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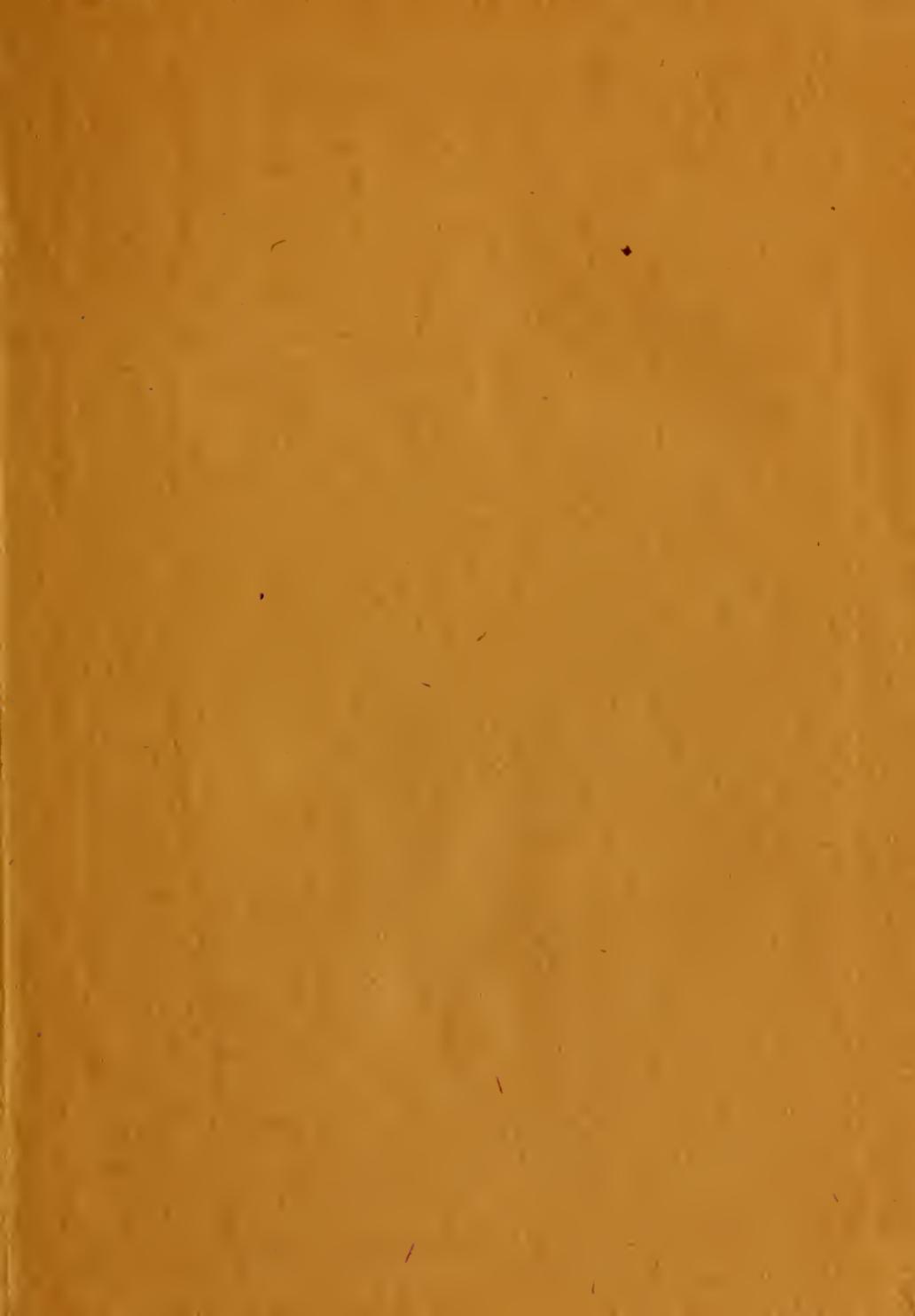
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NEW SERIES

APRIL, 1918

VOL. XIII, No. 1

BULLETIN
OF
WAKE FOREST COLLEGE



CATALOGUE
EIGHTY-THIRD SESSION
1917-18

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Act of Congress of July 16, 1894

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1918-1919

Calendar

1918

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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1919

JANUARY							APRIL							JULY							OCTOBER									
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30	31																													

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College Calendar

For Session 1918-1919

September 3—Beginning of the Session.

September 14—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 18—Society Day.

October 19—Removal of entrance conditions.

Thanksgiving Day—Holiday.

December 12-20—Fall Term Examinations.

December 21-January 6—Christmas Holidays.

January 7—Beginning of Spring Term.

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

February 14—Anniversary Celebration of Literary Societies.

March 8—Examination for removal of conditions by applicants for degrees.

March 15—Removal of entrance conditions.

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

Easter Monday—Holiday.

May 20-27—Spring Term Examinations.

May 25—Sunday, 8:30 p. m., Baccalaureate Address.

May 28—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 29—Thursday, 11 a. m., Annual Literary Address. 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 30—Friday 11 a. m. Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, and Closing Exercises of the Session.

History

Wake Forest College had its beginning in "The Wake Forest Institute," a manual labor and classical school, chartered in 1833 and located in the "forest" of Wake County, some 18 miles north of Raleigh. Samuel Wait, a native of New England, was chosen principal, and the school was opened February 3, 1834, with 16 pupils.

In 1838 The Institute was rechartered as "Wake Forest College." Dr. Samuel Wait was elected president and continued to direct the struggling fortunes of the institution until 1845. The story of his zeal and industry in behalf of the College forms an inspiring chapter in the history of Southern Baptists.

Under the administration of Dr. William Hooper, 1845-1849, and Professor John B. White, 1849-1853, the College continued barely to exist; but with the election of Dr. Washington Manly Wingate, in 1854, the outlook became more hopeful; by 1861 substantial progress had been made toward raising an endowment; the Faculty had been enlarged and the number of students had grown. All progress was stopped by the Civil War, but a brave beginning was made once more in 1865, and when Dr. Wingate died, in 1879, it could truly be said of him that the personality of the man and the gifts of the preacher had given Wake Forest College a place in the minds and the hearts of the Baptists of North Carolina.

The administration of Dr. Thomas H. Pritchard, 1879-1882, although brief, increased the enrollment from 117 to 169, and did much to popularize the cause of education in North Carolina.

From 1882 to 1884 the administrative duties of the College were discharged by the Chairman of the Faculty, Dr. William B. Royall, Professor of Greek.

In 1884 Dr. Charles E. Taylor, of the Chair of Latin, was made president; and his long administration, which ended with his resignation in 1905, is the most notable in the history of the College, and indeed adds a brilliant chapter to the history of education in the South. The endowment grew from \$40,000 to \$250,000; the enrollment increased from 161 to 328; five new buildings had been either erected or provided for; and the Faculty had grown from six professors and one tutor to seventeen professors and six assistants.

On the resignation of Dr. Taylor, in 1905, Dr. William Louis Poteat, of the Chair of Biology, was made President; and his administration is accordingly in its thirteenth year.

In 1865 the endowment fund of Wake Forest College was \$11,700.

In 1876, through the efforts of Dr. C. E. Taylor and Mr. James S. Purefoy, about \$20,000 was added to the endowment. By January 1, 1884, Dr. Taylor had increased the endowment to \$100,000 and had raised up a generous friend of the College in Mr. Jabez A. Bostwick of New York City.

In 1885 Mr. Bostwick created the Bostwick Loan Fund by a gift of \$12,000 and in 1886 made a further gift of \$50,000.

In 1891 Dr. Taylor raised, by subscription and still another gift of Mr. Bostwick, the sum of \$40,000.

From 1906 to 1910 Professor J. B. Carlyle undertook to raise \$150,000. Of this sum, \$117,798.56 was realized, of which sum the General Education Board of New York contributed a fourth.

The total endowment of the College, according to the report of the Treasurer, May, 1917, was \$517,255.86.

The grounds and buildings of the College are valued at \$248,925.

The College campus of twenty-four acres contains the following buildings:

The Administration Building, erected in 1838, and for forty years serving all purposes of the College; the Library

Building, erected in 1878 and largely the gift of Colonel J. M. Heck and Mr. John G. Williams of Raleigh; Wingate Memorial Hall, erected in 1879 by the Alumni and friends of the College, to commemorate the services of President W. M. Wingate; the Lea Laboratory, erected in 1888, mainly through the liberality of Mr. and Mrs. Sidney Lea, of Caswell County; the Gymnasium, erected by the Trustees in 1900; the Alumni Building, completed in 1906 and erected through funds secured by Professor J. B. Carlyle; the Hospital, completed in 1906; and the New Dormitory, opened in September, 1914.

Board of Trustees

Terms Expire January 1, 1920

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WILLIAM CAREY DOWD, B.A., Charlotte.	REV. R. A. MCFARLAND, B.S., Th.D., Scotland Neck.
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Terms Expire January 1, 1922

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Terms Expire January 1, 1924

J. T. J. BATTLE, M.A., M.D., Greensboro.	JUDGE JOHN A. OATES, B.A., Fayetteville.
R. D. CALDWELL, Lumberton.	WATSON S. RANKIN, M.D., Raleigh.
JUDGE CHARLES M. COOKE, Louisburg.	REV. C. W. SCARBOROUGH, B.A., Murfreesboro.
WALTER E. DANIEL, M.A., Weldon.	REV. RICHARD T. VANN, B.A., D.D., Raleigh.
CAREY J. HUNTER, B.S., Raleigh.	A. D. WARD, B.A., New Bern.
REV. THOMAS H. KING, B.A., Mount Airy.	HON. EDWIN YATES WEBB, B.A., Shelby.

*Died, December, 1917.

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L. JOHNSON, Raleigh, *Vice-President*.
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CAREY J. HUNTER, Raleigh, *Secretary*.
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*.
T. H. BRIGGS.
L. JOHNSON.
J. A. OATES.
CLARENCE POE.
W. S. RANKIN.
R. E. ROYALL.

Investing Committee:

CAREY J. HUNTER, Raleigh, *Chairman*.
T. H. BRIGGS.
W. J. FERRELL.
G. A. NORWOOD.
CLARENCE 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, John 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, University of Virginia Summer School, 1917; Professor of English, Wake Forest College, 1894.

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., Dean,

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; Dean, *ibid.*, 1916.

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.

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.

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.*, 1907, 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.

ROBERT BRUCE WHITE, M.A.,

Professor of Law.

M.A., Wake Forest College, 1891; Graduate Student in Law, *ibid.*, 1895-1897; Superintendent Public Instruction, Franklin County, 1899-1914; State Senator, 1903 and 1915; Professor of Law, Wake Forest College, 1916.

THOMAS EVERETTE COCHRAN, B.Sc., M.A., Th.M.,

Professor of Education and Philosophy.

B.Sc., Bardstown College, Ky., 1905; Principal Bardstown Junction, Ky., High School, 1905-07; Dean and Professor of Education and Philosophy, East Lynn College, Ky., 1907-09; B.A., Richmond College, Va., 1911; Professor of Mathematics and Sociology, Columbia College, Fla., 1911-13; Graduate Student, University of Chicago, 1913-15; M.A., *ibid.*, 1914; B.D., *ibid.*, 1915; Fellow, Crozer Seminary, 1915-16; Th.M., *ibid.*, 1916; Graduate Student, University of Pennsylvania, 1915-16; Professor of Education and Sociology, Columbia College, Fla., 1916-17; Professor of Education and Philosophy, Wake Forest College, 1917.

THURMAN D. KITCHIN, B.A., M.D.,

Professor of Physiology and Pharmacology.

B.A., Wake Forest College, 1905; M.D., Jefferson Medical College, 1908; Professor of Physiology and Pharmacology, Wake Forest College, 1917.

LUTHER T. BUCHANAN, JR., B.S., M.D.,

Professor of Pathology, Bacteriology, and Histology.

B.S., Wake Forest College, 1911; M.D., Jefferson Medical College, Philadelphia, 1913; Interne, Kansas City General Hospital, 1913-1914; Medical Reserve Corps, U. S. Army, 1916-1917; Professor of Pathology, Bacteriology, and Histology, Wake Forest College, 1917.

SAMUEL A. DERIEUX, B.A., M.A.,

Associate Professor of English.

B.A., Richmond College, 1904; Graduate Student, Johns Hopkins University, 1904-1906; M.A., University of Chicago, 1911; Assistant Professor of English, Missouri State Normal School, 1912-1913; Associate Professor of English, Wake Forest College, 1917.

EDWIN T. MACDONNELL, M.A.,

Director of Physical Culture.

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.

WILLIAM G. DOTSON, B.S., M.A.,
Instructor in Chemistry.

B.S., Wake Forest College, 1915; M.A., *ibid*, 1916; Instructor in Chemistry and Mathematics, *ibid*, 1915.

F. W. CARROLL, B.A.,
Instructor in Mathematics and Assistant to the Dean.

WALTER E. JORDAN, B.S.,
Instructor in Military Tactics.

ARTHUR P. SLEDD, B.S.,
Instructor in Chemistry.

A. C. REID, B.A.,
Instructor in French.

THOMAS M. UZZLE,
Instructor in German.

Assistants: W. B. GLADNEY (English); J. A. MCKAUGHAN (English); C. Y. MILTON (Biology); J. D. COWAN (Applied Mathematics); F. D. GARCIA (Spanish); P. H. NEAL (Physics); W. M. LOVE-LACE (Political Science); R. L. KELLER (Anatomy); W. E. DAWSON (Embryology and Histology); Z. P. MITCHELL (Pathology and Bacteriology); L. P. MARTIN (Physiology); G. COLLINS (Pharmacology); G. S. QUILLIN (Library); P. L. ELLIOTT (Library); J. R. BLALOCK (Library); H. L. KOONTZ (Law Library); E. C. ROBINSON (Gymnasium).

Officers

WILLIAM L. POTEAT, *President*.

NEEDHAM Y. GULLEY, *Dean*.

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GEORGE W. PASCHAL, *Examiner and Curator of Library*.

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

MRS. ETHEL T. CRITTENDEN, *Librarian*.

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

Committees

Appointments—

Dean, Professors of Mathematics, Latin, English, Education.

Athletics—

Professor PASCHAL, Professor POTEAT, and Director MACDONNELL.

Budget—

Bursar EARNSHAW and Professors GORRELL and LANNEAU.

Buildings and Grounds—

Professors GORRELL, LAKE, NOWELL, BUCHANAN, Bursar EARNSHAW, and Superintendent HOLLIDAY.

Degrees—

President, Dean, Examiner, Chairman of Publication Committee, and Bursar.

Examinations—

Professors JONES, GULLEY, and COCHRAN.

Executive—

President, Dean, Professors GORRELL and WHITE.

Lectures—

Professors CULLOM, AIKEN, POTEAT, and SLEDD.

Library—

Professors PASCHAL, LAKE, PEARSON, and KITCHIN.

Publications—

Professors SLEDD, DERIEUX, TIMBERLAKE, and Bursar EARNSHAW.

Catalogue of Students

GRADUATE

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Best, Cecil Graham, B.A. (Wake Forest)	<i>Duplin</i>	5
Booth, James Henry Ray, B.S. (Wake Forest)	<i>Lee</i>	5
Carroll, Fountain Williams, B.A. (Wake Forest)	<i>Pitt</i>	6
Castelloe, Allen Thurman, B.A. (Univ. of N. C.)	<i>Bertie</i>	1
Eddins, George Edgar, B.A. (Wake Forest)	<i>Stanly</i>	5
Holding, William Willis, Jr., B.A. (Wake Forest)	<i>Wake</i>	6
Jordan, Walter Edward, B.S. (Wake Forest)	<i>Forsyth</i>	4
Koontz, Hercules Lee, B.A. (Wake Forest)	<i>Guilford</i>	5
Reid, Albert Clayton, B.A. (Wake Forest)	<i>Davidson</i>	5
Sink, H. Hoyle, B.A. (Bridgewater College)	<i>Davidson</i>	1
Sledd, Arthur Purefoy, B.S. (Wake Forest)	<i>Wake</i>	6
Smith, Charles George, B.A. (Wake Forest)	<i>Chatham</i>	6
Thompson, Robert Thomas, B.A. (Wake Forest)	<i>Wake</i>	4
White, Ransom Kelly, B.A. (Wake Forest)	<i>Halifax</i>	5
Whitehead, Seba L., B.A. (Wake Forest)	<i>Northampton</i>	5

UNDERGRADUATE

Seniors—Class of 1918

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Black, Charles Spurgeon	<i>Union</i>	3
Blalock, Joseph Rogers	<i>Halifax</i>	4
Burden, Henry Vernon	<i>Bertie</i>	4
Canipe, John Clifton	<i>Catawba</i>	4
Childress, Raleigh Newton	<i>Wake</i>	4
Coggins, Louis Vernon	<i>Chatham</i>	4
Dickson, William McDowell, Jr.	<i>Wake</i>	4
Franklin, Andrew Jackson, Jr.	<i>Swain</i>	4
Gillespie, James Thomas	<i>Cleveland</i>	4
Gladney, William Beckett	<i>Lincoln, La.</i>	4
Hall, Romulus Ferdinand	<i>Sampson</i>	4
Hamrick, Ladd Watts	<i>Cleveland</i>	4
Heafner, George Dewey	<i>Lincoln</i>	4
Herndon, James Matthew	<i>Wake</i>	4
Hester, Hubert Inman	<i>Columbus</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hicks, Albert Plato Martin.....	<i>Wake</i>	4
Hudson, Esper Valentine.....	<i>Rutherford</i>	4
Humber, Robert Lee, Jr.....	<i>Pitt</i>	4
Johnson, Leonidas LaFayette.....	<i>Sampson</i>	4
Joyner, John Council.....	<i>Lenoir</i>	4
Liles, Brooks Sanford.....	<i>Union</i>	3
Litchfield, Roy Lee.....	<i>Washington</i>	4
McKaughan, Jesse Alfred, Jr.....	<i>Rutherford</i>	3
Meek, Samuel Shelby.....	<i>Ouachita, La.</i>	4
Milton, Carl Yeomans.....	<i>Stanly</i>	4
Moss, Robert Verelle.....	<i>Wilson</i>	4
Olive, Hubert Etheridge.....	<i>Johnston</i>	4
Owen, Charles Spurgeon.....	<i>Buncombe</i>	4
Pace, Ashley D.....	<i>Escambia, Fla.</i>	4
Pace, John Candler.....	<i>Escambia, Fla.</i>	4
Paden, Dean S.....	<i>DeKalb, Ga.</i>	3
Page, Joseph	<i>Robeson</i>	4
Powell, William Columbus, Jr.....	<i>Wake</i>	4
Quillin, George S.....	<i>Rowan</i>	4
Rankin, Milledge Theron.....	<i>Williamsburg, S. C.</i> ..	4
Savage, William Vann, Jr.....	<i>Norfolk, Va.</i>	4
Shanks, Henry Thomas.....	<i>Vance</i>	4
Sowers, Roy Gerodd.....	<i>Davidson</i>	3
Uzzle, Thomas Marshall.....	<i>Johnston</i>	3
Willis, James McLaurin.....	<i>Marlboro, S. C.</i>	4
Woodward, David Leon.....	<i>Duplin</i>	4

Juniors—Class of 1919

Allen, Joel I., Jr.....	<i>Dillon, S. C.</i>	3
Britt, James Robert.....	<i>Duplin</i>	3
Britt, Luther J.....	<i>Robeson</i>	3
Bryan, Ennis	<i>Halifax</i>	3
Bryan, John William, Jr.....	<i>Pitt</i>	3
Burns, Robert Paschal.....	<i>Person</i>	3
Cowan, James Donald.....	<i>Jackson</i>	3
Dawes, Lellon Barnes.....	<i>Wilson</i>	3
Eagle, James Carr.....	<i>Rowan</i>	3
Futrell, Julian Linwood, Jr.....	<i>Northampton</i>	3
Griffin, Harry Leigh.....	<i>Northampton</i>	3
Hill, Dallas Early	<i>Rowan</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hudson, Samson Fedson.....	<i>Sampson</i>	2
Jackson, Edgar Manly.....	<i>Pitt</i>	3
James, Robert Wesley.....	<i>Greenville, S. C.</i>	4
Lovelace, William Monroe.....	<i>Cleveland</i>	3
Neal, Phil H.....	<i>Halifax, Va.</i>	3
Nolan, Andrew Vance.....	<i>Cleveland</i>	3
Paschal, Wade Hampton.....	<i>Chatham</i>	4
Robinson, Mac C.....	<i>Yancey</i>	4
Rogers, George Thomas.....	<i>Wake</i>	3
Spurling, Lee Spurgeon.....	<i>Cleveland</i>	3
Tolar, Marion Branch.....	<i>Hampton, S. C.</i>	3
Twiggs, John Clyde.....	<i>Towns, Ga.</i>	3
Ward, Benjamin Thomas.....	<i>Perquimans</i>	3
White, Philip Ernest.....	<i>Perquimans</i>	3

Sophomores—Class of 1920

Andrews, Victor L.....	<i>Chatham</i>	2
Ayers, Sanford Emmett.....	<i>Hwanghien, China</i> ..	2
Banks, Hubert Cyrus.....	<i>Pamlico</i>	2
Blackmon, John Morris.....	<i>Lancaster, S. C.</i>	2
Bridger, Dewey Herbert.....	<i>Bladen</i>	2
Bunn, Bonnie David.....	<i>Franklin</i>	2
Camp, William Gaston.....	<i>Cleveland</i>	2
Chaplin, Alfred	<i>Tyrrell</i>	2
Chaplin, Steenie	<i>Tyrrell</i>	2
Davis, Joseph Nelson.....	<i>Greenwood, S. C.</i>	2
Draughon, John Palmer	<i>Harnett</i>	2
Easom, Horace B.....	<i>Johnston</i>	2
Elliott, Phil L.....	<i>Graham</i>	2
Feezor, Forrest Chalmer.....	<i>Davidson</i>	2
Floyd, John Hamilton.....	<i>Cleveland</i>	2
Folk, Edgar Estes, Jr.....	<i>Davidson, Tenn.</i>	2
Fouts, Dover Reese.....	<i>Macon</i>	2
Glosson, Spurgeon Cade.....	<i>Alamance</i>	2
Hamrick, Charles Raymond.....	<i>Rutherford</i>	2
Hanby, Howard Alexander.....	<i>New Hanover</i>	2
Hankins, William Brevard.....	<i>Davidson</i>	2
Herring, Gordon Rea.....	<i>Chengchow, China</i> ..	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Honeycutt, William Elisha.....	<i>Yancey</i>	3
Horton, Samuel Ferd.....	<i>Watauga</i>	2
Jackson, Perry Yates.....	<i>Wake</i>	2
Keith, Marion Y.....	<i>Pender</i>	2
Lake, James Ludwell, Jr.....	<i>Wake</i>	3
Lancaster, Forrest Jackson.....	<i>Davidson</i>	2
Lee, Harry Wooten.....	<i>Lenoir</i>	2
LeRoy, John Henry, Jr.....	<i>Pasquotank</i>	2
Lockerman, Haywood Davis.....	<i>Sampson</i>	2
Massey, Joseph Preston.....	<i>Franklin</i>	2
Morris, B. Ellis.....	<i>Catawba</i>	2
Nance, Grover Broughton.....	<i>Columbus</i>	3
Pittman, William Gladstone.....	<i>Gates</i>	2
Poe, Ralph Durham.....	<i>Wake</i>	2
Potts, Erwin Henderson.....	<i>Mecklenburg</i>	2
Queen, William Albert.....	<i>Davidson</i>	2
Raines, William Carlos.....	<i>Rutherford, Tenn.</i> ..	1
Sasser, Lonnie	<i>Wake</i>	3
Smith, Hugh Preston.....	<i>Wake</i>	3
Tatum, Walter Low.....	<i>Rowan</i>	2
Trahey, James Dewey.....	<i>Halifax</i>	2
Weathers, Curtis Linville.....	<i>Franklin</i>	2
Wilkinson, Charles Tolbert.....	<i>Wake</i>	2
Wood, Alma Bevan.....	<i>Cherokee</i>	2
Woody, William Hobson.....	<i>Person</i>	2
Wright, Merrill Paul.....	<i>Wake</i>	2
Wyatt, Tyree C.....	<i>Pitt</i>	2

Freshmen—Class of 1921

Albritton, Benjamin Carr.....	<i>Duplin</i>	2
Adams, Edward Everard.....	<i>Cherokee</i>	1
Amos, James Ellwood.....	<i>Rockingham</i>	1
Arledge, N. B.....	<i>Polk</i>	1
Austin, Clarence Moore.....	<i>Mecklenburg</i>	1
Aydlett, James Hufham, Jr.....	<i>Pasquotank</i>	2
Ballentine, Lynton Yates.....	<i>Wake</i>	1
Barefoot, Graham Ballard.....	<i>Columbus</i>	1
Barnes, Charles Spurgeon.....	<i>Davidson</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Bass, Ollie Adron.....	<i>Nash</i>	2
Beach, Benjamin	<i>Cleveland</i>	1
Bennett, Robert Vernon.....	<i>Vance</i>	1
Benthall, Wilton Patrick.....	<i>Northampton</i>	1
Benton, Burtis	<i>Wake</i>	1
Biggerstaff, Everett Newton.....	<i>Cleveland</i>	1
Blizzard, John Douglas.....	<i>Dillon, S. C.</i>	1
Brewer, Henry Clay.....	<i>Lenoir</i>	2
Briggs, Gaither A.....	<i>Henderson</i>	1
Brown, Clarence Fleetwood.....	<i>Anderson, S. C.</i>	1
Bullock, Joseph Alexander.....	<i>Robeson</i>	1
Bundy, John L.....	<i>Marlboro, S. C.</i>	1
Burrows, Dudley Asahel.....	<i>Halifax</i>	1
Byrd, William Carey.....	<i>Chatham</i>	1
Capps, Joseph	<i>Henderson</i>	1
Carpenter, Edgar Jackson.....	<i>Macon</i>	1
Carswell, Macky Kenion.....	<i>Burke</i>	2
Chappell, Frank	<i>Wake</i>	1
Clark, Harry S.....	<i>Halifax</i>	1
Clark, Livi Spurgeon.....	<i>Buncombe</i>	2
Cline, Robert C.....	<i>Alexander</i>	1
Clonts, Forrest William.....	<i>Polk, Fla.</i>	1
Coble, William Crawford.....	<i>Stanly</i>	2
Crittenden, Christopher	<i>Wake</i>	3
Crouch, John P.....	<i>Caldwell</i>	2
Crutchfield, Kenneth Hume.....	<i>Davidson</i>	1
Davis, William Edward.....	<i>Jones</i>	1
Davis, Wilbur Irving.....	<i>New Hanover</i>	1
Dawkins, Lester James.....	<i>Anson</i>	3
Deaton, Dossie Elbert.....	<i>Montgomery</i>	2
Dockery, J. S.....	<i>Buncombe</i>	1
Dodd, Benjamin R.....	<i>Wake</i>	1
Duncan, Stacy Allen.....	<i>Cumberland</i>	1
Earp, Gurthra	<i>Wake</i>	2
Edwards, Neil Hamlett.....	<i>Surry</i>	1
Emory, Otho Green.....	<i>Wake</i>	2
Goodwin, Omer Korb.....	<i>Wake</i>	1
Greaves, Carl P.....	<i>Robeson</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Green, Jesse Smith.....	<i>Davidson</i>	2
Greene, James Young.....	<i>Cleveland</i>	1
Gresham, Newton Ernest.....	<i>Duplin</i>	2
Griffin, Raleigh Hiram.....	<i>Northampton</i>	2
Grose, Robert Glenn.....	<i>Iredell</i>	1
Groves, Robert Benwell.....	<i>Gaston</i>	1
Gulley, Julius Paul.....	<i>Nash</i>	1
Hall, Alton C.....	<i>Johnston</i>	1
Hardin, Joseph A.....	<i>Carter, Tenn.</i>	1
Harris, Clyde Peebles, Jr.....	<i>Franklin</i>	1
Hauser, Oscar Howard.....	<i>Forsyth</i>	1
Herring, Ralph Alderman.....	<i>Honan, China</i>	1
Holland, Charles Cyrus.....	<i>Iredell</i>	1
Hoyle, Fitzhugh	<i>Lincoln</i>	1
Hunt, William Bryce.....	<i>Davidson</i>	1
Hunter, John Everett.....	<i>Northampton</i>	1
Hunter, Rufus Avera.....	<i>Wake</i>	1
Hurley, Daniel Thomas.....	<i>Randolph</i>	1
Ingram, Samuel P., Jr.....	<i>Calhoun, Ala.</i>	1
Jessup, Dennis T.....	<i>Cumberland</i>	1
Jessup, Timothy James.....	<i>Perquimans</i>	1
Jones, Coite Hall.....	<i>Wilkes</i>	1
Jones, Junius Linwood.....	<i>Wake</i>	1
Kelly, William Olive.....	<i>Johnston</i>	1
Kesler, James Courtney.....	<i>Davidson</i>	1
Lomax, Charles Roscoe.....	<i>Rowan</i>	2
McCallum, William Roger.....	<i>Marlboro, S. C.</i>	1
McIntyre, Robert Allen.....	<i>Robeson</i>	2
Marshall, Roger Powell.....	<i>Wake</i>	1
Mason, John Dennis	<i>Norfolk, Va.</i>	1
Mauney, Theron Burt.....	<i>Stanly</i>	1
Mills, Eugene	<i>Wake</i>	1
Mills, Roy Edward.....	<i>Anson</i>	1
Murray, Elwyn G.....	<i>Duplin</i>	1
Murray, Jackson Gray.....	<i>Burke</i>	1
Myers, Charles Herbert.....	<i>Nash</i>	1
Nixon, James Richard.....	<i>Chowan</i>	1
Norville, Charles Thomas Spurgeon.....	<i>McDowell</i>	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Oates, Francis Marion.....	Darlington, S. C.....	1
Old, James Young.....	Camden	1
Outlaw, Jackson Kent.....	Lenoir	1
Pangle, Thomas Ora.....	Jackson	1
Parker, Alan Phares.....	Wake	1
Parker, John Peter.....	Union	1
Perkins, Clarence Percell.....	Robeson	1
Perry, Clarence Cecil.....	Union	1
Perry, Hubert Amos.....	Wake	1
Pollock, Alfred LaFayette.....	Duplin	1
Pope, Elbert Norwood.....	Harnett	1
Powers, Hanson Durham.....	Pender	1
Price, J. Louis.....	Wilson	2
Rabenhorst, Harry Aldrich.....	East Baton Rouge, La. 1	
Rankin, Manly Whitfield, Jr.....	Williamsburg, S. C... 2	
Rhodes, Guy Blaisdell.....	Tyrrell	2
Rhodes, Hughes J.....	Wake	2
Rhodes, Jesse F.....	Catawba	1
Rivenbark, Matthew James.....	Duplin	1
Robbins, John D.....	Nash	2
Roberts, Eugene Leslie.....	Wayne	1
Satterwhite, Willie Madison.....	Wake	1
Sherrill, George Raymond.....	Watauga	1
Sherrill, Marion Crowell.....	Catawba	1
Simpson, Henry Hardy.....	Caswell	1
Smith, Arlie R.....	Union	1
Smith, Edward Hanson.....	Cumberland	1
Stafford, Ivy Kenyon.....	Pasquotank	1
Stallings, Walter Clark.....	Franklin	1
Stephens, Alford Pope.....	Columbus	1
Stephens, Rex G.....	Wake	1
Stimson, J. Fred.....	Caldwell	3
Stroup, Haltom McClain.....	Mecklenburg	1
Sullivan, Roy William.....	Stokes	2
Tarlton, Jesse J.....	Union	1
Thompson, Hughes Meacham.....	Wake	2
Tillman, Orris Golden.....	Polk, Fla.	2
Tyson, John Joyner.....	Pitt	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Upchurch, Coy Tillman.....	Wake	1
Walters, Tom Edward.....	Guilford	1
Ward, Thomas L.....	Duplin	1
Warrick, Luby Albert.....	Wayne	2
Watkins, William Merritt.....	Wayne	1
West, Bryan Clinton.....	Lenoir	1
White, Rufus Jennings.....	Northampton	1
Whitley, Willard W.....	Stanly	1
Wiggins, Robert Wesley.....	Franklin	2
Williams, William Norman.....	Jefferson, Ark.	1
Williford, Lonnie Rousseau.....	Cumberland	2
Winston, Joseph Aubrey.....	Franklin	1
Woodward, Frank Tennyson Neely.....	Davie	1
Yearby, Ira Luther.....	Wake	2

Unclassified Students

Arnette, John McIntosh, Jr.....	Alamance	1
Bone, Walter James.....	Nash	1
Bridger, James Albert.....	Bladen	1
Caldwell, Robert David, Jr.....	Robeson	2
Darden, James Lee.....	Hertford	3
Davis, James A.....	Harnett	1
Dorsett, Harry Ky.....	Chatham	1
Fleetwood, Ashley Randolph.....	Perquimans	1
Gilbert, J. Rowland.....	Polk	1
Gill, Everett Thomas.....	Wake	1
Graves, Clarence Bate.....	Wake	1
Hord, Eugene Thompson.....	Cleveland	3
Jones, William Martin.....	Wake	1
Kinnett, Albert Daniel.....	Spartanburg, S. C....	1
Page, Linton	Robeson	1
Pearce, Willis Royall.....	Wake	1
Smith, Richard Jasper.....	Wake	2
Sneed, John Marion.....	Granville	1
Stephens, William Richard.....	Cumberland	2
Tate, Landrum Reaves.....	Rutherford	1
Vanhoy, William	Yadkin	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
White, Floyd Irvin.....	<i>Chowan</i>	1
White, Francis Willard Moody.....	<i>Bertie</i>	1
Whitley, Robert Joe.....	<i>Wake</i>	1

LAW

First Year—Class of 1920

Calton, Aubrey Lolan.....	<i>Person</i>	1
Craig, Eugene	<i>Gaston</i>	1
Gibson, Laurence Thompson.....	<i>Scotland</i>	3
Hedgepeth, Norman Benjamin.....	<i>Franklin</i>	1
Hopkins, Roy T.....	<i>Washington</i>	3
Pruette, Shaw M.....	<i>Mecklenburg</i>	1
Scarborough, Jetter M.....	<i>Mecklenburg</i>	1
Williams, Frank Webb.....	<i>Camden</i>	2

