forest in the fall of 1898 he was pastor of churches and teacher. He held pastorates at Chapel Hill, Cedar Grove, Semora, Roxboro, and Pollocksville.

Dr. Houston W. Vernon (B.S. '04, M.A. '06) was in Wake Forest in May to attend the funeral of his father,

Rev. J. H. Vernon. Dr. Vernon is practicing medicine in Chicago, his address being 153 W. 69th St.

Mr. W. O. Williams (B.A. '98), who is with the Mutual Life Insurance Co., Durham, was married on Wednesday, April 11, to Miss Ada Holland of that city. When in college Mr. Williams was known as "big boy."

Mr. J. Y. Hamrick ('75-'78), of Shelby, N. C., died on March 8. He was a member of the Legislature of 1881, and of the Senate in 1895; he was Commissioner of Labor in this State from 1898 to 1901. He was for several terms Moderator of the Kings Mountain Association and was largely instrumental in the construction and location of the Boiling Springs High School at Boiling Springs, N. C. He was editor of the *Shelby Aurora* for several years, but the greater part of his life was spent in farming and in the lumber business.

The passing of Rev. I. N. Loftin ('00-'04) on April 5, leaves another gap in religious circles which can hardly be filled. Of him the *Biblical Recorder* says: "For ten history-making years he had been pastor of Blackwell Memorial Church in Elizabeth City. During these years this church grew from a small, feeble band to one of the largest Kingdom forces, in evangelism, in Sunday School training, and in financial contributions. These things don't come to pass apart from the pastor. A vigorous, clearsighted, compact team-working body of laymen compose that church today. \* \* \* The writer knew I. N. Loftin and would set down a few things concerning him. He was not bigoted, but he had distinct convictions. He was not a neutral on great moral issues. He took his stand on the side he thought right and people knew he was standing there. \* \* \* His

religion was so real that it consumed him. He spent and was spent. \* \* \* Loftin loved the poor and hard working people. They were ever on his heart and he was often in their homes. At his funeral the cotton mills stopped that the workers might attend. Almost a thousand of them tried to get into his house. He never forgot them. \* \* \* I. N. Loftin was a growing man. Only a few months ago the writer spent a day in his beautiful home and was never more amazed than when his accomplished wife took her seat at the pipe organ, and he, standing at her side with violin, they rendered selections of music from the great classics. Asked when he became master of music and the violin, his quiet reply was: 'In the past five years.' \* \* \* Loftin was a living man in a living present. He was not a dreamy mediator on the past but a living striver in the present and a hopeful prophet of the future."

The following members of the student body of 1916-17 are in the Officers' Training Camp at Fort Oglethorpe: R. H. Taylor, A. D. Odom, C. V. Haynes, Burgin Pennell, G. F. Rittenhouse, R. T. Thompson, C. W. Parker, B. M. Boyd, R. B. Jordan, W. E. Jordan, G. F. Washburn, C. L. Wharton, B. H. Carraway, R. C. Kinton, C. D. Moore, J. C. Joyner, C. H. Tichenor, J. M. Hayes, H. E. Olive, A. A. Aronson, W. B. Jones, P. S. Sykes. Besides these there are a number of graduates of other years there. One of the students writes: "The work is exceedingly strenuous but all the men are in fine spirits. We (i.e., the Wake Forest men), are going to call a meeting tomorrow night for the purpose of organization, and are going to have a picture made of the group."

Mr. Henry L. Langston ('15-'17), of Columbia, S. C., has been accepted for the twenty-sixth unit of the American

Red Cross Ambulance Corps. He left home on June 9 for training at Allentown, Pa., when he will soon be transferred directly to the French front. Mr. J. A. Stevens (B.A. '17) was in Wake Forest a few days ago; he also has joined the Ambulance Corps and expects to be in France in a few weeks to be trained behind the lines.

Mr. Lee Parker (B.A. '16) is working for the British American Tobacco Co., with headquarters at Newchwang, Manchuria. Of his life there he writes: "The port has about 150 foreigners, composed of almost every nationality, including Japanese and Germans. However, the English are much the strongest; there are, I suppose, 125 of them. There are seven or eight Americans. The port is a very agreeable one, and I enjoy it. Yesterday the British celebrated the King's birthday, and gave silver cups, etc., as prizes in athletic contests. Notwithstanding the fact that it was an English celebration, one other young American and I came off with four first prizes—which, if I remember correctly, were all—and a few smaller prizes. I like my work very much. I lead a varied life. While in port life is very easy, but outside, in the interior where I go often, spending several days riding in a Chinese cart, in a country where a white man is more or less of a circus, living is not so easy but more interesting. The company I am working for is a very fine one and takes good care of its men.\* \* \* As for the Chinamen, judging by my own observations in doing business with them, I find that they are a people possessing as fine qualities as any other people. From the lowest to the highest class they are most polite and considerate. Manners and politeness are the first lessons taught to the children, and after getting used to them you can't help admiring their consideration for age."

5. The inauguration of Dr. E. W. Sikes (M.A. '91) as president of Coker College, Hartsville, S. C., took place on March 22. The principal address was made by Dr. S. C. Gardner, Professor of Homiletics at Southern Baptist Theological Seminary. Other addresses were made by Governor Manning of South Carolina, and Governor Bickett of North Carolina, the latter having been a college mate of President Sikes, and Dean N. Y. Gulley of Wake Forest College.

Wake Forest men prominent in the meeting of the Southern Baptist Educational Conference in Nashville, Tenn., on January 30-31, were Dr. R. T. Vann (B.A. '73), Secretary of the Board of Education of the Baptist State Convention, who was President of the Conference; Dr. E. M. Poteat (B.A. '81), President of Furman University; Dr. G. W. Paschal ('92) of Wake Forest College; Dr. E. W. Sikes ('91), President of Coker College; Dr. Rufus W. Weaver (M.A. '93), Secretary of Education of the Baptist State Convention of Tennessee; Dr. C. E. Brewer (M. A. '86), President of Meredith College; Dr. B. W. Spilman (B. S. '91) of the Baptist Sunday School Board; Dr. E. E. Folk (M.A. '71), Editor of the *Baptist and Reflector*, President of the Anti-Saloon League in Tennessee; Rev. C. D. Creasman (B.A. '09), Pastor of Grace Church in Nashville, Tenn., and Mr. C. J. Jackson, State Y. M. C. A. Secretary in Tennessee.

Dr. Ronald C. Gyles (B. S. in Med. '15) received his M. D. degree from Jefferson Medical College in June. Mr. J. J. Neal (B. A. '14, B. S. in Med. '15) was graduated at the same time from that institution, and won a surgery prize of \$75 at the commencement. Dr. Gyles received honor-

able mention for another prize. Not a Wake Forest man in Jefferson failed.

Hon. Edwin J. Justice (B. L., 1887) died suddenly in his office in San Francisco on July 25. He was special assistant to United States Attorney General Gregory, representing the United States in certain public land matters in the West. Not a few hold Mr. Justice to have been the ablest lawyer in North Carolina, unsurpassed in ability, courage, and the spirit of justice and democracy. He was repeatedly a member of the Genral Assembly of North Carolina, once Speaker of the House. He was twice married and leaves a widow and seven children, who reside in Greensboro. The interment took place in Berkeley, Cal.

Mr. O. J. Peterson (B.A. '92) has returned to North Carolina after a number of years in Louisiana. He is now editor and publisher of the *Sampson Democrat*, published weekly at Clinton, N. C. He is showing the same sort of alertness and vigor which characterized his newspaper work before he left the State.

## Record

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The Philomathesian and Euzelian Literary Societies celebrated their anniversary on February 16. The annual debate occurred at 2:30 p. m. Eugene C. Denton, Eu., President, R. J. Hall, Phi., Secretary. The query for debate was: "Resolved, That the Federal Government should own and operate railroads engaged in interstate commerce—Constitutionality waived." J. M. Hayes, Phi., and G. S. Quillin, Eu., defended the affirmative side of the question; J. C. Newton, Eu., and R. L. Humber, Phi., the negative. The orations at 7:30 p. m. were delivered by J. B. Rucker, Eu., on "The New Democracy and Leadership," and J. M. Hester, Phi., on "Israel's Contribution to Human Advancement." Following the orations an informal reception was held in the Society Halls.

On April 26 Dr. Hubert McN. Poteat delighted a large audience in the church with the installation recital on the new organ, built by Henry Pilcher's Sons of Kentucky. The program was as follows:

1. Marche Triomphale.....Lemmens
2. Elevation .....Guilmant
3. Largo, from "Xerxes".....Handel
4. Fanfare in C.....Poteat
5. Meditation, from "Thais".....Massenet
6. Introduction to "Faust".....Gounod
7. Hallelujah Chorus, from "The Messiah".....Handel
8. Andante Cantabile .....Tschaikowsky
9. Improvisation.....
10. War March, from "Rienzi".....Wagner
11. The Answer.....Wolstenholme
12. Overture to "William Tell," Parts 3 and 4.....Rossini

Following the organ recital, Director Crozier's special gymnasium class, assisted by some of the young ladies of the community, presented the second annual Society Circus. The entire performance was most creditably rendered, which speaks much for the tireless efforts and training of the students by Director Crozier and his able corps of assistants. The special features were, Flag Drill, Athletic Pageant, Spring Board and Mats, and Statuary Pyramids on the Parallel Bars.

Dr. Victor I. Masters of the Home Board occupied the pulpit twice on Sunday, April 29. His morning sermon celebrated the formal closing of the mission study classes of the College and community, the study being Dr. Masters' book, "Southern Baptist Home Missions."

Dr. L. R. Scarborough, President of the Southwestern Baptist Theological Seminary, of Fort Worth, Texas, accompanied by Professor and Mrs. Reynolds, of the School of Music of that institution, were guests of the Young Men's Christian Association on the evening of April 30. Dr. Scarborough addressed the Association on the subject, "A Great Winner of Souls," and Mr. and Mrs. Reynolds furnished music.

Rev. C. D. Graves, College pastor, made the annual address at the commencement of Chowan College. He is spending his vacation at Blue Ridge, N. C.

The College Glee Club made its usual spring trip April 13-21. Bennettsville, South Carolina, was one of the towns visited, and the following is quoted from a letter received from an alumnus of the College immediately afterwards:

"Dr. Hubert Poteat and his fine body of young men stopped over at Bennettsville yesterday and attended the Sunday School

and preaching services at Thomas Memorial Baptist Church. I thought it might interest you to know something of the impression made by the young men. It has been said time and again since the services were over that no such music was ever heard in our church.

"There was another feature connected with the service which proves to us that Wake Forest is exerting a wonderful influence over her young men. Yesterday was the regular day for communion service. Insofar as I could see, every member of that body of young men from Wake Forest took communion with us. They, no doubt, did the thing that they were accustomed to do, but the impression made on our congregation will be lasting."

The first inter-scholastic Declamation Contest, its purpose being to bring the College into closer contact with the high schools of the State, was held at Wake Forest on May 9, the preliminary elimination contests being held on the preceding day. Fifty-three men entered the contest, the successful contestant being Mr. Aubrey R. Wiggins, of Durham, N. C. His subject was, "The Unknown Speaker." Mr. Martin Luther, of White Oak, N. C., was accorded second place. His subject was, "Mose! an Impersonation in Negro Dialect," written by Prof. J. B. Hubbell, formerly of this Faculty.

The basketball team closed a successful season on March 3, having won eight games out of fourteen played. Robert P. Holding, of Wake Forest, was captain of the team.

Dr. Alexander Johnson, of Philadelphia, addressed the Missionary Society on Sunday evening, January 21, on "Care of the Feeble-minded." His large experience in dealing with these unfortunate people makes it possible for him to speak of them in a forceful and interesting way. He spoke also to the Class in Biology 1, on January 22, and at the chapel exercises on that day.

On the night of January 25 the Wake County Alumni Association of Wake Forest College held its annual meeting in the auditorium of Meredith College, and later banqueted in the dining room. Mr. R. N. Simms, of Raleigh, was toastmaster, and speeches were made by His Excellency, Governor T. W. Bickett, Dr. Charles Lee Smith, Prof. M. B. Dry, Dr. Benjamin Sledd, Dr. W. T. Carstarphen, Mr. Carey J. Hunter, Dr. Hubert A. Royster, Dr. Hight C. Moore, Dr. W. L. Poteat, Messrs. T. E. Holding, J. W. Bunn, W. N. Jones, and others.

The Morrow Brothers Quartet gave a concert in Memorial Hall on February 3.

Wake Forest College participated in three debates last spring, the first with Colgate University, taking place in Memorial Hall on the evening of March 9. The Wake Forest debaters were Messrs. B. M. Boyd, C. P. Herring, and M. C. Robinson; the Colgate debaters, Messrs. Davidson, Strough, and Allen. The question was: "Resolved, That the United States should adopt a system of universal military service." The judges, Dr. J. Y. Joyner, Judge H. G. Connor, and Judge J. Crawford Biggs, rendered a two-to-one decision in favor of Colgate. The other debates took place on Easter Monday, one with Randolph-Macon, in Raleigh, the question for debate being, "Resolved, That the Constitution of the United States should be so amended as to prohibit the manufacture and sale of intoxicating liquors." Wake Forest was represented in this debate by H. E. Olive, A. C. Reid, and W. B. Gladney. The third debate was with Baylor University, in Waco, Texas, the Wake Forest representatives being Messrs. J. Baird Edwards, E. D. Banks, and I. E. Carlyle. The subject for

the debate with Baylor was: "Resolved, That the United States Government should own and operate the railroads in her territory." Wake Forest was successful in winning both of these debates.

Wake Forest College was represented in Louisville, Ky., at the convention of the Baptist Student Missionary Movement by Dr. W. R. Cullom and Prof. J. H. Highsmith. The convention was held in February.

Dr. William Lyon Phelps, Professor of English Literature in Yale University, delivered a series of lectures here February 7-10. The first was delivered in the church building on Wednesday, his theme being: "The Christian Adventure." The subject of the lecture on Thursday morning was Robert Browning—the Man;" Thursday evening, "The Contemporary Novel;" Friday morning, "Browning's Interpretation of Music;" Friday evening, "Conditions of the Stage;" Saturday morning, "Browning and Christianity;" Saturday night, "A Literary Pilgrimage in England."

Out of the total of eighty-one that applied for license for examination in the North Carolina Supreme Court on February 5, fifty-five were successful, twenty-nine of these being Wake Forest men. The names are given below:

Roone Arledge, Fred Lambert, J. D. Canady, F. E. West, A. J. Blanton, J. T. Pritchett, S. S. Norman, G. W. Tomlinson, R. P. Holding, R. R. Fisher, J. A. Stevens, Jr., R. H. Taylor, R. R. Wall, W T. Foreman, B. M. Watkins, B. M. Boyd, R. E. Taylor, Burgin Pennell, D. P. McDuffie, T. M. Jenkins, J. O. Tally, Nathan Cole, M. W. Egerton, A. A. Tarlton, F S. Hutchins, H. S. Fenner, E. C. James, W. T. Kidd and F. H. Woodard.

Dr. Joseph T. Watts, of Richmond, Va., conducted a successful series of meetings in Wake Forest in February.

At a special meeting of the Board of Trustees of Wake Forest College in February, the purchase of the Walters property, 160 acres of land west of the campus, was approved. Golf links have already been laid out on the new property, and the rest will be developed as soon as available funds can be raised for the purpose.

Mrs. Mary E. Simmons died on April 13, 1917, at the home of her son, President Thomas J. Simmons, of Brenau College, Gainesville, Ga. She was in her eighty-fourth year, having been born on September 2, 1833. Her career was so long and vitally connected with Wake Forest College, and her influence on the college community and many generations of students so great and good as to be worthy of fullest recognition.

On her twentieth birthday she was married to William Gaston Simmons, whom she had met at a Wake Forest College commencement. Soon after her marriage, her husband was called to Wake Forest College as Professor of Chemistry and Natural History. He continued in this work until 1888, teaching in the time many other branches, as the needs of the institution demanded. This was his life work, and Mrs. Simmons was in it all a worthy helpmeet to him. When the work of the College was suspended during the war they remained and ran a boarding school with slight interruptions until the work of the College was resumed in 1866. In this work Mrs. Simmons had a large part.

Though Mrs. Simmons' contributions to the life of the College were many, not the least was that of joining with her husband in keeping the educational torch burning during the dark and trying hours of War and Reconstruction. When the College opened after the war the dormitories were

almost without furnishing. Mrs. Simmons, as the bursar's wife, came to the rescue, and out of her private stores supplied the want. There were at that time meagre boarding facilities of Wake Forest. To meet the need Mrs. Simmons opened a boarding house for students, in this way, and in many others, doing all in her power to give the young men of the day an opportunity for education. The task of re-opening the College fell primarily to Dr. Simmons, and we must not fail to put proper estimate upon the sacrifice and labor of love which Mrs. Simmons, standing shoulder to shoulder with her husband, exerted to that end. She has left a lasting impression upon the community, and true indeed are the words of one who knew her: "I am unable, I find myself quite unable to think of the College of the seventies and eighties apart from Mrs. Simmons, and her gracious memory will, through the coming years, add to the virility of its service the fragrance of all womanly graces."

#### THE COMMENCEMENT

The eighty-second commencement of Wake Forest College was held May 23-25, being opened Wednesday night with the baccalaureate address by President W. L. Poteat and the baccalaureate sermon by Rev. David A. McMurray, pastor of the Lennox Road Baptist Church, Brooklyn, N. Y. On Thursday morning at 10:30 the medals won during the year by members of the literary societies were presented to the successful contestants by President Poteat, following which Dr. Henry Churchill King, of Oberlin College, Ohio, delivered the annual literary address on "The Will and the Deed." The exercises of the afternoon included the Class of 1907 reunion and the Senior Class exercises, and the alumni meeting Thursday night followed an instructive address by

Dr. M. L. Kesler, manager of Thomasville Baptist Orphanage. The concluding exercises on Friday were begun with the contest for the A. D. Ward medal, presented to the best orator in the Senior Class, and the session came to a close after Dr. Poteat had conferred the honorary and academic degrees.

Dr. Poteat spoke Wednesday evening on "Culture and Kultur." The address is printed in the present issue of THE BULLETIN. Rev. David A. McMurray preached the baccalaureate sermon, taking as his subject, "The Touchstone for Life Problems."

After the Thursday morning exercises had been opened with prayer by Rev. Mr. Carrick, Dr. Poteat presented medals to the following men: In the Euzelian Society, the Thomas Dixon, Jr., Medal, given to the best orator in the Senior Class, was won by Mr. J. Baird Edwards; the J. L. Allen Medal, by J. Bunyan Rucker; the Junior Orator's Medal, by A. C. Reid; the Sophomore Improvement Medal, by W. M. Lovelace; and the Freshman Improvement, by W. A. Queen. The Philomathesian Society gave medals to the successful contestants: the John E. White Medal, given to the best debater in the society, was won by J. M. Hester; the Senior Orator's Medal, by C. H. Stevens; the Junior Orator's Medal, by E. D. Banks; the Sophomore Improvement Medal, by Joel I. Allen, Jr.; and the Freshman Improvement Medal, by J. A. Jones. Mr. C. A. Moseley won the Student Essay Medal and Mr. R. S. Britton took the Fiction Medal offered by the student body to the author of the best short story of the year. To Mr. Irving E. Carlyle, son of the late Professor J. B. Carlyle, belongs the distinction of winning the Athletic Medal, presented annually by Dr. Hubert A. Royster, of Raleigh, to the best student

athlete. Pins were awarded to Intercollegiate debaters, President Poteat taking the opportunity to thank publicly the men who won two out of the three spring debates. The men receiving the pins were: E. D. Banks, J. Baird Edwards, I. E. Carlyle, W. B. Gladney, H. E. Olive, A. C. Reid, B. M. Boyd, M. C. Robertson, and Carey Herring.

Dr. King, one of the most pleasing speakers that ever stood before a Wake Forest audience, delivered a most instructive address on "The Will and the Deed," or the fine art of living.

At 1 p. m. the Class of 1907 held its reunion with only a few of the members present. Of the forty-two who graduated ten years ago, three have had their careers cut short by death, three cannot be located, leaving thirty-six who have exercised their talents in various lines of activity. The ministry and the law have claimed eight each, and the remainder are divided among business, journalism, medicine, and farming.

The Senior Class held its exercises in Wingate Memorial Hall at 3 p. m., the visitors and friends in attendance being greeted by the class president, Mr. R. Kelly White. The Class poem was read by Mr. A. C. Reid, and Mr. B. M. Boyd gave the future of the class in his prophecy, after which Mr. J. O. Tally delivered an oration. The exercises were closed when Mr. E. C. James read the last will and testament of the class.

The subject of Dr. Kesler's address before the alumni of the College was: "The Mission of Wake Forest College." The address appears in full elsewhere in this issue of THE BULLETIN.

At the meeting of the Alumni the following officers were elected: President, Hon. W. H. Weatherspoon, Laurinburg,

N. C.; Vice-president, W. L. Wyatt, Raleigh, N. C.; Secretary and Treasurer, Hubert A. Jones, Wake Forest, N. C.; Orator, Dr. Rufus W. Weaver, Nashville, Tenn.; and Alternate Orator, Hon. W. H. Weatherspoon. After a thorough discussion of the matter of appointing an alumni representative whose duty it shall be to organize and keep in touch with local Alumni Associations throughout the State, to arrange Inter-High School contests at Wake Forest, to visit the high schools of the State and confer with the students of the same and urge them to attend Wake Forest College, to keep in close touch with all the Alumni of the College and cooperate with them in increasing the patronage of Wake Forest, to arrange for an Alumni Day for all the local Associations in the State and in every way possible to keep the Alumni in close touch with the College, a committee, consisting of President Poteat, Dean N. Y. Gulley, Hubert A. Jones, T. E. Holding, and W. A. Wyatt, was appointed to lay the matter before the Board of Trustees at the earliest possible moment and to urge their cooperation.

On Friday morning the contest for the A. D. Ward medal was held, the following men speaking: A. C. Reid, "The Ascendency of Southern Principles;" J. B. Rucker, "The Liberalizing Influence of the Present War;" J. M. Hester, "Americanism and World Peace;" I. E. Carlyle, "Our Duty to France;" P. S. Daniel, "The Invisible Empire," and J. Baird Edwards, "The Dawn of Universal Democracy." The decision of the judges awarded the medal to Mr. Edwards.

Honorary degrees were then conferred by President W. L. Poteat. Governor Thomas Walter Bickett was honored with the Doctor of Laws degree. Other degrees conferred were Rev. Chas. E. Maddry, of Austin, Texas, Doctor of Divin-

ity; Joseph T. Watts, Sunday School Secretary in Virginia, Doctor of Divinity; David A. McMurray, pastor of Lenox Road Baptist Church, Brooklyn, N. Y., Doctor of Divinity; Chas. Luther Greaves, Doctor of Divinity; Launcelot Union Harris, Old College, Charleston, S. C., Doctor of Letters; Collier Cobb, Professor of Geology, University of North Carolina, Doctor of Science; Wallace Carl Riddick, President of A and E. College, Doctor of Laws.

Those receiving the academic degree were:

MASTER OF ARTS.—W. A. Harris, J. E. Pate, R. K. Redwine, R. C. Tatum, K. M. Yates, W. F. Taylor.

BACHELOR OF ARTS.—F. H. Baldy, C. G. Best, J. A. Bivens, B. M. Boyd, R. S. Britton, D. E. Buckner, C. C. Harris, C. E. Byrd, I. E. Carlyle, L. W. Chappell, P. S. Daniel, J. D. Davis, E. C. Denton, A. Y. Dowell, G. H. Eaddy, G. E. Eddins, J. B. Edwards, W. A. Elam, W. T. Foreman, R. J. Hall, H. H. Hamilton, J. M. Hayes, J. M. Hester, R. Hooper, F. S. Hutchins, J. S. Johnson, J. H. Jones, W. B. Jones, C. M. Kendrick, G. T. Mills, V. F. Mitchell, C. A. Moseley, J. C. Newton, A. C. Reid, G. F. Rittenhouse, J. B. Rucker, C. C. Russ, W. B. Sinclair, C. H. Stevens, E. R. Stewart, P. S. Sykes, J. O. Tally, R. T. Thompson, J. A. Ward, G. F. Washburn, E. M. Whedbee, R. K. White, S. I. Whitehead, C. H. Wilkinson.