Second Year—Class of 1919

Atkins, Thomas William.....	<i>Wake</i>	2
Blankenship, Carl M.....	<i>Buncombe</i>	3
Bunn, John Henry.....	<i>Franklin</i>	3
Davis, Henry J.....	<i>Accomac, Va.</i>	3
Gooch, Clyde Earl.....	<i>Granville</i>	2
Johnson, David Bryan.....	<i>Bladen</i>	2
Jones, Jesse Aldon.....	<i>Onslow</i>	2
Meyer, Max	<i>Halifax</i>	2
Odum, John Bunyan.....	<i>Robeson</i>	1
Robinson, Edwin Crosswell.....	<i>Sampson</i>	2

Third Year—Class of 1918

Bowers, John B. Gordon.....	<i>Sevier, Tenn.</i>	3
Croom, Phinnehas David.....	<i>Lenoir</i>	3
Hamrick, Earl Anthony.....	<i>Haywood</i>	4
Muse, Robert Glenn.....	<i>Iredell</i>	4
Privott, Wood	<i>Chowan</i>	4
Warren, Rollin W.....	<i>Northampton</i>	3
White, William Preston, Jr.....	<i>Halifax</i>	2

Special Students

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Ausbon, William Joseph.....	<i>Halifax</i>	1
Bailey, Carl LeRoy.....	<i>Washington</i>	2
Banks, Veston Calbourne.....	<i>Pamlico</i>	1
Beachboard, A. Wayne.....	<i>Buncombe</i>	2
Best, Cecil Graham.....	<i>Duplin</i>	5
Blackmon, Archie	<i>Lancaster, S. C.</i>	3
Blalock, Conrad Marr.....	<i>Davie</i>	1
Cannady, Everett H.....	<i>Sampson</i>	2
Cox, Sloane McIlvaine.....	<i>Gaston</i>	2
Gay, Archibald C.....	<i>Northampton</i>	1
Grant, Harry.....	<i>Northampton</i>	1
Harvey, W. Frank.....	<i>Halifax</i>	2
Ivey, Walton Bert.....	<i>Robeson</i>	3
Jackson, James Troy.....	<i>Cumberland</i>	1
Johnson, John G.	<i>Wake</i>	1
Jolly, Daniel Monroe.....	<i>Columbus</i>	2
Koontz, Hercules Lee.....	<i>Guilford</i>	5
Reaves, Charles H.....	<i>Wake</i>	1
Scott, Lorenzo	<i>Pender</i>	2
Sink, H. Hoyle.....	<i>Davidson</i>	1
Tatum, Will Frank.....	<i>Marlboro, S. C.</i>	2
Thorne, Spencer Theophilus.....	<i>Wake</i>	1
Turnley, W. L.....	<i>Lenoir</i>	1
Watson, Henry N.....	<i>Oconee, S. C.</i>	1

MEDICINE**First Year—Class of 1919**

Bell, George Erick.....	<i>Wake</i>	4
Blanchard, Felix A.....	<i>Iberville, La.</i>	1
Britt, Tillman C.....	<i>Robeson</i>	3
Byrd, Carl Hendrix.....	<i>Chatham</i>	2
DuBrowsky, James Leon.....	<i>Calhoun, S. C.</i>	1
Fleetwood, Joseph Anderton.....	<i>Northampton</i>	3
Hadley, William Sampson.....	<i>Martin</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hair, William B.....	<i>Cumberland</i>	5
Hobgood, Legan Henry.....	<i>Edgecombe</i>	5
Lambert, Critz F.....	<i>Mitchell</i>	3
Mitchell, George Cree.....	<i>Wake</i>	3
Nolan, James Onslow.....	<i>Cleveland</i>	3
Papazian, Hovhannes Mesrope.....	<i>Worcester, Mass.</i>	1
Pittman, Malory Alfred.....	<i>Bertie</i>	1
Ridge, Clyde Franklin.....	<i>Randolph</i>	3
Snow, James Evan.....	<i>Surry</i>	3
Sowers, Jake Long.....	<i>Davidson</i>	3
Tally, Bailey Thomas.....	<i>Harnett</i>	3
Teague, Samuel Edward.....	<i>Richmond</i>	3
Whitehead, Seba L.....	<i>Halifax</i>	5
Whitmore, W. Herman.....	<i>Greensville, Va.</i>	1

Second Year—Class of 1918

Collins, George.....	<i>Mecklenburg</i>	4
Dawson, William Earl.....	<i>Greene</i>	4
Ellis, Lyle Gaffney.....	<i>Cleveland</i>	4
Garcia, Filadelfo Diomedes.....	<i>Holquin, Cuba</i>	4
Harris, Carey Fletcher.....	<i>Vance</i>	4
Johnson, Charles Thomas.....	<i>Bladen</i>	4
Jones, Carey Celester.....	<i>Wake</i>	4
Keller, Roy Lee Grante.....	<i>Cabarrus</i>	4
Martin, Lester Poindexter.....	<i>Davie</i>	4
Mitchell, Zack P.....	<i>Bertie</i>	4
Moore, Henry Blanchard.....	<i>Anson</i>	4
Owen, John Fletcher.....	<i>Sampson</i>	4
Thompson, Samuel Alcott.....	<i>Wake</i>	4
Williams, Jabez Herring.....	<i>Union</i>	4

SUMMER SCHOOL

<i>Name.</i>	<i>Course.</i>	<i>Residence.</i>	<i>Session.</i>
Blalock, Joseph Rogers.....	French, Philosophy	Halifax	4
Castelloe, Allen Thurman.....	Law	Bertie	1
Clark, Guy Livingston.....	Spanish	Beaufort	3
Hamlin, Lewis P.....	Law	Transylvania	2
Harris, William Chester.....	Law	Pitt	2
Hudson, Esper Valentine.....	German, Spanish	Rutherford	4
Hudson, Isham Barney.....	Law	Sampson	1
Jackson, J. T.....	Law	Sampson	1
Joyner, John Council.....	Law	Lenoir	3
Litchfield, Roy L.....	Mathematics, German	Washington	4
McCurry, Charles Myron.....	Law, Spanish	Florence, S. C.....	4
Olive, Lucius Bunyan.....	Greek	Wake	5
Rankin, M. Theron.....	German	Williamsburg, S. C.....	3
Reaves, Charles H.....	Law	Wake	1
Sharpe, Thomas Harvey.....	Law	Iredell	1
Smith, Charles George.....	French, German	Chatham	5
Sowers, Roy Gerodd.....	Mathematics, Spanish	Davidson	3
Uzzle, Thomas Marshall	French, Spanish	Johnston	3
Williams, Jabez H.....	French, Spanish	Union	4
Zollicoffer, Allen	Law	Halifax	2

Summary

Graduate Students	15	
Undergraduates:	—	15
Seniors—Class of 1918.....	41	
Juniors—Class of 1919.....	26	
Sophomore—Class of 1920.....	49	
Freshmen—Class of 1921.....	137	
Unclassified	24	
Law:	—	277
First Year	8	
Second Year	10	
Third Year	7	
Special Students	24	
Medicine:	—	49
First Year Medicine.....	21	
Second Year Medicine	14	
	—	35
Summer School	20	
	—	20
Grand Total		396
Names occurring twice		15
		—
Total enrolled attendance.....		382

RECAPITULATION BY STATES AND FOREIGN COUNTRIES.

North Carolina	336
South Carolina	19
Virginia	5
Georgia	2
Louisiana	4
Florida	4
Tennessee	4
Alabama	1
Arkansas	1
Massachusetts	1
Cuba	1
China	3

Total..... 382

Commencement, 1917

Wednesday Evening, May 23

8:30 p. m. The Baccalaureate Address.

PRESIDENT WILLIAM LOUIS POTEAT

9:30 p. m. The Baccalaureate Sermon.

REV. DAVID A. MACMURRAY, of Brooklyn, N. Y.

Thursday Morning, May 24

10:30 a. m. Presentation of Medals.

Philomathesian:

Senior Orator's Medal, to C. H. STEVENS.

Junior Orator's Medal, to E. D. BANKS.

Sophomore Improvement Medal, to JOEL I. ALLEN, JR.

Freshman Improvement Medal, to J. A. JONES.

John E. White Medal, to J. M. HESTER.

Euzelian:

Thomas Dixon Senior Orator's Medal, to J. BAIRD EDWARDS.

Junior Orator's Medal, to A. C. REID.

Sophomore Improvement Medal, to W. M. LOVELACE.

Freshman Improvement Medal, to W. A. QUEEN.

J. L. Allen Orator's Medal, to J. BUNYAN RUCKER.

Open to All Students:

Hubert A. Royster Scholarship and Athletic Medal, to
I. E. CARLYLE.

Wake Forest Student Essay Medal, to C. A. MOSELEY.

Wake Forest Student Fiction Medal, to R. S. BRITTON.

Pins Awarded to Debaters Representing the College in Inter-Collegiate Debates:

Wake Forest-Colgate Debate, to B. M. BOYD, C. P. HERRING,
and M. C. ROBINSON.

Wake Forest-Randolph-Macon Debate, to H. E. OLIVE, A. C.
REID, and W. B. GLADNEY.

Wake Forest-Baylor Debate, to J. B. EDWARDS, E. D.
BANKS, and I. E. CARLYLE.

11:00 a. m. The Literary Address.

PRESIDENT HENRY CHURCHILL KING, Oberlin College.

Thursday Afternoon, May 24

1:00 p. m. Class Reunions.

3:00 p. m. Class Day Exercises.

President, R. K. WHITE; Prophet, B. M. BOYD;
Orator, J. O. TALLY; Poet, A. C. REID; Historian,
J. S. BREWER; Testator, G. H. EADDY.

Thursday Evening, May 24

8:30 p. m. Alumni Address.

REV. MARTIN LUTHER KESLER, Class 1888, Thomasville, N. C.

9:30 p. m. Alumni Meeting.

10:00 p. m. Senior Class Reception.

Friday Morning, May 25

11:00 a. m. Addresses by Representatives of the Graduating Class.

A. C. REID: "The Ascendancy 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."

J. B. EDWARDS: "The Dawn of Universal Democracy."

A. D. Ward Medal presented to

J. BAIRD EDWARDS.

Degrees

Academic

Master of Arts

W. A. HARRIS
J. E. PATE

R. K. REDWINE
R. C. TATUM

W. F. TAYLOR
K. M. YATES

Bachelor of Arts

F. H. BALDY
C. G. BEST
J. A. BIVENS
B. M. BOYD
R. S. BRITTON
D. E. BUCKNER
C. E. BYRD
C. C. BURRIS
I. E. CARLYLE
L. W. CHAPPELL
E. B. COX
P. S. DANIEL
J. B. 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
D. C. HUGHES
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. F. SPAUGH
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. L. 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. B. EDWARDS	C. W. PARKER, JR.
J. P. BRASSFIELD	H. B. HARRELL	B. PENNELL
J. D. CANADY	C. V. HAYNES	J. A. STEVENS, JR.
M. D. CLAYTON	R. P. HOLDING	C. C. WALL
M. W. EGERTON	E. C. JAMES	B. M. WATKINS
	R. B. JORDAN	

Honorary*Doctor of Laws*

GOVERNOR THOMAS WALTER BICKETT, Raleigh, N. C.
 PRESIDENT WALLACE CARL RIDDICK, West Raleigh, N. C.

Doctor of Divinity

REV. CHARLES E. MADDRY, Austin, Texas.
 REV. JOSEPH T. WATTS, Richmond, Va.
 REV. DAVID A. MACMURRAY, Brooklyn, N. Y.
 REV. C. L. GREAVES, Lumberton, N. C.

Doctor of Science

PROFESSOR COLLIER COBB, Chapel Hill, N. C.

Doctor of Letters

PROFESSOR LAUNCELOT MINOR HARRIS, Charleston, S. C.

Society Day, 1917

Society Day, the autumnal celebration of the Philomathesian and Euzelian Literary Societies, occurred on October 29, with the following program:

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

A. J. FRANKLIN, JR., Eu., *President*.

J. I. ALLEN, JR., Phi., *Secretary*.

QUERY: *Resolved*, That the right to vote should not be restricted on account of sex, constitutionality waived.

Affirmative:

L. J. BRITT, Phi., Robeson County.

A. W. BEACHBOARD, Eu., Buncombe County.

Negative:

B. S. LILES, Eu., Union County.

D. B. JOHNSON, Phi., Bladen County.

ORATIONS, 7 P. M.

C. S. OWEN, Phi., Buncombe County: "The Call of the West."

W. B. GLADNEY, Eu., Lincoln County, La.: "Helping Hoover."

H. I. HESTER, Eu., Columbus County: "The Task of the Red Cross."

L. V. COGGINS, Phi., Chatham County: "The Passing of Kings."

Marshals:

P. E. WHITE, Eu., *Chief*; D. R. FOUTS, A. R. FLEETWOOD.

H. J. DAVIS, Phi., *Chief*; H. D. LOCKERMAN, L. Y. BALLENTINE.

Anniversary of the Literary Societies, 1918

On February 15th the Literary Societies held their annual celebration with the following program :

DEBATE, 2:30 P. M.

D. L. WOODWARD, Phi., *President*.

R. L. LITCHFIELD, Eu., *Secretary*.

QUERY: *Resolved*, That the executive and legislative departments of the Federal Government should be more closely related by Constitutional amendment.

Affirmative:

L. L. JOHNSON, Phi., Sampson County.

B. T. WARD, Eu., Perquimans County.

Negative:

J. C. CANIPE, Eu., Catawba County.

P. D. CROOM, Phi., Lenoir County.

ORATIONS AND RECEPTION, 7:30 P. M.

J. T. GILLESPIE, Eu., Cleveland County: "Our Brother in Black."

M. T. RANKIN, Phi., Williamsburg County, S. C.: "The New Era in Country Life."

Marshals:

R. P. BURNS, Phi., *Chief*; M. P. WRIGHT, C. F. BROWN.

G. S. QUILLIN, Eu., *Chief*; G. B. NANCE, G. B. RHODES.

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
Spanish 1	Elementary Grammar, Composition, and Translation	1
Spanish 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 recitation 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, $2\frac{1}{2}$ units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit;

Elective, $2\frac{1}{2}$ units, to be made up from any of the subjects accepted for admission.

Conditions

Students are urged to complete their preparation before coming to the College. An applicant with a minimum of $12\frac{1}{2}$ 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 Language other than English may be Latin; for the B.A. degree, Group 5, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Medicine, five units of entrance work in Language are required, three units in Latin, one unit in French, one unit in German.

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 1917-1918

*REQUIRED FOR STUDY

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

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

*Works in italics are preferred.

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*.

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*

*If not chosen for study.

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 *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, De Quincey, 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, *De Amicitia* 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. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ 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 cannot 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 practised.

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 I.

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

Mathematics

1. *Algebra*. 2 units.

Knowledge of Elementary 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 for 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. $\frac{1}{2}$ 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. $\frac{1}{2}$ 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

Physicial Geography. $\frac{1}{2}$ 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. $\frac{1}{2}$ 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. $\frac{1}{2}$ 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. $\frac{1}{2}$ 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. $\frac{1}{2}$ 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.

Credit for work done in high school will not be allowed on English 1, History 1, German 1, French 1, or Mathematics 1. These courses must be taken in college. But credit for high school work in excess of the entrance requirements may be granted by the professors concerned.

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. Pathology and Bacteriology.

XV. PHYSICAL CULTURE.

 I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

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 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; Gildersleeve-Lodge, Latin Composition, Part I; 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; Gildersleeve-Lodge, Latin Composition, Part II; 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.—Wescott 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.

Instructor in French Reid.

Instructor in German Uzzle.

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.—Grimm's Maerchen, Storm's Immensee.

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's 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.—Walter and Ballard's *Beginners' French*. Blackboard drill and written exercises.

READING.—Kuhns's *French Readings*.

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.—Written exercises and blackboard drill.

LITERATURE.—Lectures on French Literature. Readings from *Eighteenth Century Fiction*.

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.

Nelson's Spanish-American Reader, Cervantes' Don Quixote, Whitten and Andrade's Spanish Commercial Correspondence, Alarcon's Capitan Veneno, Valera's Pepita Jimenez.

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.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Associate Professor Derieux.

Requirements for admission to this department are given on page 37.

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 LL.B. degree.

COMPOSITION AND RHETORIC.—Slater's Freshman Rhetoric and Woolley's Handbook of Composition are the texts. Forty short themes and two long themes are written.

LITERATURE.—In connection with the work of composition, selected essays, short stories, and poems are studied in the classroom one hour a week.

PARALLEL READING.—In addition to the classroom work, fifteen prose masterpieces are read and reported on during the year.

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

SHAKESPEARE.—Critical study of six plays in the classroom. Ten other plays are assigned for private reading and examination. The New Hudson Shakespeare and 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.

THE FALL TERM.—The English Drama, exclusive of Shakespeare.

THE SPRING TERM.—The Contemporary Drama in America and Europe.

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 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. Written and oral exercises with parallel reading 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 Higher Composition. An effort is made to develop in the student a sense of style, and to enable him to write not only clearly but with some distinction. The study of masterpieces goes hand in hand with the practice in composition. The best current magazines and newspapers are freely used for material.

THE SHORT STORY.—Various manuals supply critical material. For study and practice, collections of the Short Story are used.

THE ESSAY.—Bronson's *English Essays*.

THE NEWSPAPER.—Bleyer's *Newspaper Writing and Editing*.

It is hoped that this course will furnish material for the College publications.

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.—Three hours a week. Elective to those who have completed Course 2.

THE FALL TERM.—The Romantic Movement.

THE SPRING TERM.—The Victorian Poets.

V. SCHOOL OF MATHEMATICS.

Professor Jones.

Professor Lake.

Professor Lanneau.

Instructor Dotson.

Instructor Carroll.

COURSE 1.—Five hours weekly. Prescribed for the B.A. 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 Binomial 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 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.

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

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.

VII. SCHOOL OF CHEMISTRY.

Professor Nowell.

Instructor Dotson.

Laboratory Instructor Sledd.

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. Credit, 4 hours.

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, the student 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 throughout the year.

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.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Professor Kitchin.

Professor Nowell.

COURSE 1.—*General Biology.*—The fundamental facts of the structure and activities of animals and plants; the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, development of individual organisms and races.

Three hours a week for lecture and recitation, and two hours a week for laboratory work throughout the session. Credit, 4 hours.

Professor Poteat.

COURSE 2.—*Botany.*—Morphology and physiology of the great groups of plants, Algæ, Fungi, Mosses, Ferns, Flowering Plants. Material collected in the field by the class under the guidance of the professor.

Five hours a week for lecture and laboratory work throughout the session. Credit, 4 hours. Biology 1 prerequisite.

Professor Poteat.

COURSE 3.—*Zoology.*—Morphology and physiology of animals from the Protozoa up to the higher Vertebrates. Class excursions for living material under direction of the Professor.

Five hours a week for lecture and laboratory work throughout the session. Credit, 4 hours. Biology 1 prerequisite.

Professor Poteat.

COURSE 4.—*Physiology and Hygiene*.—Elementary human physiology with so much of Anatomy and Histology as may be necessary; Hygiene, personal and public; plant and animal parasites, micro-organisms and disease, infection, immunity, cancer, degenerative diseases.

Two hours a week for lecture and recitation, laboratory or observational work. Credit, 2 hours. Required for the B.A. degree, except B.A. in Medicine. *Professor Kitchin.*

COURSE 5.—*Geology*.—The rock-forming minerals, structural and dynamic Geology, progressive development of life on the planet.

Two hours a week for lecture and recitation, laboratory work, and practical exercises in the field. Credit, 2 hours. *Professor Nowell.*

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. Credit, 4 hours.

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.

X. SCHOOL OF POLITICAL SCIENCE.

Professor Pearson.

History

COURSE 1.—*Medieval 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.

COURSE 5.—*Contemporary History*.—A study of the background of the present war and of the factors that enter into modern warfare. Lectures and parallel work. One hour, to be arranged.

Economics

COURSE 1.—*Principles of Economics*.—An introductory study of the laws of consumption, production, exchange, and distribution of wealth. 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.

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 1918-1919.]

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.

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.

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.

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.

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.

XII. SCHOOL OF EDUCATION AND PHILOSOPHY.

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

THOMAS EVERETTE COCHRAN, B.Sc., M.A., Th.M., *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*.

S. A. DERIEUX, B.A., M.A., *Associate Professor of English*.

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

Education

The chief aim of the School of Education is to give to the students such professional training as will be of value to them in the teaching profession.

The following courses are offered:

COURSE 1.—*Educational Psychology and Methods of Teaching*.

EDUCATIONAL PSYCHOLOGY.—This course gives a survey of the elemental phases of psychological phenomena so far as they are related to education. Special attention is given to the general principles of learning and habit-formation and to the practical application of these principles to the work of the teacher in the classroom. Open to all college students. Fall Term, three hours a week. Mon., Wed., Fri., 2:30.

TEXT-BOOKS.—Colvin, *The Learning Process*; Starch, *Experiments in Educational Psychology*; Gordon, *Educational Psychology*.

METHODS OF TEACHING.—Some of the topics treated in this course are: the function of teaching; the proper organization of subject-matter; forms of instruction; the use of text-books; questioning; assignment of lessons; the lesson plan; the origin, use, and structure of subject-matter; the courses of study for elementary and secondary schools; and methods of teaching the various subjects. Prerequisite: *Educational Psychology*. Spring Term, three hours a week. Mon., Wed., Fri., 2:30.

TEXT-BOOKS.—Charters, *Methods of Teaching and Teaching the Common School Branches*; Strayer and Norsworthy, *How to Teach*; Colvin, *Introduction to High School Teaching*.

COURSE 2.—*The History of Education.*

THE HISTORY OF ANCIENT AND MEDIEVAL EDUCATION.—This course is designed to give a general survey of the history of education during the ancient and mediæval periods, and to provide the knowledge of the educational practice and theory of the past necessary to an understanding of the educational problems of the present. For Juniors, Seniors, and graduate students. Fall Term, two hours a week. Tues., Thurs., 2:30.

TEXT-BOOK.—Graves, *A History of Education*, Vols. I and II.

THE HISTORY OF MODERN EDUCATION.—This course aims to give a survey of the educational practice and theory from the time of the Renaissance to the present day. An invaluable course for all interested in education. For Juniors, Seniors, and graduate students. Spring Term, two hours a week. Tues., Thurs., 2:30.

TEXT-BOOKS.—Graves, *A History of Education*, Vols. II and III; Parker, *A Text-book in the History of Modern Elementary Education*; Cloyd, *Modern Education in Europe and the Orient*.

COURSE 3.—*Educational Administration and Secondary Education.*—This course is designed to meet the needs of school principals, school supervisors, and school superintendents.

For Juniors, Seniors, and graduate students. Three hours a week throughout the year. Monday, Wednesday, Friday, 1:30.

EDUCATIONAL ADMINISTRATION.—The purpose of this course is to give the student a knowledge of the most important facts and of the fundamental principles of public school administration. It includes a consideration of such topics as: the aim of the public school; the legal basis of public education; boards of education; the superintendent; business manager and supervisor; the kinds of schools; courses of study; the teaching staff; classification, grading, and promotion of children; acceleration, retardation, and elimination; testing the achievements of pupils; school hygiene; compulsory attendance; the school plant; text-books; equipment and supplies; auxiliary agencies; the financing of public education; records and reports; and school surveys.

SECONDARY EDUCATION.—A study of the principles of secondary education; the development and tendencies of secondary education; the significance of adolescent traits relative to the educational needs of the pupil; the aims, organization, and administration of the secondary school; the courses of study and methods of instruction in the modern high school; the relation of the high schools to the elementary schools and to the colleges; and the reorganization of secondary 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.

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.

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.

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.

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.

COURSE 9.—*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. One hour a week throughout the year. Sunday, 9:00 a. m.

Philosophy

COURSE 1.—*Psychology, Logic, and Ethics.*—Required for the B.A. degree. Prerequisite for Course 2. Lectures, text-books, readings, reports, and discussions. Open to Sophomores, Juniors, and Seniors. Three hours a week throughout the year. Monday, Wednesday, Friday, 11:10.

1A. GENERAL PSYCHOLOGY.—An introductory course dealing with the generally accepted facts, principles, and theories bearing upon the fundamental phenomena of consciousness. Fall Term.

TEXT-BOOKS.—Pillsbury, *The Essentials of Psychology*; Breese, *Psychology*; Angell, *Psychology*; Langfeld and Allport, *An Elementary Laboratory Course in Psychology*.

1B. ELEMENTS OF LOGIC.—An introductory study of the problems in regard to the nature and forms of reasoning, the conditions of proof, and the principles of science. First ten weeks of the Spring Term.

TEXT-BOOKS.—Sellars, *The Essentials of Logic*; Dewey, *How We Think*.

1C. INTRODUCTION TO ETHICS.—A course treating of the beginnings and growth of the moral principles and ideals, the forms of ethical theory, and the social aspects of morality. Second ten weeks of the Spring Term.

TEXT-BOOKS.—Dewey and Tufts, *Ethics*; Drake, *Problems of Conduct*.

COURSE 2.—*The History of Philosophy*.—This course is designed to familiarize the student with the development of human thought in regard to the fundamental problems of philosophy, and to prepare him to face the problems of the present from the standpoint of the history of this development. Lectures, text-books, readings, theses, and discussions. Prerequisite: Philosophy 1. Two hours a week throughout the year. Tuesday, Thursday, 11.10.

TEXT-BOOKS.—Cushman, *A Beginners' History of Philosophy*; Rogers, *Students' History of Philosophy*; Perry, *The Approach to Philosophy*.

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.*

R. B. WHITE, B.A., M.A., *Professor of Law.*

C. C. PEARSON, *Professor of Political Science.*

H. L. KOONTZ, *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, Mechem's Outlines of Agency, selected cases.

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

Professor Timberlake.

COURSE 3.—Five hours a week.

Fall Term.—Long's Domestic Relations, Croswell on Administrators, selected cases.

Spring Term.—Burdick on Wills, Cooley's Constitutional Law, Connor and Cheshire's Constitution of North Carolina.

Professor White.

HISTORY 1.—Three hours a week.

Professor Pearson.

SECOND YEAR.

COURSE 4.—Five hours a week.

Fall Term.—Common Law and Equity Pleading. The Code of Civil Procedure and Practice, selected cases.

Spring Term.—Jones on Evidence, selected cases. Brief-making.

Professor Gulley.

COURSE 5.—Five hours a week.

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

Spring Term.—Clark on Corporations, Cooley on Municipal Corporations, selected cases. *Professor Timberlake.*

COURSE 6.—Five hours a week.

Fall Term.—Bispham's Equity, Liens, selected cases.

Spring Term.—Shumaker on Partnership, Bankruptcy, Insurance, selected cases. *Professor White.*

ENGLISH 1.—Three hours a week.

Professor Derieux.

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.*

ECONOMICS 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; Economics, 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 fourth day of June, and continues till the Supreme Court examination, August 19th.

The course includes the following subjects: Blackstone, Equity, Evidence, Civil Procedure, Contracts, Corporations, Real Property, Torts, Constitution of United States and of North Carolina. Two lectures daily, two hours each.

Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all subjects 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.

XIV. SCHOOL OF MEDICINE.

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

G. ALFRED AIKEN, M.D., *Professor of Anatomy and Embryology.*

THURMAN D. KITCHIN, M.D., B.A., *Professor of Physiology and Pharmacology.*

LUTHER T. BUCHANAN, B.A., M.D., *Professor of Pathology, Bacteriology, and Histology.*

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

WILLIAM G. DOTSON, B.S., M.A., *Instructor in Chemistry and Biochemistry.*

H. B. MOORE, *Librarian.*

Aim and Scope.—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 the completion of this work the College confers the degree of Bachelor of Arts in Medicine, which admits the student to the third year in a medical college. Two years of time and expense are saved by this combination.

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 branches are: Anatomy, Physiology, Bio-chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Embryology, Bacteriology, and Pathology. This work is simply an extension in a special direction of scientific work which the College has done for years.

Recognition.—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.

Requirements for Admission.—The requirements for admission to the College are set out at page 35.

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.

Equipment.—The School of Medicine is adequately 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.

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 of reference volumes and important journals (the William Edgar Marshall collection) is in the medical building in charge of a special librarian. Students are required from time to time to abstract and discuss important topics treated in the various journals.

Expenses.—Students of the School of Medicine pay the same tuition and general college fees as other students with an additional laboratory fee of \$12.50 per term, and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

Department of Anatomy

Professor G. Alfred Aiken.

Assistant R. L. Keller.

Assistant W. E. Dawson.

FIRST YEAR.

COURSE 1.—*Osteology Laboratory.*—Twenty-five hours per week for the first five 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-two hours per week with recitations throughout the session.

COURSE 3.—*Microscopic and Gross Anatomy of the Central Nervous System and Sympathetic System.*—Twenty-two hours per week for the last six weeks of the second term are devoted to this course. Microscopic sections of brain and cord are distributed among the students and drawings and nerve tracings are made by each.

COURSE 4.—*Embryology.*—In the first few weeks the elementary structures of embryology are studied, after which the students have opportunity to incubate, fix, stain, cut, and mount the serial

sections of the eight and twenty-eight somite chick. Serial sections of the chick and 12mm. pig are studied in detail. 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.

SECOND YEAR.

COURSE 5.—*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 6.—*Minor Surgery*.—Instruction in bandaging and minor surgery, one hour per week throughout the entire year.

TEXT-BOOK.—Stewart and 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 and Pharmacology

Professor Kitchin.

Instructor Dotson.

Assistant Martin.

Assistant Collins.

FIRST YEAR.

COURSE 1.—*Physiology*.—Two hours of lecture, quiz, or laboratory per week throughout the first year. Lectures deal with blood, lymph, organs of circulation, and respiration.

TEXT-BOOK.—Howell.

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, recitations, and laboratory work. The subjects taken up include the nerve, muscle, digestion,

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.

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 necessary apparatus. 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. The final examination is both written and practical.

TEXT-BOOK.—Howell.

COURSE 3.—*Pharmacology*.—A course of lectures and recitations of two hours per week throughout the year. Here, especial emphasis is laid upon the physiological 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 pharmacological effect upon the circulation.

Laboratory work begins in the spring term of the second year. Six hours per week. Experimental tests upon animals by each student show the effect of the drug which has been previously discussed in the lecture room. Students work in pairs, as a rule, and each desk is supplied with the necessary equipment.

TEXT-BOOK.—Sollmann and Hare.

LABORATORY MANUAL.—Sollmann.

COURSE 4.—*Pharmacy*.—An elementary course in pharmacy is given, one hour per week through the Spring Term of the second year. 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.

COURSE 5.—*Physiological Chemistry*.—Two hours of lecture or recitation and three hours of laboratory work per week during the Fall 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 the qualitative and quantitative examination of the substance treated in the text and lectures.

COURSE 6.—*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 deals with important types of each group of poisons.

TEXT-BOOK.—Riley.

Department of Pathology, Bacteriology, and Histology

Professor Luther T. Buchanan.

Assistant Z. P. Mitchell.

Assistant W. E. Dawson.

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. The lecture course covers the history and scope of bacteriology and the biology of bacteria. 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. At the end of the course written and practical examinations are held.

TEXT-BOOK.—*General Bacteriology*, Jordan.

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.

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 and six hours laboratory work are required during the Spring Term. Written tests given each month.

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.

TEXT-BOOK.—*Manual of Pathology*, Coplin.

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.

COURSE 3.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. 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. Two lectures and four hours laboratory throughout the first year of the Medical Course.

TEXT-BOOK.—*Text-book of Histology*, Bailey.

REFERENCE BOOKS.—*Anatomy*, Piersol, Cunningham, and Cunningham's Dissector; Reference, Morris and Quain. *Embryology*, Prentiss, Bailey, and Miller. *Histology*, Stohr, Lewis, Bailey, and Piersol.

COURSE 4.—*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, occa-

sion is taken to call attention to pathological changes in the organs. Such disease processes as are encountered are demonstrated.

TEXT-BOOK.—Slade-Flint.

COURSE 5.—*Hygiene*.—One hour per week throughout the Fall Term. This course consists of lectures embracing public health, milk, food, and water supply; also, a general summary of the contagious diseases.

XVI. SCHOOL OF PHYSICAL EDUCATION.

Director MacDonnell.

All candidates for the degree of Bachelor of Arts 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 completed the Prescribed Courses and one of the Elective Groups set out below:

Prescribed Courses:

- English 1 and 2 (6 hrs.)
- Mathematics 1 (5 hrs.)
- History 1 (3 hrs.)
- Philosophy 1 (3 hrs.)
- Biology 4 (2 hrs.)

One Language of the following:

- French 1 (3 hrs.)
- German 1 (3 hrs.)
- Spanish 1 (3 hrs.)
- Greek 1 (5 hrs.)

Two Sciences of the following:

- Chemistry 1 (4 hrs.)
- Physics 1 (4 hrs.)
- Biology 1 (4 hrs.)

Physical Education (3 years)

Elective Groups:

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 66.

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 66.

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 66.

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 66.

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 66.

Not more than three courses designated by letters in the Schools of Latin, Greek, and Modern Languages may be counted as credits for the degree.

Only one course in Law (5 hrs.) may be counted as credits for the degree.

In Group 3, a total of 9 hours in Bible may be counted as credits for the degree.

In Groups 1, 2, 4, and 5, only 5 hours of Bible may be elected.

In Group 4, a total of 9 hours in Education may be counted as credits for the degree.

In Groups 1, 2, 3, and 5, only 6 hours in Education may be elected.

For the degree of Bachelor of Arts the order of 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, not less than 6 hours.

Elective, 10 to 12 hours.

SENIOR YEAR.

Philosophy 1 (3).

Electives to complete course.

Bachelor of Arts in Medicine

To be entitled to the degree of Bachelor of Arts in Medicine the student must have completed the following courses:

- English 1 (3 hrs.)
- Mathematics 1 (5 hrs.)
- French B (3 hrs.)
- German B (3 hrs.)
- German 1 (3 hrs.) or French 1 (3 hrs.) or Latin 1 (5 hrs.)
- Chemistry 1 and 2 (8 hrs.)
- Physics 1 (4 hrs.)
- Biology 2 or 3 (2 hrs.)
- Psychology (2 hrs.)
- Biology 1 (4 hrs.)
- Anatomy 2 years (14 hrs.)
- Physiology (7 hrs.)
- Histology (4 hrs.)
- Physiological Chemistry (2 hrs.)
- Bacteriology (3 hrs.)
- Pathology (5 hrs.)
- Pharmacology (3 hrs.)
- Toxicology (1 hr.)
- Surgery and Bandaging (1 hr.)
- Physical Diagnosis (1 hr.)
- Embryology (4 hrs.)
- Hygiene (1 hr.)
- Physical Education (3 years)

Schedule of Medical Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	Anatomy Bacteriology† Pathology*	Anatomy Applied Anatomy Pathology†	Bacteriology† Pathology*	Anatomy Pathology†	Anatomy Bacteriology† Pathology*	Hist. Lab.
9:10—10:10	Anatomy Physiology 2	Anatomy Applied Anatomy	Physiology 1 Bact. Lab. † Path. Lab. *	Physiology 2 Anatomy	Physiology 2 Anatomy	Hist. Lab.
10:10—11:10	Anatomy Toxicology* Biochemistry†	Anatomy Pharmacology	Bact. Lab. † Path. Lab. *	Anatomy Pharmacology	Anatomy Toxicology* Biochemistry†	Hist. Lab.
11:10—12:10	Minor Surgery Histology Lect.	Anatomy	Hist. Lecture Pharmacology Prescription Writing†	Anatomy Phys. Diagnosis	Anatomy	Hist. Lab.
1:30—2:30	Embryology Biochemistry† Toxicology*	Anatomy Bact. Lab. † Path. Lab. *	Pharmacology* Path. Lab. † Hygiene†	Embryology Physiology 2	Anatomy Bact. Lab. † Path. Lab. *	
2:30—3:30	Embryology Biochemistry† Toxicology*	Anatomy Bact. Lab. † Path. Lab. *	Pharmacology* Path. Lab. †	Embryology Physiology 2	Anatomy Bact. Lab. † Path. Lab. *	
3:30—4:30	Embryology Biochemistry† Toxicology*	Anatomy	Pharmacology*	Embryology Physiology 2	Anatomy	

*Spring term. †Fall term.

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts 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 non-professional department or group of kindred departments, and in every instance must be approved beforehand by the Committee on 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. (Fifty-two hours.)

Law 1, 2, 3, 4, 5, 6, 7, and 8 (40 hrs.), Economics 1 (3 hrs.), Government (3 hrs.), History 1 (3 hrs.), English 1 (3 hrs.).

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

FRESHMAN YEAR.

History 1 (3), Law 1 (5), Law 2 (5), Law 3 (5).
Total, 18 hours.

JUNIOR YEAR.

Economics 1 (3), Law 4 (5), Law 5 (5), Law 6 (5).

SENIOR YEAR.

Government (3), English 1 (3), Law 7 (5), Law 8 (5).

Organization of Classes

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

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, 28 hours of work towards a degree.

For admission to the Senior Class the student must have completed without condition 46 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 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.

Young men who will not respond to this generous *régime*, 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 clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate themselves 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 joining 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 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.*

S. SPURLING, *Assistant.*

P. L. ELLIOTT, *Assistant.*

G. QUILLIN, *Assistant.*

J. R. BLALOCK, *Assistant.*

The Library contains over twenty-one 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.

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:

Dutton & Company, W. E. D. Stokes, J. R. Young, W. Macneile Dixon, U. H. Broughton, Geo. Doran Co., Sir Gilbert Parker, Robert Lide, N. C. Corporation Commission, A. J. Greene, J. Q. Adams, C. C. Pearson, J. M. Beck, Carnegie Foundation.

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 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 1917 was delivered by Rev. Dr. M. L. Kesler, Thomasville, N. C.

The following are the general officers of the Association :

- President*—W. H. WEATHERSPOON, Laurinburg, N. C.
Vice-President—W. H. WARREN, Raleigh, N. C.
Secretary and Treasurer—H. A. JONES, Wake Forest, N. C.
Orator—DR. RUFUS W. WEAVER, Nashville, Tenn.
Alternate—W. H. WEATHERSPOON, Laurinburg, 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, <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. AVERA
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. 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 publications of the American Sports Company.

6. Students who come from other institutions of collegiate rank will not be allowed to represent the College in intercollegiate 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 interests 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

Chapel services are held each week day, and all the students are required to attend them. Students who are not in their assigned seats when the service begins are marked absent.

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 R. B. White 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: Geo. S. Quillin, President; R. L. Humber, Vice-President; P. D. Croom, Recording Secretary; L. V. Coggins, Corresponding Secretary; H. I. Hester, Treasurer.

Ministers

There is no theological department in the College. Of the total number of students this session, eighty-eight are ministers.

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. 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 a class each year which studies one of the more important lines of a minister's work. This class meets once a week. Its work is not credited on the requirements for any college degree. The testimony of those who take this work, however, is that it is of immense value to them both in the matter of forming right conceptions of the ministry as such, and in that of doing the work of a minister while in 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 princi-

pal 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 department 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.

*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.

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 \$4.00 to \$5.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$3.75 to \$4.00 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 term, 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 application 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 students, or who deface or destroy the property, will be dismissed 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 position of prominence and usefulness, have enjoyed its help. Its purpose is to enlarge the opportunities of ambitious youths; its plan is to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. The maximum amount available is \$30.00 per term. 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 Academic Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
First 8:10—9:10	Law 1 German A Latin 0 Bible 1 Mathematics 0	Law 1 Chemistry 1 Latin 0 Spanish B Bible 2 Biology 2 and 3 Chemistry 4 Mathematics 0	Law 1 German A Latin 0 Bible 1 Mathematics 0	Latin 5 Law 1 Chemistry 1 Latin 0 Spanish B Bible 2 Biology 2 and 3 Chemistry 4 Mathematics 0	Law 1 German A Latin 0 Bible 1 Mathematics 0	Latin 5 Chemistry 1 French 1 Biol. 2 Physics 2 and 3
Second 9:10—10:10	Mathematics 1 Law 3 Greek A Surveying 2 (Desc. Geom.) Government Physics 1 Spanish A English 2 Law 4 English 4a	Mathematics 1 Law 3 Greek A Astronomy German 1 Physics 2 History 2 Biology 2 and 3 Latin 4 Law 4	Mathematics 1 Law 3 Greek A Surveying 2 (Desc. Geom.) Government Physics 1 Spanish A English 2 Law 4 English 4a	Mathematics 1 Law 3 Greek A Astronomy German 1 Physics 2 History 2 Biology 2 and 3 Latin 4 Law 4	Mathematics 1 Law 3 Greek A Surveying 2 Government Physics 1 Spanish A English 2 Law 4 English 4a	German 1 Astronomy Latin 2
Third 10:10—11:10	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 6 Surveying 1 Greek 3 Greek 5 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French B Greek 2 Greek 5 Astronomy English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 6 Surveying 1 Greek 5 Greek 3 Biology 5 Mathematics 3	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French B Greek 2 Astronomy English 3 Mathematics 2	
Fourth 11:10—12:10	Greek 1 Law 5 Drawing 1 French A	Greek 1 Law 5 Drawing 2 French 1	Greek 1 Law 5 Drawing 1 French A	Greek 1 Law 5 Drawing 2 French 1	Greek 1 Law 5 Drawing 1 French A	

	Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5	Surv. 1—Practice Law 7 Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4	Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5	Surv. 2—Practice Law 7 Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4	Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5
12:10—12:30	Chapel service				
Fifth	English 1 History 1 Education 3 English 6 Gymnasium German B	Economics Surv. 1—Practice Latin 2 Gymnasium Spanish B	English 1 History 1 Education 3 English 6 Gymnasium German B	Economics Surv. 2—Practice Latin 2 Gymnasium Spanish B	English 1 History 1 Education 3 English 6 Gymnasium German B
Sixth	Latin 1 Law 8 Latin A Bible 1 Education 1 English 1 Economics 1 Gymnasium	Latin 1 Law 8 Latin A Latin A Education 2 Practice Surv. 1 Bible 3 Gymnasium	Latin 1 Law 8 Latin A Latin A Bible 1 Education 1 English 1 Economics 1 Gymnasium	Latin 1 Law 8 Latin A Latin A Education 2 Practice Surv. 2 Bible 3 Gymnasium	Latin 1 Law 8 Latin A Latin A Bible 1 Education 1 English 1 Economics 1 Gymnasium
Lab. Work 1:30—3:30	Physics Lab. 2 Chem. Lab. 3 Gymnasium	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Gymnasium	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 2 Gymnasium	Biology Lab. 1 Chem. Lab. 1 Physics Lab. 1 Chem. Lab. 3 Gymnasium
Lab. Work 2:30—4:30	Chem. Lab. 3		Chem. Lab. 3 Biol. Lab. 2 and 3		Chem. Lab. 3

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Culture and Crisis

BACCALAUREATE ADDRESS TO THE CLASS OF 1918
BY PRESIDENT WILLIAM LOUIS POTEAT

In 1914 the impossible happened. We relied on a number of considerations in our judgment that there could be no world war. Preparation for war was so widespread and so complete that we fondly fancied no nation would risk a collision with any of its neighbors. Economic relations were so intimate and universal that a disruption in one section would be so disastrous to all sections that the world of business would not allow it. Then the cost of war was deemed to be prohibitive; a nation resolving upon war faced bankruptcy and suicide. Even more we relied upon the peace propaganda with its hopeful appeal to prudence and imaginative pity, with its congresses and conferences and interparliamentary unions. Besides, had not Europe enjoyed a half-century of peace? But just as the world neighborhood was on the point of becoming a brotherhood, General von Emmich crossed the Belgian border—"the Rubicon which divides honor from infamy"—and the bells of destiny rang round the world. The trouble was that, apart from the fighting instinct inbred and consolidated by millenniums of battle, national boundaries were marked by electrified barbed wire. George shook hands with William over magazines of dynamite. Nicholas exchanged messages with Francis Joseph through a line of frowning fortresses. And now the nations fly at one another's throats with an energy and an equipment threatening the race itself along with the wealth of its achievements, the very intimacy of world relationships widening the range and enhancing the violence of the conflict.

We were at first surprised. A little later we were indignant and resentful that the European tragedy should stretch a red hand three thousand miles overseas to disturb our peace and reverse the policy of a hundred years. Later still we saw that hand clutching at the throat of America and dragging her in. Then we saw our friends passing in khaki, and now at length we feel ourselves sucked into the maelstrom on its subtle and ghastly currents. With the exception of that moment in the midst of the ages from which all other times take their date, this is the greatest moment in history. Its four years suffering and havoc exceed those of any previous century; its forces are twenty times as great as those of any other war; its issues—the moral law in state action, rule by inherited right or rule by the people, the possible recurrence of such a catastrophe—these issues are more fundamental and universal than any over which the iron dice of war ever before rattled. If they are decided adversely, the spiritual heritage of the race is forfeit and civilization disappears once again in the maw of barbarism.

Here is the gravest crisis which ever confronted the intelligence and character of the world. At such a time the routine of life is shattered, its veneering is stripped off bare to the elemental facts, hoary traditions are flouted, the intellectual and moral horizon lifts, contacts multiply, buried sins rise to condemn, wild dreams take body and draw near, nothing is radical, anything possible. At such a time we may slip into irremediable ruin, or spring dizzily to heights of social progress otherwise beyond our reach. Civilization's moulting time is come. Will she sicken and die, or deck herself in stronger, fairer forms for the delight and service of mankind?

As Ruskin pointed out years ago, war does call forth and use glorious human virtues, but war in itself is never glori-

ous. I cannot fancy a book of doom big enough to record the guilt of the men who precipitated this atrocious war. But American participation for the defense of her national ideals and the ordered life of the world is as righteous as it is splendid. With President Wilson we are all proud to fight for mankind. The final issue cannot be doubtful. Meantime it throws a blood-red gauntlet at our feet, challenging our nation, our religion, our culture, and ourselves.

Let me speak briefly of the national challenge. On the occasion of welcoming in Paris a section of the American Red Cross, Bergson said that the French people in August, 1914, felt that they were called to a formidable and superhuman task, and they became grave and solemn as in a cathedral. The men of France, said Kipling, have been wrought to an edge of steel, and the women of France are a line of fire behind them. So England has fused the classes, forgotten political differences, healed industrial dissensions, and with unified and tenacious resistance holds the fort till America comes for the decisive blow. In a special sense does the challenge of the Great War come to the United States: "Your democracy is weak and inefficient. It lacks coördination and centralized authority. Your composite assembly of different races, habits, creeds, ideals, you will not be able to fuse into unity and cohesion, or harmonize to serve the national purpose. Your people resent a strong government, and a few years will suffice to break up your national life into warring factions." Such is the challenge. Again, America was the first to establish government of the people, for the people, and by the people. Will it save that principle in the final struggle with autocracy? Will it justify representative government now? Let three issues of Liberty Bonds oversubscribed answer. Let a twenty-billion-dollar annual

budget answer. Let a million and a half boys in khaki answer.

There is another challenge. A brilliant Irishman shortly before his tragic death in France wrote: "When this great war fell on Europe those who knew even a little of current ethical and political ideas felt that Europe had once more been threatened by barbarism; Odin had thrown down his last challenge to Christ." The challenge is very real and very sharp. Let me specify.

It involves, in the first place, the moral order. The insane philosopher whose most important book will be found in every German soldier's kit, and who is most influential among German intellectuals, declares flatly: "All history is the experimental refutation of the theory of the so-called moral order of things." The moral law is flouted with apparent impunity. Has it been abrogated? Perhaps its author has lost interest or is dead? May I not defy the universe and survive? Right is what an intelligent man wants to do and can do; wrong what he wants to do and cannot do! And religion—what is that but a refined superstition?

Your hearts have already made answer. The stars in their courses fight against sin. Character does count. And the Government of the United States recognizes and proceeds upon that understanding. "If you would shoot straight, you must live straight," said the Secretary of the Navy to his blue-jackets. The Secretary of War has declared that the Commission of Training Camp Activities, of which the Young Men's Christian Association is so conspicuous a feature, is one of the most important factors in winning the war. And who of you doubts that the heroism and fortitude which have made the name of France doubly dear in these last days are compounded of her native gifts of "dreaming, generosity, and the soaring spirit" fused by the flame of devotion to home

and God? A young lieutenant wrote home, "I am not a Christian and a soldier, I am a Christian soldier."

Faith in Providence is challenged by the blood and darkness of the time. It is freely said that human life is emptied of its purpose. History has lost consistency. The reins have been dropped, and the fiery steeds of human destiny fly crashing into utter wreck. The intellectual horizon, which is the best fruit of your culture, supplies the refutation. It discovers the race fighting its way up from the jungle and come at length to its present stage, as if led by an Unseen Hand from one battleground of darkness to another, always toward the day. It shows us still fighting and blundering, indeed, but it shows also a pitying Providence still hedging our steps to a wide place of peace in righteousness. Your view into the far past justifies the assurance that this same Providence will ultimately emancipate us from our brute inheritance, settle in the constitution of all sections of the race the moral standards which now control the highest, and establish the nations in universal brotherhood wherein the good of each will be the care of all. "Watchman, what of the night?" "The morning cometh?"

Let me say, further, that the bloody gauntlet of the World War lies at the door of the Church, challenging at once its efficacy as a force in human affairs and the validity of its message. As they watched bags of treasure carried in through the gates of the Lateran Church at Rome, Pope Innocent IV. said to Saint Thomas Aquinas: "The day is past when the Church could say, 'Silver and gold have I none.'" Saint Thomas replied: "Yes, Holy Father, and the day is past when the Church could say to the lame man, 'Rise up and walk.'" The Church has wealth; has it power? Does it meet the needs of men on the levels of daily human life? Does it bear burdens, console and inspire, or split hairs 'twixt

south and southwest side? Does it speak the authoritative word of rebuke of wrong in high places, of guidance in perplexity, of assurance and hope? That clear-souled, radiant Christian, Donald Hankey, writing out of intimate association with the British soldier in the trenches of France, and presenting his practical conception of the aloofness of the Church, says the present crisis is an unprecedented opportunity for the Church of England either to make a new start or to commit suicide.

What answer does your Christian culture make to such a challenge? It will not do to ignore it as foreign to your relatively sheltered and untossed experience. It is pressing in now upon every type of experience, even the most remote and unresponsive. You must take up this challenge also. You help forward the movement already well advanced which is shifting the emphasis of Christian interest from opinion to conduct, from metaphysics to unselfish service. You will insist upon coöperation in the divided body of Christ, and upon an ampler adjustment to the moving world which it is set to transform. At the same time, you will assert that the Church as the instrument of religion is regnant in human life. It is the agency of the coming Kingdom of God to pluck up the root of moral evil out of which all social wrong springs. There can be no new and better world following this crisis, no reconstructed social order after the mind of Christ, apart from the reconstruction of the units of society. It is not a new social mechanism that we want, but a new social spirit. Not new laws, but new people. And it is the primary function of the Christian Church to make of men and women new creatures in Christ Jesus. As another has pointed out, the three historic scourges of mankind—famine, pestilence, war—have counted their victims by the tens of millions. The first two have been mastered—famine by com-

merce, pestilence by science. But war, instead of yielding to pestilence or science, is in reality born in commerce and trained to superhuman destructiveness by science. "Only religion can kill war, for religion alone creates the new heart."

Education cannot hope to escape the transforming influence of this critical time. It is likely to be molded in all its stages into more vital relation to the actual interests and activities of men and women. But a more radical demand is widely made. Our problems are practical problems, it is said; why should not education equip us to solve them? What we require is practical efficiency. Let education produce it, or give over its claims. This breadth of human sympathy, this intellectual horizon which has grown up in you by years of study of the best which has been thought and said in the world, is challenged by the German ideal of economic efficiency reflected in not a little of the current insistence upon vocational training. The masters of thought and song and story of the far past—what did they know of the apparatus of our modern life, of our labor and transportation problems, of our social needs and aspirations? Why lose precious time with them? And these inspirers of the inner life of man—they butter no parsnips in the hungry, struggling world today!

Permit me to remind you that man is body and soul. What shall it profit a man if he gain the whole world and lose his soul, and what shall a man give in exchange for his soul? Germany has lost her soul to gain the world. Belgium has lost the world to gain her soul. Of course, the economic foundations of life must be secure, but we are not called on to surrender our spiritual heritage. The esthetic and spiritual elements of our life are as real as the physical, and the culture which ignores them is as degrading as it is partial.

For you, gentlemen, the keenest challenge of this fateful hour is the personal challenge. An eighteen-year-old French

soldier, in the grave moment before a bayonet charge, wrote: "When war is over and I go home, I must be a changed being. I shall have no right to be as I formerly was. Through the war mankind must be reborn, and it is our duty to be reborn first of all." As I signed today the diplomas of the Class of 1918, almost every other one bore the name of a comrade now somewhere in the line of bloody steel from the Channel to the Swiss Border; or getting ready to go. And many of you who hear me now will shortly take your life in your hand and join the crusade for human rights. That baptism of fire will certainly consume you or cleanse you. That blood-spattered experience will not leave you the same. Like the French lad, you will be "reborn." For the seeds of generosity and self-sacrifice, of consecration to the high and noble things of life, must yield a harvest of new life on a loftier plane for yourselves first of all and then for the coming regenerate society of which you are the heralds and champions.

And those of you who are not called to this special service are anointed with the same chrism. With a like consecration you will labor at the foundations of a new social order, while your brothers defend it. We shall need clean hearts and clear heads for after-war reconstruction and adjustment. Intellectual leadership and the Christian motive find their opportunity in such a time. Be true, my brothers; be true! Make sure your harmony with the Divine will. Refresh yourselves in weariness or perplexity by the assurance of the Divine support. And whether you "dice with death while the mad guns curse overhead," or in more homely ways give yourselves wholly to the highest you see and the best you know, live or die, not for flag, or clan, or class,

But for a dream born in an artisan's shed
And for the secret Scripture of the poor.

Presentation of the Portrait of Dr. Calvin Jones

BY DR. HUBERT M. POTEAT

Mr. President, Ladies and Gentlemen:—Calvin Jones was born in New England during the early years of the American Revolution. He came south in 1795 and made his home in Smithfield, removing thence to Raleigh in 1803. After reveling in the delights of that seething metropolis for some seventeen years, he made the wisest and most momentous decision of his long and useful life. As a result of that decision he turned his steps northward toward that more salubrious climate, to be found then, as now, some seventeen miles north of the Capital City. He lived here twelve years, and in 1832 he sold his farm of 615 acres to a committee of the Baptist State Convention—Simon T. Jeffreys, James J. Hall, and John Purefoy. The price paid—I fear you will doubt the veracity of this statement, but I have it on unimpeachable authority—was two thousand five hundred dollars, five hundred dollars, however, being contributed by the owner of the property. On this farm Wake Forest Institute opened its doors, February 3, 1834, and on some twenty-odd acres of it Wake Forest College now stands.

After making this disposition of his property, Calvin Jones moved to Hardeman County, Tennessee, where he died in 1832.

During the War of 1812 he was Major-General of the North Carolina militia, and in 1813, when the British admiral, Cockburn, effected a landing on Ocracoke Island, Governor Hawkins placed the defense of the coast in the hands of General Jones. He discharged this duty with distinction and success.

He was a skilled physician and surgeon, and is said to have introduced the practice of vaccination for smallpox, having performed operations of this character while Dr. Jenner was still in the midst of his experiments.

From 1817 to 1820 Dr. Jones was Grand Master of Masons of the State of North Carolina. I have genuine pleasure in presenting to you, Sir, and to the College, on behalf of the Masons of Wake Forest, the portrait of this distinguished citizen and gentleman.

Faculty Personals

Professor Hubert A. Jones is spending the summer traveling for the College in a campaign for students. He reports the outlook for next session very favorable, considering war conditions.

Dr. G. A. Aiken and family are visiting relatives in Kansas City, Mo.

Dr. T. D. Kitchin and family are spending the summer at their former home, Scotland Neck, N. C.

Dr. C. C. Pearson is with the National Security League, with headquarters in New York City.

Dr. Hubert M. Poteat is teaching Latin in the Asheville Summer School of the Normal and Collegiate Institute, Asheville, N. C.

Professor and Mrs. S. A. Derieux are spending the summer in New York City. Professor Derieux is engaged in writing for the *American Magazine*.

Professor J. L. Lake and family are spending the summer at the home of Professor Lake's father at Upperville, Va.

Dr. Benjamin F. Sledd is Professor of English in the Summer School of the University of Virginia. He is conducting the following courses: (1) Outline course in English Literature from the Romantic Revival to the close of the nineteenth century; (2) A study of the types of Poets; (3) The Victorian Era for advanced students; (4) The story-telling hour once a week; (5) A course of public lectures on Americanism in Literature. Dr. Sledd's family are spending the summer with him in Charlottesville.

Dr. W. R. Cullom has been appointed general manager of the campaign for the million-dollar endowment for Baptist schools and colleges in North Carolina. He entered upon his duties the first of June. Dr. Cullom was granted a leave of absence, for two years, by the trustees at their commencement meeting, in order that he might devote his entire time to this important undertaking. He will probably reside in Raleigh while engaged in this work.

Dr. H. M. Poteat has been elected vice-president for North Carolina of the Classical Association of the Middle West and South. Since the last issue of the BULLETIN he has delivered commencement addresses at Fork Church, Wise, and Clio, S. C., and has given organ recitals at Albany, Ga., and at Greenville, N. C.

Professor E. W. Timberlake, Jr., has met the following engagements: April 19, commencement address at Merry Oaks High School, Merry Oaks, N. C.; May 9, commencement address at Harmony High School, Harmony, N. C.; May 14, address before the Junior Order United American Mechanics at Youngsville, N. C.; June 16, address at Sandy Plains School, Wake County, in the interest of War Savings Certificates; June 23, Glen Royall, for War Savings Certificates; June 28, Sears School, Wake County, for War Savings Certificates; June 30, Forestville Baptist Church, on Christian Education.

Dr. J. H. Gorrell has filled the following engagements since the last issue of the BULLETIN: Baptist Church at Dunn, N. C.; First Baptist of Raleigh; New Hope Baptist Church; Bethany Church; Knightsdale Church; Brasfield Church; Rolesville Church, and First Baptist Church at Scotland Neck.

Dr. N. Y. Gulley has filled the following engagements: May 2, commencement address at Yancey Collegiate Institute, Burnsville, N. C.; June 4, commencement address at Kittrell High School; June 30, Perry's Chapel, July 7, Rolesville, and July 13, Harris Chapel, on Christian Education; Bethany Church and Catawba Church, for War Savings Certificates.

Dr. G. W. Paschal addressed the Bay Leaf Baptist Church, June 30, on Christian Education.

Professor R. B. White, since the last issue of the BULLETIN, has delivered the following addresses: April 30, commencement address at Morven High School; May 10, commencement address at Holly Springs High School; June 30, Baptist Church at Franklinton, N. C., on Christian Education.

Dr. J. F. Lanneau has written an interesting and instructive article on the subject, "The Sun's Eclipse of June 8, 1918: Question."

Since the publication of the Midwinter BULLETIN, President Poteat has met the following engagements: January 18, address in Y. M. C. A. hut, Camp Wheeler; lecture, Mercer University; January 27, Y. M. C. A., Charleston, S. C., Canon Street Baptist Church; February 24, Y. M. C. A., Florence, S. C.; March 5, State Mission School, Elizabeth City, N. C.; March 10, Y. M. C. A. of B Village, Hopewell, Va.; Y. M. C. A. of James River, Hopewell, Va.; March 22, Wake-lon High School; March 24, Y. M. C. A., Salisbury, N. C.; March 31, Union Meeting, Flat Rock Church; April 5, Wake County Alumni Association, Raleigh, N. C.; April 6, Liberty Bond Rally, Lenoir, N. C.; April 13, Buies Creek, N. C.; April 14, Baptist Church, Dunn, N. C.; April 17, Y. M. C. A. Recruiting Conference, Greensboro, N. C.; April 21, First Baptist Church, Fayetteville, N. C.; commencement State

Normal School for the Colored; April 25, Aulander City School commencement; April 28, Tabernacle Baptist Church, Raleigh, Million-Dollar Campaign; April 30, Benson State High School commencement; May 12, Belhaven City School, commencement sermon; Baptist Church, Belhaven, N. C.; May 16, Windsor City School commencement; May 17, Farmville City School commencement; May 28, North Wilkesboro High School commencement; May 30, Durham Business College commencement; May 31, Hamlet City School commencement; June 4, Winthrop Normal College commencement; June 5, Furman University commencement; June 11, B. Y. P. U. State Convention, Winston-Salem, N. C.; June 29-July 1, Baptist Seaside Assembly, Wrightsville, N. C.; July 2, lecture before South Carolina Baptist Assembly, Greenville, S. C.; (address not delivered; called home by death in family); July 14, Holly Springs Baptist Church, Service Flag Day. In addition, he has made addresses in the interest of the Million-Dollar Campaign at Shiloh, Johnston County, Oak Ridge, Vance County, and Glen Royal, Wake County. He has an engagement for a commencement address at the Appalachian Training School, Boone, N. C., July 26, for three lectures, Baptist Assembly, Bristol, Tenn., July 29 and 30.

Among the Alumni

R. E. Sentelle, B.A. 1900, has recently been elected Superintendent of Public Instruction of Edgecombe County. He has for a number of years served efficiently as the Superintendent of Schools for Robeson County.

Rev. T. D. Collins, B.A. 1910, has accepted a call to the Louisburg Baptist Church, and succeeds Rev. Walter M. Gilmore, who goes to the Baptist Church of Sanford.

Dr. James F. Royster, B.A. 1900, has been at Washington for several months, in the office of the Secretary of the Navy, Josephus Daniels, engaged in preparing a history of the Navy in the war. He has returned to the University of Texas to resume his duties as Professor of English.

Four Wake Forest men are members of the faculty of the Asheville Summer School of the Normal and Collegiate Institute, Asheville, N. C. They are Dr. Hubert M. Poteat, W. H. Hips, H. T. Hunter, and Rev. W. F. Powell.

President Edwin M. Poteat, B.A. 1881, has resigned the presidency of Furman University in order to become associated with the Laymen's Missionary Movement of the United States and Canada. We copy the following from the *Baptist Courier*, Greenville, S. C., of June 6, 1918:

"Dr. E. M. Poteat has been President of Furman University for fifteen years, and is soon to retire from this great position among South Carolina Baptists that he might give himself to a national service to which he has been called by the Laymen's Missionary Movement of the United States and Canada. Everyone recognizes his fitness for the large work to which he goes and the unusual opportunities it offers for

kingdom-building. Those of us who happen to know the manner in which Dr. Poteat came to the decision to accept this work also know that he sought with single eye to follow the will of God; and that he is following it we have no doubt, as he has none.

"But this does not in any wise lessen our sense of loss. It only makes us willing to it. Dr. Poteat is a richly endowed mind, a noble character, and, best of all, a rare and royal spirit. Who could lose the personal companionship of such a man without keenly feeling it; and what co-laborer could see him lay down a great and responsible position in our State without wishing that it could have been otherwise? . . .

"We have had with us for these fifteen years a great and good man, who, along with all the other blessings he has wrought, has laid the foundations at Furman that will endure for years and upon which others can build the school that our future is calling for. The benedictions of South Carolina Baptists will go with him in his new work."

George W. Ward, M.A. 1890, died at his home at Elizabeth City, N. C., on February 25, 1918. He had been in failing health for several years, and his death was, therefore, not unexpected. Judge Ward entered Wake Forest in 1886. He was highly esteemed by his fellow-students as well as by the Faculty, being regarded as one of the most conservative and wisest of students. He received his license to practice law from the Supreme Court of North Carolina in 1892. Achieving a successful practice, he was elected Solicitor of the First Judicial District in 1898, which office he held until 1904, when he was elected Judge of the Superior Court. He had the confidence and esteem of the members of the Bar, to a marked degree, being recognized as one of the ablest judges in the State. In 1911, Judge Ward was compelled to resign from the Bench on account of failing health. After his resig-

nation he resumed the practice of law at Elizabeth City, forming a partnership with Mr. Everett Thompson, his stepson, and continued in the active practice until his death. The death of Judge Ward was a distinct loss, not only to the College, but to the State.

Samuel Waite Brewer, B.A. 1870, passed away at his home in Raleigh, on April 14, 1918. Although he had not been robust for several months, his death came suddenly. He was apparently in his usual state of health until the day before his death. Mr. Brewer was born at Wake Forest, February 15, 1851, and was the grandson of Dr. Samuel Waite, first President of the College. He had resided in Raleigh for a number of years and was prominent in business circles of that city. He was actively connected with several important enterprises, especially the firm of S. W. Brewer & Son, dealers in general supplies, cotton, and farm implements. Mr. Brewer's most efficient service was found in his Christian interests and activities. He was for many years a devoted member of the First Baptist Church of Raleigh, and was a faithful worker in all branches of the church. He was a member of the Board of Deacons, and his influence was largely felt in the religious circles of the city. He was an efficient member of the Board of Trustees of Meredith College also. In his death Wake Forest recognizes the loss of one of its most loyal and devoted alumni.

With the Colors

The following list, supplementary to the list printed in the Midwinter BULLETIN, is known to be incomplete. Additional names and other information will be gratefully received.

- Anderson, E. L., '15-'16. U. S. Navy.
Bass, L. E., '15-'17. Camp Jackson, S. C.
Black, C. S., '15-'18. Camp Jackson, S. C.
Blackmon, Archie, '15-'17. Aviation Corps. Texas.
Bobbitt, J. Dewey, '13-'14. Camp Jackson, S. C.
Bowers, Gordon, '18.
Britton, R. S., '17. Aviation Corps. Massachusetts.
Brooks, G. J., '07-'08. Captain, U. S. Army.
Buchanan, C. C., '10-'11. Bldg. Sec'y, Y. M. C. A., Camp Sevier, South Carolina.
Camp, James L., '15. Nav. Res. Flying Corps.
Cannady, E. H., '15-'16. Enlisted U. S. Army.
Cashwell, C. C., '15.
Covington, B. M., '16. Corporal. R. O. Tr. Camp, Ft. Oglethorpe, Ga.
Creech, F. H., '13-'16. Chief Yeoman, U. S. N. Res., Washington, D. C.
Daniel, Chas. R. 2nd Lieut. Camp Jackson, S. C.
Davis, H. J., '15-'18. U. S. N., Radio Branch, Great Lakes, Ill.
Denton, A. L., '16. U. S. N. Res. Force.
Duckett, R. B., '14. Signal Corps, U. S. Army, Washington, D. C.
Eason, H. B., '16-'17. Camp Jackson, S. C.
Egerton, M. W., '17.
Ellington, A. Z., '13. 1st Lieut. Med. Corps, U. S. Army.
Elliott, Milton, '13-'14.
Emory, O. G., '16-'17. Red Cross Ambulance, Italy.
Eskridge, S. L., '08-'09.
Ferrell, W. R., '16. Chem. Service Section, U. S. A., Washington, D. C.
Fletcher, A. L., '07. Captain, U. S. Army.