BACHELOR OF SCIENCE.—W. E. Jordan.

BACHELOR OF SCIENCE IN MEDICINE.—G. M. Billings, J. G. Booe, J. H. R. Booth, J. S. Brewer, H. H. Foster, J. E. Howell, J. D. Humber, J. P. Hunter, E. G. McMillan, D. R. Perry, W. M. Strickland, T. M. Watson, S. C. Way, W. S. Woody.

BACHELOR OF LAWS.—A. A. Aronson, J. P. Brassfield, J. D. Canady, M. D. Clayton, J. B. Edwards, M. W. Egerton, H. B. Harrell, C. V. Hayes, R. P. Holding, E. C. James, A. B. Jordan, C. W. Parker, Jr., B. Pennell, J. A. Stephens, Jr., C. C. Wall, B. M. Watkins.

## Announcements

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On page 107 of the current Catalogue number of THE BULLETIN, line 7 from the bottom of page, the word *Bible* should be replaced by the word *Law*, making the sentence read: "Not more than 6 hours each of Bible and Education, and not more than 5 hours of Law may be counted on the credits toward the degree," etc.

The session of 1917-18 will open on Tuesday, September 4, and classes will begin on the regular schedule the following day. Students who seek admission later than September 4 will be charged extra matriculation fee. The matriculation fee is collected at the time of registration, in all cases.

At a special meeting of the Board of Trustees, July 5, the following resolution touching the Department of Medicine was passed unanimously:

"That we pledge ourselves to give to this department our hearty support, and that we shall do all in our power to make it a success."

The Catalogue announcement of the courses in the Department of Law is defective. With the return of Professor Timberlake to full work next session they will be considerably extended.

The national emergency will make no difference in the College schedule for the approaching session, except that, in all probability, drill on the campus may be substituted for gymnasium requirement. So far as is now known, the intercollegiate athletic schedule will be maintained.



**BULLETIN**  
**OF**  
**WAKE FOREST COLLEGE**



**AUTUMN NUMBER**

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## Opening Address

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BY DR. C. CHILTON PEARSON

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*Young Gentlemen*.—According to the accepted rules of classification, I am now a Sophomore; hence my privilege of giving you first public advice. I don't think President Po-teat meant that I should give you advice: he knows that I am scared when I speak, and it may be that his command, disguised as an invitation, was intended as a penalty for a reasonable amount of loafing this summer. But a Sophomore knows how to turn misfortune into opportunity!

This is mobilization day. From every county and city the Nation is assembling groups of young men, your friends and mine. They have been chosen in a very definite way, by a "selective draft." They are called for definite training for a specific purpose. Through their trained brain and brawn the Nation will achieve mighty and, we hope, enduring ends. We shall miss them at many a critical time in our debates and our athletics. But let us not be so selfish as to wish them back. Instead, all honor and good luck to the Nation's "shock squad"!

Throughout the land another mobilization is now beginning. It is that of college students. You, too, have been chosen—chosen by a social selective draft. You are Society's conscripts, destined to serve the country as lawyers, doctors, preachers, teachers, business men, as mayors, judges, legislators, as deacons, school trustees, Sunday school superintendents—as enlightened civic-minded leaders. And I beg to express my gratification that no fear of hard times, no enticement of blind-alley occupations has kept you away from this your training camp.

You who are thoughtful must have asked yourselves in what way your training should be modified in view of the

Great War. May I say very frankly that I believe nine-tenths of your training should be as it would have been had there been no war? I know how the patriotic impulse calls strongly for direct expression. But greatest results are attained by indirect processes. The discipline—mental, moral, physical—evolved through generations of experiment we cannot safely alter in a crisis.

Some adjustments, however, I think we must make. To these I beg to call your attention—with no purpose whatever save to provoke thought and perhaps discussion.

The impression has been growing for some years that colleges harbor too many wasters. Now, learning to loaf wisely is part of a liberal education, and I have great respect for the student who knows the people of the streets, for the fellow who loves a half-hour chat or a long Sunday ramble. But we can no longer tolerate the man who specializes in loafing, whether his class work is satisfactory or not; for the idler here costs society as much as the worker, and we must not permit the waste. We are not given, either as a college or as individuals, to extravagance. Plain living even more than high thinking has characterized us. But the hand of Hoover is upon us: through the managers of our clubs, societies, teams we must display more foresight, better coördination.

In the next place, the college community should give itself more unstintedly to anticipating post-bellum problems and preparing for their solution. May I indicate some of these problems?

For several decades we have been deploring industrial strife. Meantime we have seen certain classes of labor and capital get compactly organized into bands intensely hostile, suspicious, reckless. We, the people—Hamilton was wrong when he called the people a great beast; he should have

said a great baby—we, the people, have done little more than whine, although it is axiomatic that the good of the whole should never be impaired or imperiled for the sake of any part. Just now the strife has subsided, thanks to an emergency policy of persuasion, concession, and force. But it is confessedly only a truce that we enjoy. The basis for permanent industrial peace must contain these ingredients: efficiency, justice, public service; it will be your task to mould them.

In our handling of the immigrant problem we have done somewhat better. Yet it must be confessed that our politicians, swayed now by capitalist and now by laborer, have blown now hot, now cold. And the only responsible statesmen to forsee a national peril in the un-Americanized groups of immigrants were the statesmen of Germany.

We are now contracting a war debt of inconceivable proportions, which is but another way of saying that we are mortgaging our future to pay the surgeon and the undertaker. This debt we shall have to pay. If we pay it through taxes, industry will sweat for many a day; if we lighten it through inflation, we shall paralyze our barely nascent habit of saving for investment.

Busy with internal problems, we have for a century maintained a studied national aloofness. That day, of course, is past. We no longer think of Frenchmen as "frog-eaters" or of Englishmen as dudes. Still, initiation into the intricacies of European diplomacy will be no easy matter for a nation of a single tongue—even if we succeed in our undiplomatic attempt at Americanizing diplomacy.

Of matters in other fields I speak with very great diffidence. Yet one can but wonder why three years such as the last have produced but one great writer of state papers, but one great novel, but one fair marching song, and, so far as

I know, not a single important poem, play, or oration. Correspondents from behind the front, editors in their uneasy chairs, and professional occasional writers for the Sunday supplements may continue to deluge us; but until men see a Richelieu and schoolgirls sing a Marseillaise the war has not been interpreted.

For some years thoughtful and pious men have felt that religion as we preach it and practice it has not been fully meeting the needs of our complex civilization. They have pointed out the insidious viciousness of many of our plays, dances, songs, and stories, the paucity of our church attendance and its quality, the frequent thinness of our preaching; and we have had in protest many a President Eliot, Jane Addams, and Mr. Sunday. Echoes of what seems to be a real present religious need have been steadily coming from the battlegrounds of Europe. Take almost any page from the record of our last Reconstruction period and you will find it pervaded with a gross materialism and a low moral tone. Now put these suggestions together, and are we not forced to believe that the preaching and practice of our religion—not its principles, of course—will have to undergo quite a considerable readjustment in the near future?

Such, in vague outline, are some, and only some, of the knotty problems of the future in which you gentlemen will do your work. Gritty youth loves knotty problems. They constitute opportunity, they impose obligation. Therefore gird yourselves like men. And may you acquit yourselves as the hopes of your friends and the traditions of this institution entitle us to expect.

## The Teaching of Literature\*

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By BENJAMIN SLEDD

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To talk to people about how to teach has always seemed to me much like trying to tell women how to be amiable and beautiful and men how to be industrious, honorable and good-natured. These things are like the Kingdom of Heaven—they are within you, although they may indeed be developed and added to by right living and right thinking. And in the same way you may have your ideas of teaching broadened and deepened by suggestion and study; but the real gift of teaching is from Heaven. Whenever it is asked, "How shall I teach literature, especially poetry?" my answer is, invariably: "You must yourself first have a genuine love of literature, and especially of poetry." And this love must be higher and deeper than the "well-enough" sort of love which you women bring to us men and for which you expect our eternal gratitude and devotion. It must be like one of those cases of first-love which we often read about but seldom find—it must be as old as life itself, beginning even before consciousness begins. And it must not be a love of what is popular and fashionable—those productions which, like Jonah's gourd, spring up today, and even tomorrow are bitten by the worm of time; but it must be love of what is noblest and best. Not long since a young lady approached me—one of those dear rosy-cheeked, bright-eyed creatures that we men love in spite of ourselves—she approached me and said: "Ah, Mr. Sledd, I am so glad to know you; you write poetry, don't you? And I just love to read poetry!"

"Indeed," I answered; "that is very pleasant to know. And who—after myself—is your favorite poet?"

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\*An address made June 25, 1906, before the A. and M. College Summer School, Raleigh, N. C.

“Oh, James Whitcomb Riley and Frank Stanton!”

“And I suppose,” I answered, “your favorite novelists are Marie Coreli and Gertrude Atherton.”

No, this will never do. The little things that simply tickle the humor and amuse the fancy are well enough in themselves, but they must not be mistaken for real literature; and real literature, the best and the noblest, is what must be first loved and learned, and then taught.

Now, in the good old days, most of us who really love poetry learned to love it at our mothers' knees. But with all the fuss made nowadays about the child—and never was there so much—your up-to-date woman is too busy attending to the rest of the world—clubs, societies, and what all—to attend to her own children, and your up-to-date husband is only a galley-slave bound to a machine that grinds out money for his wife to spend. And so the burden falls now, as it never fell before, on the teacher—the ill-paid, overworked teacher. And the pity of it is, the larger number of these teachers are women. I can stand a man-slave, for he can swear or knock somebody down; but my whole being rebels over the woman-slave. I'll tell you frankly, if I were a woman—and I thank God I am not—I would sew on buttons for any good man before I would spend my days as an overworked, ill-paid teacher. So, then, the task of teaching and training the children falls now on the teachers; and the question before us is, “How can this task be best fulfilled?” I will answer, “By teaching children to love what is good, and true, and beautiful.” And the teacher has two great laboratories in which to train the little hearts and minds, the little hands and eyes. These two laboratories are nature and literature. Matthew Arnold summed up the whole matter when he said: “I had rather have one great line of poetry put to work in a child's mind than to have the child taught any

number of mere facts." \*In Germany, where education is a reality and not a theory, poetry is a part—and a large part—of the child's education. From the very first he is brought into contact with the great poets of his own land; he is required not merely to read but to memorize the best poems of Goethe, of Schiller, of Uhland, of Heine. The great poets are not mere names in books, but are living household words. Moreover the music of Germany is put to high and noble verse. Suppose every morning we could have our children taught to sing some hymn, noble in words and music, like Luther's "A mighty stronghold is our God!" instead of some bit of rhyme and jingle. Then, too, let us take our books of declamation. They are a fair index of American taste, for it does seem that our elocutionists have dragged into their nets what is sorriest in substance and in form. "Darius Green and His Flying Machine" will bring down the house when Tennyson's noble ballad of the "Revenge" would hardly be understood. A gentleman who reads in public described not long since how he had tried, by way of experiment, reading Kipling's "The White Man's Burden," backwards. So he began with the last line and read straight up the page; at the end, or rather the beginning, there was tremendous applause; nor did the audience ever so much as suspect the joke played upon them. The average set of school readers, you will find, are filled with verses hardly better than "Darius Green and His Flying Machine." Some years ago I commended to our Superintendent of Public Instruction, General Toon—*clarum et venerabile nomen!*—a certain set of reading books for adoption, and he rather sadly expressed the fear that the books were beyond the intelligence both of the average child and of the average teacher in our public schools.

\*It is needless to say that this was written some time ago. But it will do us no harm to take a lesson even from Germany. The secret of German resourcefulness and efficiency is found in Frederick's injunction: "We must educate!"