- Ford, Rufus, Jr., '06. Asst. Paymaster, S. S. *Dorothea*, U. S. Navy.
- Gay, B. L., '06-'07.
- Goodwyn, G. T., '06. Y. M. C. A. work. France.
- Gwynn, H. L., '16-'17. Camp Jackson, S. C.
- Harris, W. C., '16-'17. Camp Sevier, S. C.
- Henry, O. L., '15. Nat. War Council, Personnel Board, Washington, D. C.
- Henry, T. B., Jr., '13. 1st Lieut., Med. Res. Corps.
- Hensley, B. S., '15. 2nd Lieut., 323rd Regt., Camp Wadsworth, S. C.
- Hester, J. M., '17. Chaplain, U. S. Navy.
- Highsmith, G. F., '07-'09. Camp Jackson, S. C.
- Holding, W. W., Jr., '16.
- Horton, S. F., '16-'17.
- Huggins, M. A., '12. 81 Div. 324 Inf. M. G. Co.
- Jones, E. S., '14-'16. Corporal, R. O. Tr. Camp Ft. Oglethorpe, Ga.
- Jones, J. A., '16-'18. Ft. Thomas, Ky.
- Josey, J. N., '13-'15. Camp Jackson, S. C.
- Kendrick, C. M., '17. Aviation Corps.
- Kennedy, D. S., '12. Aviation Corps, Gurstner Field, Lake Charles, La.
- Lewis, R. H., Jr., '11. 2nd Lieut. Inf. France.
- Lewis, R. M., '12-'13, '15-'16. Co. L 53rd Pioneer Chef., Camp Wadsworth, S. C.
- Livermore, H. W., '05-'07. France.
- McBrayer, M. N., '16-'17. Pilot, Aviation Corps.
- McDaniel J. A., Jr., '10-'11, '12-'13. 2nd Lieut., Aviation Corps, Camp Wadsworth, S. C.
- McGuire, W. G., '16-'17. Co. B, 105th M. P. France.
- Meyer, L. B., '14-'16. Hosp. Det. Depot Div. France.
- Middleton, R. L., '11-'14. Quartermaster's Dept., Camp Jackson, S. C.
- Mitchell, John, '01-'02, '03-'05. Co. 16, 2nd Of. Tr. Camp, Ft. Oglethorpe, Ga.
- Moore, S. B., '15. Asst. Surgeon, U. S. N. Res. Force, Nav. Hosp., Norfolk, Va.
- Morrison, T. B., '15-'17. 105th Ammunition Train. France.
- Moss, Joseph Mack. Ensign, Asst. Paymaster, U. S. Navy.

- Mull, W. P., '14. Med. Corps, U. S. Navy. U. S. Tr. Station Norfolk, Va.
- Murchison, C. A., '09. 2nd Lieut., U. S. Army.
- Nance, F. L., '16-'17. 316th F. A., Med. Dept. In France.
- Neal, P. H., '15-'17. Cherrystone Naval Base, Cape Charles, Va.
- Newbold, J. M., '16. Base Hospital, France.
- Norwood, George M., '13-'14. 2nd Lieut., Aviation Corps.
- Pace, A. D., '18. Aviation Corps.
- Pace, John C., '18. U. S. Army.
- Parker, J. R., '15. Camp Jackson, S. C.
- Pegg, H. D., '15. U. S. Navy.
- Quillin, G. S., '18. U. S. Navy, Training Station, Norfolk, Va.
- Ray, F. O., '12-'13. U. S. Army.
- Ray, John E., '08. Captain, 119th Inf., Camp Sevier, S. C.
- Ray, Vallin C., '06. Sergeant, Sup. Co., 222d Inf., 81 Div., Camp Jackson, S. C.
- Robley, H. Elon, '15-'16. U. S. Army.
- Saintsing, George W., '07-'10. Camp Jackson, S. C.
- Saintsing, J. B., '09-'11. Camp Jackson, S. C.
- Shanks, Henry T., '14-'17. U. S. Navy.
- Sowers, R. G., '15-'18.
- Strole, G. F., '16. 2nd Lieut., Co. D, 371st Inf. France.
- Taylor, R. E., '17.
- Taylor, W. F., '17. Bacteriologist. Camp Lee, Va.
- Thompson, R. T., '17, U. S. Navy. Training Station, Norfolk, Va.
- Twiggs, J. C., '15-'18.
- Watson, C. N. '14-'16. Co. F, 16th Inf. France.
- Whitehurst, E. B., '15. Lieut. Asst. Surg. U. S. N. R. F., Washington, D. C.
- Wheeler, C. C., '07-'11. 1st Lieut. Chaplain, U. S. Army.
- Williams, T. L., '15. Camp Jackson, S. C.
- Williford, L. R., '15-'16. M. D. 317th F. A., Camp Jackson, S. C.
- Winston, Wm. A., '13-'15. Aviation Corps, Princeton, N. J.
- Wright, W. B., '16. 5th Service Co., S. R. C., Charleston, S. C.
- Yates, I. C., '14-'17. Camp Jackson, S. C.

Record

The *Salisbury Evening Post* of June 18 reprints from an earlier issue of the BULLETIN President Poteat's article, "College Training in War Time."

The Summer Law School opened June 4. Dean Gulley and Professor Timberlake are conducting it. Professor White is on vacation. It is understood that each of the three professors will have a vacation every third summer. Ten students are taking the course.

There are five students taking the summer course in French with Dr. J. H. Gorrell.

Under the authority of the College Trustees through the Executive Committee, the Virginia Machinery and Well Company of Richmond has been engaged to drive another well in order to enlarge the water supply and provide an alternate pumping system. The new well is located on College property between the street and the railroad. The contractor began to drive the well on the 17th of June.

Beginning March 17, Dr. Harry A. Ward, of Boston University, delivered a series of five lectures. The theme of the lectures was "The Making of a New World."

On March 8, the distinguished organist, Dr. Clarence Eddy, gave a recital in the Wake Forest Church. Dr. Eddy was assisted by Hubert M. Poteat.

On March 28, a play was given in the College chapel, for the benefit of the Red Cross, by the "Irish Players." The parts were taken by members of the Faculty and other local talent.

From April 14-17, President Lincoln Hulley, of John B. Stetson University, delivered a series of very interesting and instructive lectures in Memorial Hall. The lectures included the following subjects: The World War, Tennyson, Rudyard Kipling and Tommy Atkins, and Robert Burns.

The Philomathesian and Euzelian Literary Societies celebrated their anniversary on February 15th. The annual debate occurred at 2:30 p. m., D. L. Woodward, Phi., President, and R. L. Litchfield, Eu., Secretary. The query for debate was, "*Resolved*, That the Executive and Legislative Departments of the Federal Government should be more closely related by constitutional amendment." L. L. Johnson, Phi., and B. T. Ward, Eu., upheld the affirmative side of the question, and J. C. Canipe, Eu., and P. D. Croom, Phi., defended the negative. The judges decided in favor of the negative. The orations at 7:30 p. m. were delivered by J. T. Gillespie, Eu., on "Our Brother in Black," and M. T. Rankin, Phi., on "The New Era in Country Life." Following the orations an informal reception was held in the Society Halls. The marshals for the occasion were R. P. Burns, Phi., *Chief*, M. P. Wright, and C. F. Brown; G. S. Quillin, Eu., *Chief*, G. B. Nance, and G. B. Rhodes.

The second inter-scholastic declamation contest was held at Wake Forest on March 15, the preliminary elimination contests being held on the preceding day. Forty-six representatives from the high schools entered the contests, the successful contestant being Mr. Conley A. Robinson, of Buies Creek, N. C. His subject was, "Boys of America." Mr. Jefferson Barefoot, of the Benson High School, was awarded the second prize. The subject of his oration was "President Wilson's War Message." The purpose of the inter-scholastic declamation contests is to bring the College into closer relations with the high schools of the State.

The following were the winners in the high school Essay Contest in May: First prize, C. M. Allen, Buies Creek; second prize, V. W. McGhee, Aurora High School; third prize, H. O. Deaton, Buies Creek Academy.

On the night of April 12, the Wake County Alumni Association of Wake Forest College held its annual meeting and banquet in the Y. M. C. A. building in Raleigh. Mr. V. O. Parker, of Raleigh, was toastmaster, and interesting addresses were made by Dr. R. T. Vann, President C. E. Brewer, of Meredith, President W. L. Poteat, of Wake Forest, Hon. Percy J. Olive, of Apex, and Dr. Hubert A. Royster, of Raleigh. Letters were read from Governor Bickett, former Governor W. W. Kitchin, and Dr. Hight C. Moore, expressing their regret at not being able to be present.

At the business meeting President V. O. Parker announced that the money had been raised for the maintenance of the two scholarships at Wake Forest, given by the local association. Dr. R. T. Vann was continued as a committee to endeavor to secure the privilege of free choice to the boys to whom are given State educational scholarships, permitting them to attend the denominational colleges as well as the University.

The following officers were elected: President, V. O. Parker; vice-president, Rev. C. D. Graves; secretary and treasurer, D. R. Jackson.

The following alumni were in attendance: Dr. R. T. Vann, Mr. W. R. Powell, Mr. W. J. Bunn, Dr. C. D. Graves, Dr. W. C. Horton, Dr. Hubert A. Royster, Prof. W. J. Ferrell, Mr. C. V. Holland, Prof. L. G. Bullard, Mr. T. E. Holding, Mr. O. T. Shaw, Dr. J. Rufus Hunter, Dr. W. L. Poteat, Rev. C. J. Thompson, Dr. Livingston Johnson, Prof. J. Henry Highsmith, Mr. Cary J. Hunter, Dr. Chas. Lee Smith, Prof. Hubert A. Jones, Mr. Percy J. Olive, Mr. B. F. Monta-

gue, Mr. Wesley N. Jones, Dr. Chas. E. Brewer, Mr. J. M. Broughton, Mr. W. F. Marshall, Mr. T. W. Brewer, Mr. William L. Wyatt, Mr. E. B. Earnshaw, Mr. E. W. Timberlake, Jr., Mr. W. D. Holliday, Mr. V. O. Parker, Mr. D. R. Jackson, and Mr. J. W. Mull of Selby.

The following members of the Wake Forest law class successfully passed the examination in January, and received their license to practice law from the Supreme Court of North Carolina: P. D. Croom, Kinston, N. C.; A. C. Gay, Jackson, N. C.; H. S. Grant, Rocky Mount, N. C.; D. M. Jolly, Vineland, N. C.; J. A. Jones, Maysville, N. C.; H. L. Koontz, Greensboro, N. C.; C. H. Reaves, Wake Forest, N. C.; H. Hoyle Sink, Lexington, N. C.; S. T. Thorne, Rocky Mount, N. C.; A. W. Beachboard, Asheville, N. C.

President and Mrs. Walter Sikes, and Miss Ruth Janet, of Coker College, Hartsville, S. C., delighted their many friends by a visit to the "Hill" during the second week in July. Dr. Sikes occupied the pulpit at the Wake Forest Church on Sunday evening, July 14.

COMMENCEMENT, 1918

The eighty-third commencement of Wake Forest College was held May 22-24, being opened Wednesday evening with the baccalaureate address by President William Louis Poteat and the baccalaureate sermon by President John E. White of Anderson College, S. C. On Thursday morning at 11 o'clock the medals, won during the year by members of the literary societies, were presented by President Poteat, following which was the presentation of portraits. After the presentation of portraits, the annual literary address was delivered by Hon. Edwin Yates Webb, Congressman from the Ninth District of North Carolina and chairman of the Judiciary Committee

of the House of Representatives. The Senior Class exercises were held in the afternoon, and the alumni meeting Thursday night followed the alumni address by Dr. Rufus W. Weaver of Nashville, Tenn. 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 with the conferring, by President Poteat, of the honorary and academic degrees.

President Poteat spoke Wednesday evening on the subject, "Culture and Crisis." The address is printed in the present issue of the BULLETIN. Dr. John E. White preached the baccalaureate sermon, taking as his text the eleventh verse of the third chapter of the Second Epistle of Peter: "Seeing then that all these things shall be dissolved, what manner of persons ought ye to be in all holy conversation and godliness?"

After the Thursday morning exercises had been opened with prayer by Rev. John E. White, President 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. B. S. Liles; the Euzelian Society Orator's Medal, by L. S. Spurling; the Junior Orator's Medal, by B. T. Ward; the Sophomore Improvement Medal, P. L. Elliott; and the Freshman Improvement Medal by C. M. Austin. The Philomathesian Society gave medals to the following successful contestants: The John E. White Medal, given to the best debater in the Society, was won by R. L. Humber, Jr.; the Senior Orator's Medal, by M. T. Rankin; the Junior Orator's Medal, by L. J. Britt; the Sophomore Debater's Medal, by I. L. Yearby; the Freshman Improvement Medal, by A. P. Stephens. Mr. J. A. McKaughan won the Student Essay Medal and Mr. E. E. Folk, Jr., took the Fiction Medal offered by the student body to the author of the best short story of the year. To Mr. J. A.

McKaughan belongs the distinction of winning the Hubert A. Royster Medal, given by Dr. Hubert A. Royster, of Raleigh, for the best record made in scholarship and athletics. Intercollegiate Debaters' Pins, given to students representing the College in debate, were awarded to M. T. Rankin, H. I. Hester, J. C. Canipe, R. L. Humber, Jr., L. J. Britt, and L. S. Spurling.

Following the presentation of the medals and pins, portraits were presented as follows: The portrait of Rev. Dr. H. A. Brown was presented to the Euzelia Society, on behalf of Col. H. Montague of Winston-Salem, by Hon. Santford Martin, Private Secretary to Governor Thos. W. Bickett. Dr. Brown became a student at Wake Forest and a member of the Euzelian Society in 1867. He served as pastor of the First Baptist Church of Winston-Salem from 1877 to 1917, when he resigned to become pastor emeritus of all the Baptist churches of that city. The portrait of Dr. Len G. Broughton was presented to the College, in behalf of the distinguished artist, Mr. Matthews of Washington City, by Dr. Rufus W. Weaver. The portrait of Dr. Calvin Jones, Grand Master of Masons in North Carolina from 1817 to 1820, and from whom the land was purchased on which the College was built, was presented, on behalf of the Masons of Wake Forest, by Dr. Hubert M. Poteat. A handsome bronze tablet of Daniel Boone was presented to the College, on behalf of Mr. J. Hampton Rich of Winston-Salem, by Dean N. Y. Gulley. The portraits and tablet were accepted, on behalf of the College, by President Poteat.

Hon. E. Y. Webb delivered an entertaining and highly instructive address on the subject, "The Meaning of the World War," emphasizing the view that if, as a result of the war, the world should be made safe for democracy and permanent

international peace be secured, the war will be worth all the blood and treasure it will have cost.

The Senior Class held its exercises in Wingate Memorial Hall at 3:30 o'clock p. m., the visitors and friends in attendance being greeted by the class president, Mr. Robert L. Humber, Jr. Mr. J. C. Joyner acted as secretary. The class poem was read by Mr. R. F. Hall, and the class history by Mr. J. A. McKaughan. The last will and testament of the seniors was read by Mr. A. J. Franklin, Jr., and Mr. L. L. Johnson prophesied the future of each member. Mr. H. I. Hester delivered a thoughtful and timely oration on the subject, "College Men and the World War." The result of the vote of the class on who should be entitled to positions of honor was read by Mr. L. W. Hamrick. As an appropriate and fitting conclusion of the exercises the class presented, through Mr. M. T. Rankin, to the College, a beautiful Service Flag, bearing forty-one stars and representing the members who are in the service. The flag was accepted by President Poteat.

Dr. Rufus W. Weaver, President of the Southern Baptist Education Association, delivered a very timely and appropriate address before the Alumni Association at 8:30 in the evening. The speaker showed the important part that Wake Forest men are having in world affairs, and gave an interesting sketch of the Class of 1893, of which he is a member. The latter part of the address was a thoughtful discussion of Christian education and the necessity for Christian education in the present world crisis. A portion of Dr. Weaver's address appears elsewhere in this issue of the BULLETIN.

At the meeting of the alumni the following officers were elected: President, Hon. Santford Martin, Raleigh, N. C.; vice-president, J. C. Clifford; secretary and treasurer, H. A. Jones, Wake Forest; orator, Dr. A. T. Robertson, Southern

Baptist Theological Seminary, Louisville, Ky.; and alternate orator, Hon. R. N. Simms, Raleigh, N. C.

Following the meeting of the alumni a delightful reception was given, on the lawn of President Poteat, by the sponsor of the Senior Class, Miss Louise Fleming, to the members of the class, the Faculty, and alumni.

On Friday morning, at 11 o'clock, the contest for the A. D. Ward Medal was held, orations being delivered by the following members of the Senior Class: M. T. Rankin, "Heroes at Home"; L. V. Coggins, "America's Fight for World Freedom"; R. L. Humber, Jr., "The True Basis of Democracy"; B. S. Liles, "The New Washington"; J. C. Canipe, "The Social Crisis"; J. T. Gillespie, "Our Supreme Debt to the Unborn." The committee of judges, composed of Hon. E. Y. Webb, Dr. Rufus W. Weaver, and Dr. J. Q. Adams, awarded the decision to Mr. J. T. Gillespie.

Honorary degrees were then conferred by President Poteat as follows: LL.D., President F. P. Hobgood of Oxford College; Litt.D., Professor Joseph Q. Adams of Cornell University; Sc.D., Dr. Irving Hardesty of Tulane University.

Those receiving academic degrees were:

Master of Arts: J. A. Bivens, J. R. Blalock, J. H. R. Booth, F. W. Carroll, G. E. Edding, W. E. Jordan, A. D. McFadyen, A. C. Reid, A. P. Sledd, C. G. Smith, R. T. Thompson, R. K. White.

Bachelor of Arts: C. S. Black, J. R. Blalock, H. V. Burden, J. C. Canipe, L. V. Coggins, W. M. Dickson, Jr., A. J. Franklin, Jr., J. T. Gillespie, W. B. Gladney, R. F. Hall, L. W. Hamrick, H. I. Hester, G. D. Heafner, P. A. Hicks, E. V. Hudson, R. L. Humber, Jr., L. L. Johnson, J. C. Joyner, B. S. Liles, J. A. McKaughan, Jr., S. S. Meek, C. Y. Milton, R. V. Moss, H. E. Olive, C. S. Owen, A. D. Pace, J. C. Pace, D. S. Paden, Joseph Page, W. C. Powell, Jr.,

G. S. Quillin, M. T. Rankin, W. S. Savage, Jr., H. T. Shanks, R. G. Sowers, T. M. Uzzle, J. L. Willis, D. L. Woodward, Jr.

Bachelor of Science in Medicine: George Collins, W. E. Dawson, L. G. Ellis, F. D. Garcia, C. F. Harris, C. T. Johnson, C. C. Jones, R. L. Kellee, L. P. Martin, Z. P. Mitchell, H. B. Moore, J. F. Owen, S. A. Thompson, J. H. Williams.

Bachelor of Laws: C. G. Best, B. M. Boyd, J. B. G. Bowers, P. D. Croom, E. A. Hamrick, F. S. Hutchins, R. G. Muse, Wood Privott, R. E. Taylor, R. W. Warren, W. P. White, Jr.

After the conferring of the degrees, President Poteat unfolded the Service Flag presented to the College by the Senior Class, stating that this was the explanation of why so large a number of the class were not present in person to receive their diplomas.

The graduating exercises, and the session of 1918, were closed with the benediction by Dr. T. W. O'Kelly of Raleigh.

On Wednesday, February 20, Miss Charlotte Ruegger, of the music department of Meredith College, gave a violin concert in Memorial Hall, under the auspices of the local Red Cross Chapter. She was assisted by Dr. Hubert Poteat, who sang three double numbers and played the accompaniments to the violin.

Dr. E. C. Sage of the Carnegie Foundation visited the College on Thursday, April 11.

Captain Hutchinson of the London Irish Rifles spoke in Memorial Hall on the evening of May 14 under the auspices of the Red Cross, and again at chapel on the next day.

Mrs. A. V. Purefoy passed away on the afternoon of July 6, in her eighty-third year. During a long life she was closely and most usefully associated with the life of the College community and many generations of students will remember her gracious influence with affection and gratitude.

Announcements

The Students Army Training Corps Unit which will be in charge of an officer of the United States Army detailed by the War Department may be entered in two ways—enlistment and enrollment. Students eighteen years old and under twenty-one, with the written consent of parents or guardians, may enlist in the United States Army and become members of the unit. Such members are subject to the call of the President into active service, but it will be the policy of the Government not to call them until they are twenty-one except in case of military necessity. If students become twenty-one during the session they will not be called until after the close of the session's work. Students who are in the draft period and not yet called, may enlist and advance their military training without interrupting their college work. All enlisted men acquire in this training unit an immediate military status.

The second method of entering the Training Unit is enrollment. Students under eighteen, with the written consent of parents or guardians, are encouraged to enroll in the unit. They receive the same instruction and training as other members, but do not belong to the United States Army and are not subject to call into the active service.

Work in this department covers ten hours beside drill. Credit is allowed by the Faculty for it on the degree requirements and certain academic courses of military value will be accepted by the department in making up the ten hours required.

The Board of Trustees in special session in Raleigh, July 9, took the following action :

1. That the War Department furnish a man whose character and habits are such as to make him a fit person to occupy a position in the faculty of a Christian college.

2. That no student under twenty-one years of age shall be enrolled in this department without the written consent of his parents or guardian.

3. That all parents and guardians of boys under twenty-one shall be fully advised as to the conditions on which students shall be enrolled for military training.

4. That this department shall not be permanent, but shall be abolished upon the termination of the war.

The trustees appointed no successor to Mr. Edwin T. MacDonnell as Director of Physical Education, it being understood that the department of military training would for the time take the place of the gymnasium class work.

Under date of June 30, the War Department authorized the President of the College to send to the Training Camp at Plattsburg, N. Y., one student for every twenty-five of last year's enrollment, and one professor for every 250 students. A second order allowed one student representative for every ten enrolled and one professor for every 100 enrolled. The training covers 60 days, from July 18 to September 16. The Government refunds transportation both ways, supplies housing, food, uniform, equipment, and pay of \$30 during training. The men are temporarily enlisted in the United States Army, but are discharged at the close of training. They are expected to assist the Army officer in instructing the Students' Army Training Corps Unit next session. The following Wake Forest men are now at Plattsburg:

Professor T. E. Cochran, department of Education.

Professor T. D. Kitchin, department of Medicine.

B. T. Ward.

J. D. Cowan.

W. C. Powell, Jr.

E. M. Jackson.

H. A. Hanby.	M. B. Tolar.
M. Y. Keith.	J. M. Scarborough.
H. D. Lockerman.	J. C. Eagle.
W. C. Raines.	Eugene Craig.
W. L. Tatum.	J. I. Allen, Jr.
R. D. Poe.	E. F. Cullom.
G. T. Rogers.	J. C. Kesler.
R. P. Marshall.	J. H. Floyd.
T. O. Pangle.	J. D. Trahey.
H. D. Powers.	C. P. Harris, Jr.
R. W. Sullivan.	C. H. Stephenson, Jr.
H. M. Thompson.	T. B. Mauney.
W. N. Williams.	H. S. Clark.
C. F. Brown.	F. Chappell.
E. P. Bryan.	E. E. Folk.
J. D. Blizzard.	M. C. Bunch.
S. M. Pruette.	H. A. Rabenhorst.

WAKE FOREST COLLEGE

CERTIFICATE OF ADMISSION

TO WAKE FOREST COLLEGE,
WAKE FOREST, N. C.

This is to certify, that _____
(Full Name)

of No. _____ Street, _____
(Town or City and State) is a person of good moral character;

that he was in regular attendance at _____
(Name of High School, Academy or College)

located in _____ during the years _____
(City and State) (Kindly specify school session, e. g., 1901-2, 1902-3, 1903-4, etc.)

that he satisfactorily completed the following specified courses, and that he was graduated from this institution in 19_____

I hereby certify that the following is a correct and true statement of the record of the above named person, and worthy of full credence, as I verily believe.

Dated at _____ Signed _____
(Town or City and State)

Date _____ 191_____ Official Position _____

BRANCHES OF STUDY	TEXT-BOOK USED	AMOUNT COVERED (Please state definitely)	Session of 19....	No. of Weeks Pursued	No. of Periods a Week	Length of Periods in Minutes	Grade Given
English Grammar							
Composition and Rhetoric							
History of English Literature							
English Classics. (Indicate on the applicant)	_____	_____	_____	_____	_____	_____	_____
_____ accompanying sheet, which gives the list of classics for reading and study, the work completed by							
Latin Grammar and Reader							
Cæsar	Books						
Cicero	Books						
Vergil	Books						
Composition	Pages						
German Grammar and Reader							
Second Year German							
Third Year German							
Fourth Year German							
French, First Year							
Second Year							
Third Year							
Fourth Year							

WAKE FOREST COLLEGE

BRANCHES OF STUDY	TEXT-BOOK USED	AMOUNT COVERED (Please state definitely)	SECTION OF 19....	NO. OF WEEKS PURSUED	NO. OF PERIODS A WEEK	LENGTH OF PERIODS IN MINUTES	GRADE GIVEN
CERTIFICATE OF ADMISSION							
Mathematics, Algebra (Through Quadratics) Algebra, through Logarithms							
Geometry, Plane							
Geometry, Solid							
Plane Trigonometry							
Conic Sections							
History, United States							
General History							
Ancient History							
Mediaeval and Modern							
History of England							
History of France							
Civics							
Science: Physics							
Laboratory Note Book							
Chemistry							
Laboratory Note Book							
Zoology							
Botany							
Physical Geography							
Biology							
Physiology							
Geology							
Astronomy							
Economics							
Psychology							
Ethics							
Logic							
Other Subjects							

Before returning this certificate see to it that:

1. It is signed by an official of the School,
2. That it is correct,
3. That it is complete.

No credit will be given except for properly certified work.

Return to G. W. PASCHAL, *Examiner*,

WAKE FOREST, N. C.

WAKE FOREST COLLEGE

HIGH SCHOOL PREPARATION IN ENGLISH

Name School

Number of years in High School in which English has been studied

Number of recitations per week

Underscore **twice** the names of classics **studied in detail** in class.

Underscore **once** the names of classics **read but not studied**.

CLASSICS FOR STUDY AND PRACTICE IN CLASS

(Note.—One book is required from each of the four groups.)

Group I—DRAMA. Shakespeare's (1) *Julius Cæsar*, (2) *Macbeth*, or (3) *The Merchant of Venice*.

Group II—POETRY. (1) Milton's *L'Allegro, Il Penseroso*, and either *Comus* or *Lycidas*; (2) Tennyson's *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur*; (3) Palgrave's *Golden Treasury (First Series)*, Book IV.

Group III—ORATORY. (1) Burke's *Conciliation with America*; (2) Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; (3) Macaulay's *Two Speeches on Copyright* and Lincoln's *Speech at Cooper Union*.

Group IV—ESSAYS. (1) Carlyle's *Essay on Burns*, with a selection from *Burn's Poems*; (2) Macaulay's *Life of Johnson*; (3) Emerson's *Essay on Manners*.

CLASSICS FOR READING

Ten units, two from each group, are required. The units are set off by semicolons and numbered.

Group I—CLASSICS IN TRANSLATION. (1) Selections from the *Old Testament*; (2) *The Odyssey*, omitting, if desired, Books I-V, XV-XVII; (3) *The Iliad*, omitting, if desired, Books XI, XIII, XIV, XV, XVII, XXI; (4) Vergil's *Æneid*.

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

Group II—DRAMA. (1) Shakespeare's *Merchant of Venice*; (2) Shakespeare's *Midsummer-Night's Dream*; (3) Shakespeare's *As You Like It*; (4) Shakespeare's *Twelfth Night*; (5) Shakespeare's *Henry V*; (6) *Shakespeare's *Julius Cæsar*; (7) Shakespeare's *King John*; (8) *Shakespeare's *Macbeth*.

Group III—PROSE FICTION. (1) George Eliot's *Silas Marner*; (2) Goldsmith's *Vicar of Wakefield*; (3) either Scott's *Ivanhoe* or Scott's *Quentin Durward*; (4) Dickens' *Tale of Two Cities*; (5) Stevenson's *Treasure Island*; (6) Swift's *Gulliver's Travels*; (7) Cooper's *Last of the*

Mohicans; (8) Defoe's *Robinson Crusoe, Part I*; (9) Hawthorne's *House of the Seven Gables*, *Twice-Told Tales*, or *Mosses from an Old Manse*; (10) Thackeray's *Novels*, any one; (11) Mrs. Gaskell's *Cranford*; (12) Malory's *Morte d'Arthur*; (13) Bunyan's *Pilgrim's Progress, Part I*; (14) Frances Burney's *Evelina*; (15) Jane Austen's *Novels*, any one; (16) Miss Mitford's *Our Village*; (17) Kingsley's *Westward Ho! or Hereward the Wake*; (18) Read's *The Cloister and the Hearth*; (19) Blackmore's *Lorna Doone*; (20) Hughes's *Tom Brown's School Days*; (21) Poe's *Selected Tales*; (22) A collection of *Short Stories* by various writers.

Group IV—ESSAYS, Etc. (1) Sir Roger de Coverley *Papers* or *Selections from The Tatler and the Spectator*; (2) Franklin's *Autobiography*; (3) Irving's *Sketch Book*, or *Life of Goldsmith*; (4) Macaulay's *Essay on Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, or *Goldsmith*; (5) Thackeray's *English Humorists*; (6) *Selections from Lincoln's Addresses and Letters*; (7) Lamb, *selections from the Essays of Elia*; (8) Ruskin's *Sesame and Lilies*; (9) Parkman's *Oregon Trail*; (10) Thoreau's *Walden*; (11) Huxley's *Autobiography* and *extracts from Lay Sermons*; (12) Stevenson's *Inland Voyage and Travels with a Donkey*; (13) Boswell's *Life of Johnson*; (14) Southey's *Life of Nelson*; (15) Lockhart's *Life of Scott*; (16) Trevelyan's *Life of Macaulay*; (17) Dana's *Two Years Before the Mast*; (18) Lowell's *Selected Essays*; (19) Holmes's *The Autocrat at the Breakfast Table*; (20) *Essays by Bacon, Lamb, De Quincey, Emerson, etc.*; (21) *Letters by various writers*.

Group V—POETRY. (1) Goldsmith's *Deserted Village and The Traveler*; (2) Coleridge's *Ancient Mariner*, *Christabel* and *Kubla Khan*; (3) Scott's *Lady of the Lake*; (4) Macaulay's *Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; (5) Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; (6) Browning's *Select Poems*; (7) Arnold's *Sohrab and Rustum* and *The Forsaken Merman*; (8) Byron's *Childe Harold, Canto III or IV and Prisoner of Chillon*; (9) Palgrave's *Golden Treasury (First Series)*, Books II and III; (10) Pope's *The Rape of the Lock*; (11) *English and Scottish Ballads*; (12) *Selections from American Poetry*; (13) Palgrave's *Golden Treasury (First Series)*, Book IV (if not chosen for study).

*If not chosen for study.

BULLETIN
OF
WAKE FOREST COLLEGE



CATALOGUE
EIGHTY-FOURTH SESSION
1918-19

Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under
Act of Congress of July 16, 1894

Calendar

1919

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		
				1	2	3	4			1	2	3	4	5			1	2	3	4	5					1	2	3	4
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1920

JANUARY							APRIL							JULY							OCTOBER								
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MARCH							JUNE							SEPTEMBER							DECEMBER								
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28	29	30	31																		26	27	28	29	30	31			

College Calendar

For Session 1919-1920

September 2—Beginning of the Session.

September 13—Applications for degrees submitted.

October 1—Last day for settlement of Tuition Fee for Fall Term.

October 17—Society Day.

October 18—Removal of entrance conditions.

Thanksgiving Day—Holiday.

December 12-19—Fall Term Examinations.

December 21-January 6—Christmas Holidays.

January 6—Beginning of Spring Term.

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

February 13—Anniversary Celebration of Literary Societies.

March 6—Examination for removal of conditions by applicants for degrees.

March 13—Removal of entrance conditions.

April 3—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 19-26—Spring Term Examinations.

May 23—Sunday, 8:30 p. m., Baccalaureate Address.

May 26—Wednesday, 3 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 27—Thursday, 11 a. m., Annual Literary Address; 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 28—Friday, 11 a. m., Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, and Closing Exercises of the Session.

History

Wake Forest College had its beginning in "The Wake Forest Institute," a manual labor and classical school, chartered in 1833 and located in the "forest" of Wake County, some 18 miles north of Raleigh. Samuel Wait, a native of New England, was chosen principal, and the school was opened February 3, 1834, with 16 pupils.

In 1838 the Institute was rechartered as "Wake Forest College." Dr. Samuel Wait was elected president and continued to direct the struggling fortunes of the institution until 1845. The story of his zeal and industry in behalf of the College forms an inspiring chapter in the history of Southern Baptists.

Under the administration of Dr. William Hooper, 1845-1849, and Professor John B. White, 1849-1853, the College continued barely to exist; but with the election of Dr. Washington Manly Wingate, in 1854, the outlook became more hopeful; by 1861 substantial progress had been made toward raising an endowment; the Faculty had been enlarged and the number of students had grown. All progress was stopped by the Civil War, but a brave beginning was made once more in 1865, and when Dr. Wingate died, in 1879, it could truly be said of him that the personality of the man and the gifts of the preacher had given Wake Forest College a place in the minds and the hearts of the Baptists of North Carolina.

The administration of Dr. Thomas H. Pritchard, 1879-1882, although brief, increased the enrollment from 117 to 169, and did much to popularize the cause of education in North Carolina.

From 1882 to 1884 the administrative duties of the College were discharged by the Chairman of the Faculty, Dr. William B. Royall, Professor of Greek.

In 1884 Dr. Charles E. Taylor, of the Chair of Latin, was made president; and his long administration, which ended with his resignation in 1905, is the most notable in the history of the College, and indeed adds a brilliant chapter to the history of education in the South. The endowment grew from \$40,000 to \$250,000; the enrollment increased from 161 to 328; five new buildings had been either erected or provided for; and the Faculty had grown from six professors and one tutor to seventeen professors and numerous assistants.

On the resignation of Dr. Taylor, in 1905, Dr. William Louis Poteat, of the Chair of Biology, was made President; and his administration is accordingly in its fourteenth year.

In 1865 the endowment fund of Wake Forest College was \$11,700.

In 1876, through the efforts of Dr. C. E. Taylor and Mr. James S. Purefoy, about \$20,000 was added to the endowment. By January 1, 1884, Dr. Taylor had increased the endowment to \$100,000 and had raised up a generous friend of the College in Mr. Jabez A. Bostwick of New York City.

In 1885 Mr. Bostwick created the Bostwick Loan Fund by a gift of \$12,000 and in 1886 made a further gift of \$50,000.

In 1891 Dr. Taylor raised, by subscription and still another gift of Mr. Bostwick, the sum of \$40,000.

From 1906 to 1910 Professor J. B. Carlyle undertook to raise \$150,000. Of this sum, \$117,798.56 was realized, of which the General Education Board of New York contributed a fourth.

The total endowment of the College, according to the report of the Treasurer, May, 1918, was \$524,323.52.

The grounds and buildings of the College are valued at \$248,925.