But we should put our ideals high and work up to them. So long as our ideals are low, so long as our instruments are inferior and out of date, just so long will the result be failure and confusion.

Some of my audience may remember McGuffey's old Fifth Reader—the old one, not the bungled so-called "revised." Revisions are nearly always bad, for they either try to remedy what is bad or succeed in bungling what is good. Well, in the old McGuffey's Fifth Reader there were whole scenes from Shakespeare's plays, all of Rip Van Winkle, long selections from Milton, passages from Irving's *Columbus*, whole essays of Macaulay. And today I think of the old book as one of the golden links that bind me to childhood. Well can I remember the night when I first found Gray's *Elegy*. And I whispered to my pillow as I wandered away into dreamland, "If I could only some day be a poet!"

Granted, then, that you yourself have the real love of poetry, and that you have proper material, this work of teaching the child to like poetry must be begun as early as possible. Often teachers tell me, "Oh, you can't interest children in poetry." Never was there a greater mistake. The trouble is, you have not begun right. You have either given the child poetry beyond his years (and in this you must use your good sense and judgment just as elsewhere) or you have given him some namby-pamby stuff that has disgusted him. Did you ever find a child who did not love *Mother Goose*? I remember well the first *Mother Goose* I ever had. I almost slept with the book. It was taken to school and boys who hated reading as they hated chopping wood crowded around to listen to those wonderful melodies and rollicking rhymes. Half the school was soundly thrashed for reading "the miserable stuff," as the stern old teacher called it, when we should have been learning "something useful." But you

must give a child *Mother Goose* when the door is first opening in his face. When he has crossed the threshold those old melodies and rhymes will be nonsense to him.

In the work of teaching college students, the necessity of early training is driven home daily, and by examples that are often little short of heart-breaking. A really brilliant boy comes to you to be taught literature, but it is too late. His imagination is no longer plastic, his feelings are no longer spontaneous. He is on his guard against you, and when the inevitable failure comes, you can but lay your head in the dust of defeat and imagine what might have been if you could have had the boy two years earlier. There is nothing left but to make the successful business or professional man of the boy. Literature will be with him as are good manners to one who has learned them late in life. Try as he will, he can never be to the manner born.

This bringing the child early into contact with good poetry will save both pupil and teacher from another great danger, that is, it will prevent the boy ever coming to think that it makes a "sissy" of him to read poetry. I have myself a boy at home; and he was allowed during his first year at school to fall into this very blunder. And today when the young savage comes to a poem in his reading book he mutters: "Rot! leave that stuff to Gladys." The other day we were reading *Hiawatha* and came to the wooing scene. "That's poor," he growled; "let's skip it and come to some more fighting and hunting." Well, what is to be done with a boy of this kind? Why, undo the wrong done the child by giving him all the fishing, hunting, and fighting poetry he can stand up to. It may be you will some day lead him indirectly back to what is good, and true, and beautiful in life as well as in literature.

But, you may ask, why all this great bother over teaching

the child to love poetry? Why not give the time rather to something useful in life, like arithmetic, or geography, or grammar, or history? Give him something that will help him in his struggle with men; give him something that will bring wealth and influence and power in the world? Now, I recognize the value of all these things—of power, of influence, of wealth. I should almost be willing myself to accept a fortune right today if offered me. And yet it does seem to me that if the teacher has in life any great duty to fulfill, the one supreme duty of every teacher in America right now is to win our young people away from this mad worship of wealth and power and influence. I tell you in all sincerity, that if we teachers do not resolutely take our stand against the overwhelming tendencies to materialism in our civilization, against the craze for money, then not only poetry, but religion itself will be a dead letter to the next generation! Let me give you an illustration. A teacher in a western college tells us that not long since he put this question to a class of some hundred young men and young women, "What do you know about the Bible?" Not one out of the hundred had read all the New Testament, only some four or five had read the four gospels, and eighty or eighty-five had never read the Bible at all. Now, I give you this illustration only to show that we are in real danger of losing sight of the prime purpose of life—a knowledge, a love, of what is good and true and beautiful. But teach the child to live with the great poets, to reverence great poetry, and a bad man or a useless woman can hardly ever be the result.

If, then, it is a necessity right now to save our boys from sordidness, from materialism, how crying is the necessity of saving our girls! Novel reading has grown to be all but a mania with the young women of our country; and let me say in all seriousness that no woman can read much of pres-

ent-day fiction and keep her mind sound and her heart pure. Then save the boys if we can, but save the girls we must! The devil will hardly get the race so long as the mothers are what mothers should be.

Much of present-day fiction is harmless, if worthless; but it is the debilitating, the lowering effect of novel reading that I am crying out against. Now, you cannot cure an evil by preaching against it, but by teaching the individual and elevating the whole public taste and morality.

Some few years ago I tried an experiment with some village girls who, as I knew, were literally ruining their bodies and minds with novel reading. Well, I began with Shakespeare and then Tennyson, and so on, until by the end of the year the young ladies came to borrow no longer the latest novel, but some piece of real literature. They had been reading novels because they had nothing better to read. Even the average boy and the average girl will surprise you with their keenness in distinguishing what is good from what is bad. And in life, as in literature, people take what is bad not from any innate depravity, but because they have never known what is good.

With all your hard work and poor pay, you teachers who go into the rural communities are almost to be envied in the glorious opportunity you have to be missionaries. For all of us have more or less of the missionary spirit in us. What a joy it is to make people think and act after our way! And so one enterprising little woman may silently but surely change the character of a whole community.

## Notes on Wake Forest College Library

By MRS. ETHEL CRITTENDEN

The Wake Forest College Catalogue for 1894-95 tells us that "The College Library was established soon after the foundation of the College in 1833. About 1840 the small collection of books was deposited, some with the Philomathesian and some with the Euzelian societies, forming the nuclei of the Philomathesian and the Euzelian libraries, which maintained independent existence under the control of these literary societies down to 1880. At that time the two libraries were combined into the present College libraries and into the Heck-Williams Library Building."

The gradual growth of the library during the sixty-two years between 1833 and 1895 is described in the catalogues of those years. In a "Catalogue of the Active and Honorary Members of the Philomathesian Society from 1835 to 1855" we find the statement: "The Library now contains about two thousand volumes, nearly all of which were obtained new, and selected as the choicest works, by those well qualified for the task."

For twenty-three years there is little evidence of progress, until we find this quaint paragraph in the College catalogue for 1878-79:

"The central hall of the building" (the Heck-Williams Building) "having been set apart for a College Library, the two literary societies have magnanimously turned over to the College their excellent libraries, consisting of eight thousand volumes. The result of the consolidation is a library which, it is believed, will compare favorably with that of any similar institution in the South.

"A small fee will be charged students and others for the

use of the Library, the money thus realized to be sacredly devoted to its enlargement and improvement.

“Certain friends have signified their intention to make donations of books to the Library, and it is hoped that their example will be followed by others.”

A year later we learn that “By a very thorough classification of the books, the usefulness of the Library has been greatly enhanced.”

Evidently enthusiasm concerning things literary ran high during this good year of 1879, for it is then that the Reading Room is first mentioned—with capitals!

“In connection with the Library is a large and well furnished Reading Room, which is opened every afternoon.” (Alas! for devotees of morning papers!) “The Superintendent preserves the strictest order and decorum during the hours for reading, and students here find excellent opportunity to acquaint themselves with the current events by reading the best newspapers and magazines published in this country.”

During the period from 1879 to 1885 we find that several hundred books have been added, and that “Additions will hereafter be made quarterly by the Faculty.” Another item of interest is that “Special shelves have been prepared for the Library of the North Carolina Baptist Historical Society, and any books, pamphlets, church records, papers, manuscripts, . . . tending to throw light upon the history and progress of our denomination will be gladly received and carefully preserved.”

Twenty years later, in 1905, we find that “The Library now consists of upward of sixteen thousand thoroughly classified and catalogued volumes, and several thousand pamphlets. . . . Its value has been considerably enhanced by the completion of a card catalogue during the current year.”

Twelve years more and we have reached the present. In a later article we hope to tell of our aims for the future.

## Faculty Personals

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Dr. C. C. Pearson has just brought out, through the Yale Press, his "Readjuster Movement in Virginia." We hope to review the volume for our next issue; in the meantime we commend its handsome make-up.

Since the publication of the Midsummer BULLETIN President Poteat has met the following engagements: August 31, Reidsville, address to soldiers in farewell exercises; September 12, Charlotte, Mecklenburg-Cabarrus Association; September 17, Henderson, address to Chamber of Commerce; September 30, Greenville, address on occasion of the opening of the Immanuel Baptist Church; October 4, Goldsboro, address to Baraca classes; October 5, at Sandy Creek Association, addresses on "The Country Church Problem" and "A Worthy Educational Program for Baptists"; October 18, Raleigh, State Fair, address on Liberty Bonds. He has made the following local addresses: to the Young Men's Christian Association, "The Religion of a Young Man," October 8; Wake Forest Missionary Society, "The World Crisis and the Christian Opportunity," October 21.

Bursar Earnshaw and Mrs. Earnshaw spent the latter part of August in Washington City, enjoying a well earned vacation.

Associate Dean Carroll spent the summer in the study of philosophy at the Johns Hopkins University.

Dr. W. R. Cullom had a vacation well spent in varied activities: for a part of the time he "supplied" at the First Baptist Church and the Belden Avenue Baptist Church in Chicago and attended lectures at the University of Chicago. From July 5 to July 15 he taught two classes at the Virginia Baptist Encampment, Virginia Beach. His lecture on the

"Land and the Book" was given at Henderson, July 15, and at Franklinton, September 9. At the union meeting of the Central Association, Wakefield, September 28-29, he acted as chairman, and October 21-26, he assisted Secretary Middleton in the Sunday School Training School at Winston-Salem.

Professor J. Richard Crozier, our able and popular Director of the Physical Culture since 1904, resigned from his position in August and will continue his medical studies at the American School of Osteopathy, Kirksville, Missouri.

At the meeting of the Board of Trustees on August 24 the following appointments were made:

Samuel A. Derieux, M.A., Associate Professor of English.

Luther T. Buchanan, M.D., Professor of Bacteriology and Pathology.

Thurman D. Kitchin, M.D., Professor of Physiology and Pharmacology.

Professor Derieux was graduated from Richmond College, 1904, with the degree of B.A. and from Chicago University, 1912, with degree of M.A. He was Supply Professor of English in Richmond College, 1912-13, and in Missouri State Normal, 1913-14. At the time of his election he was a member of the English Faculty in Grinnell College, Iowa. He has published short stories in the *Youth's Companion*, *The American Magazine*, and other periodicals.

Professor Buchanan was graduated from Wake Forest College in 1911 with the degree of B.S., and from Jefferson College in 1913 with the degree of M.D. For a year he served as interne in the hospitals of Kansas City and in 1916-17 he pursued graduate courses in the Army Medical School, Washington, D. C.

Professor Thurman D. Kitchin received the degree of B.A. from Wake Forest College in 1905. He pursued his medical

studies at the University of North Carolina and at Jefferson College receiving the degree of M.D. from the latter institution. He has been a successful practitioner at Lumberton and at Scotland Neck.

Dr. Benjamin Sledd spoke before the Cosmos Club, September 14, on "The Present-Day Drama," and October 12, on "Bernard Shaw." On September 30 he spoke before the Wake Forest Church on "A Pedagogue's Point of View."

Mr. T. E. MacDonnell of Baton Rouge, Louisiana, has been elected to the vacancy caused by the resignation of Director Crozier. Mr. MacDonnell was, for a time, head coach in Jefferson College, La., and in Louisiana State University. In addition to his work as Director of Physical Culture, he will coach the various athletic teams.

Capt. William Turner Carstarphen, M.D., is now stationed at Little Rock, Arkansas, in command of Field Hospital, No. 347, with 11 motor ambulances and 3 cycle ambulances, having 153 men and 5 lieutenants under him.

Professor Elmer W. Sydnor of the Chair of Education in Chattanooga University writes of his happiness in his new position and work, and speaks warmly of his year in Wake Forest College, of the friendships he made, of the high moral and intellectual standards of the College, and of the inspiration which he received in his personal experience here.