The College campus of twenty-four acres contains the following buildings:

The Administration Building, erected in 1838, and for forty years serving all purposes of the College; the Library

Building, erected in 1878 and largely the gift of Colonel J. M. Heck and Mr. John G. Williams of Raleigh; Wingate Memorial Hall, erected in 1879 by the Alumni and friends of the College, to commemorate the services of President W. M. Wingate; the Lea Laboratory, erected in 1888, mainly through the liberality of Mr. and Mrs. Sidney Lea, of Caswell County; the Gymnasium, erected by the Trustees in 1900; the Alumni Building, completed in 1906 and erected through funds secured by Professor J. B. Carlyle; the Hospital, completed in 1906; and the New Dormitory, opened in September, 1914.

Board of Trustees

Terms Expire January 1, 1920

THOMAS H. BRIGGS, Raleigh.	STEPHEN MOINTYRE, B.A., Lumberton.
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Terms Expire January 1, 1922

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REV. JAMES D. HUFHAM, M.A., D.D., Mebane.	GILBERT T. STEPHENSON, M.A., LL.D., Winston-Salem.
G. E. LINEBERRY, B.A., Raleigh.	A. E. TATE, High Point.
REV. ROBERT H. MARSH, D.D., Oxford.	JUDGE E. W. TIMBERLAKE, B.A., Wake Forest.

Terms Expire January 1, 1924

J. T. J. BATTLE, M.A., M.D., Greensboro.	JUDGE JOHN A. OATES, B.A., Fayetteville.
R. D. CALDWELL, Lumberton.	WATSON S. RANKIN, M.D., Raleigh.
JUDGE CHARLES M. COOKE, Louisburg.	REV. C. W. SOARBOROUGH, B.A., Murfreesboro.
WALTER E. DANIEL, M.A., Weldon.	REV. RICHARD T. VANN, B.A., D.D., Raleigh.
CAREY J. HUNTER, B.S., Raleigh.	A. D. WARD, B.A., New Bern.
REV. THOMAS H. KING, B.A., Mount Airy.	HON. EDWIN YATES WEBB, B.A., Shelby.

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CLARENCE POE, Raleigh, *Vice-President*.
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CAREY J. HUNTER, Raleigh, *Secretary*.
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*.
T. H. BRIGGS.
J. A. CAMPBELL.
L. JOHNSON.
J. A. OATES.
W. S. RANKIN.
R. E. ROYALL.

Investing Committee:

- CAREY J. HUNTER, Raleigh, *Chairman*.
T. H. BRIGGS.
W. J. FERRELL.
G. A. NORWOOD.
V. O. PARKER.
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, University of Virginia Summer School, 1917-1918; Professor of English, Wake Forest College, 1894.

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.

NEDHAM Y. GULLEY, M.A., LL.D., Dean,

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; Dean, *ibid.*, 1916.

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.

*Absent on leave.

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.

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.

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.*, 1907; 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.

ROBERT BRUCE WHITE, M.A.,

Professor of Law.

M.A., Wake Forest College, 1891; Graduate Student in Law, *ibid.*, 1895-1897; Superintendent Public Instruction, Franklin County, 1899-1914; State Senator, 1903 and 1915; Professor of Law, Wake Forest College, 1916.

THOMAS EVERETTE COCHBAN, B.Sc., M.A., Th.M.,

Professor of Education and Philosophy.

B.Sc., Bardstown College, Ky., 1905; Principal Bardstown Junction, Ky., High School, 1905-07; Dean and Professor of Education and Philosophy, East Lynn College, Ky., 1907-09; B.A., Richmond College, Va., 1911; Professor of Mathematics and Sociology, Columbia College, Fla., 1911-13; Graduate Student, University of Chicago, 1913-15; M.A., *ibid.*, 1914; B.D., *ibid.*, 1915; Fellow, Crozer Seminary, 1915-16; Th.M., *ibid.*, 1916; Graduate Student, University of Pennsylvania, 1915-16; Professor of Education and Sociology, Columbia College, Fla., 1916-17; Professor of Education and Philosophy, Wake Forest College, 1917.

THURMAN D. KITCHIN, B.A., M.D.,

Professor of Physiology and Pharmacology.

B.A., Wake Forest College, 1905; M.D., Jefferson Medical College, 1908; Professor of Physiology and Pharmacology, Wake Forest College, 1917.

LUTHER T. BUCHANAN, JR., B.S., M.D.,

Professor of Pathology, Bacteriology, and Histology.

B.S., Wake Forest College, 1911; M.D., Jefferson Medical College, Philadelphia, 1913; Interne, Kansas City General Hospital, 1913-1914; Medical Reserve Corps, U. S. Army, 1916-1917; Professor of Pathology, Bacteriology, and Histology, Wake Forest College, 1917.

FRANK K. POOL, B.A., Th.M.,

Acting Professor of the Bible.

B.A., Wake Forest College, 1913; Assistant Principal Fruitland Institute, 1913-1915; Th.M., Southern Baptist Theological Seminary, 1918.

ELLIOTT B. EARNSHAW, 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.

IRVING E. CARLYLE, B.A.,
Director of Physical Education.

ARTHUR P. SLEDD, B.S., M.A.,
Instructor in Chemistry.

WALTER E. JORDAN, B.S., M.A.,
Instructor in Chemistry.

I. K. STAFFORD,
Instructor in Mathematics.

WALTER F. TAYLOR, B.S., M.A.,
Instructor in Biology and Physiological Chemistry.

C. M. McCURRY,
Instructor in English.

Assistants: A. B. WOOD (English); R. R. MALLARD (English); F. W. CLONTS (Political Science); P. Y. JACKSON (Biology); D. E. HILL (Gymnasium); S. E. TEAGUE (Anatomy); J. E. SNOW (Physiology); W. H. WHITMORE (Pathology and Bacteriology); M. A. PITTMAN (Pharmacology); E. M. JACKSON (Library); H. E. MONTEITH (Library); G. B. NANCE (Library); W. E. HONEYCUTT (Library).

Officers

WILLIAM L. POTEAT, *President.*

NEEDHAM Y. GULLEY, *Dean.*

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

GEORGE W. PASCHAL, *Examiner and Curator of Library.*

CLARENCE D. GRAVES, *Chaplain.*

MRS. ETHEL T. CRITTENDEN, *Librarian.*

MISS FLORIDA NEWMAN, *Head Nurse of College Hospital.*

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

Committees

Appointments—

Dean, Professors of Mathematics, Latin, English, Education.

Athletics—

Professors PASCHAL and POTEAT, and Director CARLYLE.

Budget—

Bursar EARNSHAW and Professors GORBELL and LANNEAU.

Buildings and Grounds—

Professors GORBELL, LAKE, NOWELL, BUCHANAN, Bursar EARNSHAW, and Superintendent HOLLIDAY.

Degrees—

President, Dean, Examiner, Chairman of Publication Committee, and Bursar.

Examinations—

Professors JONES, GULLEY, and COCHRAN.

Executive—

President, Dean, Professors GORBELL and WHITE.

Lectures—

Professors POTEAT, SLEDD, AIKEN, and POOL.

Library—

Professors PASCHAL, LAKE, PEARSON, and KITCHIN.

Publications—

Professors SLEDD, TIMBERLAKE, COCHRAN, and Bursar EARNSHAW.

Catalogue of Students

GRADUATE

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Blackmon, LeRoy, B.A. (Furman Univ.)	Lancaster, S. C.	1
Carlyle, Irving Edward, B.A. (Wake Forest)	Wake	5
Eddins, George Edgar, B.A., M.A. (W. F.)	Stanly	6
Franklin, Andrew Jackson, Jr., B.A. (W. F.)	Swain	5
McBrayer, Charles Evans, B.A. (W. F.)	Cleveland	5
Pace, John Candler, B.A. (Wake Forest)	Pensacola, Fla.	5
Page, Joseph, B.A. (Wake Forest)	Robeson	5
Powell, William Columbus, Jr., B.A. (W. F.)	Wake	5
Prevette, Earl, B.A. (Wake Forest)	Wilkes	5
Privott, Wood, LL.B. (Wake Forest)	Chowan	5
Sowers, Robert Gerodd, B.A. (Wake Forest)	Davidson	4
Uzzle, Thomas Marshall, B.A. (Wake Forest)	Johnston	4
Williams, Arthur Roberson, B.A. (W. Forest)	Guilford	4

UNDERGRADUATE

Seniors—Class of 1919

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Allen, Joel I., Jr.	Dillon, S. C.	4
Britt, James Robert	Duplin	4
Britt, Luther J.	Robeson	4
Bryan, Ennis	Halifax	4
Burns, Robert Paschal	Person	4
Childress, Raleigh Newton	Wake	4
Cowan, James Donald	Jackson	3
Dawes, Lellon Barnes	Wilson	4
Dawkins, Lester J.	Anson	4
Eagle, James Carr	Rowan	4
Elliott, Philip Lovin	Graham	3
Floyd, John Hamilton	Cleveland	3
Griffin, Harry Leigh	Northampton	4
Harrill, Benjamin Harrison	Wake	4
Herring, Gordon Rea	Chengchow, China	4
Hill, Dallas Early	Rowan	3
Honeycutt, William Elisha	Yancey	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hudson, Samuel Fedson	<i>Sampson</i>	4
Jackson, Edgar Manly	<i>Pitt</i>	4
Jackson, Perry Yates	<i>Wake</i>	3
James, Robert Wesley	<i>Greenville, S. C.</i>	5
Lovelace, William Monroe	<i>Cleveland</i>	4
McCurry, Charles Myron, Jr.....	<i>Florence, S. C.</i>	4
Mallard, Robert Raper	<i>Allendale, S. C.</i>	4
Nance, Grover Broughton	<i>Columbus</i>	4
Neal, Phil H.	<i>Halifax, Va.</i>	4
Nolan, Anderson Vance	<i>Cleveland</i>	4
Ponder, Edwin Lynn	<i>Madison</i>	4
Queen, William Albert	<i>Davidson</i>	3
Raines, William Carlos	<i>Rutherford, Tenn.</i> ..	2
Rogers, George Thomas	<i>Wake</i>	4
Sasser, Lonnie	<i>Wake</i>	4
Spurling, Lee Spurgeon	<i>Cleveland</i>	4
Tolar, Marion Branch	<i>Anderson, S. C.</i>	4
Ward, Benjamin Thomas	<i>Perquimans</i>	4
White, Philip Ernest	<i>Perquimans</i>	4

Juniors—Class of 1920

Blackmon, John Morris	<i>Lancaster, S. C.</i>	3
Brewer, Henry Clay	<i>Lenoir</i>	3
Bunn, Bonnie David	<i>Franklin</i>	3
Bunn, John Henry	<i>Franklin</i>	4
Camp, William Gaston	<i>Wake</i>	3
Carswell, Macky Kenion	<i>Burke</i>	3
Chaplin, Alfred	<i>Tyrrell</i>	3
Clark, Levi Spurgeon	<i>Buncombe</i>	3
Cullom, Edward Farmer	<i>Wake</i>	4
Earp, Guthrie	<i>Wake</i>	3
Feezor, Forrest Chalmer	<i>Davidson</i>	3
Fouts, Dover Reece	<i>Macon</i>	3
Glenn, Onslow Talmadge	<i>Person</i>	3
Glosson, Spurgeon Cade	<i>Alamance</i>	3
Green, Jesse Smith	<i>Davidson</i>	3
Griffin, Raleigh Hiram	<i>Northampton</i>	3
Hamrick, Charles Raymond	<i>Rutherford</i>	3
Hanby, Howard Alexander.....	<i>New Hanover</i>	3
Keith, Marion Yates	<i>New Hanover</i>	3
LeRoy, John Henry, Jr.....	<i>Pasquotank</i>	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Morris, B. Ellis	Wake	3
Parker, Spotswood Randolph	Vance	4
Pittman, William Gladstone	Gates	3
Poe, Ralph Durham	Wake	3
Potts, Erwin Henderson	Mecklenburg	3
Price, J. Louis	Wilson	3
Stephen, Edgar G.	Dallas, Tex.	1
Stimson, J. Fred	Caldwell	4
Sullivan, Roy W.	Stokes	3
Thompson, Hughes M.	Wake	3
Trueblood, Elwyn Judson	Pasquotank	3
Weathers, Curtis Linville	Franklin	3
Wood, Alma Bevan	Cherokee	3
Yearby, Ira L.	Wake	3

Sophomores—Class of 1921

Adams, Edward Everard	Cherokee	2
Ballentine, Lynton Yates	Wake	2
Barefoot, Graham Ballard	Columbus	2
Benthall, Wilton Patrick	Northampton	2
Blizzard, John Douglas	Dillon, S. C.	2
Briggs, Gaither A.	Henderson	2
Brown, Clarence Fleetwood	Anderson, S. C.	2
Bunch, Melvin Harry	Rowan	2
Bundy, John L.	Marlboro, S. C.	2
Burrows, Dudley Asahel	Halifax	2
Byrd, William Cary	Chatham	2
Clonts, Forrest William	Polk, Fla.	2
Crittenden, Christopher	Wake	4
Crutchfield, Kenneth Hume	Davidson	2
Duncan, Herman Henry	Johnston	2
Duncan, Stacy Allen	Cumberland	2
Edwards, Neil Hamlett	Surry	2
Everett, James Redding	Edgecombe	1
Furr, William Charles	Wake	2
Greaves, Carl P.	Barren, Ky.	2
Gresham, Newton Ernest	Duplin	3
Grose, Robert Glenn	Iredell	2
Gwynn, Houston LaFayette	Caswell	3
Harris, Clyde Peebles, Jr.	Franklin	2
Hunt, William Bryce	Davidson	2
Hunter, Rufus Avera	Wake	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hutchins, James T.	Yancey	2
Ingram, Samuel P., Jr.	Calhoun, Ala.	2
Kesler, James Courtney	Davidson	2
Marshall, Roger Powell	Wake	2
Mauney, Theron Burt	Stanly	2
Mitchell, Elton Morgan	Franklin	2
Outlaw, Jackson Kent	Lenoir	2
Page, Linton	Robeson	2
Pangle, Thomas Ora	Jackson	2
Parker, Alan Phares	Wake	2
Poole, Bennette Baucom	Johnston	2
Pope, Elbert Norwood	Harnett	2
Powers, Hanson Durham	Pender	2
Rabenhorst, Harry Aldrich	E. Baton Rouge, La. .	2
Rhodes, Guy Blaisdell	Tyrrell	2
Rhodes, Jesse Franklin	Catawba	3
Rivenbark, Matthews James	Randolph	2
Roberts, Eugene Leslie	Wayne	2
Simpson, Henry Hardy	Caswell	2
Smithson, Sidney C.	Washington	4
Stafford, Ivy Kenyon	Pasquotank	2
Stephens, Alford Pope	Columbus	2
Stroup, Haltom McClain	Mecklenburg	2
Thomas, George Norfleet.	Granville	1
Tillman, Orris Golden	Polk, Fla.	3
Tyson, John Joyner	Pitt	2
Upchurch, Coy Tillman	Wake	2
Walters, Tom Edward	Guilford	2
Watkins, William Merritt	Wayne	2
West, Bryan Clinton	Lenoir	2
Williams, William Norman	Jefferson, Ark.	2
Woodward, Frank Tennyson Neely.	Davie	2

Freshmen—Class of 1922

Allen, Carlos Matthew	Harnett	1
Allen, Thomas Cheek	Mecklenburg, Va. ...	1
Allsbrook, Ogden Olmstead	Horry, S. C.	1
Armstrong, Frank Alton	Halifax	1
Arnold, Hubert Leon	Wake	1
Ausbon, William Joseph	Halifax	2
Austin, Horace Vernon	Stanly	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Averitt, Ransom Stringfield	<i>Johnston</i>	1
Bain, Terry Reid	<i>Harnett</i>	1
Baugham, Robert Wilton	<i>Northampton</i>	1
Bazemore, Edgar Perry	<i>Bertie</i>	1
Beck, Asa Lawrence	<i>Buncombe</i>	1
Beach, Benjamin Smith	<i>Cleveland</i>	2
Bell, Berdon M.	<i>Wake</i>	1
Bell, Thomas Hunter	<i>Wake</i>	1
Bennett, William Legrand	<i>Union</i>	1
Best, DeLeon E.	<i>Duplin</i>	1
Billings, George Dewey	<i>Washington, D. C.</i>	1
Black, Alfred Mansfield	<i>Buncombe</i>	1
Blackwelder, Samuel F.	<i>Cabarrus</i>	1
Bone, Walter James	<i>Nash</i>	2
Boyette, Edgar Thomas	<i>Johnston</i>	1
Bowden, Sam Allen, Jr.	<i>Duplin</i>	1
Bradley, Ernest LaFayette	<i>Halifax</i>	1
Brandon, Sidney Ora	<i>Yadkin</i>	1
Braswell, Albert H.	<i>Nash</i>	1
Bristow, E. Burton	<i>Marlboro, S. C.</i>	1
Britton, John A.	<i>Hertford</i>	1
Bryan, Swannie Duke	<i>Chatham</i>	1
Buchanan, Steve Lon	<i>Mitchell</i>	1
Buck, Charles G.	<i>Yancey</i>	1
Buck, David M., Jr.	<i>Yancey</i>	1
Buie, Clifford Bennette	<i>Bladen</i>	1
Bunn, Roger Holmes	<i>Wake</i>	1
Burns, William Franklin	<i>Robeson</i>	1
Butler, Lacy McDonald	<i>Swain</i>	1
Caldwell, Robert David, Jr.	<i>Robeson</i>	3
Carlyle, John Bethune	<i>Wake</i>	1
Carpenter, Coy Cornelius	<i>Wake</i>	1
Cates, George Robert	<i>Alamance</i>	1
Chappell, Frank	<i>Wake</i>	2
Clark, Harry Samuel	<i>Halifax</i>	2
Cobb, Isaac Raymond	<i>Wilson</i>	1
Conley, Paul Rector	<i>Burke</i>	1
Cope, John Osborne	<i>Cherokee</i>	1
Copeland, Thomas Jasper	<i>Chariton, Mo.</i>	1
Council, Esmond Ensley	<i>Chatham</i>	1
Critcher, Titus Samuel	<i>Martin</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Dawes, Redmond Blanford	Wilson	1
Dedmon, Clarence Evans	Cleveland	1
Dicks, Preston Brooks	Barnwell, S. C.	1
Dodd, Benjamin R.	Wake	2
Dorsett, Harry K.	Chatham	1
Doster, James T., Jr.	Jefferson, Ala.	1
Edwards, Alonzo Herschel	Rutherford	1
Edwards, George Loren	Pitt	1
Ellis, William Astron	Johnston	1
Evans, William Dewey	Chowan	1
Falls, Cicero Dixon	Cleveland	1
Falls, Tilden Bryan	Cleveland	1
Fleetwood, Joshua Carlton	Northampton	1
Francis, Horace Nelson	Haywood	1
Fulton, Fitzhugh Lee	Wayne	1
Gaddy, Claude Fisher	Union	1
Gilbert, J. Rowland	Wake	2
Gill, Everett Thomas	Wake	2
Gill, Irby D.	Wake	1
Glover, Henry Borden	Calhoun, Ala.	1
Graham, Thomas Settle, Jr.	Guilford	1
Graves, Clarence Bate	Wake	2
Griffin, Charles Edgar	Mecklenburg	1
Griffin, Ezra Dee	Harnett	1
Grose, Robert Glenn	Iredell	2
Groves, Robert Burwell	Gaston	2
Gulley, Julius Paul	Nash	2
Gupton, Bennett Lee	Vance	1
Hall, Locksley Samuel	Forsyth	1
Hamilton, Bethea Ellis	Catawba	1
Hamilton, Robert Worth	Harnett	1
Hamilton, Thomas Tristram, Jr.	Catawba	1
Hamrick, Charles Oren	Cleveland	1
Hardee, Norman Felix	Lenoir	1
Harmon, Stewart	Harnett	1
Harris, William Roderic	Wake	1
Harte, Nelson Norfleet	Granville	1
Hauser, Oscar Howard	Forsyth	2
Hayes, Dallas	Robeson	1
Haynes, James Orville	Haywood	1
Haynes, Roy Samuel	Haywood	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
*Hedgecock, James Lee	<i>Forsyth</i>	1
Henry, Robert Remus	<i>Cherokee</i>	1
Herring, Ralph Alderman	<i>Chengchow, China</i> ..	2
Hilton, Lee	<i>Lancaster, S. C.</i>	1
Hinds, Everett Lee	<i>Williamsburg, S. C.</i> ..	1
Holman, Edwin F.	<i>Wilkes</i>	1
Holmes, Harry Zachary	<i>Wayne</i>	1
Honeycutt, Carl C.	<i>Yancey</i>	1
Hopkins, Thomas Stewart	<i>New Hanover</i>	1
Horton, James M.	<i>Watauga</i>	1
Horton, Raymond Shiefly	<i>Wake</i>	1
Hough, Joseph Carl	<i>Stanly</i>	1
Howard, Charles Barrett	<i>Sampson</i>	1
Howard, John Richard	<i>Robeson</i>	1
Hoyle, William Fitzhugh	<i>Lincoln</i>	2
Hudson, Henry Noel	<i>Wilson</i>	1
Hudson, James Alcus	<i>Anson</i>	1
Hunter, John Everett	<i>Northampton</i>	1
Huntley, Benjamin F., Jr.	<i>Forsyth</i>	1
Hurley, Dan T.	<i>Randolph</i>	2
Ingram, Stanton B.	<i>Calhoun, Ala.</i>	1
Israel, Frank Lewis	<i>Robeson</i>	1
Jackson, James Ray	<i>Wayne</i>	1
Jacobson, Julius	<i>Lancaster, S. C.</i>	1
Jones, William Martin	<i>Wake</i>	2
Justus, George Ewart	<i>Henderson</i>	1
Keeter, Harry P.	<i>Cleveland</i>	1
Kinnett, Albert Daniel	<i>Spartanburg, S. C.</i> ..	2
Laney, Roy B.	<i>Union</i>	1
Lee, Ralph Marion	<i>Wayne</i>	1
Lohr, Cletus L.	<i>Cleveland</i>	1
Lomax, Charlie R., Jr.	<i>Rowan</i>	3
McCallum, William Rogers	<i>Marlboro, S. C.</i>	2
McCurry, Landon C.	<i>Buncombe</i>	1
McLean, Charles Blount	<i>Wilson</i>	1
McLeod, Paul Davis	<i>Harnett</i>	2
McRary, Roy Alonzo	<i>Buncombe</i>	1
Macon, Nathaniel	<i>Vance</i>	1
Madry, David Albion	<i>Halifax</i>	1
Madry, William Leon	<i>Halifax</i>	1
Mallory, Lowry	<i>Calhoun, Ala.</i>	1

*Died October 21, 1918.

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Marsh, George Alexis, Jr.....	<i>Mecklenburg</i>	1
Mason, John Dennis	<i>Norfolk, Va.</i>	2
Matthews, Walter Johnson	<i>Scotland</i>	1
Memory, Jasper Livingston	<i>Columbus</i>	1
Middleton, James G.	<i>Duplin</i>	1
Miller, Robert Wandell	<i>Calhoun, Ala.</i>	1
Mills, John Garland, Jr.....	<i>Wake</i>	1
Mitchell, Arnold Oliver	<i>Rockingham</i>	1
Monteith, Hugh Ednie	<i>Jackson</i>	1
Moore, Truman E.	<i>Cleveland</i>	1
Moore, William Dewey	<i>Iredell</i>	1
Morrow, Maurice Bernard	<i>Haywood</i>	1
Moss, Thomas J.	<i>Rutherford</i>	1
Moynello, Harold Clifton	<i>Wake</i>	1
Murray, Elwyn Gray	<i>Duplin</i>	2
Murray, Jackson Gray	<i>Burke</i>	2
Nanney, Thomas Grady	<i>Rutherford</i>	1
Neal, William Mills	<i>Halifax, Va.</i>	1
Nelson, John Raymond	<i>Vance</i>	1
Newbold, Lucullus	<i>Perquimans</i>	1
Newton, Irl Thomas	<i>Columbus</i>	1
Newton, Paul Calvin	<i>Davidson</i>	1
Nixon, James Richard	<i>Chowan</i>	1
Nunn, John Louis	<i>Lenoir</i>	1
O'Kelley, Thomas Washington, Jr.....	<i>Wake</i>	1
Old, James Young	<i>Camden</i>	2
Padgett, Andrew F.	<i>Clay</i>	1
Page, Richard Matthew	<i>Rowan</i>	1
Paul, Grayden Muir	<i>Carteret</i>	1
Pearce, Warren White	<i>Norfolk, Va.</i>	1
Pearson, Hugh Oliver	<i>Wilson</i>	1
Peele, Curtis Dauern	<i>Bertie</i>	1
Pendergrass, James Broadus	<i>Macon</i>	1
Penton, Howard Allen	<i>New Hanover</i>	1
Perkins, Clarence Percelle	<i>Person</i>	2
Perry, Arch Howell	<i>Franklin</i>	1
Perry, Clarence Cecil	<i>Union</i>	2
Perry, Charles E.	<i>Union</i>	1
Phillips, Carl Dixon	<i>Moore</i>	1
Phillips, William Pullen, Jr.....	<i>Durham</i>	1
Poplin, R. Lester	<i>Stanly</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Porter, John Fred	<i>Cherokee, S. C.</i>	1
Price, William Austin	<i>Carter, Tenn.</i>	1
Pritchard, Carl Carter	<i>Mitchell</i>	2
Purvis, Jesse A.	<i>Columbus</i>	1
Ramseur, David Summy, Jr.....	<i>Cherokee, S. C.</i>	1
Reece, Robert Fletcher	<i>Surry</i>	1
Reece, Thomas Walter	<i>Surry</i>	1
Remsen, David Murray, Jr.....	<i>Talladega, Ala.</i>	1
Revelle, Robert B.	<i>Northampton</i>	1
Robinson, Conley Eason	<i>Cherokee, S. C.</i>	1
Rogers, Alexander Paul	<i>Columbus</i>	1
Royal, Charlie Nixon	<i>Sampson</i>	1
Royal, Donnie Martin	<i>Sampson</i>	1
Royal, Fred D.	<i>Sampson</i>	1
Sasser, Henry LaFayette	<i>Wayne</i>	1
Sauls, Willie Oler	<i>Northampton</i>	1
Sawyer, Jerry	<i>Tyrrell</i>	1
Scott, Lorenzo	<i>Pender</i>	2
Sentelle, William Carlisle	<i>Haywood</i>	1
Sewell, Vernon Carlton	<i>Hertford</i>	1
Shaver, Maynard Arthur	<i>Caldwell</i>	1
Shaw, Ada Louis	<i>Calhoun, Ala.</i>	1
Sherrill, George R.	<i>Watauga</i>	2
Short, Thomas Garland	<i>Edgecombe</i>	1
Simmons, James Elmer	<i>Allen, La.</i>	1
Simons, John David	<i>Bertie</i>	1
Smith, Arlie Raymond	<i>Union</i>	2
Smith, Haddon Brady	<i>Mecklenburg</i>	1
Smith, Juniard Newton	<i>Wayne</i>	1
Smith, Joe Wiley	<i>Wake</i>	1
Smith, Robert Lester	<i>Gaston</i>	1
Smith, William Grady	<i>Mecklenburg</i>	1
Smithson, Clyde Spruill	<i>Washington</i>	1
Snyder, Bruce W.	<i>Union</i>	1
Sowers, Wade Andrew	<i>Davidson</i>	1
Staton, Roy Ben	<i>Union</i>	1
Stephens, Rex G.	<i>Wake</i>	2
Stephens, William R.	<i>Cumberland</i>	3
Stephenson, Charles Henry, Jr.....	<i>Wake</i>	1
Stott, William Willard	<i>Nash</i>	1
Straughan, John William	<i>Chatham</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Stroud, Cecil Nixon	<i>Lenoir</i>	1
Swanson, Wayne Luther	<i>Clay</i>	1
Taylor, Hobson Bonaparte	<i>Kershaw, S. C.</i>	1
Taylor, James Loyd, Jr.	<i>Rutherford</i>	1
Thompson, James Rudolph	<i>Robeson</i>	1
Tilson, Clifford Willard	<i>Madison</i>	1
Todd, Nehemiah Jackson	<i>Bertie</i>	1
Toms, Marion Frederick	<i>Buncombe</i>	1
Townsend, Harold Lee	<i>Cumberland</i>	1
Trull, Robert H.	<i>Union</i>	1
Vann, Aaron Frank	<i>Northampton</i>	1
Venters, James Bryan	<i>Pasquotank</i>	1
Wagoner, Jennings Lee	<i>Forsyth</i>	1
Walker, R.	<i>Tyrrell</i>	1
Wall, Fletcher Hobson	<i>Davidson</i>	1
Waller, Sam Jones	<i>Duplin</i>	1
Ward, Thomas Lankford	<i>Duplin</i>	2
Warren, Ralph Moore	<i>Harnett</i>	1
Watson, Duncan McNeill	<i>Scotland</i>	1
Weathers, Carroll Wayland	<i>Wake</i>	1
West, Edgar Paul	<i>Duplin</i>	1
White, Francis Willard	<i>Bertie</i>	2
Whitehurst, Arthur Renard	<i>Pitt</i>	1
Whitley, Willard W.	<i>Stanly</i>	2
Wilde, Sim Ownbey	<i>Buncombe</i>	1
Willis, Elijah Glover	<i>Carteret</i>	1
Wilson, Horace Reginald	<i>Sampson</i>	1
Wright, George Henry, Jr.	<i>Wake</i>	1
Young, James Linwood	<i>Florence, S. C.</i>	1

Unclassified Students

Cashwell, Charley Hayes	<i>Onslow</i>	1
Collins, William Keslar	<i>Rutherford</i>	1
Davis, James A.	<i>Harnett</i>	2
Fogleman, Thomas Walter	<i>Guilford</i>	1
Moore, Archer C.	<i>Halifax, Va.</i>	1

LAW

First Year—Class of 1921

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Brooker, McLaurin DeWees	Barnwell, S. C.	1
Crook, Cletus Beatrix	Stanly	1
Dickens, Wade Hampton	Halifax	1
Edwards, William Jordan	Halifax	1
Edwards, William McKinley	Buncombe	2
Felts, William Roy	Surry	1
Fleetwood, Ashley Randolph	Perquimans	2
Frazier, June Ernest	Randolph	1
Gordon, Martin Luther	Nash	1
Hall, Avalon Evan	Forsyth	1
Hoge, James Fulton	Ware, Ga.	1
Lance, Hubert	Buncombe	1
Mann, William Marion	Halifax	2
Robertson, George Thomas	Vance	1
White, Rufus Jennings	Northampton	2
Woolf, Wash Taylor	Choctaw, Ala.	1

Second Year—Class of 1920

Austin, Clarence Moore	Mecklenburg	1
Banks, Veston C.	Pamlico	2
Bridger, James Albert	Bladen	2
De Shazo, Charles B.	Guilford	3
Hobbs, Walter Scott	Sampson	3
McIntyre, Robert Allen	Robeson	3
Mills, Eugene	Wake	2
Odum, John B.	Robeson	2
Pruette, Shaw McDade	Mecklenburg	2
Scarboro, Jetter M.	Mecklenburg	2
Watson, Henry Milton	Oconee, S. C.	2

Third Year—Class of 1919

Bailey, Carl LeRoy	Washington	3
Cannady, Everett Henry	Sampson	2
Davis, Henry Judson	Accomac, Va.	4
Franklin, Andrew Jackson, Jr.	Swain	5
Gibson, Laurence Thompson	Scotland	4
Gooch, Clyde Earl	Granville	3
Hedgepeth, Norman Benjamin	Franklin	2
Meyer, Max	Halifax	3
Prevette, Earl	Wilkes	5
Tatum, William Frank	Marlboro, S. C.	3

Special Students

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Barnes, Saxe	<i>Johnston</i>	1
Privott, Wood	<i>Chowan</i>	5
Young, Don Columbus	<i>Buncombe</i>	1

MEDICINE

First Year—Class of 1920

Blackmon, Heyward James	<i>Lancaster, S. C.</i>	1
Bridger, Dewey Herbert	<i>Bladen</i>	3
Chaplin, Steenie	<i>Tyrrell</i>	3
Culler, Baxter Clyde	<i>Forsyth</i>	1
Eldridge, Charles P.	<i>Wake</i>	1
Kantor, Mark Grabois	<i>New York</i>	1
Lancaster, Forrest Jackson	<i>Davidson</i>	3
Lee, Harry Wooten	<i>Lenoir</i>	3
Liles, Roy Thomas	<i>Union</i>	3
Robbins, John D.	<i>Nash</i>	3
Tatum, Walter Low	<i>Rowan</i>	3
Warrick, Luby Albert	<i>Wayne</i>	3
Wilkinson, Charles Tolbert	<i>Wake</i>	3
Woody, William Hobson	<i>Person</i>	3
Wright, Merrell Paul	<i>Wake</i>	3
Wyatt, Tyree Cheatham	<i>Pitt</i>	3

Second Year—Class of 1919

Bell, George Erick	<i>Wake</i>	4
Blanchard, Felix Anthony	<i>Iberville, La.</i>	2
Britt, Tilman Carlyle	<i>Robeson</i>	4
Fleetwood, Joseph Anderton	<i>Northampton</i>	4
Hadley, William Sampson	<i>Martin</i>	4
Hair, William B.	<i>Cumberland</i>	6
Lambert, Critz Fred	<i>Mitchell</i>	3
Mitchell, George Cree	<i>Wake</i>	5
Nolan, James Onslow	<i>Cleveland</i>	4
Papazian, Hovhannes Mesrope	<i>Worcester, Mass.</i>	2
Pittman, Malory A.	<i>Bertie</i>	2
Ray, Frank L.	<i>Wake</i>	4
Ridge, Clyde Franklin	<i>Randolph</i>	4
Snow, James Evan	<i>Surry</i>	4
Sowers, Jake Long	<i>Davidson</i>	4
Tally, Bailey Thomas	<i>Harnett</i>	4
Teague, Samuel Edward	<i>Richmond</i>	4
Whitehead, Seba L.	<i>Halifax</i>	6
Whitmore, W. Herman	<i>Greenville, Va.</i>	2

SUMMER SCHOOL

<i>Name.</i>	<i>Course.</i>	<i>Residence.</i>	<i>Session.</i>
Best, Cecil Graham	Law	Duplin	5
Edgerton, Joseph Ashley	Law	Nash	1
Gilbert, J. Rowland	Spanish, French	Spartanburg, S. C.	3
Hadley, William Sampson	Spanish, Law	Martin	3
Hedgepeth, Norman Benjamin	Law	Franklin	2
Marshall, Roger Powell	Spanish, German	Wake	2
Meyer, Max	Law	Halifax	3
Mitchell, Elton M.	Spanish, French	Franklin	2
Nimocks, Quincy Kellogg, Jr.	Law	Cumberland	1
Raines, William Carlos	Spanish, German	Rutherford, Tenn.	2
Prevette, Earl	Law	Wilkes	5
Robinson, Edward Crowell	Law	Sampson	3
Wilkinson, Charles Tolbert	Law	Wake	3
Williams, Arthur Roberson	Law	Guilford	1
Williams, William Norman	Spanish, French	Jefferson, Ark.	2
Young, Zebulon Vance	Law	Franklin	1

Summary

Graduate Students	13
Undergraduates:	
Seniors—Class of 1918	36
Juniors—Class of 1919	34
Sophomore—Class of 1920	58
Freshmen—Class of 1921	240
Unclassified	5
Law:	—— 373
First Year	16
Second Year	11
Third Year	10
Special Students	3
Medicine:	—— *40
First Year Medicine	16
Second Year Medicine	19
	—— 35
Summer School	16
Grand Total	477
Names occurring twice	12
Total enrolled attendance	465

RECAPITULATION BY STATES AND FOREIGN COUNTRIES.