Dean N. Y. Gulley spoke before the College Y. M. C. A. on Monday, September 24.

Dr. E. A. Case, Professor of Pathology and Bacteriology, 1916-17, has been appointed Passed Assistant Surgeon, U. S. Naval Reserve Force, with station at League Island Navy Yard, Philadelphia.

## Among the Alumni

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During his recent course of lectures Dr. McGlothlin created a storm of applause when in speaking of the work of Wake Forest College he referred in terms of high praise to Hon. Claude Kitchin, B.L. 1887, Majority Leader in the House of Representatives.

Dr. Joseph Quincy Adams, B.A. 1901, Associate Professor of English in Cornell University, has just published his "Shakespearean Playhouses. A History of English Theaters from the Beginning to the Restoration," Boston, Houghton Mifflin Company. The volume embodies the results of Dr. Adams' labors in a field that had been neglected for the most part. The only book on that subject was that of T. F. Ordish, "The Early London Theaters in the Fields," published a quarter of a century ago, before the discovery of most of the documents relating to early theatrical history. It discussed only six playhouses. "The present volume," says Adams in the preface, "takes advantage of all the materials made available by the industry of late scholars, and records the history of seventeen regular and five temporary or projected theaters. The book is throughout the result of a first-hand examination of original sources, and represents an independent interpretation of the historical evidences. As a consequence of this, as well as of a comparison (now for the first time possible) of the detailed records of the several playhouses, many conclusions long held by scholars have been set aside."

F. P. Hobgood, Jr., B.A. 1893, has resigned his position as special attorney in the Department of Justice in the National Government with headquarters in San Francisco, and will return to Greensboro to take up the practice of law again.

We copy the following notice from the *News and Observer*,

Raleigh, N. C., under the date of September 27, and add that Mr. Haywood received the B.A. from Wake Forest College in 1894 and was valedictorian of his class:

*To the Readers of the News and Observer:*

I congratulate the big family of *News and Observer* readers upon the fact that Mr. R. W. Haywood has accepted the editorship of the paper. Mr. Haywood is a graduate of Wake Forest College, a trained journalist, widely read and well informed, who has a direct way of expressing his well considered opinions. He has been a member of the *News and Observer* staff for four years, part of the time as managing editor, and no little of the credit for the excellence of the paper has been due to his work and his sound judgment.

Since the retirement of Mr. Britton as editor, Mr. Haywood has been in charge, and the readers have noted the excellence of his editorials and I have heard from competent judges warm praise of his editorial work. My own judgment, formed years ago, is that he has the qualities needed for the responsible duty of editing the paper which for more than half a century has been a living voice of North Carolina thought and the spirit of North Carolina's faith, traditions, and patriotism.

Mr. Haywood's convictions have always been of the same character as have made themselves felt as a vital power in North Carolina. There will, therefore, be no change in the spirit and aims of the paper. He will keep it up to its high ideals of service and aspirations of wise leadership in all that makes for the welfare of the people of the State. The paper will continue to be interested in whatever concerns man, but, as always, its first interest will be in what touches North Carolina and North Carolina people. In my temporary absence from home and from the editorial work among the best people in the world, I am happy to know the editorial policy of the paper will be in the hands of Mr. Haywood. The readers of the paper will soon learn to hold Mr. Haywood in the same esteem in which he is held by all of us who have long known his ability, modesty and worth.

JOSEPHUS DANIELS.

W. Scott Boyce, B.A. 1903, received the degree of Doctor

of Philosophy at Columbia University in 1915. His thesis, "Economic and Social History of Chowan County, North Carolina, 1880-1915," has recently come from the Columbia University Press. It makes a volume of 293 pages, and shows evidence of much careful work. It will prove valuable to the future historian, and might well serve as a model for many other doctors' dissertations. Dr. Boyce is Assistant Professor of Economics in the Connecticut College for Women.

Eugene A. Turner, B.A., has been transferred from Hangchow, China, where he has been Secretary of the Y. M. C. A., to the Student Department of the National Committee at Shanghai, where he is now living. In a personal note he says:

"I do not have to tell you that we turned from Hangchow with earnest regret and a real sense of disappointment. I thought and expected that we were settled there for life and in the midst of as fine opportunity for service, I believe, as there is anywhere. I had never thought such an opportunity possible before I came to China."

We record also the birth of Eugene, Jr., on September 8.

J. A. Ellis, B.A. 1911, received the degree of Doctor of Theology at the Southern Baptist Theological Seminary at the last commencement. He is now pastor of the First Baptist Church of Dunn, N. C.

W. H. Reddish, B.A. 1898, a member of the Board of Trustees of the College, and pastor of the Wadesboro Baptist Church, has been ill since midsummer with a trouble of the heart. He is undergoing treatment in a northern hospital and hopes to be back at his work in a few weeks.

Rev. E. S. Reaves, B.A. 1892, was made a Doctor of Divinity by Furman University. He has left his work as Pro-

fessor of Bible in Anderson College to take up work as pastor in Georgia. He is succeeded in Anderson College by J. C. C. Dunford, M.A. 1984. The President of this College, we need hardly add, is Dr. John E. White, M.A. 1890.

R. L. Brown, B.A. 1915, O. P. Campbell, B.A. 1914, and probably B. P. Smith, B.A. 1914, will do work this year in the coördinated institutions, Crozier Theological Seminary and the University of Pennsylvania.

T. C. McKnight, 1914-17, is Secretary of the Y. M. C. A. at Charleston. In the Association building at this seaport hundreds of sailors are entertained daily with bath and bed.

H. C. Blackwell, 1915-17, writes that he is in one of the departments of the Y. M. C. A. at Camp Jackson. "Hard service," he says, "from soon to late; but the greatest service I have ever had the honor of trying to do."

Dr. C. T. Ball, 1888-93, and Dr. B. W. Spilman, B.S. 1891, are to make a tour of the Pacific Slope States in the interest of the Baptist Student Missionary Movement during the fall months.

The following Wake Forest men have for the past year and summer been students in the Divinity School of the University of Chicago: A. R. Gay, B.A. 1915; L. R. Call, B.A. 1916, and S. B. Conley, B.A. 1908.

Mr. James Royall, B.A. 1904, of Silver City, New Mexico, and Miss Harriett Lee Griswold of Silver City, formerly of Bridgeport, Conn., were married October 26th in the church of the Transfiguration, New York City. They are visiting Mr. Royall's parents in Wake Forest, Dr. and Mrs. W. B. Royall.

Byrd P. Gentry, B.A. 1915, is Superintendent of Public Instruction in Harnett County.

G. C. Kirsey, B.A. 1913, becomes principal of Liberty-Piedmont Institute in place of John M. Cheek, B.A. 1911.

Rev. John E. Ayscue, M.A. 1903, pastor of the Immanuel Baptist Church at Greenville, N. C., has just completed a new house of worship, which will be opened on 30 September.

The following Wake Forest men will attend the Southern Baptist Theological Seminary this year: E. V. Hudson, 1914-17; C. H. Stephens, B.A. 1917; R. K. White, B.A. 1917.

Dr. John B. Powers, M.A. 1903, has given up his lucrative practice at Wake Forest and volunteered for medical service in the United States Army. At present he is stationed at Atlanta.

J. B. Whitley, LL.B. 1917, was one of the few officers detailed to go to France after the end of the season at Oglehorpe.

The following Wake Forest men are officers with the rank of second lieutenant in the National Army at Camp Jackson near Columbia, S. C.:

R. M. Kinton, 1916-17, A. D. Odom, 1915-17, C. W. Parker, LL.B. 1917, G. F. Rittenhouse, B.A. 1917, B. M. Boyd, B.A. 1917, G. G. Moore, B.A. 1916, C. D. Moore, 1915-17, W. B. Jones, B.A. 1917.

It is Lieutenant Lawrence T. Stallings B.A. 1916, of the U. S. Marines. After severe examinations on his mental equipment and severe training at Paris Island, he won his commission as Second Lieutenant on same footing as a graduate of Annapolis. He is now instructor in gunnery at Quantico, Va.

We note the following Alumni in the service of the Government:

Percy Wilson, 1914-16, and M. C. Gwaltney, 1915-17, are with the 113th Artillery at Greenville, S. C.

S. W. White, B.A. 1914; C. C. Olive, B.A. 1916, and B. F. Ramseur, LL.B. 1913, are with the Aviation Corps at Atlanta.

P. C. Carter, B.S. Med. 1914; Spurgeon Moore, B.S. Med. 1915; B. A. Thaxton, B.S. Med. 1912; O. L. Stringfield, B.S. Med. 1914, and C. L. Sherrill, B.S. Med. 1912, are in the Medical Corps in training at Camp Greenleaf, Fort Oglethorpe.

E. P. Whitley, B.A. 1916, and W. R. Chambers, B.A. 1914, are in Y. M. C. A. work at Camp Gordon, Atlanta.

Myron McCurry, 1914-16, is with the Aviation Corps, Fort Sill, Oklahoma.

## Record

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Dr. W. J. McGlothlin of the Southern Baptist Theological Seminary delivered a series of eight lectures here September 17-20. His theme was "The Development of the Christian Church." The individual lectures were as follows: "Primitive Christianity," "The Rise of the Catholic Church," "The Roman Catholic Church," "The Reformation," "Lutheranism," "Calvinism," "Anglicanism," "The Baptists."

Under the direction of Instructor Walter E. Jordan of the Class of 1917, a class in Military Training was organized at the beginning of the session. Nearly eighty men have joined this class, and faithful work is being done. Uniforms have been procured.

At the 11:00 o'clock service on Sunday, September 16, and again at the evening service, Dr. J. F. Love, Corresponding Secretary of the Baptist Foreign Mission Board, occupied the pulpit. His first address was on the topic "Is Our Religion Worth Propagating?" His second address was on "The Need of the World for the Baptist Message."

On the 5th of September the opening address of the new session was made by Dr. C. C. Pearson of the Political Science Department. The address is printed in full in this issue of THE BULLETIN.

The Wake County Educational and Coöperative Farmers Union was the guest of the College September 7. Professor W. A. Withers of The State College of Agriculture and Engineering presided. A number of addresses were made, among them addresses by the President and Dean of the College. There was a morning and an afternoon session, and a picnic dinner was served on the campus.

On the 28th of September the student body made a contribution of \$14.50 to the Library Fund for the United States Training Camps.

From the 11th to the 14th, inclusive, of October Dr. W. D. Weatherford, Y. M. C. A. Student Secretary for the South, of Nashville, Tennessee, made two addresses a day in an evangelistic campaign.

Upon the suggestion of the President of the Senior Class, Mr. Robert L. Humber of Greenville, N. C., the student body undertook to raise \$500 for a Liberty Bond to be donated to Wake Forest College. Governor T. W. Bickett was present and made a notable address on October 22. The day following contributions were received from the students to the amount of \$650 and Mr. Humber made immediate application for a Liberty Loan Bond for that amount. Governor Bickett at the conclusion of his address proposed that this admirable action of the student body be extended to the Alumni, and that they be asked to subscribe \$50,000 in Liberty Bonds and donate them to the College for the endowment of a Liberty Chair of Political Science. He undertook to raise \$1,000 from his own Class of 1890, pledging himself personally for \$100. Organization of the Alumni for this enterprise is under way. The movement will begin immediately upon the announcement of the next issue of Liberty Bonds by the United States Government. The President of the College has the assurance of the United States Treasury Department of hearty coöperation.

Mr. James H. Pou, of Raleigh, made an important address in the College chapel the evening of October 24, in promotion of the sale of Liberty Bonds.

Mr. Frederick Martin, of New York City, concert basso, presented a delightful program in Memorial Hall on the evening of October 25. Dr. Hubert Poteat was his accompanist at the piano and organ.

### Announcements

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The spring term of the session of 1917-18 will begin on 2 January, the Christmas holidays beginning 20 December and closing 1 January. Young men who are prepared to enter classes at the point which they will have reached at that time will find it to their advantage to enter then.