North Carolina	403
South Carolina	27
Alabama	9
Virginia	8
Georgia	1
Arkansas	1
Louisiana	3
Florida	3
Tennessee	2
Massachusetts	1
Texas	1
Kentucky	1
Missouri	1
District of Columbia	1
New York	1
China	2

465

*Only applicants for Law Degree. Total students in Law Classes, 208.

RECAPITULATION OF STUDENTS BY SCHOOLS.

SESSION OF 1918-'19.

	<i>Individuals Aggregate</i>	
Latin	26	26
Greek	36	50
English	212	213
Modern Languages	225	246
Mathematics	134	134
Applied Mathematics and Astronomy.....	58	61
Chemistry	230	255
Physics	86	86
Biology	101	114
Philosophy	74	74
History	98	98
Political Economy	24	24
Sociology	12	12
Government	10	10
War Aims	225	225
Bible	53	81
Education	37	43
Physical Culture	189	189
Medicine	34	34
Law	167	203

Commencement, 1918

Wednesday Evening, May 22

8:30 p. m. The Baccalaureate Address.

PRESIDENT WILLIAM LOUIS POTEAT

9:30 p. m. The Baccalaureate Sermon.

PRESIDENT JOHN ELLINGTON WHITE, D.D., Anderson College.

Thursday Morning, May 23

11:00 a. m. Presentation of Medals.

Euzelian:

Thomas Dixon Senior Orator's Medal, to B. S. LILES.

Euzelian Society Orator's Medal, to L. S. SPURLING.

Junior Orator's Medal, to B. T. WARD.

Sophomore Improvement Medal, to P. L. ELLIOTT.

Freshman Improvement Medal, to C. M. AUSTIN.

Philomathesian:

The Senior Orator's Medal, to M. T. RANKIN.

Junior Orator's Medal, to L. J. BRITT.

Sophomore Debater's Medal, to I. L. YEARBY.

Freshman Improvement Medal, to A. P. STEPHENS.

Open to All Students:

Hubert A. Royster Scholarship and Athletic Medal, to
J. A. MCKAUGHAN.

Wake Forest Student Essay Medal, to J. A. MCKAUGHAN.

Wake Forest Student Fiction Medal, to E. E. FOLK.

Pins Awarded to Debaters Representing the College in Inter-Collegiate Debates:

Wake Forest-Baylor Debate, to M. T. RANKIN, H. I. HESTER, and J. C. CANIPE.

Wake Forest-Randolph-Macon, to R. L. HUMBER, JR., L. J. BRITT, and L. S. SPURLING.

Presentation of Portraits: DR. HENRY A. BROWN, DR. LEN G. BROUGHTON, DR. CALVIN JONES. Highway Tablet of Daniel Boone.

The Literary Address.

HON. EDWIN YATES WEBB, Shelby, N. C.

Thursday Afternoon, May 23

3:30 p. m. Class Day Exercises.

President, ROBERT L. HUMBER, JR.; Secretary, J. C. JOYNER; Poet, R. F. HALL; Historian, J. A. MCKAUGHAN; *Orator*, H. I. HESTER; *Testator*, A. J. FRANKLIN, JR.; Prophet, L. L. JOHNSON.

Thursday Evening, May 23

8:30 p. m. Alumni Address.

REV. RUFUS W. WEAVER, D.D., Nashville, Tenn.

9:30 p. m. Alumni Meeting.

Friday Morning, May 24

11:00 a. m. Addresses by representatives of the Graduating Class.

M. T. RANKIN: "Heroes at Home."

L. V. COGGINS: "America's Fight for World Freedom."

R. L. HUMBER, JR.: "The True Basis of Democracy."

B. S. LILES: "The New Washington."

J. C. CANIPE: "The Social World Crisis."

J. T. GILLESPIE: "Our Supreme Debt to the Unborn."

A. D. Ward Medal presented to

J. T. GILLESPIE.

Degrees

Academic

Master of Arts

J. A. BIVENS	G. E. EDDINS	A. P. SLEDD
J. R. BLALOCK	W. E. JORDAN	C. G. SMITH
J. H. R. BOOTH	A. D. MCFADYEN	R. T. THOMPSON
F. W. CARROLL	A. C. REID	R. K. WHITE

Bachelor of Arts

C. S. BLACK	P. A. HICKS	J. C. PACE
J. R. BLALOCK	E. V. HUDSON	D. S. PADEN
H. V. BURDEN	R. L. HUMBER, JR.	JOSEPH PAGE
J. C. CANIPE	L. L. JOHNSON	W. C. POWELL, JR.
L. V. COGGINS	J. C. JOYNER	G. S. QUILLIN
W. M. DICKSON, JR.	B. S. LILES	M. T. RANKIN
A. J. FRANKLIN, JR.	J. A. MCKAUGHAN, JR.	W. V. SAVAGE, JR.
J. T. GILLESPIE	S. S. MEEK	H. T. SHANKS
W. B. GLADNEY	C. Y. MILTON	R. G. SOWERS
R. F. HALL	R. V. MOSS	T. M. UZZLE
L. W. HAMRICK	H. E. OLIVE	J. L. WILLIS
G. D. HEAFNER	C. S. OWEN	D. L. WOODWARD, JR.
H. I. HESTER	A. D. PACE	

Bachelor of Science in Medicine

GEORGE COLLINS	C. T. JOHNSON	H. B. MOORE
W. E. DAWSON	C. C. JONES	J. F. OWEN
L. G. ELLIS	R. L. KELLER	S. A. THOMPSON
F. D. GARCIA	L. P. MARTIN	J. H. WILLIAMS
C. F. HARRIS	Z. P. MITCHELL	

Bachelor of Laws

C. G. BEST	E. A. HAMRICK	R. E. TAYLOR
B. M. BOYD	F. S. HUTCHINS	R. W. WARREN
J. B. G. BOWERS	R. G. MUSE	W. P. WHITE, JR.
P. D. CROOM	WOOD PRIVOTT	

Honorary*Doctor of Laws*

PRESIDENT FRANKLIN HOBGOOD, Oxford, N. C.

Doctor of Science

PROFESSOR IRVING HARDESTY, New Orleans, La.

Doctor of Letters

PROFESSOR WILLIAM HARRY HECK, University, Va.

PROFESSOR JOSEPH QUINCY ADAMS, Ithaca, N. Y.

Anniversary of the Literary Societies, 1919

On February 14th the Literary Societies held their annual celebration with the following program:

DEBATE, 2:30 P. M.

G. B. NANCE, Eu., *President*.

M. B. TOLAR, Phi., *Secretary*.

QUERY: *Resolved*, That the Federal Government should own and operate the railroads.

Affirmative:

W. E. HONEYCUTT, Eu., Yancey County.

L. S. CLARK, Phi., Buncombe County.

Negative:

L. B. DAWES, Phi., Wilson County.

F. C. FREEZOR, Eu., Davidson County.

ORATIONS AND RECEPTIONS, 7:30 P. M.

J. I. ALLEN, JR., Phi., Dillon County, S. C.: "The Demand of Tomorrow for the College-Bred Man."

W. A. QUEEN, Eu., Davidson County: "The Effect of the War on Capital and Labor."

Marshals:

C. M. McCURRY, Eu., *Chief*; J. H. LeROY, C. M. AUSTIN.

B. D. BUNN, Phi., *Chief*; C. P. GREAVES, R. S. AVERITT.

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 Aeneid, 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
Spanish 1	Elementary Grammar, Composition, and Translation	1
Spanish 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 dismission.

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 in 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 text-book 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 recitation 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, 3 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit;

Elective, 2 units, to be made up from any of the subjects accepted for admission.

Conditions

Students are urged to complete their preparation before coming to the College. An applicant with a minimum of 13 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 Language other than English may be Latin; for the B.A. degree, Group 5, two of the units must be Latin and two Modern Languages.

For the B.A. degree in Medicine, five units of entrance work in Language are required, three units in Latin, one unit in French, one unit in German.

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.* One 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.* Two units.

In connection with the reading and the study of the required classics, the student should be made familiar with the history of English Literature from the time of Chaucer and with the general history of the English people.

Long's History of English Literature and Montgomery's History of England are especially recommended for this purpose.

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. He should also show some knowledge of the principles underlying the structure of verse and of the play, the essay, and the novel. 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 1917-1918

*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*.

*Works in italics are preferred.

†If not chosen for study.

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 *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, De Quincey, 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*, *De Amicitia* 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. $\frac{1}{2}$ year, 5 recitations a week. $\frac{1}{2}$ 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 cannot 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 practised.

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 I.

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

Mathematics

1. *Algebra*. 2 units.

Knowledge of Elementary 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 Mediæval and Modern History: Myers' "Mediæval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

English History. ½ 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. ½ 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

Physicial Geography. ½ 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. ½ 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.

Zoölogy. ½ 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. ½ 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. ½ 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.

Credit for work done in high school will not be allowed on English 1, History 1, German 1, French 1, or Mathematics 1. These courses must be taken in college. But credit for high school work in excess of the entrance requirements may be granted by the professors concerned.

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. Pathology and Bacteriology.

XV. PHYSICAL EDUCATION.

 I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

Professor H. McN. Poteat.

Professor Paschal.

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 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; Gildersleeve-Lodge, Latin Composition, Part I; 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; Gildersleeve-Lodge, Latin Composition, Part II; 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, 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' "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.—Wescott 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.**Instructor Carlyle.*

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

German

GERMAN A.—Five 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.—Grimm's Maerchen, Storm's Immensee, Schiller's Wilhelm Tell, Goethe's Hermann und Dorothea, Lessing's Minna von Barnhelm.

GERMAN 1.—Five 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.—Five 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 & Squair's French Grammar. Blackboard drill and written exercises.

READING.—Kuhns's French Readings. Lectures on French Literature. Readings from Eighteenth Century Fiction.

FRENCH 1.—Five 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.—Five 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.—Hills & Ford's First Spanish Course.

PROSE.—Ernesto Nelson's Spanish-American Reader, Cervantes' Don Quixote, Whittem and Andrade's Spanish Commercial Correspondence, Alarcon's Capitan Veneno, Valera's Pepita Jimenez.

SPANISH 1.—Five 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.

IV. SCHOOL OF ENGLISH.

Professor Sledd.

Instructor McCurry.

Requirements for admission to this department are given on page 38.

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 LL.B. degree.

COMPOSITION AND RHETORIC.—The fall term is given to the formal study of Composition and Rhetoric, with the use of the Century Handbook of Writing and Greenough and Hersey's Rhetoric. Practice in Composition, however, continues throughout the year.

OUTLINE COURSE IN LITERATURE.—Second half-session. Long's History of English Literature and selection from the Century Readings. Students are examined on Montgomery's History of England.

PARALLEL READING.—In addition to the classroom work, fifteen prose masterpieces are read and reported on during the year.

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

SHAKESPEARE.—The first half-session. Critical study of six plays in the classroom. Ten other plays are assigned for private reading and examination. The New Hudson Shakespeare and 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. The Cambridge Milton. A good classical dictionary is necessary. Ten weeks during the second half-session.

WORDSWORTH AND TENNYSON.—During the last ten weeks of the session the Modern Period of English Literature is studied, with special attention to 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. The subject chosen for 1919-1920 is American Literature.

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 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. Written and oral exercises with parallel reading 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 Higher Composition. An effort is made to develop in the student a sense of style, and to enable him to write not only clearly but with some distinction. The study of masterpieces goes hand in hand with the practice in composition. The best current magazines and newspapers are freely used for material.

THE SHORT STORY.—Various manuals supply critical material. For study and practice, collections of the Short Story are used.

THE ESSAY.—Bronson's *English Essays*.

THE NEWSPAPER.—Bleyer's *Newspaper Writing and Editing*.

It is hoped that this course will furnish material for the College publications.

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.—Three hours a week. Elective to those who have completed Course 2.

THE FALL TERM.—The Contemporary Drama.

THE SPRING TERM.—The Victorian Poets, with special attention to Browning and Arnold. Lectures on Contemporary Literature.

V. SCHOOL OF MATHEMATICS.

Professor Jones.

Professor Lake.

Professor Lanneau.

Instructor Stafford.

COURSE 1.—Five hours weekly. Prescribed for the B.A. 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 Binomial 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 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.

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

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.—*Surveying*.—Three hours a week in recitation, the entire session, and four hours a week in field practice. Counting five in the requirements for degree.

To enter this course a good knowledge of Trigonometry is required. It includes the use, and the exact adjustments of the Compass, the Level, and the Transit; the field work embraces surveys and resurveys of land, dividing of land as required, direct-levelling, profile levelling, and determining of inaccessible distances and heights.

TEXT-BOOK.—Barton's Plane Surveying.

COURSE 2.—*Mechanical Drawing*.—Three hours a week the entire session. Counting three in the requirements for degree.

TEXT-BOOK.—Anthony's Mechanical Drawing. [Students in Courses 2 and 3 purchase their drawing instruments and material.]

COURSE 3.—*Orthographic Drawing, Descriptive Geometry*.—Three hours a week the entire session. Counting three in the requirements for degree.

TEXT-BOOK.—Anthony's or Bartlett's Descriptive Geometry.

COURSE 4.—*Astronomy*.—Three hours a week the entire session. Counting three in the requirements for degree.

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.

VII. SCHOOL OF CHEMISTRY.

Professor J. W. Nowell.

Instructor W. E. Jordan.

Instructor A. P. Sledd.

Assistant W. A. Queen.

COURSE 1.—*General Inorganic Chemistry*.

This course is open to all students and aims to cover the fundamental principles of descriptive and theoretical inorganic chemistry. Lectures are illustrated as fully as possible by experiments. Three hours a week lectures and recitation, four hours a week laboratory. Both terms. Credit, 5 hours.

Professor Nowell, Mr. Jordan, Mr. Sledd, Mr. Queen.

COURSE 2.—*Qualitative Analysis*.

This is chiefly a laboratory course. 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 find by analysis the content of each. Four hours a week, one term.

Professor Nowell, Mr. Sledd.

COURSE 3.—*Organic Chemistry*.—Course 1 prerequisite.

Lectures are devoted to the discussion of the hydrocarbons and their derivatives from both its practical and theoretical points of view. Remsen's *Organic Chemistry* is made a basis for the lectures. The laboratory work embraces the preparation of organic compounds illustrating the lectures of this course.

LECTURES.—Two hours a week, both terms.

LABORATORY.—Four hours a week, one term.

Professor Nowell, Mr. Sledd.

COURSE 4.—*Quantitative Analysis*.—Courses 1, 2 and 3 prerequisite.

This is a laboratory course in the study of standard gravimetric and volumetric methods for estimating the common bases and acids. During the first term Moody's *Quantitative Analysis* is used a text. During the second term the student is required to analyze various substances such as fertilizers, foods, oils, water, coal, etc. Eight hours a week, both terms.

Professor Nowell, Mr. Jordan.

COURSE 5.—*Industrial Chemistry*.—A lecture course intended to familiarize the student with various methods of synthesis and analysis in use in industrial laboratories.

Thorpe's *Industrial Chemistry* is made a basis for the course. During the last month of the spring term, lectures are given on the history of the development of chemistry.

Two hours a week, both terms.

Professor Nowell.

COURSE 6.—*Advanced Organic Preparations*.—A laboratory course for special students in chemistry. Stress is laid on the preparation of various intermediates and dyes. Gattermann's *Organic Preparations* is used as a guide.

Eight hours a week, one term.

Professor Nowell.

COURSE 7.—*Advanced Quantitative Analysis*.—This course is adapted to the aims of each student, but as a rule, Treadwell and Hall's *Quantitative Analysis* is used to direct the work.

Eight hours a week, one term.

Professor Nowell.

VIII. SCHOOL OF BIOLOGY.

Professor Poteat.

Professor Kitchin.

Professor Nowell.

Instructor Taylor.

COURSE 1.—*General Biology*.—The fundamental facts of the structure and activities of animals and plants; the cell, the phenomena of movement, irritability, metabolism, reproduction, heredity, development of individual organisms and races.

Three hours a week for lecture and recitation, and four hours a week for laboratory work throughout the session. Credit, 5 hours.

Professor Poteat, Mr. Taylor.

COURSE 2.—*Botany*.—Morphology and physiology of the great groups of plants,—Algæ, Fungi, Mosses, Ferns, Flowering Plants. Material collected in the field by the class under the guidance of the Professor.

Three hours a week for lecture and four for laboratory work throughout the session. Credit, 5 hours. Biology 1 prerequisite.

Professor Poteat.

COURSE 3.—*Zoölogy*.—Morphology and physiology of animals from the Protozoa up to the higher Vertebrates. Class excursions for living material under direction of the Professor.

Three hours a week for lecture and four for laboratory work throughout the session. Credit, 5 hours. Biology 1 prerequisite.

Professor Poteat.

COURSE 4.—*Physiology and Hygiene*.—Elementary human physiology with so much of Anatomy and Histology as may be necessary; Hygiene, personal and public; plant and animal parasites, micro-organisms and disease, infection, immunity, cancer, degenerative diseases.

Two hours a week for lecture and recitation, laboratory or observational work, throughout the session. Credit, 2 hours. Required for the B.A. degree, except B.A. in Medicine.

Professor Kitchin.

COURSE 5.—*Geology*.—The rock-forming minerals, structural and dynamic Geology, progressive development of life on the planet.

Two hours a week for lecture and recitation, laboratory work, and practical exercises in the field, throughout the session. Credit, 2 hours.

Professor Nowell.

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 four hours a week for laboratory work. Credit, 5 hours.

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. Credit 4 hours.

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.—Kimball's College Physics, Revised Edition; Sabine's Manual; Ames and Bliss's Manual.

X. SCHOOL OF POLITICAL SCIENCE.

Professor Pearson.

History

COURSE 1.—*Mediæval 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 Freshman or 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.—*History of the United States*.—A study of the essentials in the founding and evolution of the American Nation, based on Farrand's *Development of the United States* and conducted chiefly by lecture and report. 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.

[Omitted in 1919-1920.]

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.

COURSE 5.—*Recent History*.—A study of the background of the great war and of the problems of readjustment. Lectures and parallel work. Two hours, to be arranged.

Economics

COURSE 1.—*Principles of Economics*.—An introductory study of the laws of consumption, production, exchange, and distribution of wealth. 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.

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 1919-1920.]

XI. SCHOOL OF THE BIBLE.

Acting Professor Pool.

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.

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.

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.

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.

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.

XII. SCHOOL OF EDUCATION AND PHILOSOPHY.

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

THOMAS EVERETTE COCHRAN, B.Sc., M.A., Th.M., *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*.

—————, *Associate Professor of English*.

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

Education

The chief aim of the School of Education is to give to the students such professional training as will be of value to them in the teaching profession.

The following courses are offered:

COURSE 1.—*Educational Psychology and Methods of Teaching*.

EDUCATIONAL PSYCHOLOGY.—This course gives a survey of the elemental phases of psychological phenomena so far as they are related to education. Special attention is given to the general principles of learning and habit-formation and to the practical application of these principles to the work of the teacher in the classroom. Open to all college students. Fall Term, three hours a week. Mon., Wed., Fri., 2:30.

TEXT-BOOKS.—Colvin, *The Learning Process*; Starch, *Experiments in Educational Psychology*; Gordon, *Educational Psychology*.

METHODS OF TEACHING.—Some of the topics treated in this course are: the function of teaching; the proper organization of subject-matter; forms of instruction; the use of text-books; questioning; assignment of lessons; the lesson plan; the origin, use, and structure of subject-matter; the courses of study for elementary and secondary schools; and methods of teaching the various subjects. Prerequisite: *Educational Psychology*. Spring Term, three hours a week. Mon., Wed., Fri., 2:30.

TEXT-BOOKS.—Charters, *Methods of Teaching the Common School Branches*; Strayer and Norsworthy, *How to Teach*; Colvin, *Introduction to High School Teaching*.

COURSE 2.—*The History of Education.*

THE HISTORY OF ANCIENT AND MEDIÆVAL EDUCATION.—This course is designed to give a general survey of the history of education during the ancient and mediæval periods, and to provide the knowledge of the educational practice and theory of the past necessary to an understanding of the educational problems of the present. For Juniors, Seniors, and graduate students. Fall Term, two hours a week. Tues., Thurs., 2:30.

TEXT-BOOK.—Graves, *A History of Education*, Vols. I and II.

THE HISTORY OF MODERN EDUCATION.—This course aims to give a survey of the educational practice and theory from the time of the Renaissance to the present day. An invaluable course for all interested in education. For Juniors, Seniors, and graduate students. Spring Term, two hours a week. Tues., Thurs., 2:30.

TEXT-BOOKS.—Graves, *A History of Education*, Vols. II and III; Parker, *A Text-book in the History of Modern Elementary Education*; Cloyd, *Modern Education in Europe and the Orient*.

COURSE 3.—*Educational Administration and Secondary Education.*—This course is designed to meet the needs of school principals, school supervisors, and school superintendents.

For Juniors, Seniors, and graduate students. Three hours a week throughout the year. Monday, Wednesday, Friday, 1:30.

EDUCATIONAL ADMINISTRATION.—The purpose of this course is to give the student a knowledge of the most important facts and of the fundamental principles of public school administration. It includes a consideration of such topics as: the aim of the public school; the legal basis of public education; boards of education; the superintendent; business manager and supervisor; the kinds of schools; courses of study; the teaching staff; classification, grading, and promotion of children; acceleration, retardation, and elimination; testing the achievements of pupils; school hygiene; compulsory attendance; the school plant; text-books; equipment and supplies; auxiliary agencies; the financing of public education; records and reports; and school surveys.

SECONDARY EDUCATION.—A study of the principles of secondary education; the development and tendencies of secondary education; the significance of adolescent traits relative to the educational needs of the pupil; the aims, organization, and administration of the secondary school; the courses of study and methods of instruction in the modern high school; the relation of the high schools to the elementary schools and to the colleges; and the reorganization of secondary 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.

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.

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.

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.

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.

COURSE 9.—*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. One hour a week throughout the year. Sunday, 9:00 a. m.

Philosophy

COURSE 1.—*Psychology, Logic, and Ethics.*—Required for the B.A. degree. Prerequisite for Course 2. Lectures, text-books, readings, reports, and discussions. Open to Sophomores, Juniors, and Seniors. Three hours a week throughout the year. Monday, Wednesday, Friday, 11:10.

1A. GENERAL PSYCHOLOGY.—An introductory course dealing with the generally accepted facts, principles, and theories bearing upon the fundamental phenomena of consciousness. Fall Term.

TEXT-BOOKS.—Pillsbury, *The Essentials of Psychology*; Breese, *Psychology*; Angell, *Psychology*; Langfeldt and Allport, *An Elementary Laboratory Course in Psychology*.

1B. ELEMENTS OF LOGIC.—An introductory study of the problems in regard to the nature and forms of reasoning, the conditions of proof, and the principles of science. First ten weeks of the Spring Term.

TEXT-BOOKS.—Sellars, *The Essentials of Logic*; Dewey, *How We Think*.

1C. INTRODUCTION TO ETHICS.—A course treating of the beginnings and growth of the moral principles and ideals, the forms of ethical theory, and the social aspects of morality. Second ten weeks of the Spring Term.

TEXT-BOOKS.—Dewey and Tufts, *Ethics*; Drake, *Problems of Conduct*.

COURSE 2.—*The History of Philosophy*.—This course is designed to familiarize the student with the development of human thought in regard to the fundamental problems of philosophy, and to prepare him to face the problems of the present from the standpoint of the history of this development. Lectures, text-books, readings, theses, and discussions. Prerequisite: Philosophy 1. Two hours a week throughout the year. Tuesday, Thursday, 11:10.

TEXT-BOOKS.—Cushman, *A Beginners' History of Philosophy*; Rogers, *Students' History of Philosophy*; Perry, *The Approach to Philosophy*.

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.*

R. B. WHITE, M.A., *Professor of Law.*

C. C. PEARSON, Ph.D., *Professor of Political Science.*

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, Mechem's Outlines of Agency, selected cases.

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

Professor Timberlake.

COURSE 3.—Five hours a week.

Fall Term.—Long's Domestic Relations, Crosswell on Administrators, selected cases.

Spring Term.—Gardner on Wills, Cooley's Constitutional Law, Connor and Cheshire's Constitution of North Carolina.

Professor White.

HISTORY 1.—Three hours a week.

Professor Pearson.

SECOND YEAR.

COURSE 4.—Five hours a week.

Fall Term.—Common Law and Equity Pleading. The Code of Civil Procedure and Practice, selected cases.

Spring Term.—Jones on Evidence, selected cases. Brief-making.

Professor Gulley.

COURSE 5.—Five hours a week.

Fall Term.—Minor and Wurts on Real Property, Conveyancing, selected cases.

Spring Term.—Clark on Corporations, Cooley on Municipal Corporations, selected cases.
Professor Timberlake.

COURSE 6.—Five hours a week.

Fall Term.—Bispham's Equity, Liens, selected cases.

Spring Term.—Gilmore on Partnership, Bankruptcy, Insurance, selected cases.
Professor White.

ECONOMICS 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, Davis' Elements of International Law, selected cases.

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

Professor Timberlake.

ENGLISH 1.—Three hours a week. *Professor Sledd.*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; Economics, 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 Friday 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 third day of June, and continues till the Supreme Court examination, August 25th.

The course includes the following subjects: Blackstone, Equity, Evidence, Civil Procedure, Contracts, Corporations, Real Property, Torts, Constitution of United States and of North Carolina. Two lectures daily, two hours each.

Special attention is given to preparing young men for examination on the course prescribed by the Supreme Court of North Carolina.

Students completing all subjects 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.

XIV. SCHOOL OF MEDICINE.

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

G. ALFRED AIKEN, M.D., *Professor of Anatomy and Embryology.*

THURMAN D. KITCHIN, B.A., M.D., *Professor of Physiology and Pharmacology.*

LUTHER T. BUCHANAN, B.A., M.D., *Professor of Pathology, Bacteriology, and Histology.*

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

W. F. TAYLOR, B.S., M.A., *Instructor in Physiological Chemistry.*

W. B. HAIR, *Librarian.*

Aim and Scope.—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 the completion of this work the College confers the degree of Bachelor of Arts in Medicine, which admits the student to the third year in a medical college. Two years of time and expense are saved by this combination.

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 branches are: Anatomy, Physiology, Physiological Chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Embryology, Bacteriology, and Pathology. This work is simply an extension in a special direction of scientific work which the College has done for years.

Recognition.—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 medical colleges proper. 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.

Requirements for Admission.—The requirements for admission to the College are set out at page 36.

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.

Equipment.—The School of Medicine is adequately 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, Bio-chemical, Pharmacological, and Toxicological laboratories. Besides these there are private laboratories for the professors.

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 of reference volumes and important journals, maintained by the William Edgar Marshall Memorial Fund and the Bryan Spivey Bazemore Memorial Fund, is in the medical building in charge of a special librarian. Students are required from time to time to abstract and discuss important topics treated in the various journals.

Expenses.—Students of the School of Medicine pay the same tuition and general college fees as other students with an additional laboratory fee of \$12.50 per term, and are entitled to the same privileges, and they may, without extra charge, take work in other departments.

Department of Anatomy

Professor G. Alfred Aiken.

Assistant S. E. Teague.

Assistant M. A. Pittman.

FIRST YEAR.

COURSE 1.—*Osteology Laboratory.*—Twenty-five hours per week for the first five 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-two hours per week with recitations throughout the session.

COURSE 3.—*Microscopic and Gross Anatomy of the Central Nervous System and Sympathetic System.*—Twenty-two hours per week for the last six weeks of the second term are devoted to this course. Microscopic sections of brain and cord are distributed among the students and drawings and nerve tracings are made by each.

COURSE 4.—*Embryology.*—In the first few weeks the elementary structures of embryology are studied, after which the students

have opportunity to incubate, fix, stain, cut, and mount the serial sections of the eight and twenty-eight somite chick. Serial sections of the chick and 12mm. pig are studied in detail. 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.

SECOND YEAR.

COURSE 5.—*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 6.—*Minor Surgery*.—Instruction in bandaging and minor surgery, one hour per week throughout the entire year.

TEXT-BOOK.—Stewart and 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 and Pharmacology

Professor Kitchin.

Instructor Taylor.

Assistant J. E. Snow.

FIRST YEAR.

COURSE 1.—*Physiology*.—Two hours of lecture, quiz, or laboratory per week throughout the first year. Lectures deal with blood, lymph, the circulatory and respiratory systems.

TEXT-BOOK.—Howell.

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, recitations, and laboratory work. The subjects taken up include the nerve, muscle, digestion,

secretion, excretion, metabolism, and nutrition, the central nervous system, and the organs of special sense.

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 necessary apparatus. 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. The final examination is both written and practical.

TEXT-BOOK.—Howell.

COURSE 3.—*Pharmacology*.—A course of lectures and recitations of two hours per week throughout the year. Here, especial emphasis is laid upon the physiological 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 pharmacological effect upon the circulation.

Laboratory work begins in the spring term of the second year. Six hours per week. Experimental tests upon animals by each student show the effect of the drug which has been previously discussed in the lecture room. Students work in pairs, as a rule, and each desk is supplied with the necessary equipment.

TEXT-BOOK.—Sollmann and Hare.

LABORATORY MANUAL.—Sollmann.

COURSE 4.—*Pharmacy*.—An elementary course in pharmacy is given, one hour per week through the Spring Term of the second year. 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.

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.

COURSE 6.—*Physiological Chemistry*.—Two hours of lecture or recitation and three hours of laboratory work per week during the Fall 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 the qualitative and quantitative examination of the substance treated in the text and lectures.

COURSE 7.—*Toxicology*.—Laboratory work; two hours per week through half the spring term. Attention is paid to the definition and grouping of poisons; the detection of poisons in mixtures; the properties and individual tests for poisons; the importance, properties, and detection of ptomaines.

Before completion of the course each student is given a different series of unknowns, in water, fecal matter, or gastric juice, and required to ascertain by analysis the contents of each.

TEXT-BOOK.—Riley.

Department of Pathology, Bacteriology, and Histology

Professor Luther T. Buchanan.

Assistant W. H. Whitmore.

Assistant M. A. Pittman.

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. The lecture course covers the history and scope of bacteriology and the biology of bacteria. 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. At the end of the course written and practical examinations are held.

TEXT-BOOK.—*General Bacteriology*, Jordan.

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.

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 and six hours laboratory work are required during the Spring Term. Written tests given each month.

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.

TEXT-BOOK.—*Manual of Pathology*, Coplin.

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.

COURSE 3.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. 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. Two lectures and four hours laboratory throughout the first year of the Medical Course.

TEXT-BOOK.—*Essentials of Histology*, Schafer.

REFERENCE BOOKS.—*Anatomy*, Piersol, Cunningham, and Cunningham's Dissector; Reference, Morris and Quain. *Embryology*, Prentiss, Bailey, and Miller. *Histology*, Stohr, Lewis, Bailey, and Piersol.

COURSE 5.—*Hygiene*.—One hour per week throughout the Fall Term. This course consists of lectures embracing public health, milk, food, and water supply; also, a general summary of the contagious diseases.

XV. SCHOOL OF PHYSICAL EDUCATION.

Director Carlyle.

All candidates for the degree of Bachelor of Arts 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 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 completed the Prescribed Courses and one of the Elective Groups set out below :

Prescribed Courses:

English 1 and 2 (6 hrs.)

Mathematics 1 (5 hrs.)

History 1 (3 hrs.)

Philosophy 1 (3 hrs.)

Biology 4 (2 hrs.)

One Language of the following:

French 1 (5 hrs.)

German 1 (5 hrs.)

Spanish 1 (5 hrs.)

Greek 1 (5 hrs.)

Two Sciences of the following:

Chemistry 1 (5 hrs.)

Physics 1 (5 hrs.)

Biology 1 (5 hrs.)

Physical Education (3 years)

Elective Groups:

GROUP 1. LETTERS.

Latin 1 (5 hrs.)

Latin 2 or Greek 2 (3 hrs.)

French 1 or German 1 or Spanish 1 (5 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.)

Foreign 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.)

Foreign 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 (5 hrs.)

Biology 1 or Physics 1 or Chemistry 1 (5 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.

Not more than three courses designated by letters in the Schools of Latin, Greek, and Modern Languages may be counted as credits for the degree.

Only one course in Law (5 hrs.) may be elected for the degree.

In Group 3, a total of 9 hours in Bible may be counted as credits for the degree.

In Groups 1, 2, 4, and 5, only 5 hours in Bible may be elected.

In Group 4, a total of 9 hours in Education may be counted as credits for the degree.

In Groups 1, 2, 3, and 5, only 6 hours in Education may be elected.

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

FRESHMAN YEAR.

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

SOPHOMORE YEAR.

English 2 (3), Foreign Language 1 (5), History 1 (3), and Chemistry 1 (5) or Physics 1 (5) or Biology 1 (5). Two Sciences must be completed by the end of the Sophomore year. Electives to make a total of not more than 18 hours a week.

JUNIOR YEAR.

From work prescribed under the group elected, not less than 6 hours.

Elective, 10 to 12 hours.

SENIOR YEAR.

Philosophy 1 (3).

Electives to complete course.

Bachelor of Arts in Medicine

To be entitled to the degree of Bachelor of Arts in Medicine the student must have completed the following courses:

- English 1 (3 hrs.)
- Algebra and Plane Trigonometry (2½ hrs.)
- French A or French 1 (2½ hrs.)
- German A or German 1 (2½ hrs.)
- Chemistry 1 and 2 (9 hrs.)
- Physics 1 (5 hrs.)
- Psychology (1½ hrs.)
- Biology 1 (5 hrs.)
- Biology 2 or 3 (2 hrs.)
- Anatomy 2 years (14 hrs.)
- Physiology (7 hrs.)
- Histology (4 hrs.)
- Physiological Chemistry (2 hrs.)
- Bacteriology (3 hrs.)
- Pathology (5 hrs.)
- Pharmacology (3 hrs.)
- Toxicology (1 hr.)
- Surgery and Bandaging (1 hr.)
- Physical Diagnosis (1 hr.)
- Embryology (4 hrs.)
- Hygiene (1 hr.)
- Physical Education (3 years)

Schedule of Medical Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	Anatomy Bacteriology† Pathology*	Anatomy Applied Anatomy Pathology†	Bacteriology† Pathology*	Anatomy Pathology†	Anatomy Bacteriology† Pathology*	Hist. Lab.
9:10—10:10	Anatomy Physiology 2	Anatomy Applied Anatomy	Physiology 1 Bact. Lab. † Path. Lab.*	Physiology 2 Anatomy	Physiology 2 Anatomy	Hist. Lab.
10:10—11:10	Anatomy Toxicology* Bio-chemistry†	Anatomy Pharmacology	Bact. Lab. † Path. Lab.*	Anatomy Pharmacology	Anatomy Toxicology* Bio-chemistry†	Hist. Lab.
11:10—12:10	Minor Surgery Histology Lect.	Anatomy	Hist. Lecture Pharmacology Prescription Writing†	Anatomy Phys. Diagnosis	Anatomy	Hist. Lab.
1:30—2:30	Embryology Bio-chemistry† Toxicology*	Anatomy Bact. Lab. † Path. Lab.*	Pharmacology* Path. Lab. † Hygiene†	Embryology Physiology 2	Anatomy Bact. Lab. † Path. Lab.*	
2:30—3:30	Embryology Bio-chemistry† Toxicology*	Anatomy Bact. Lab. † Path. Lab.*	Pharmacology* Path. Lab. †	Embryology Physiology 2	Anatomy Bact. Lab. † Path. Lab.*	
3:30—4:30	Embryology Bio-chemistry† Toxicology*	Anatomy	Pharmacology*	Embryology Physiology 2	Anatomy	

*Spring term. †Fall term.

Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts 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 non-professional department or group of kindred departments, and in every instance must be approved beforehand by the Committee on 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. (Fifty-two hours.)

Law 1, 2, 3, 4, 5, 6, 7, and 8 (40 hrs.), Economics 1 (3 hrs.), Government (3 hrs.), History 1 (3 hrs.), English 1 (3 hrs.).

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

FRESHMAN YEAR.

History 1 (3), Law 1 (5), Law 2 (5), Law 3 (5).

JUNIOR YEAR.

Economics 1 (3), Law 4 (5), Law 5 (5), Law 6 (5).

SENIOR YEAR.

Government (3), English 1 (3), Law 7 (5), Law 8 (5).

Organization of Classes

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

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 before the beginning 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.

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, 28 hours of work towards a degree.

For admission to the Senior Class the student must have completed without condition 46 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 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 reached 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.

Young men who will not respond to this generous *régime*, 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 clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate themselves 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 joining 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 Euzelian Medal, to the best orator 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.*

Student Assistants:

W. E. HONEYCUTT

H. E. MONTIETH

E. M. JACKSON

G. B. NANCE

The Library contains over twenty-one 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.

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:

U. S. Food Admin., N. C. Hist. Comm., W. H. Heck, F. M. Hueffer, W. Macneile Dixon, W. F. Literary Club, W. F. Literary Societies, A. L. Gridley, Univ. Wisconsin, League to Enforce Peace.

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 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 1918 was delivered by Rev. Dr. Rufus W. Weaver, Nashville, Tenn.

The following are the general officers of the Association:

President—HON. SANTFORD MARTIN, Raleigh, N. C.

Vice-President—J. C. CLIFFORD, Dunn, N. C.

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

Orator—DR. A. T. ROBERTSON, Louisville, Ky.

Alternate—HON. R. N. SIMMS, Raleigh, 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*

T. J. MARKHAM

J. T. ALDERMAN

W. N. JOHNSON

E. B. EAENSHAW

G. W. PASCHAL

H. M. POTEAT

H. A. JONES

B. F. MONTAGUE

T. E. HOLDING

J. M. BROUGHTON, JR.

J. M. BREWER

T. A. AVERA

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. 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 13 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 publications of the American Sports Company.

6. Students who come from other institutions of collegiate rank will not be allowed to represent the College in intercollegiate 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 interests 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

Chapel services are held each week day, and all the students are required to attend them. Students who are not in their assigned seats when the service begins are marked absent.

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 R. B. White 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: President, F. C. Feezor; Vice-President, James C. Eagle; Recording Secretary, P. L. Elliott; Corresponding Secretary, E. W. Potts; Treasurer, F. C. Feezor.

Ministers

There is no theological department in the College. Of the total number of students this session, eighty-six 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 a class each year which studies one of the more important lines of a minister's work. This class meets once a week. Its work is not credited on the requirements for any college degree. The testimony of those who take this work, however, is that it is of value to them both in forming right conceptions of the ministry as such, and in doing the work of a minister while in 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 princi-

pal 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 half-session	\$25.00
Matriculation fees per half-session*.....	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.

*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.

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 \$4.00 to \$5.00 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$3.75 to \$4.00 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 term, 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 application 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 students, or who deface or destroy the property, will be dismissed 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 is to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. The maximum amount available is \$30.00 per term. 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 Academic Classes

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
First 8:10—9:10	Law 1 German A Latin A Bible 1 Mathematics 2	Law 1 Chemistry 1 Latin A German A Bible 2 Biology 2 and 3	Law 1 German A Latin A Mathematics 2 Biology 2 and 3	Latin 5 Law 1 Chemistry 1 Latin A German A Bible 2 Biology 2 and 3	Law 1 German A Latin A Bible 1 Mathematics 2	Latin 5 Chemistry 1 French 1 Physics 2 and 3
Second 9:10—10:10	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics 1 Spanish A English 2 Law 4 English 4a	Mathematics 1 Law 3 Greek A Astronomy, Sect. 2 German 1 Physics 2 History 2 Latin 4 Law 4 Spanish A	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics 1 Spanish A English 2 Law 4 English 4a	Mathematics 1 Law 3 Greek A Astronomy, Sect. 2 German 1 Physics 2 History 2 Latin 4 Law 4 Spanish A	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics 1 Spanish A English 2 Law 4 English 4a	German 1 Astronomy, Sect. 2 Latin 2
Third 10:10—11:10	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 Greek 2 Surveying English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 6 Surveying 1 Greek 5 Greek 3 Biology 5 Surveying Practice Mathematics 3 French 1	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 Greek 2 Surveying English 3 Mathematics 5 Mathematics 2	Latin 1 Mathematics 1 Law 2 Law 6 Surveying 1 Greek 5 Greek 3 Biology 5 Surveying Practice Mathematics 3 French 1	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 Greek 2 Surveying English 3 Mathematics 2	
Fourth 11:10—12:10	Greek 1 Law 5 Drawing 1 French A	Greek 1 Law 5 Drawing 2 French A	Greek 1 Law 5 Drawing 1 French A	Greek 1 Law 5 Drawing 2 French A	Greek 1 Law 5 Drawing 1 French A	

	<p>History 1 Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5</p>	<p>Surv. 1—Practice Law 7 Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>History 1 Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5</p>	<p>Surv. 2—Practice Law 7 Mathematics 1 Chemistry 2 Sociology Latin 3 Bible 4 Biology 4 Philosophy 2 Mathematics 4</p>	<p>History 1 Chemistry 1 Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4b English 5</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 2 Latin 2 Gymnasium Spanish 1</p>	<p>English 1 History 1 Education 3 English 6 Gymnasium Spanish 1</p>	<p>Economics 2 Latin 2 Gymnasium Spanish 1</p>	<p>English 1 History 1 Education 3 English 6 Gymnasium Spanish 1</p>
Sixth 2:30—3:30	<p>Latin 1 Law 8 Latin A Education 1 English 1 Economics 1 Gymnasium</p>	<p>Latin 1 Law 8 Latin A Education 2 Bible 3 Gymnasium</p>	<p>Latin 1 Law 8 Latin A Education 1 English 1 Economics 1 Gymnasium</p>	<p>Latin 1 Law 8 Latin A Education 2 Bible 3 Gymnasium</p>	<p>Latin 1 Law 8 Latin A Education 1 English 1 Economics 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. 2 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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NEW SERIES

JULY, 1919

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OF
WAKE FOREST COLLEGE



MIDSUMMER NUMBER

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The College and the Man

Alumni Address at the Wake Forest Commencement, June 12, 1919,
by Professor A. T. ROBERTSON, of the Southern Baptist Theological
Seminary, Louisville.

Thirty-four years ago I stood on this platform to receive the M.A. degree, a lad of twenty-one. Now I come again, an old man of fifty-five, not yet shot according to the Osler theory, but distinctly conscious that my life-work is chiefly behind me. My interest in and love for Wake Forest College have been kept alive by the steady stream of Wake Forest men who have distinguished themselves in my classroom and who have wrought nobly in the conflict of life.

We live in a world of change. The process of adaptation and adjustment goes on all the time. The deadline is not at fifty, but at the point where we stop studying and growing. It may come at twenty-five and then the scrap-heap follows. An old man becomes reflective, reminiscential, and sometimes rambling. He asks many questions, as in childhood, that are hard to answer. The challenge comes to the simplest things that we think we understand. And so I come to put some questions to the modern college to see how it functions in modern life.

I. What Is a College?

Surely a college audience knows what a college is. But nowhere will one find a greater diversity of sentiment on this common and important theme.

Ask the students. From them you will learn that a college is a place where teachers try to ram their medieval theories down the throats of unwilling victims; where reactionary professors teach young men not to think (with

marvelous success in some instances) and to run in the ruts of the past and to follow traditional orthodoxy in spite of the discoveries of modern knowledge, where boys are robbed of liberty and cribbed and confined and herded together like sheep or goats, a term in prison with joy beyond the bars.

Ask the faculty. You may discover that a college is a fine place for conducting experiments on live specimens (live at the beginning of the operation at any rate), a place for developing teachers who can teach the young idea how to shoot, a place for making experts men who know only one subject and are ignoramuses in every other realm of knowledge, a place where scholars preserve the secrets of learning from the rabble who are unworthy of exploring its mysteries, the modern aristocracy of knowledge.

Ask the trustees. With a sigh they will tell you that a college is a never-ending source of worry and strain, an organization for the purpose of squandering more money than the trustees can raise, a concern with an annual deficit, a burden with continual problems of both faculty and students.

Ask the alumni. Distance lends enchantment to the view. A college is a place of happy memories, where a halo is thrown around the hard experiences of a Jane Eyre, a Tom Brown, or a Nicholas Nickleby, where one grumbled at the grub as he grubbed for the professor, where one aimed at having a good time and doing as little work as possible, where one crammed for the examinations and had intellectual dyspepsia, a place of illusions and delusions and ideals and of some ideas before one entered upon the real work of life and became wise through rich experience.

Ask the dictionary (the new Webster). It will tell you that a college is a *collegium*, from *colligare*, persons bound together in common pursuits, with common interests and duties. For example, a college may be a club, a body of clergy or preachers (like a monastery or a nunnery), an asylum or hospital for the poor or sick, or a prison. The college may be a group of buildings, a course of study or lectures, a professional school of music or of dancing or of athletics. A college may be a group of scholars (colleagues) incorporated for study and teaching and for giving the B.A. degree. This is the technical American idea and use of the term. And then in the dictionary one reads of "college ice," "college pudding," the "college widow," and other developments which we cannot pursue.

What makes a college, then? It is easy to see that mere etymology will not solve the problem for us. Words have histories and fashions and, chameleon-like, reflect their environment. A college professor recently said to me that he did not know what a college was. That is the first step in progress—to recognize one's ignorance. Someone has said that it takes brains, books, and buildings to make a college. I should at least insist on that order and not the reverse as sometimes happens. But I should wish to add boys (or girls) to that list and put boys after brains. The teacher and the boy furnish the essential elements for a college. Books and buildings are distinctly secondary. Aristotle and Alexander or Mark Hopkins at one end of the log and the boy at the other picture a real college far better than a gorgeous pile of architecture and of handsome tomes that are not opened. There is no real college without teaching. Teaching is a double operation. It involves the actual contact of two minds, not the tangential resistance of a repellent attitude. The vulgar English employs "learn" to mean to teach. There are

two sides to this shield. In Greek, Latin, and English the verbs for teach use two accusatives (person and thing). One does not teach unless he injects the subject into the head of the pupil. It cannot be done by hypodermic injection. A small college with one great teacher may do more for the boy than a big college with no real teachers. The small denominational college has played an enormous role in American life because so many of them have had at least one man who knew how to teach both the subject and the boy. That is a real college.

II. What is the Purpose of a College?

Technically, as we have seen, the object of a college is the bestowal of the degree of B.A. upon students who fulfil the requirements of the curriculum for that degree, who have won it not *honoris causa*, but *laboris causa*. But the B.A. degree is a variable quantity now. Some "colleges" that give it are, in fact, only junior colleges or less, not even first-class high schools. Some "universities" are only colleges in fact and not always that.

University itself is a term that is used variously. It is either a group of colleges as in Oxford or Cambridge; or it is a group of professional schools around a college as in Edinburgh or Johns Hopkins; or it is a higher order of college as in the old University of Virginia; or it is a purely graduate school as in Clark University; or it is a school that offers the whole range of human studies a universal course of study.

The college of liberal arts is a purely literary conception. It produces culture or *kultur* (alas!) worthy of the bestowal of the B.A. degree. It has nothing to do *per se* with morals or religion. The modern college may be the home of reverent piety or a hotbed of infidelity and a cesspool of immorality. The college may be a blessing to the world

or a curse to the age. It may blight the boy's career or it may start him on the road to the heights of useful service. It may stir a father's pride or it may break a mother's heart. We actually talk about college ethics as a peculiar variety of morals. Some of it assuredly deserves that description when stealing is a college prank, when cheating on examination (common lying) is merely getting ahead of the old ogre (the professor), when persecution of freshmen (hazing) even to the loss of life is practised as justifiable class or college spirit.

The college is a proverbially hard place for religion. The students often for the first time face the facts of nature and religion. Science and theology are often handled roughly by unsympathetic teachers who seem to delight in prodding a boy into doubt. One-sided teachers with narrow prejudices pose as omniscient in the presence of the great mysteries of life which they do not really comprehend one whit more than the open-eyed, wondering pupils. The college is no place for obscurantism. The college classroom is not the place for hiding knowledge. Truth in Greek means uncovered, wide-open to all. Light alone dispels darkness. Some men still want to put fetters on the human spirit and do not wish college and seminary professors to discern inconvenient facts in science or theology, or at least not to tell what they discover. But, *per contra*, a bumptious or half-educated professor may not know what his fact really signifies or even whether it is a fact. Humility in the classroom on the part of the teacher concerning the great mysteries of nature and of grace is far more becoming than the ignorant dogmatism that relegates God to the limbo of superstition. It is just here that the denominational college has an opportunity denied to the State school. The denominational college can speak clearly on the religious side of life and

of truth and make surer the rounding out of a full man. It is a narrow education that leaves out the religious and the moral. The intellect is only one part of man's nature and not the most important part. George Romanes tells us how he was won back to faith and to the worship of Jesus as Lord and Saviour by the discovery that the emotions and the will contribute knowledge even more directly than the intellect. In science and in business, as in religion, faith is a more important factor than mere intellectual information. As a matter of fact, the scientist can be narrower than the theologian, and that is saying a great deal. The scientist begins his task by assuming the existence of protoplasm and life-force or energy, the two chief factors in the problem and process of what we call life. The theologian (the truest philosopher) begins with God and ends with God as the Giver of both protoplasm and life-force. There is no real objection to theistic evolution, only if it be true. Paul in Rom. 11:36 predicates that all things come from God, by means of God, and find their object in God. So theology includes science within its scope but has a far wider range of vision. The Christian college should be hospitable to all truth in science and theology. I am perfectly willing to believe that God made the world the way that He did, and that it is good. Our little theories play no part in the matter. If man received his body by evolution from the lower animals, it matters naught. His spirit is in the image of God. There is more in man than the chemist or the biologist can find by dissection.

What then is the college for? Not merely to teach facts about science, history, ethics, theology, language, or political science. The purpose of the college is not primarily to make professors, scholars, scientists, politicians, or preachers. The function of the college is to make rea[

men out of the raw material of boys. That is the biggest of jobs and often the hardest. The college has as its true goal making men who can function in modern life. It is to produce a whole man, not a one-sided or a lop-sided man. The purpose is not to make a bookworm or an athlete, a poet or a professor, though the college is a good place to learn football as well as Greek. Health and scholarship are not inconsistent.

The college takes the raw material and turns out the makings of a man, not the finished product. There are two views of education, the cultural and the utilitarian. My sympathies are with the cultural side of college discipline, especially as it applies to the B.A. degree. Professional, technical, and vocational training has its place and may begin in the college course, provided it is not at the sacrifice of the cultural values. I think it a pity for the B.A. degree to go to men who know no Latin and no Greek. Modern civilization rests upon the work of the Greek, the Roman, and the Jew. Alexander the Great, Julius Cæsar, and Saul of Tarsus are names that have to be reckoned with today. We are the product of the past as we endeavor to interpret and apply the teachings of Jesus to the life of today. The chief defects of American education are seen in lack of knowledge of history and philosophy. Students know little about the world before them and around them, and less about what men have thought about this world. We need an American science of education that makes room for history, philosophy, science, language, literature, the arts, the new knowledge and the old humanities in due proportion. There is no reason that every student should take the B.A. degree, but those who do should have a worthy course given them on which to specialize thereafter.

It is shallow thinking to despise the purely cultural. We need some men who, like Gladstone, can write Greek hymns and Homeric criticism to relieve the tedium of debate in the British House of Commons, or who, like Balfour, can lead a great party and discuss profound philosophical problems, or who, like Bryce, can be a practical diplomatist and make two continents love him while he interprets a great democracy to itself. Woodrow Wilson is dominating the world of thought and action today because he laid a broad cultural foundation for political science which he made his specialty. A statesman in Washington reports him as saying that, if he had to go over his college course again, he would give more attention to the Greek language. He is a practical idealist. Greek is the finest mental discipline because it is the language of the great intellectual freemen of the world.

Woodrow Wilson has caught the British conception of high culture that knows how to take the lead in practical affairs. The English public schools may not turn out many technical scholars, but they make men. Robert McKenna (*The Adventure of Life*, p. 162) says: "The public schools of our country may not turn out many scholars, though it is possible for a bright and intelligent lad to pass through one of them and emerge with a heavy and partially assimilated load of educational lore. But in spite of their scholastic defects the education inculcated within their boundaries is the finest in the world, for it produces a spiritual type of manhood." That is true. The Germans despised Britain's contemptible little army. But it quickly grew to five million volunteers who stayed the march of the Huns and saved modern liberty. The future rulers of men learn the art of give and take in the classrooms and on the cricket and football fields of Eton and Rugby.

It is true that Oxford, on the advice of the great Hellene, Gilbert Murray, has made Greek elective. Time will show whether the Oxford of the future will equal the Oxford of the past. I should like to see the B.A. degree call for two years of both Greek and Latin either in high school or in college. That much linguistic foundation will guarantee the cultural side of the degree.

After all, it matters little what one remembers of his college discipline. The student has great facility in letting it all slip by. What does matter is one's use of oneself. In Oxford the examinations all come at the end of one's course. It is a terrible ordeal. But in life it is the test of efficiency that counts. The physician's diploma may hang on his office wall, but it boots little if the patient dies under his hands.

III. Does the Modern College Make Men?

The test of life is a fair one. There are colleges and colleges. We cannot afford to experiment with our boys and girls. The stake is too great. No ostrich business will satisfy us. The father and mother have the right to know that the boy's health will be conserved, that he has the reasonable comforts and decencies of life, that he has an intellectual discipline competent for modern conditions, that his moral and religious life is not damaged or ruined, that he is not allowed to work himself to death, that he really does apply himself to his tasks so far as he can be made to do so. The college cannot get blood out of a turnip. President H. G. Weston once said that school life was a good deal like the golden trinkets cast into the oven. Aaron said that there came out this calf. It was a golden calf, it is true, but still a calf.

We must not expect the impossible of the college. The pupil brings his own limitations with him. It is a rare

teacher who can put into the boy what he does not wish to learn. Blessings on the man who can wake up a dull boy and make him think. Some boys wake up before coming to college, more do so at college, some become alert after college, while a few dullards and sluggards never know what mental activity means. Some men of great gifts educate themselves. Abraham Lincoln is an example of the will that triumphs over all difficulties of environment, for thus he acquired a disciplined mind that made him master of men and the interpreter of his age. John Brown of Haddington at sixteen learned to read the Greek Testament without grammar, lexicon, or teacher. His church turned him out for being in league with the devil, but John Brown became one of the great scholars of the centuries. No man is educated who is not able to focus his faculties on a subject and master it. Otherwise he is rattle-brained and scatter-brained. Alvin C. York proved to be the greatest fighter of the war because he had learned to shoot. He could pick off the head of a chicken, a lizard, or a Hun with equal ease and speed.

A Baptist college must give a cultural training that is equal to the best. Mere denominational or State pride will not make men sacrifice their sons to an inefficient school. And there the boy should come out more efficient in Christian service and in denominational leadership. His faith and loyalty should be heightened by his stay at college and his powers to lead in both church and State developed. Patriotism and piety flourish best in an atmosphere of culture. Professional pacificism and intellectual treachery have no place in the college atmosphere. The college ought to breed citizens who look upon the State as a sphere of service, not as a place for pelf and graft. The college man ought to be clean in business and in home life, the real leader of his community.

Wake Forest meets this test nobly. The roster of her sons who have made good in the school of life is a long one. Children are the real wealth of the country. Wake Forest finds pride in her sons. Give her another million dollars that she may be able to cope with modern demands for equipment and men. Invest in the life of a boy or girl. That is better than dealing in cotton futures.

Who gets the most out of life? It is the man who thinks high thoughts and holds himself to high ideals. A good text for a college is Phil. 4:8: "Whatsoever things are true—take these things into account." That is the true ledger of life. The German school was the tool for propagating Pan-Germanism that sought to rule the world. We must beat back the forces of materialism and of selfishness by the spiritual ideals. The college has a large part to play in this age-long conflict that is still with us. The new superman first rules himself and then helps his neighbor and looks with sympathy upon all who have their faces toward the light.

The world is still young. It is still early morning, *The Independent* holds. We are learning ever if slowly. Chemistry has followed alchemy, astronomy astrology, surgery the barber's leech, medicine magic, revelation superstition, democracy autocracy. Slowly we see into things and put one step forward.

On the whole the college man has the best chance in life. Other men may and do succeed, but the college man has eight hundred chances for real service to the untutored man. The high school boy has eighty-seven times better opportunity than the boy with no schooling. A business man without college training investigated the facts with this result. The price of knowledge comes high, but not too high, for it is the price of power. The gift of genius is the gift of hard work.

IV. What Can the College Student Do About It?

He is not mere clay in the potter's hand. He can put to naught all the paraphernalia of college life. He can defeat the efforts of parent and teacher to make a man out of him. The least that he can do is not to vaccinate himself against ideas. He should keep an open mind and give his teacher a fair chance. That is the least. The most that he can do is to react to the environment, to make friends with books, to understand his teachers, to leap up toward life. A boy has his dreams and they may come true. The boy is a natural idealist. He may become a poet and dramatist in the *etymological* sense of these words. After all the boy must pull himself together. No one else can do it. It is like fishing. Some boys do not even nibble at the bait. College is a shock to many boys who look upon it as a frolic, as a place of leisure, the original sense of school. Today in Oxford the young men go down home to study in the vacation after the social festivities of college life. A young man once left the Seminary because, he said, the hard work interfered with his pious emotions. The college boy must make friends with work, if he wishes to enter the temple of knowledge. Roosevelt was considered a dull boy at college because he asked so many questions. He would understand things if possible.

Personality is the greatest force in the world. Dr. W. H. Thomson (*Brains and Personality*) says: "A great personality may possibly make a great brain, but no brain can make a great personality." That is true. The biggest head in one of my early schools belonged to the biggest fool in it.

What will the college boy do with his course and his career? Recently at a hotel in Dayton I heard seven young men respond to the toast that the only things worth living

for are wine and women. They forgot, alas, God, and right, and purity, and pity, and patriotism. They thought only of selfish sensualism. I often think of the rich young ruler who came to Jesus in the grip of one great sin. Jesus offered to loose him and set him free, but he spurned Christ's love and clung to his gold and went back to love of self and ease.

The fine type of manhood in Britain is largely due to the unwritten code of laws made by the British boys themselves. We need in America better school traditions and a finer school loyalty. We have the inspiration of a heritage that should hold us to the highest. We are more or less raw, it is true. We have not trodden our grass for five hundred years like the Oxford lawns. But the young spirit of America is the heir of all ages, of all that is best in Greece, Rome, Judea, Britain, France, and even Germany. Our men can measure up to the demands of modern life as was shown at Chateau-Thierry and in the Argonne and when the Thirtieth Division broke the Hindenburg Line. We shall yet prove worthy of our place among the nations that we helped to save.

Culture and the Unfinished War

[Baccalaureate Address, by PRESIDENT WILLIAM LOUIS POTEAT.]

Gentlemen of the Class of 1919:

In the *Dream of Fair Women*, Tennyson sings of "the spacious times of great Elizabeth." Early in the reign of that remarkable queen there was a notable quickening of the national life in England and the general intelligence. The increase of wealth provided a larger leisure and raised the standard of culture and refinement. The England of the period, moreover, participated in the more general influence of the restlessness and curiosity of the age. The new heavens of Copernicus, Kepler, and Galileo, and the new earth of Columbus and Drake, widened enormously the intellectual horizon. The races of men discovered one another in the prevailing passion for foreign travel. Nothing was wanting for the opening of a new epoch in English achievement but the signal. That signal was given in the national triumph over Spain with the destruction of the Catholic menace, and a new England glorified by a new and unmatched literature sprang forward into the leadership of the world.

And these times in which your careers will be made are likewise spacious times, with a horizon quite without precedent in all history. In the realm of science, there has been, indeed, no discovery of first-rate dignity, though the recognition of the X-rays, the Hertzian waves, and the complex structure of the atom are of very great practical and theoretical importance. But the push and promise, the liberalizing effect, of the evolution conception of the last century are still potent in the larger life of our period. The applications of science have lately put all natural

elements into service to man. Our knowledge of the earth extends from pole to pole on the surface, and from six miles above the surface to its flaming center below. Economic and political relations are established with all sections of the human race. And in upon these quiet processes of expansion there burst in 1914, with hardly a premonitory tremor, the eruption of the World War. Its devastation is now ended, the fiery flood subsided, and we look out upon a new world deeply chastened and suffering, but repentant and greatly purified, open and responsive to a new leadership.

As for ourselves, the German menace outraged us and wrought us to the highest pitch of unity, consecration, and sacrifice. That menace was blocked and obliterated when our national endeavor was but barely launched, and we now turn to look into one another's faces with dilated eyes wonderingly, hardly yet seeing the import and far reaches of the magnificent achievement. Still under the spell of the enterprise which at once elated and melted us, we stand here today with a feeling of emancipation and new-found capacities, in full view of horizons of opportunity and duty absolutely unparalleled, imperial in scope and imperious like the call of destiny.

Many of you wanted to go to France—were actually in training when the armistice was signed. Well, the war is not over. For consider its aims and see whether they are achieved and secure. There could be no clearer, no nobler expression of those aims than that of April 2, 1917, by the man who led "this great and peaceful people into the most terrible and disastrous of all wars." "We shall fight," said he, "for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own government, for the rights and liberties of small

nations, for the universal dominion of right by such a concert of free peoples as will bring peace and safety to all nations, and make the world itself at last free." In the Mount Vernon address on Independence Day, the following year, he condensed the great objects for which the associated peoples were fighting into these weighty words: "What we seek is the reign of law, based upon the consent of the governed and sustained by the organized opinion of mankind."

What has been done so far is the taking of certain important outposts of these great objectives, clearing the ground, equipping the forces, planning the campaign for winning them all ultimately. For example, we have discovered that, even in the chemic and mechanical warfare of our time, the decisive factor is still the man behind the shell and the bayonet. To maintain this unit of victory in maximum efficiency is, accordingly, the first consideration, and the War Department demonstrated its wisdom and its modernness nowhere more clearly than in its discipline of physical and moral sanitation. Beyond question, what is good in war time for the efficiency of the soldier is good in peace time for the efficiency of the citizen. This war policy does not end with the war. Eight days before the armistice, Secretary Baker said, "I do not know when this war against the German Empire will come to an end, but I know this, that the war for the salvation of young American manhood has only just begun, and it is going to keep on."

And how stands our aim of universal peace? Is the late war the last war? I remind you that some men among us, assuming to stand on the rock of scientific fact, laugh to scorn the idealism which hopes to change by pious resolutions at a peace table the fighting instinct of man consolidated by millenniums of battle; and they are insist-

ing upon universal military training and other preparation for the next war. There are others shamelessly attacking the Covenant of the League of Nations, the first great effort to organize the opinion of mankind in support of righteousness and justice and against the folly and the crime of war. Some of these critics honestly doubt that such a covenant will be able to restrain any signatory which may choose to consider it but another "scrap of paper." Other critics are still citizens of the isolated republic of Washington's day, and, misinterpreting the Farewell Address, decline to recognize our unavoidable and established international relationships and responsibilities. But the most shocking and disheartening group of League critics, under cover of a perfervid nationalism, are playing politics with that great instrument, and, in this hour or suffering and promised renovation, threaten the world with the return to the tinkering and trading of backstair diplomacy, through which the dimmest eyes can see looming the red terror of a blind and passionate anarchy. They want no cooperation with the enlightened nations of the world to secure the common good; it would compromise the national advantage in world trade for which they scheme. They want no self-determination for anybody except ourselves; we may want Mexico some day. They want no reduction of armaments; it would restrict big business, whose bursting coffers supply the best political capital. And so you see that the crushing of militarism on the fields of France, while of the highest importance, is no guarantee against its rising again in Europe—in this free republic of the west. The war to end war and to establish the supremacy of the moral law in State action is not yet won. What we have won is the preliminary campaign, not the war.

You will probably agree that the same is true of another great American aim and justification in the war, namely, democracy. The essence of democracy is twofold, involving both a view and a spirit. The view is that man as man is of inherent worth without regard to position or possessions, and that he has, therefore, the right of self-development and self-determination within the boundaries of the social fellowship to which he belongs; outside it he may not go either to desert or to attack it. The spirit of democracy is the spirit of justice, brotherhood, and cooperation, as against class-consciousness and prejudice, as against special privilege and an artificial and irresponsible control. This view and spirit combine in the democratic attitude.

What, now, has been the effect of the war upon this great conception? We have witnessed the bankruptcy of force as the principle of national action and the defeat of irresponsible control. Germany, which was the standing menace to the happiness and freedom of the average man, is humiliated and broken, and the ex-Kaiser, the embodiment of an artificial and arrogant overlordship, is trembling today in exile. At least the forms of a government responsible to the people have been established in the room of the old autocracy. We have won the first campaign in the war for democracy. We have not yet won the war for democracy. That war is not yet over. Democracy is not yet established and secure in the political, industrial, and social life of the world. Are we able to say that it is established and secure in the life of our own country? I do not refer, of course, to equality of endowment, or position, or private fortune. Men are not born equal, and their station and property are not equal, because they both are achieved. I refer, rather, to equality of privilege and opportunity. Does not the average man

still wait for assurance of tomorrow's bread and of regular employment? Has our democracy yet provided against the contingencies of old age? Does not the average man yet wait for his emancipation from the hard conditions under which he lives and works?—from the manipulation of men who make gain of his weakness?—from the ignorance which makes democracy a peril? Have many of our American democracies done much more than trifle with the education of the average citizen, of whom they expect in theory an intelligent self-determination and citizenship? The task of democratizing industry is yet before us—giving the workers representation in the direction of enterprises and a fair share in the profits which they produce—shifting the industrial system from the basis of competition to the basis of cooperation, from the basis of making private profits to the basis of rendering public service.

It appears, accordingly, that none of the primary aims of the United States and her associates in the European War—permanent world peace, control of State action by moral law, democracy—has been fully realized. What then? Simply this: we are called to press the war through to final victory. If blood and treasure were not idly spent for these great causes, if our millions of boys in khaki went really, as we said, on a holy crusade, and if not in vain thousands of them “poured out the red sweet wine of youth” to bring in the better day, we have no other life task but to complete theirs, and that in the same spirit of gallantry and consecration. One who mingled with them tells us that they knew that God was awaiting them just beyond the next moment, or that they had a rendezvous with Him the day following or that day fortnight, they were engaged in His business and expected to report to Him soon.