It is expected that a special committee will report to the December meeting of that body a plan of campaign for the raising of a considerable amount of money for the schools under the patronage of the Baptist State Convention. Wake Forest College will participate in the benefits of that campaign.



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**MIDWINTER NUMBER**

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## The State and the Denominational College\*

BY C. CHILTON PEARSON, PH.D.

At present the several State governments render the denominational college services that are invaluable. They give it corporate existence, they exempt it from taxation, and (usually) they accredit its work. On the other hand, the State government usually creates other institutions which it endows and controls and in whose favor, since they are "State" institutions, it uniformly discriminates.

Now, to confer privileges upon the college on the one hand and discriminate against it on the other is illogical and for the best interests of neither the State nor the college. That we do so is due mainly to our fixed idea that Church and State must be kept separate. This idea is fundamentally sound; but it is time that we reconsider our application of it.

Permit me to give here the conclusions of my study of the matter. They are: (1) *The State ought to conceive of denominational colleges as an integral and necessary part of its machinery for social betterment, and, with this idea in mind, avoid discrimination against them as far as possible.* (2) *As a practical device the State might well create State scholarships good in any standard college within the State's borders.*

The ground upon which I base these conclusions is this: It is the business of the State to take care that ample facilities for higher education are furnished (provided such education is nonsectarian); the methods used—the instrumentalities—are a matter of indifference to the State provided they are the ones most likely to attain the end sought. This, I believe, is the substance of the most expert opinion of today. It seems

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\*Paper read before the Association of Southern Baptist Schools and Colleges, Nashville, January 25, 1918.

to represent the golden mean between our earliest idea that higher education is the business of the church and the clergy (which first gave rise to our denominational colleges) and the later idea that the field of education cannot properly be shared with non-State agencies.

May I interpolate here my conception of the State—an idea that explains my acceptance of the above view and that gives color to my entire argument? I think we must conceive of the State as being fundamentally *society*, politically organized indeed, but none the less *society*. It is quite time that we cease to call up before our minds when "State" is mentioned some legal or philosophical abstraction or a picture of noise, demagoguery, and tobacco smoke duly called to order and organized. It is time to get into our minds a vision of our people, full of weaknesses and petty ambitions, indeed, but on the whole like-minded in their craving for better things, represented by men somewhat above the average in character and ability and as responsive to the popular will as our defective political organization permits.

Now, the State's present plans for meeting its educational duty will not suffice when once this social conception is fully grasped. For the so-called "State" institutions are inadequate and unsatisfactory by themselves and operate to the detriment of other institutions.

In proof of the *inadequacy* of the State's system, recall the situation in your individual states. Is there one institution that does not demand greater and greater accommodations for ever-increasing numbers? True, these institutions are quite young. But the high schools are even younger. Soon these schools will be graduating thousands annually. Can the State institutions be expanded *advantageously* to meet their demands? The university can be enlarged by a process of addition. But this involves very great dangers for the

undergraduate—the dangers of the horde without opportunity for proper discipline. Or the State may build new institutions. Now be it far from me to undervalue the stimulus of starting with a clean slate. But what students prize most in their college career, and what discriminating parents prize most, is the *spirit* of the school. And this spirit cannot be created by act of the legislature or by well-phrased presidential addresses. It comes as an accumulation of experiences sifted and boiled down to what we call tradition. It is rooted in the conditions that gave rise to the school and determine its patronage. The newly created institution cannot have a spirit; it is invariably artificial, and so inferior. For a *natural* expansion adequate to future needs the State will have to look elsewhere.

Upon what grounds do I say that the State system, of itself and by itself, is unsatisfactory? Mainly upon these two:

First, it unduly emphasizes the practical in education. Character, culture, and technical equipment, the experts tell us, are the matters to be considered in educational curricula. For the development of character, religious instruction, direct or indirect, is necessary. Sociologists admit this in their theories and practical school men have recently given it emphasis in their "Gary plan" and other experiments. But "out of 7,545 faculty members of 47 State colleges . . . 4,073 [only] are members of or attendants at local churches." Of fifty State institutions twelve give no courses in Bible or religion, and four more offer only New Testament Greek; and the testimony of those who have examined these courses as given is that they are largely formal. The situation as to culture is as bad. For those of you who have watched developments, especially in the West, know that they confirm the prediction of President James in 1904, that public pressure would be continually directed toward the practical—a ten-

dency that Chancellor McCormick and others believe must necessarily continue. And since our public is as yet but crude, the practical means technical equipment to get a job.

In the second place, the State system is unsatisfactory because it neglects large and important classes. The first of these consists of those who want to train specifically for religious leadership. Happily it is not necessary today to argue the social service of religious leaders. General Pershing's constant calls for Y. M. C. A. men and the absence of Dr. McGlothlin on this occasion are cases in point. The intimate relationship between sin and degeneracy has been established; to the local church leaders the State must look for the blotting out of both, as a matter of State preservation. Perhaps State colleges might supply this type of leaders. But they obviously cannot supply men trained for Sunday school work or missions or the ministry any more than a classical school can turn out engineers. This fact a show of hands in any church convention will show in startling fashion. The State is neglecting a very serious duty here, for without trained leaders organized religion may become a social menace.

A second class neglected by the State consists of those who wish their children to have, not training for religious leadership, but training in a religious atmosphere. Such an atmosphere the State institution may or may not furnish—the matter is purely incidental. For one of the two chief reasons for the establishment of the State University was that the services of men without religious convictions might be utilized by society. And this reason will probably always remain a valid one. Hence in the State institutions there will probably always be men—and the statistics indicate that the proportion of them is increasing—whose convictions give to the institution's atmosphere a distinctly nonreligious character. Now, by what right, I ask, does the State offer an atmosphere con-

genial to the skeptic, but never an atmosphere congenial to the devout?

That the State system is operated to the detriment of the other schools is my third indictment of our present arrangement. It has been finely said that two educational institutions cannot compete any more than two lighthouses. But in point of fact State colleges today go into the market for students. With all the prestige of government they assert that *they* constitute the capstone of the State's educational machinery. Sometimes they create, or at least tolerate, an impression (not always incorrect) that the surest road to professional and, especially, political preferment, lies through their halls. Above all, they use State scholarships to secure students who otherwise would not be attracted by them. To meet this last form of competition denominational colleges are forced to draw heavily on their slender resources. Indeed, so pressing are the demands of this nature that a large portion of the funds recently collected by the colleges has gone to endow scholarships, thus mortgaging the college's future income. In the face of this competition more than one fine school is finding itself forced either to accept private endowment and pass under private control, and so break with its traditions and cease the services for which it was planted, or, with its back to the wall, to face a continually diminishing influence and an ultimate extinction. This is educational tragedy. The State—society—cannot afford the loss.

To remedy this situation many devices have been proposed. Some have said, abandon your separate institutions and endow a chair in the State University. Others, move your college to the university campus and correlate with the university curriculum. But each of these proposals means a diminishing of the religious and cultural influence that the State needs. Another recent suggestion is that we have two systems of

education, one the State system as now developing, the other a system of Christian education based on the "graded Sunday schools and graded religious day schools," the two systems closely correlated at the bottom, but kept rigidly apart at the top, on the principle of the separation of Church and State. There is food for thought in this suggestion. But I fear that many years will have to elapse before it can be worked out. And I do not see how it can help the colleges.

Still another plan is that tried out in New York State. Briefly, it is this: Establish State scholarships, plenty of them. Create machinery for determining who are the winners of these scholarships and what colleges in the State are standard. Then give to the winners the right to use their scholarships in any of the standard colleges they desire.

This plan, it seems to me, is a step in the right direction. By recognizing the denominational colleges as an integral factor in the State's educational machinery it diminishes the friction arising from the divergence of educational theories. It lessens the discrimination against certain classes. It helps preserve the college to the State as an aid in taking care of numbers and as a needed corrective to the over-practical tendencies of present State institutions. It does not take from the denomination control over its institutions nor lessen the latter's ultimate dependence upon the denomination. It does force the best schools to keep up their standards, and it does tend to put the poorer out of existence—a consummation devoutly to be desired. Where tried out (in New York State) it has involved no administrative difficulties, produced no State interference with the management and ideals of the individual institutions. And if some object that it tends to perpetuate denominationalism, the answer is that religion is organized on the basis of denominations today and there is no prospect of any early change in the South. Whatever

his personal theories may be, the educational statesman must face conditions as they are.

Objection may be raised to this plan on the ground of the cost to the State. Taking a State like North Carolina and presuming that the same number of students (not the same classes of students) would have State scholarships as now receive free tuition, I estimate that the cost for an institution enrolling five hundred would probably be \$10,000. For the four denominational colleges of first rank the total would probably be about \$40,000. If to this we add an estimate for the other colleges (brought up to standard or organized as junior colleges), the grand total would probably not exceed \$60,000. Compared with current appropriations to State institutions, this is a very small sum. If my estimate should prove too low by half, the amount would still be relatively small. Moreover, the amount thus contributed by society through taxation would release a similar amount of college funds for other work in society's interests. The expenditure, therefore, would yield a double return. And is not value received the proper test of public expenditures?

NOTE.—The following are essential provisions of the New York Law:

State scholarships are hereby established in the several counties of the State, to be maintained by the State and awarded as provided by this act.

Five such scholarships shall be awarded each county annually for each assembly district therein.

Each such scholarship shall entitle the holder thereof to the sum of one hundred dollars for each year which he is in attendance upon an approved college in this State during a period of four years, to be paid to or for the benefit of such holder as hereinafter provided, and out of a fund which is hereinafter created.

The scholarships to which each county is entitled shall be awarded by the Commissioner of Education annually in the month of August to those pupils residing therein who become entitled to college entrance diplomas, under Regents' rules, during the preceding school year and in the order of their merit as shown by the list prepared as provided in subdivision 1 of this section.

A person entitled to such scholarship shall not be restricted as to the choice of the college which he desires to attend, or the course of study which he proposes to pursue: *Provided*, that no such scholarship shall include professional study in law, medicine, dentistry, veterinary medicine or theology, except so far as such instruction is within a regularly prescribed course of study leading to a degree other than in the above-named professions; and *Provided further*, that such college is situated within the State of New York, and is incorporated as a college and authorized under the laws of this State and the rules of the Regents of the University to confer degrees.

An institution to be ranked as a college must have at least six professors giving their entire time to college or university work, a course of four full years of college grade in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation, or its equivalent, in addition to the preacademic or grammar school studies.

## Faculty Personals

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The following members of the Faculty attended the annual meeting of the State Baptist Convention at Durham, December 11-15: President Poteat, Bursar Earnshaw, and Professors Cullem, Cochran, and Pearson.

Professor C. C. Pearson was elected a vice-president of the State Literary and Historical Association at its meeting in November. He also represented the College at the conference of Southern Baptist Educational institutions, in Nashville, January 24-25, and read a paper on "The State and the Denominational College," which is published in full in this issue of THE BULLETIN.

The following engagements have been met by President W. L. Poteat: November 11, address at Zebulon in support of the Y. M. C. A. fund; November 13, Pee Dee Association at Wagram; November 25, Y. M. C. A., Durham; December 23, Scotland Neck Baptist Church on occasion of opening the new building; December 27-28, General Education Board, New York City; January 18, Camp Wheeler, Macon Ga., and lecture at Mercer University; January 27, Y. M. C. A., Charleston, S. C.

# Among the Alumni

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## WITH THE COLORS

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### WAKE FOREST'S ROLL OF HONOR

- Albritton, Benjamin C., '16-'17. U. S. Navy.
- Allen, C. I., '11. First Lieutenant, Medical Reserve Corps, Atlanta, Ga.
- Allen, William C., Jr., '10. Co. 1, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Arledge, A. Y., '15. Sergeant, Camp Jackson, S. C.
- Arledge, Roone, '14-'17. Quartermasters' Training Camp, Camp Jos. E. Johnston, Fla.
- Avera, Thomas Arrington, '16. Financial Section, War Department, Washington.
- Ayers, S. E., '16-'18. Volunteer.
- Bailes, G. L., '11. Co. 9, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Baucom, H. W., '09. Army Chaplain, France.
- Bell, J. C., '04-'06. U. S. Navy.
- Blackwell, H. C., '15-'17. Army Y. M. C. A., Camp Jackson, S. C.
- Blanchard, C. W., Jr., '13-'16. Second Lieutenant, U. S. Army.
- Blanchard, Henry N., '07-'09. Chaplain, U. S. Army.
- Booe, M. F., '16-'17. Co. K, 321st Infantry, Camp Jackson, S. C.
- Bowers, T. R., Jr., '15-'17. In New York Camp.
- Boyd, B. M., '17. Second Lieutenant, Camp Jackson, S. C.
- Brewer, C. E., '14-'17. Sergeant, 39th Div., U. S. A., Camp Sevier, S. C.
- Bridger, L. C., '15-'17. Corporal, Co. 7, 321st Infantry, Camp Sevier, S. C.
- Brown, E. G., '12. Co. 5, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Burleson, W. S., '16. Co. 9, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Burnette, T. C., '16-'17. In Band, U. S. S. *Montana*.
- Butler, R. C., '16-'17. Co. F, 321st Infantry, Camp Jackson, S. C.
- Campbell, A. C., '16. 316th Field Artillery, Band, Camp Jackson, S. C.

- Carraway, B. H., '16-'17. Lieutenant, Students' Co. 7, Camp Jos. E. Johnston, Fla.
- Carroll, John R., '11. Chaplain, U. S. Army, Captain.
- Carstarphen, W. T. Captain, Chief Surgeon to Machine Gun Battalion, Machine Shop Co., and Hospital for Meningitis Carriers, Camp Pike, Ark.
- Carter, P. C., '14. Second Lieutenant, Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.
- Casey, A. H., '15-'16. Camp Jackson, S. C.
- Castelloe, Cola, '12. Assistant Surgeon, U. S. Navy, France.
- Chambers, W. R., '14. Army Y. M. C. A., Camp Gordon, Ga.
- Chisholm, W. R., '06-'08. Second Battery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Clark, Guy L., '14-'17. U. S. Army.
- Coble, W. C., '16-'17. Camp Jackson, S. C.
- Crowell, O. B., '15-'17. Quartermasters' Corps, Camp Taylor, Ky.
- Cuthrell, H. H., '11-'14. Naval Reserve Flying Corps, Bay Shore, Long Island, N. Y.
- Darden, W. A., '08. Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Davis, C. W., '10. Ensign, Naval Operating Base, Norfolk, Va.
- Dean, W. S., '05-'06. U. S. Army.
- Deans, Dr. Arthur Wood, '10-13. U. S. Army.
- Deitrick, W. H., Jr., '16. Second Battery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Denton, E. C., '17. 321st Infantry, Camp Jackson, S. C.
- Derby, L. B., '14-'15. Bat. "B," Va. F. A., Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Dickens, A. O., '16. Captain, Camp Sevier, S. C.
- Dowd, W. C. Jr., '10-'13. Quartermasters' Training School, Jacksonville, Fla.
- Duffy, J. C., '13-'16. Second Lieutenant, U. S. Army.
- Duke, Charles J., Jr., '16-'17. Ambulance Corps No. 1, Camp McClellan, Ala.
- Duncan, H. H., '16-'17. Co. H. E. 322d Infantry, Camp Jackson, S. C.
- Dunn, T. L., '00-'03. Ambulance Co. 357, Div. 90, San Antonio, Texas.
- Eaddy, G. H., '17. U. S. Navy, Mare Island, Cal.
- Edwards, Franklin, '10. Captain, Camp Jackson, S. C.

- Edwards, G. R., '07. Ordnance Officers' Reserve Corps, U. S. Army.  
Edwards, J. B., '17. Co. E, 306th Regiment Engineers, Camp Jackson, S. C.  
Farrell, C. A., '13. 317th Field Artillery, Camp Jackson, S. C.  
Ferree, A. I., '16. Battery 6, R. O. T. C., Military Branch, Fort Oglethorpe, Ga.  
Fleming, R. R., '04. Chaplain, 19th Infantry, Galveston, Texas.  
Floyd, W. Y., '15-'17. 42d B. Co., Camp Gordon, Ga.  
Foote, O. C., '08. Captain, Naval Hospital, Norfolk, Va.  
Freeman, E. V., '06-'08. Lieutenant, Camp Sheridan.  
Gay, A. R., '15. Chaplain, U. S. Navy, Hampton Roads, Va.  
Gooch, L. C., '12-'13. Sergeant, Infantry, Camp Jackson, S. C.  
Goode, Seddon, Jr., '10-'14. Engineer Corps, France.  
Goodson, W. C., '15-'16. Private, Camp Jackson, S. C.  
Goodwin, O. S., '15-'16. U. S. Navy.  
Greene, G. W., '16. 317th Field Artillery, Camp Jackson, S. C.  
Griffin, R. M., '13-'15. Corporal, Co. B., 322d Infantry, Camp Jackson, S. C.  
Gwaltney, E. C., '97. 4th Battery, Second Officers' Training Camp, Fort Oglethorpe, Ga.  
Gwaltney, M. C., '15-'17. Corporal, Co. B., 115th M. G. Bu., Camp Sevier, S. C.  
Gyles, R. C., '15. Lieutenant, Naval Medical Reserve Corps.  
Hardaway, W. T., '12-'15. 7th Co., Second Officers' Training Camp, Fort Oglethorpe, Ga.  
Harris, George M., '13. Coast Artillery.  
Harris, Dr. H. P. Major, Letterman Hospital, Presidio, San Francisco.  
Harris, T. F. Post Exchange, 110th Field Artillery, Camp McClellan, Anniston, Ala.  
Harris, James, '03. U. S. Navy.  
Hatcher, M. F., '06. Captain, Coast Artillery, Fort Caswell, N. C.  
Haynes, C. V., '17. In France.  
Hayes, J. M., '17. Army Y. M. C. A., Fort Oglethorpe, Ga.  
Herring, C. P., '14-'17. Regimental Band, 321st Infantry, Camp Jackson, S. C.  
Higgs, A. G. T., '14. Lieutenant, Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.  
Holding, B. F., '09-'13. Lieutenant, Physician and Surgeon to Aviation Unit, France.

- Hood, M. H., '10-'12. Lieutenant, Naval Hospital, Norfolk, Va.
- Hooper, Richard, '17. Corporal, Co. A, 307th Engineers, Camp Gordon, Ga.
- Hough, R. F., '16. 402d Tel. Battery, Camp Jackson, S. C.
- Hudson, J. R., '16-'17. Signal Corps, Aviation Service, 7th Platoon, 22d Co., Fort Thomas, Ky.
- James, E. C., '17. Aviation Corps.
- Jarrett, Clyde, '12-'15. Camp Sevier, S. C.
- Johnson, D. M., '14. 156th Dept. Brigade, 1st Tr, Btn., Camp Jackson, S. C.
- Johnson, F. T., '16. Corporal, Auxiliary Remount Dept., No. 306, Camp Greene, N. C.
- Jones, W. B., '17. Second Lieutenant, Camp Jackson, S. C.
- Jordan, R. B., '17. Aviation Corps, France.
- King, Dan B., '13-'14. Co. 11, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Kinton, R. M., '16-'17. Second Lieutenant, 323d Infantry, Co. K, Camp Jackson, S. C.
- Kitchin, L. M., '08-'10-'13-'14. First Lieutenant, Camp Lee, Va.
- Lambert, C. F., '15-'17. Co. 4, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Langston, H. L., '15-'17. Ambulance Corps, France.
- Lanneau, H. C., '03. Naval Reserve, Washington, D. C.
- Lee, William Carey, '13-'15. Lieutenant, Camp Jackson, S. C.
- Lee, W. H., '13-'15. Co. 14, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Leggett, Chauncey Hoke, '15-'16. Fort Thomas, Ky.; Camp Hancock, Ga., 1244 Casual Co., M. M. M. C.
- Leonard, C. A., '07. Y. M. C. A. worker among Chinese laborers, France.
- Liles, R. T., '15-'17. Camp Jackson, S. C.
- Lyday, A. V., '14-'15. 324th Field Hospital, Camp Jackson, S. C.
- Lyon, T. A. Major, Camp Sheridan, Ala.
- McBrayer, C. E., '02. Surgeon, U. S. Army.
- McBrayer, Dr. R. A., '11. First Lieutenant, Camp Sevier, S. C.
- McCann, D. P., '14-'16. 1st Battery, Field Artillery, Fort Oglethorpe, Ga.
- McCurry, C. M., '14-'17. Aviation Service, Fort Sill, Okla.
- McDuffie, D. P., '16-'17. Co. 12, Second Officers' Training Camp, Fort Oglethorpe, Ga.

- McKnight, T. C., '14-'17. Charleston, S. C., Y. M. C. A.
- Mayberry, D. F., '13. 1st Battery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Maynard, B. W., '14-'16. Aviation Service, France.
- Mercer, C. H., '11. Co. 3, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Meyer, L. B., '14-'16. Camp Jackson, S. C.
- Mitchell, John, '01-'02, '03-'05. Co 16, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Moore, C. D., '14-'17. Second Lieutenant, Camp Jackson, S. C.
- Moore, G. G., '16. Second Lieutenant, Camp Jackson, S. C.
- Moore, H. H., '16-'17. Hospital Corps, U. S. S. *Grant*.
- Moore, S. B., '15. Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.
- Morgan, A. D., '09. Lieutenant, Medical Reserve Corps, Instructor, Fort Oglethorpe, Ga.
- Neal, J. J., '15. Lieutenant, Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.
- Newell, Dr. H. A., '02-'04. Major, Field Hospital Corps, Camp Sevier, S. C.
- Odum, A. D., '15-'16. Cannon Dept., Camp Wheeler, Ga.
- Olive, B. R., '16. 6th Battery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Olive, C. C., '16. Aviation Service, France.
- Olive, H. E., '14-'17. Second Lieutenant, Camp Jackson, S. C.
- Oliver, Charles Moseley, '06-'08. Educational Secretary, Y. M. C. A., Camp Greene, Charlotte, N. C.
- Oliver, William B., Jr., '10-'13. First Lieutenant, Fort Oglethorpe, Ga.
- Paden, D. S., '15-'17. Army Y. M. C. A., Camp McClellan, Ala.
- Parker, C. W., Jr., '17. Second Lieutenant, Camp Jackson, S. C.
- Parker, S. R., '14-'17. Hospital Corps, U. S. S. *Leviathan*.
- Paschal, P. C., '08-'09. Captain, France.
- Phillips, M. D., Jr., '14. Aviation Corps, France.
- Phillips, E. N., '13-'17. Aviation Corps, France.
- Pointer, J. R., '10-'11, '15-'16. 1st Troop, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Pou, Milton, '16-'17. Ambulance Corps, Camp Lee, Va.
- Fowers, J. A., '08. Co. 13, Second Officers' Training Camp, Fort Oglethorpe, Ga.

- Powers, J. B., Jr., '03. First Lieutenant, Robt. C. Green Hospital, Physical Examination Unit, San Antonio, Texas.
- Pridgen, Dr. Claude L., '92-'93. Major, U. S. Army.
- Pritchard, J. M., '15. Lieutenant, Camp Sevier, S. C.
- Privette, H. C., '14. 5th Coast Artillery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Privott, W. S., '03. Major, National Guard, 119th Infantry, Camp Sevier, S. C.
- Ramseur, B. F., '13. Aviation Corps, Texas.
- Ray, J. E., Jr., '08. Lieutenant, Medical Reserve Corps, Fort Oglethorpe, Ga.
- Ray, F. L., '11-'12-'13-'14, '15-'17. Medical Reserve Corps, Fort Oglethorpe, Ga., Richmond, Va.
- Redfearn, F. T. '05-'06. 7th C. A., Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Robertson, D. A., '13-'15. Camp McClellan, Ala.
- Robertson, T. Y., '14-'15. Camp McClellan, Ala. Died November 6, 1917.
- Rittenhouse, G. F., '17. Second Lieutenant, Camp Jackson, S. C.
- Rockwell, Paul, '07-'09. Volunteer, French Army.
- Roland, H. M., '15-'17. Battery D, 316th Field Artillery, Camp Jackson, S. C.
- Royall, John H., '93-'96. Quartermasters' Department.
- Russ, C. C., '17. Co. 14, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Savage, Robert, '12. Lieutenant, Engineers, Camp Grant, Ill.
- Shanks, R. H., '10. 1st Battery, Field Artillery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Sherrill, C. L., '12. Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.
- Sherrin, M. B., '11-'15. Co. 13, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Speight, James A., '11-'14. Marine Corps.
- Speight, L. W., '12-'14. Medical Corps.
- Stallings, L. T., Jr., '16. Second Lieutenant, U. S. Marine Corps, Quantico, Va.
- Stevenson, A. E., '14. 7th Co., Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Stillwell, E. P., '14. Quartermasters' Department, U. S. Army.
- Stringfield, O. L., Jr. Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.

- Tally, J. O., '17. 317th Field Artillery, Camp Jackson, S. C.
- Thaxton, B. A., '12. Medical Reserve Corps, Camp Greenleaf, Fort Oglethorpe, Ga.
- Turner, J. B., '10. Army Y. M. C. A., 31 Avenue Montaigne, Paris, France.
- Tyner, C. V., '14. Lieutenant, Medical Reserve Corps.
- Vann, John Graves, '14-'16. Signal Corps, U. S. Army.
- Ward, W. F., '16. U. S. Navy.
- Warren, C. C., '14-'17. 7th Co., C. D. C. F., Fort Caswell, N. C.
- Watkins, E. W., '14-'15. Motor Truck Co. 394, Barracks J. 17, Camp Jos. E. Johnston, Fla.
- White, J. E., Jr., '12-'15. Second Lieutenant, 6th Infantry, Regulars, Chickamauga Park, Ga.
- White, S. W. '14. Aviation Service, France.
- Whitley, E. P., '16. Army Y. M. C. A., France.
- Whitley, J. B., '16. Second Lieutenant, Cavalry, France.
- Wilkinson, C. H., '17. Sergeant, Camp Jackson, S. C.
- Williams, L. C., '13. 5th Battery, Field Artillery, Second Officers' Training Camp, Fort Oglethorpe, Ga.
- Willis, W. M., '07-'10. U. S. Army.
- Wilson, E. E., '13-'15. First Lieutenant, School for Aerial Observers, Garden City, N. Y.
- Wilson, P. H., '14-'17. 113th Artillery, Camp Sevier, S. C.
- Wright, E. N., '11. Signal Corps, Charleston, S. C.
- Wyatt, Hubert L., '09-'13. First Lieutenant, Medical Reserve Corps, 301st Stevedore Reg., France.
- Yates, E. P., '15. Captain, Coast Artillery, Fort Caswell, N. C.
- Yates, J. E., '94. Chaplain, U. S. Coast Artillery, Fort Hancock, N. J.
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John Catre Scarborough, B.A. 1869, died at Murfreesboro, N. C., on December 26, 1917. Mr. Scarborough was born in Wake County, twelve miles south of Wake Forest, on September 22, 1841, and was, throughout his long and useful life, interested in all things pertaining to the welfare of the College. He was a member of the Board of Trustees from 1873 to his death.

We copy the following from an article by Professor J.

Henry Highsmith in the *High School Journal*, showing Mr. Scarborough's career in service to the State:

In June, 1866, Mr. Scarborough entered Wake Forest College, which had at that time sixty students. He graduated in 1869, serving as commencement marshal in a home-made suit of clothes, spun, woven, and made up by his sisters. At graduation he owed the College \$1,500, which he paid within three years. In order to do this he taught school both winter and summer without a vacation.

For two years, 1869-1871, Mr. Scarborough served as tutor at Wake Forest College, teaching Latin and mathematics. He received \$400 a year. At the same time he taught Latin in Mrs. Purefoy's School for Girls.

From 1871 to 1876, Mr. Scarborough taught at Selma, N. C., receiving a salary of \$100 a month, a high salary for those days, which indicates the value placed upon his services. The reward for his experience in Selma is immeasurable, for he married one of his teachers, Miss Julia Vass Moore, henceforth his companion, his help-meet, his joy, his inspiration. Miss Moore was a native of Johnston County.

Rarely do two crises in a man's life come in such close succession as was the case with Mr. Scarborough. Following his happy marriage in 1876, in the same year he was elected State Superintendent of Public Instruction, serving two terms. These were the chaotic days following Reconstruction (really destruction of public schools and education), and Superintendent Scarborough's vision, his capacity for leadership, his statesmanship, and his ability as an educator, are all shown by the achievements which have become a part of our splendid history. He believed firmly and always in the education of all the children of all the people, and in his passion for universal education he was like the immortal Aycock.

Retiring from his second term as Superintendent of Public Instruction in 1880, Mr. Scarborough again entered the school-room—for he was passionately fond of teaching—and taught until he was appointed Commissioner of Labor and Printing by Governor Fowle.

Again, in 1892, the State called Mr. Scarborough into its service as Superintendent of Public Instruction, and he served a third

term in that capacity, doing the high order of work which had always been characteristic of him.

Mr. Scarborough became President of Chowan College in 1897 and served until 1909. Retiring from the presidency of Chowan College, he took a much-needed vacation, but in 1911 responded once again to the call to service in the schools, and became Superintendent of Schools of Hertford County, serving until 1915.

On December 26, 1917, Mr. Scarborough died at Murfreesboro, N. C., being full of years and good deeds. His life had been spent in the service of his fellowmen. He had learned the real secret of life—that greatness comes through ministering and chieftaincy through service.

John E. Ray, B.A. 1875, passed away at his home in Raleigh on January 9, 1918. After being graduated from Wake Forest, Mr. Ray went to Raleigh as a teacher in the State School for the Blind and Deaf and Dumb. Later he went to Colorado, where he remained for several years as superintendent of the Colorado Springs School for the Deaf. For two years following he was superintendent of the Kentucky School for the Deaf and Dumb. In 1896 he returned to Raleigh as superintendent of the North Carolina State School for the Blind and Deaf, in which capacity he served efficiently, and with distinction, until his death.

Mr. Ray manifested in his church life the same zeal and earnestness that characterized his business life. For many years he was a teacher in the Sunday school and a deacon in the First Baptist Church of Raleigh. From 1877 to 1887 he was Corresponding Secretary of the Baptist State Convention and was, at the time of his death, a member of the board of trustees of Meredith College and of the Thomasville Orphanage. For a number of years he served the Central Association as its moderator.

Referring to Mr. Ray's distinguished services as superintendent of the State School for the Blind, the *Raleigh Evening Times*, under the date of January 10, 1918, says:

For more than forty years Mr. Ray worked for the blind and deaf and dumb children of North Carolina and other States. The deepest interest of his life was expended in work to give them a fair chance in life. Through the twenty-one years of his connection with the State School for the Blind as superintendent he had brought the institution through a period of struggle, and was just about to realize his dearest dreams in the erection of the new school on the cottage plan on the outskirts of the city. His deep personal interest in his blind folk had endeared him to every student of the school. He kept up with them after they left the institution and was proud of every success which came to them.

## Record

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The Christmas holidays extended from December 20 to January 1.

The spring term opened on January 2. At the time of this writing the number of Students enrolled is 380.

Society Day was celebrated on October 29. In the Sophomore-Junior Debate, held in the afternoon, the query "*Resolved*, That the right to vote should not be restricted on account of sex," was supported in the affirmative by L. J. Britt (Phi.) and Mr. Wayne Beachboard (Eu.) and in the negative by Mr. B. S. Liles (Eu.) and Mr. D. B. Johnson (Phi.). The judges voted in favor of the negative.

In the evening Mr. C. S. Owen (Phi.) spoke on "The Call of the West"; Mr. W. B. Bladney (Eu.) on "Helping Hoover"; Mr. H. I. Hester (Eu.) on "The Task of the Red Cross; and Mr. L. V. Coggins (Phi.) on "The Passing of Kings."

At the social gathering in the Gymnasium refreshments were served and informal talks were made by President Poteat, President Brewer of Meredith, and former Professor Highsmith.

The young ladies of the Senior Class of Meredith and of Oxford honored the celebration with their presence.

The Luther quadricentennial was recognized October 31 by an address at Chapel by Dr. C. C. Pearson.

The College Glee Club, under the direction of Dr. Hubert M. Poteat, made its annual "tour" from November 23 to December 1 and visited Apex, Dunn, Mt. Olive, Kinston,

New Bern, Washington, Greenville, and Raleigh. The receipts of the season's tour, some five hundred dollars, were generously donated to the work of the Red Cross.

On the evening of December 8 The Wake Forest Woman's Club entertained The Cosmos Club, with Mrs. W. R. Powell as hostess. Professor Frank Brown, of Trinity College, spoke on "The Origin of Folk-Songs."

Dr. B. W. Spilman, on December 16, 1917, addressed the Wake Forest Missionary Society on "The War and the Kingdom of God." Professor R. E. Gaines of Richmond College, addressed it, January 20, on "Social Ministry in the Christian Program."

The following members of the Wake Forest Law Class successfully passed the examination on January 28, 1918, and were licensed to practice law by the Supreme Court of North Carolina: A. Wayne Beachboard, P. D. Croom, A. C. Gay, H. S. Grant, D. M. Jolly, Jesse A. Jones, H. L. Koontz, Charles H. Reaves, H. Hoyle Sink, S. T. Thorne.

Dr. J. W. Nowell, of the Department of Chemistry, spoke before The Cosmos Club, November 23, on "War-Time Problems in Chemistry"; and Professor S. A. Derieux spoke, January 18, on "The Short Story."

## Announcements

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The College Lecture Committee announces a series of four lectures for April 14-17 by President Lincoln Hulley of John B. Stetson University. They will be on the Psalms, Eugene Field, Tennyson, and Riley.

The session will close with a commencement that is a Wake Forest commencement in the special sense that all the speakers are Wake Forest men. The Baccalaureate Sermon will be preached by Rev. John E. White, D. D., of Anderson, S. C., on the evening of May 22. The Literary Address will be given by Honorable Edwin Yates Webb, of the House of Representatives, on the forenoon of May 23, and the Alumni Oration will be delivered on the evening of May 23, by Dr. Rufus W. Weaver of Nashville, Tenn. Graduation Day will follow on the 24th of May. Such a program is deemed especially fitting in view of the big million-dollar campaign inaugurated this year, in which Wake Forest will participate to the extent of \$300,000.

The High School Declamation Contest will be held in Memorial Hall March 14 and 15, 1918. Any accredited secondary school is invited to send one male representative. Free entertainment and a hearty welcome will be extended to every contestant. The following prizes will be awarded: First prize, a gold medal and a scholarship meeting a year's tuition fee; second prize, a \$5 gold pin. More detailed information may be had of the Secretary, Mr. A. C. Reid, Wake Forest, N. C.

The Euzelian and Philomathesian Literary Societies, in coöperation with the College, will award to the secondary

schools of North Carolina prizes valued at \$80, on the following conditions:

1. Any bona fide member of the graduating class of any accredited secondary school of North Carolina may submit one essay for the contest.

2. The subject of all essays shall be: "Why I should enter college next session."

3. The essay shall not exceed 700 words in length, shall be written on plain, standard-size paper, shall be submitted to the secretary on or before April 20, 1918, and shall be accompanied by a certificate from the principal of the school stating that the contestant is a bona fide member of the graduating class, and that the essay, to the best of his knowledge and belief, is an original composition.

4. The essays shall be numbered by the Secretary, and submitted to a committee consisting of President William Louis Poteat and Professors Benjamin Sledd and S. A. Derieux of the Department of English, who will determine the three best essays.

5. The contestant submitting the best essay will be awarded \$20 in gold and a scholarship valued at \$50. To the contestant submitting the second best essay a cash prize of \$7.50 will be given. A cash prize of \$2.50 will be given as a third prize.

If first prize is won by a young lady, the scholarship will be placed by her at the disposal of the principal of the school to be awarded by him to a worthy male member of this session's graduating class.

Contestants may secure additional information from the secretary, Mr. A. C. Reid, Wake Forest, N. C.