You certainly will not break faith with your brothers who lie under the poppies of Flanders. You put off khaki in December. Today you still wear the uniform of the Christian soldier, and it has just now been adorned with the insignia of Christian culture. In this significant moment of your personal experience, in this critical moment of the development of civilization, seal anew your vows of allegiance to the Kingdom of God, in which are comprehended all the fundamental issues of the unfinished war. Establish once for all your connection with unfailing supplies of the Christian impulse, and steady your will to victory by a fresh surrender, daily repeated, of your capacity and your equipment to Christ, the conquering Friend of Man. Make Him the idol of your heart and the Master of your thinking. Give Him here now any part of your personality which He does not already possess. Make Him King of your will and Lord of your life. But do not forget that He is more than that. He is King of kings and Lord of lords. He saves a man; that is His pledge that He will save man. His reign in the individual life is the guarantee of His reign in the social life. I am not quite sure that I want Him to save me if He will not save my brothers of the world. Doubt anything except Him. Doubt, if you must, any item of current theological statements; for who made these statements but certain gentlemen of this or the former time, more or less qualified to make them? Doubt any item of the creeds, but never doubt Him. For the deepest infidelity is the fear that His dream of the Divine Will realized in human life is only a dream, beautiful, indeed, but insubstantial and illusory—the fear that He will see of the travail of His soul and be dissatisfied. No, no! By the burdens He has lifted, by the fetters He has broken, by the doors He has opened, by the rising levels of life wherever He has walked

among men, by the hopes He raised in His dark time brightening through the centuries to this august hour, His dream is coming true. I see even now some of the kings and the nations, and, a little way down the vista of coming years, the last of them, bringing their glory and honor unto Him, and I seem to hear faintly what must be the great voices in Heaven, saying, "The kingdom of the world is become the Kingdom of our Lord and His Christ, and He shall reign forever and ever."

Faculty Personals

Professor Hubert A. Jones is spending the summer traveling for the College in a campaign for students. He reports the outlook for next session very favorable.

Dr. Richard J. Crozier, Director of Physical Education here 1904-1917, has settled in Raleigh for the practice of his profession.

Dr. Benjamin Sledd is Professor of English in the Summer School of the University of Virginia.

Dr. Hubert M. Poteat is teaching in the Summer School of Anderson College, at Anderson, S. C. He attended the Y. M. C. A. Conference, held at Blue Ridge, in June.

Professor J. L. Lake and family are spending the summer at the home of Professor Lake's father at Upperville, Va.

Dr. C. C. Pearson is teaching history in the Summer School of Trinity College, at Durham, N. C.

Professor S. A. Derieux, formerly of the Department of English at Wake Forest, and Mrs. Derieux, delighted their many friends by a visit to the Hill during the first week in June.

Dr. W. R. Cullom will continue as general manager of the campaign for the Million Dollar Endowment for Baptist schools and colleges in North Carolina. Dr. Cullom was granted leave of absence for two years by the Trustees at their Commencement meeting in 1918, in order that he might devote his entire time to this important undertaking. Dr. Cullom is residing in Raleigh while engaged in this work.

Dr. G. A. Aiken tendered to the Trustees at Commencement his resignation of the professorship of Anatomy, which he has held since the summer of 1916. His purpose is to engage in the active practice of medicine. He will locate in Webb City, Mo.

Dr. T. D. Kitchin read an important paper, entitled, "Pituitary Extract in the Management of Labor," before the N. C. Medical Society at Pinehurst, N. C., on April 16th. Reprints of the paper published in the *Charlotte Medical Journal* have been distributed. He was made chairman of the Committee on Scientific Work in the Society. At their late session the Trustees appointed him Dean of the School of Medicine.

Professor T. E. Cochran, of the Department of Education and Philosophy, has met the following engagements since the last issue of the BULLETIN: May 4, Commencement sermon at Wise High School; May 16, commencement address at Chadbourn High School; May 30, commencement address at Fairmont High School. He was director of the summer school at Flora Macdonald College, at Red Springs, N. C., during the month of June. He is taking a special course in the University of Pennsylvania.

Professor E. W. Timberlake, Jr., has spoken at the following churches in the interest of the Million Dollar Endowment Campaign: Wallace, Knightdale, Rocky Mount, Como, Raeford, Oak Grove, Lumberton, Edenton, and Pleasant Grove. He has made other addresses as follows: Commencement address at Liberty-Piedmont High School, at Wallburg, N. C., May 12; at Glen Royal Church, May 18; address before the Cosmos Club at Wake Forest, May 30. He spent the week following Commencement in New York and Boston.

Dr. N. Y. Gulley, since the last issue of the *BULLETIN*, has filled the following engagements: June 3, commencement address at Vance County Farm-Life School at Middleburg; May 11, address at Mt. Moriah Church; June 28, address on compulsory education before the School Committeemen and Betterment Association of Wake County. He presented to the Trustees at Commencement his resignation of the deanship of the College.

Professor R. B. White made the commencement address at the closing of the Louisburg Graded School, in May.

Dr. J. H. Gorrell has met the following engagements: Scotland Neck Baptist Church, Warrenton Church, Cameron Church, and Woodland High School.

Dr. George W. Paschal, whose untiring and efficient management of intercollegiate athletics is heartily appreciated, is now engaged in enlisting the interest of the Alumni in the immediate construction of the new athletic field which has been definitely located on the Walters property.

Professor F. K. Pool has filled the following engagements: May 2, commencement address at Fruitland Institute; May 16, commencement address at Seven Springs High School; May 20, commencement address at Rich Square High School; June 12, address before B. Y. P. U. Convention at Asheville; June 26-July 3, taught the class in the "Atonement" at the Baptist Mountain Assembly at Ridgecrest.

Mrs. W. B. Royall, wife of Dr. W. B. Royall, passed away on June 5th. Her lovable disposition, her ideal Christian character, and her beautiful devotion to her family had endeared her to all who knew her. The heartfelt sympathy of their many friends goes out to her devoted husband and sons in their great bereavement.

In the fall term President Poteat taught no Biology courses and so was able to put himself largely at the disposal of the management of the Million Dollar Campaign, He met a number of engagements in that interest in the spring, together with these following: Anti-Saloon League. President's address, January 16; First Baptist Church, Anderson, S. C., January 19; War Aims Extension lecture, University of Georgia, January 21; Southern Baptist Education Association, Nashville, Tenn., two addresses, January 23; Education Committee of the House of Representatives, the Saunders Child Labor bill, representing the N. C. Conference for Social Service, February 19; Coker College, two addresses, February 26 and 27; Conference on After-War Cooperation, Atlanta, April 9 and July 3; Community Day address, Belhaven, April 20; Community Conference, Lexington, April 26; Castalia High School commencement, April 30; Wise High School commencement, May 6; Southern Baptist Convention, Atlanta, May 13-19; Jonesboro High School commencement, May 25; Franklinton High School commencement, June 1; Jacksonville High School commencement, June 3; Fayetteville High School commencement, June 6. He has engagements for courses of lectures to the Alabama Baptist Assembly, July 25-30, and to the Conference of Social Service Workers at Blue Ridge, August 18-30.

Mr. Walter F. Taylor, last session and for 1916-17 Instructor in the Department of Biology, was appointed Associate Professor in the Department of Medicine. Professor Taylor will give the courses in Physiological Chemistry, Toxicology, and Bacteriology, with an advanced course in the Department of Chemistry. He holds two degrees from Wake Forest, B.S. and M.A. For the fall term of 1918 he was a graduate student of Yale in Bacteriology and Physiological Chemistry, completing in these subjects the equivalent of a year's work. From May 20,

1917 to the following September 20, he was chemist in explosives to the Dupont Company. He was in the Pathological Laboratory of Camp Lee with the rank of Lieutenant S. C., U. S. Army, for a portion of the period November 1, 1917-August 29, 1918, in charge of the recognition and control of certain contagious diseases, and doing the following special pieces of work for the Chief of the Laboratory Service of the Camp: "The preparation of a Culture Medium best suited for a rapid identification of *Streptococcus Hæmolyticus Empyema* in Sputa," "A Determination of the Occurrence of the Various Types of Pneumococci in the Locality of Camp Lee, Va.," and 'An Experiment to Determine the Efficiency of the Avery Rabbit Blood Bouillon Medium in *Pneumococcus* Type Work as Compared to the Original Mouse Method."

It will be Director Henry L. Langston next session in the Department of Physical Education, instead of Director Irving Carlyle, resigned to enter upon his university training. Mr. Langston was a student of the College 1915-1917, and during his last session here was Gymnasium assistant to Director Crozier, who said of him that he was "a splendid athlete, being one of only two men who have won monograms in the Gymnasium." He was a letter man on both the football and the track teams. After his enlistment in the army he studied for ten months in Camp Crane, Allentown, Pa., under Dr. David C. Hall, Director of Physical Education, University of Washington, and Dr. Alfred B. Clarke, Director of Physical Education, University of Oregon. Director Langston entered the Harvard University Gymnasium for a special course on the 25th of June. His captain in the U. S. Ambulance Service with the Italian Army reports that "as Sergeant first class over my company, he has done splendid work His devotion to duty is made manifest by the fact that he received the Croce al Merito di Guerre of the Royal Italian Army."

Among the Alumni

More than four hundred sons of Wake Forest responded to the call of their country in the recent national emergency. To give even their names is beyond the scope of the present record. A more complete account of the service performed is a labor of love that we trust will appear in a special number of *THE BULLETIN*. We give here the names only of those who paid the last price.

John E. Ray, B.A., 1908, after leaving Wake Forest continued the study of medicine in the University of North Carolina and Cornell Medical School. As a practicing surgeon in Raleigh he had already achieved distinction, when the call to the border carried him with others of the State Guard to Texas. He remained in service in America until the early part of 1918, when he went to France, serving there first as Lieutenant and later being promoted to Captain. His official position was that of regimental surgeon of the 119th Infantry, a North Carolina unit. On the morning of the 29th of September he went with his men over the top, going beyond the line of duty to succor the wounded, many of whose lives he was able to save. While thus engaged he was severely wounded by a shell, and died in a hospital a few days later. For his heroic efforts he was posthumously awarded the Military Medal of England and Distinguished Service Cross of his own country.

Andrew J. Harris, Jr., of Henderson, took the B.A. degree at Wake Forest in 1912. In 1914 he secured his law license, and entered upon the practice of his profession in his home town, with every prospect of a successful career. He went with his company from Henderson to the Mexican border and into the interior of Mexico. Upon his return he was in training camps some months and on

July 29, 1918, went overseas as Captain of Company E, 321st Infantry. On October 16 Captain Harris received his mortal wound during the fierce fighting in the Argonne Forest, and died October 18.

Aureus T. Howard, of Salemburg, Sampson County, received the B.A. degree in 1908 and M.A. in 1909. After a course in the Southern Baptist Theological Seminary at Louisville he held successful pastorates in Louisiana until the outbreak of the war, when he became a chaplain. In this capacity he was sent to France. The fidelity and devotion with which he served the men of his command are attested by the manner of his death. He remained on the battlefield with his battalion until a piece of shrapnel struck him, inflicting a severe wound from which he died later.

Robert H. Turner, of Statesville, known in college as "Goat," left Wake Forest in 1916. The following year he entered the army and gained his commission as Lieutenant. While stationed with his organization in Belgium, he was endeavoring one night to carry food up to his men, and was instantly killed by a shell which struck close by.

Sidney White took the B.A. degree in 1914 and LL.B. in 1915. He secured his license to practice law in 1914, and followed his profession in his home town, Elizabeth City. He entered the aviation service, rose to the rank of Lieutenant, and was sent to France. Here he met an untimely death by an accident, October 31, 1918.

Adlai E. Stevenson, of Davidson County, was a member of the Class of 1914. For faithfulness in the performance of duty he was promoted to Sergeant. He fell while fighting in the Argonne Forest.

Charles P. Harward was a student at Wake Forest from 1910 to 1912. After completing his medical course

he was a practicing physician until the outbreak of the war, when he entered the medical corps and attained his commission as Lieutenant. He was another to give his life during the battle of the Argonne Forest.

Guy B. Rhodes, of Columbia, N. C., entered Wake Forest in 1916. He abandoned his studies in the spring of 1918 to take his part in the strife of nations, and died a soldier's death on the fields of France.

Collier C. Olive, B.A., 1916, of Greensboro, chose that most dangerous branch of the service, aviation, and was killed in the performance of duty in France.

Charles O. Riddick, of Asheville, will be remembered at Wake Forest for his exploits on the football field. He received the B.S. degree in 1916. An accident incurred in a football game while in college prevented his acceptance for military service until the fall of 1918. He was stationed at Fort Thomas, Ky., and died from pneumonia resulting from influenza in October, 1918.

There were many others who fell a prey to the great plague while yet in camp. Not privileged to lay down their lives on the field of battle, they willingly gave up their lives in the service of their country. The list of these is as follows: Paul Sprinkle, 12-14, Forsyth County; Tilton Robertson, 14-15; Edward Smith, 17-18, Hope Mills; Lieut. Hugh D. Ward, B.S. 1913, Brunswick County; Dr. Kemp Battle Roberts, 98-99, Moore County; T. L. Mast; Lieut. Haywood D. Lockerman, 16-18, Clinton; Sgt. M. C. Robinson; Lloyd W. Speight, 12-14; and I. C. Woodward, 1911.

Dr. James B. Turner, Student Secretary, is occupying himself during the vacation with the organization of the College Alumni. Up to this writing he has assisted in the organization of Wake Forest men in Asheville, Shelby, Rocky Mount, Lumberton, and Dunn (Harnett County).

Record

Owing to the disorganization of the regular college schedule incident to the mobilization of the plant for war purposes, the autumn and midwinter numbers of the COLLEGE BULLETIN were not issued. Accordingly, volume 13 shows only two numbers, the first and second.

The Summer Law School opened on June 3d. One course is being conducted by Dean Gulley. Course 2 will be conducted by Professor White until July 7th. From July 7th to the Supreme Court examination, August 18th, it will be conducted by Professor Timberlake. The present enrollment is thirty. The number of students in all law schools has been materially reduced since the beginning of the war. The outlook for the future, as shown by the enrollment in the present summer school, is exceedingly bright.

Messrs. C. E. Gooch, Joseph Page, and J. M. Scarborough received license to practice law from the Supreme Court of North Carolina at the January examination. This class has the distinction of being the twelfth class from Wake Forest to make a perfect record before the court.

Hon. D. G. Brummitt, Speaker of the House of Representatives of the N. C. General Assembly, addressed the Y. M. C. A. at its first meeting in April, on the subject, "The League of Nations."

Hon. James H. Pou, of Raleigh, spoke at the evening church service, April 6th, on the subject, "Problems of Peace."

The Wake Forest unit of the Student Army Training Corps was organized October 1, 1918, with First Lieu-

tenant Raymond M. Demere in command. Its demobilization was completed by December 12. In the army and navy units the total registration was 246. There were 140 men outside the S. A. T. C., for the most part ministerial students and students under the age limit of eighteen years. Details are presented in the President's annual report to the Trustees.

Dr. James B. Turner, B.A. 1907, LL.B. 1911, Wake Forest, and Th.D. Southern Baptist Theological Seminary, Chaplain of the U. S. Army, A. E. F., accepted and entered upon the work of Student Secretary June 1. He will be assistant to the pastor of the local church, have the direction of the religious and social activities of the students, and play the part of friend to every man in College. His appointment is an important addition to the agencies which minister to the life of the College community.

The Glee Club of the Greensboro College for Women gave a most enjoyable concert in Memorial Hall on April 15. Following the concert, a reception was given the young ladies by the Wake Forest Glee Club, at the home of Dr. Hubert M. Poteat.

The Oxford Orphanage Singing Class delighted a large audience with its annual concert in Memorial Hall the latter part of March.

Wake Forest upheld its record by winning three inter-collegiate debates during the past spring. The query for all three debates was compulsory arbitration of industrial disputes. The debate with Randolph-Macon College was held at Wake Forest, and Messrs. I. L. Yearby and B. T. Ward, representing Wake Forest, maintained the affirmative of the question. The debate with Baylor University, in which Messrs. F. C. Fezor and L. J. Britt defended

the negative, in behalf of Wake Forest, was held in Atlanta. The debate with Emory and Henry College was held in Raleigh, and Messrs. R. R. Mallard and O. T. Glenn, representing Wake Forest, defended the negative side of the query. The Literary Societies and the debaters are to be congratulated on this splendid record.

The Philomathesian and Euzelian Literary Societies celebrated their anniversary on February 14th. The annual debate occurred at 2:30 p. m., G. B. Nance, Eu., President, and M. B. Tolar, Phi., Secretary. The query for debate was, "*Resolved*, That the Federal Government should own and operate the railroads." W. E. Honeycutt, Eu., and L. S. Clark, Phi., upheld the affirmative side of the question, and L. B. Dawes, Phi., and F. C. Feezor, Eu., defended the negative. The judges decided in favor of the negative. The orations at 7:30 p. m. were delivered by J. I. Allen, Phi., on the subject, "The Demand of Tomorrow for the College-bred Man," and W. A. Queen, Eu., on the subject, "Labor and the New Social Order." Following the orations, an informal reception was held in the Society halls. The marshals for the occasion were C. M. McCurry, Eu., *Chief*, J. H. LeRoy, and C. M. Austin; B. D. Bunn, Phi., *Chief*, C. P. Greaves, and R. S. Averitt.

The third interscholastic declamation contest was held at Wake Forest on March 14, the preliminary elimination contests being held on the preceding day. About thirty representatives from the various high schools in the State entered the contests. The purpose of the interscholastic declamation contest is to bring the College into closer relations with the high schools of the State.

On the 29th of May, Dr. Robert Moton, Principal of Tuskegee Institute, gave an impressive address in the College chapel.

The basketball and baseball seasons of the past session were among the most successful in the history of athletics at Wake Forest. Under the efficient leadership of Mr. Irving E. Carlyle, as coach, the basketball team made a splendid record, and the baseball team won the State championship.

Mr. Reed Miller, tenor, of New York City, gave a recital in Memorial Hall on February 12. Mr. Miller was heard by a large and appreciative audience.

The Devereux Players gave three very entertaining plays in Memorial Hall on May 22. The program included "The Bear," "Indian Summer," and "The Stranger."

The total enrollment during the past session was 465. While below normal, this is considered highly gratifying in view of war conditions. The prospect for a large attendance next session is good.

Beginning on the 4th of March Dr. Charles Daniel, of Atlanta, preached twice a day in a meeting of eight days, using the twenty-minute chapel period at noon and in the evening the customary service in the church.

Commencement, 1919

The eighty-fourth commencement of Wake Forest College was held June 11-13, being opened Wednesday evening with the baccalaureate sermon by Rev. John Herman Randall, D.D., of New York City. On Thursday morning at 11 o'clock the annual literary address was delivered by Dr. Randall. After the literary address, the medals, won during the year by members of the literary societies, were presented by President Poteat. The Senior Class exercises were held in the afternoon, and the alumni meeting Thursday night followed the annual alumni address by Dr. A. T. Robertson, of the Southern Baptist Seminary, at Louisville, Ky. 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 with the conferring, by President Poteat, of the honorary and academic degrees.

Dr. Randall preached Wednesday evening on the topic, "Religion and Reconstruction," his sermon being a splendid discussion of after-war problems from the religious standpoint.

The subject of the literary address, delivered by Dr. Randall on Thursday morning, was "A Sound Mind and a Great Heart." The speaker declared that the two were essential to success in life, and pointed out several things which enter into the making of each. Dr. Randall has a charming style, and his address was highly appreciated.

At the conclusion of the literary address, medals were presented, by President Poteat, to the following men: in the Philomathesian Society, the John E. White medal, given to the best debater in the Society, was won by J. I. Allen; the Senior Orator's Medal, by L. J. Britt; the Junior Orator's Medal, by L. S. Clark; the Sophomore Debater's

Medal, by C. P. Greaves; the Freshman Improvement Medal, by R. S. Averitt. The Euzelian Society gave medals to the following successful contestants: The Thomas^s Dixon, Jr., Medal, given to the best orator in the Senior Class, was won by W. E. Honeycutt; the Junior Orator's Medal, by A. B. Wood; Sophomore Improvement Medal, by W. M. Edwards; the Freshman Improvement Medal, by R. B. Dawes; the Allen Medal, by F. C. Feezor. Mr. N. E. Gresham won the Student Essay Medal, and Mr. P. Y. Jackson took the Fiction Medal offered by the student body to the author of the best short story of the year. To Mr. F. A. Blanchard belongs the distinction of winning the Hubert A. Royster Medal, given by Dr. Hubert A. Royster, of Raleigh, for the best record made in scholarship and athletics. Intercollegiate debater's pins, given to students representing the college in debate, were awarded to F. C. Feezor, L. J. Britt, B. T. Ward, I. L. Yearby, R. R. Mallard, O. T. Glenn, W. E. Honeycutt, A. B. Wood, and B. T. Hurley.

The Senior Class held its exercises in Wingate Memorial Hall at 3:30 o'clock p. m., the visitors and friends in attendance being greeted by the class president, Mr. W. E. Honeycutt. Mr. G. B. Nance acted as secretary. The class poem was read by Mr. W. B. Hair, and the class history by Mr. S. E. Teague. The last will and testament of the Seniors was read by Mr. J. C. Eagle, and Mr. R. R. Mallord prophesied the future of each member. A thoughtful and timely oration was delivered by Mr. J. I. Allen, the class orator.

Dr. A. T. Robertson's address before the Alumni Association at 8:30 in the evening captivated everybody. The subject was, "The College and the Man." It appears elsewhere in this issue of *THE BULLETIN*.

Following the address of Dr. Robertson, a memorial service was held in honor of those of the alumni who lost

their lives in the service in the great war. A complete list of those who made the supreme sacrifice appears in the alumni notes of this issue. At this service Dr. James B. Turner, who spent many months as chaplain in the ranks, delivered a most appropriate and impressive address.

At the business meeting of the alumni, the following officers were elected: President, T. E. Holding, Wake Forest; Vice-President, E. W. Timberlake, Jr., Wake Forest; Secretary and Treasurer, J. B. Turner, Wake Forest; Assistant Secretary, F. K. Pool, Wake Forest; Orator, Hon. S. M. Brinson, New Bern; Alternate Orator, Dr. J. B. Weather-
spoon, Winston-Salem.

Following the meeting of the alumni, a delightful reception was given in the society halls, by the Senior Class, to the faculty, the alumni, and visiting friends.

On Friday morning at 11 o'clock, the contest for the A. D. Ward Medal was held, orations being delivered by the following members of the Senior Class: L. B. Dawes, "Carry On;" R. P. Burns, "The Dominion of Man;" R. R. Mallard, "The Southern Soldier;" W. E. Honeycutt, "Guarding the Deposit;" B. T. Ward, "The Unfinished Task;" J. I. Allen, Jr., "Woman and the New World;" The committee of judges, composed of Dr. A. T. Robertson, President F. P. Hobgood, of Oxford College, and Professor J. H. Highsmith, awarded the medal to Mr. R. R. Mallard.

Honorary degrees were then conferred by President Poteat as follows: LL.D., Hon. Claud Kitchin; Litt.D., Gamaliel Bradford, of Massachusetts, Professor Thos. H. Briggs, of Columbia University, and Professor A. T. Robertson, of the Baptist Seminary at Louisville, Ky.; D.D., Rev. Walter N. Johnson, of Raleigh.

Those receiving academic degrees were:

MASTER OF ARTS

R. E. HUMBER, JR.	C. E. MCBRAYER	JOSEPH PAGE
W. C. POWELL, JR.		R. G. SOWERS

BACHELOR OF ARTS

J. I. ALLEN, JR.	H. L. GRIFFIN	A. V. NOLAN
B. F. BRAY	B. H. HARRILL	E. L. PONDER
L. J. BRITT	G. R. HERRING	W. A. QUEEN
ENNIS BRYAN	D. E. HILL	W. C. RAINES
R. P. BURNS	W. E. HONEYCUTT	G. T. ROGERS
R. N. CHILDRESS	S. F. HUDSON	LONNIE SASSER
J. D. COWAN	E. M. JACKSON	L. S. SPURLING
L. B. DAWES	C. M. MCCURRY, JR.	J. F. STIMSON
J. C. EAGLE	R. R. MALLARD	M. B. TOLAR
P. L. ELLIOTT	G. B. NANCE	B. T. WARD
J. H. FLOYD	P. H. NEAL	P. E. WHITE

BACHELOR OF SCIENCE

J. R. BRITT

P. Y. JACKSON

BACHELOR OF SCIENCE IN MEDICINE

G. E. BELL	C. F. LAMBERT	J. L. SOWERS
F. A. BLANCHARD	J. O. NOLAN	B. T. TALLY
T. C. BRITT	M. A. PITTMAN	S. E. TEAGUE
J. A. FLEETWOOD	F. L. RAY	S. L. WHITEHEAD
W. S. HADLEY	C. F. RIDGE	W. H. WHITMORE
W. B. HAIR	J. E. SNOW	

BACHELOR OF LAWS

C. LER. BAILEY	L. T. GIBSON	MAX MEYER
H. J. DAVIS	C. E. GOOCH	JOSEPH PAGE
G. E. EDDINS	N. B. HEDGEPEETH	EARLE PREVETTE
A. J. FRANKLIN, JR.	J. A. JONES	W. F. TATUM

After the conferring of the degrees, President Poteat delivered the baccalaureate address on the subject, "Culture and the Unfinished War." His address appears elsewhere in this issue of THE BULLETIN.

Principal J. A. Campbell, acting president of the Board of Trustees, spoke briefly on behalf of that body, and the session of 1918-19 ended with the benediction by Dr. Walter N. Johnson.

Announcements

The session of 1919-20 will begin on Tuesday, September 2. That day will be devoted to matriculation. Classes will meet according to the published schedule on Wednesday, September 3.

Blank certificates of admission for the report of high school credits are bound just within the front cover of the current Catalogue number of THE BULLETIN. Application for copy of the Catalogue may be made to Secretary E. B. Earnshaw, Wake Forest, N. C.

The Students Aid Fund, Dr. J. H. Gorrell, Treasurer, on conditions specified in the Catalogue, may lend as much as \$60 a session to worthy students on notes payable after they leave College. This fund is not available to ministers, who may receive assistance from the Board of Education, Dr. R. T. Vann, Corresponding Secretary, Raleigh, N. C.

Lodgings in the New Dormitory are all engaged. A number of men, two in a room, may be accommodated in the Euzelian Dormitory and the Philomathesian Dormitory. Others will find lodgings in private homes in the village.

The Faculty and the Executive Committee of the Trustees located the new athletic field June 17th on the Walters property. Work on its preparation for use will be begun in the near future. Dr. G. W. Paschal will be pleased to have from all friends of the College some practical token of interest in that important enterprise.

At the request of the president of the Senior Class and the president of the Political Science Club the Trustees have endowed "The Mac Robinson Prize in Political

Science" in honor of M. C. Robinson, of Lunday, N. C., who died in the service. The following rules will govern the contest:

1. The prize will be awarded for the best paper based on original research in any of the fields of political science. All students are eligible.

2. Substance and method, rather than literary style, will determine the award. But improper English will exclude a contestant.

3. Judges for the contest will be selected by the President of the college and the professor of political science. The technical rules to be observed will be furnished upon application to the professor of political science.

NEW SERIES

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MIDWINTER NUMBER

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Address

DELIVERED BY DEAN EDGAR W. TIMBERLAKE AT THE OPENING
OF THE SESSION, SEPTEMBER 3, 1919.

Gentlemen of the Student Body:—

It is my privilege and my pleasure, on this the opening day of the session, to extend to you a cordial welcome to Wake Forest. This is an important day, if I may be permitted to say so, in the life of each member of this student body. It is true that we are living upon the same planet, but the world today is, in many respects, a changed world from what it was five years ago, even from what it was a year ago. Well do we remember how in August, 1914, the world was surprised, then startled, then struck with awe. What had been deemed impossible had actually happened. The demon of war, armed to the teeth, bent on destruction, and drunk with the lust for power, had burst forth in all his fury upon a peaceful and an unsuspecting world. German *Kultur* had determined to *kulturize* the earth. The mighty hosts of democracy gathered themselves together, placed themselves across its pathway, and said, "You shall not pass." For three and a half long years the terrible struggle was waged. Then for five more terrible months it seemed as though *Kultur* must conquer. The Allied armies, worn and weary, and overpowered by superior numbers, were nearing the point of exhaustion. Russia was annihilated, Italy was prostrate, France was bleeding from every pore, and even the British lion was panting for breath. The light of civilization was beginning to burn low.

But a new warrior suddenly appeared, and took his place

upon that grim battlefield. He had strength and power and daring and determination. He was filled with righteous indignation. He had consecrated himself to a holy task. America had drawn her sword, and the American soldier had answered to the call of civilization. With the coming of that mighty host, two million and more strong, backed by a hundred million patriotic souls across the sea, the war weary veterans of Britain and France were thrilled with hope renewed, and filled with confidence and courage not felt before. The Hun was halted. Step by step, yard by yard, and mile by mile he was hurled backward, and France and Belgium began to breathe again. Then came the crash through the impregnable Hindenburg line, followed by the final collapse, and civilization was saved. The American soldier had come into his own. At Yorktown he had won freedom for himself. At Chateau-Thierry he had given it to the world.

The Great War is ended, and peace prevails again upon the earth. We are now entering the period of reconstruction—that period in which the world is to be rebuilt—and I am reminded that peace has its problems no less vital than war. These problems are not so spectacular, perhaps not so immediate, but they are none the less important, and must be met and solved in that same spirit of loyalty and devotion that characterized the American people, and our Allies, during the terrible time in which the great conflict raged. The world today, as never before in its history, is demanding men—real men, high-minded men, men of character, men of high ideals. Men of the type that I have just mentioned need, also, to be trained and educated men, and so the question naturally presents itself, what is meant by education, the education that the world's problems demand? Education, simply stated, means training for citizenship—nothing more,

and nothing less. Its true object is to make good and useful citizens, and any system of education that does not have this for its object is useless, worthless and even pernicious. The German Empire was a failure because German education was fundamentally wrong. If Germany had used her education, her industry, and her efficiency for the upbuilding of the world and the betterment of humanity, she might have gained her longed-for "place in the sun," and attained to a position of honor among the nations of the earth. But instead, she has used her knowledge, her learning, her science and her energy to create engines of destruction; to commit crimes inconceivable and undreamed of; to destroy civilization and enthrone brute force; and to tear down what is good and exalt what is evil. Germany was colossal in her power; she is colossal in her failure. May I suggest, therefore, to you that the education which you have already acquired, and will in future acquire, is not to be regarded as a mere end in itself; that it is not a mere means to enable you to make money, or to acquire power, or to promote your own selfish interests, but that it is the equipment for enabling you to become efficient and useful men in the time in which you live.

Your presence at Wake Forest today, I take it, is a declaration by you of your intention to make of yourselves men of the kind that I have above described. It is important to observe, also, in this connection, that education implies development—physically, mentally, spiritually. Complete development along these lines is necessary, is essential to the making of a complete and a well-rounded man. I would suggest to you, therefore, first of all, not to neglect your physical well being. We have fortunately come to realize that good health is not merely desirable, but essential, and that a sound mind in a sound body is the first law of

efficient living. This is a strenuous age in which we are living—an age that requires that all our strength, powers and resources shall be put into action if we would live the efficient life. For this reason I would urge you to avail yourselves of the opportunities afforded here in the gymnasium and on the athletic fields, and thus to fulfill the first duty that one owes to himself—the development of a healthy and a vigorous body.

But no less important than the development of the physical man is the development of the mental man. Education is no longer a luxury, nor is it a mere privilege, but is a necessity, and therefore a duty. The principal means provided, for mental development, in this and other similar institutions, are the class room, the library, and the literary societies. I am aware that the average college man does not regard the class room work as the most pleasant of all occupations, but may I remind you that the class room is the mental drill ground. Here must be laid the foundation stone of your education, and it cannot, with impunity, be neglected. Perhaps some among you may not now realize this important truth, but if so, the time will come when it will be brought home to you with striking force. Do not neglect your class room work.

I would commend, also, to you a liberal use of the library. The age in which we live demands that the individual have a mind well stored with information—information as to the events of the past, and as to the events of the present. And then too, the library is the storehouse of the great thought of the world. Upon its shelves are preserved in tangible form the thoughts of the great men of the ages—the men who have determined the course of the world and moulded the destinies of nations. Without an acquaintance with their thoughts your education will be unfinished and incomplete.

Make as free and as liberal a use of the library as your time and circumstances will permit.

It is with special pleasure that I commend to you the work of the Literary Societies. The two Societies at Wake Forest have a long and an honorable record, and it is my belief that their work holds, and should hold, a first place in college life. The time has come when the individual, in whatever business or profession he may be engaged, must be able to rise to his feet and express himself with clearness and intelligence, and for this purpose these two Societies furnish opportunities that can be found nowhere else in your college course. I commend them to you, and earnestly urge that you avail yourselves of the splendid and abundant opportunities which they afford.

Last, and more important than all others, is the development of the spiritual man. Here too, I recognize the fact that some college men, at least, prefer not to be admonished along this line; in other words, prefer not to be preached to. It is not my intention, I assure you, to impose upon you anything in the nature of a "preachment," or even an admonition, but I feel that I should be derelict in my duty if I should fail to bring to your attention this great and important matter. I would merely take this opportunity of saying that no man can be truly great who is not good. The Wake Forest Church, the Sunday School, the Y. M. C. A., the B. Y. P. U., the Bible Study Classes, all extend to you a cordial invitation to be present at their services and to have a part in their activities.

And now, at this point, the question may well be asked, what is the purpose of a college education? Does one go to college merely because his parents desire him to go, or merely because it is the conventional thing to do, or merely for the purpose of enabling him to make a selfish success in life? I

do not think so. Will you allow me to suggest an answer? The ultimate end of a college education, as it is of all education, is service. The value of a man to his community is measured by the service that he renders. He who lives a life devoid of service, whatever of material wealth, whatever of worldly power and influence he may have acquired, has failed. But he who has rendered some genuine service to his community, to his State, to his nation, he who has made the world a little better because he has lived in it, whatever of worldly goods he may have failed to acquire, has lived a life of success.

Again I would repeat the statement made in the beginning of these remarks— that the world is demanding men, real men, as never before in its history. As the demand is greater, so are the opportunities and the obligations of real men greater. The question that each of you, as a college man, is called upon to answer is, "Shall I avail myself of those opportunities and respond to those obligations?" In other words, "Shall I make good in this the most tremendous time in history?" Gentlemen of the Student Body, the land of opportunity lies open before you. Enter and possess it.

In conclusion, allow me to make just a brief personal allusion. In assuming the duties of Dean of the College, no one realizes so fully as I the responsibilities that this important position entails. If I had allowed my personal inclination to govern in the matter, I confess to you frankly that I should have preferred that both the honor and the responsibility should have gone to some one else. However, as the Trustees have seen fit to repose this confidence in me, I assure you that I shall endeavor to give to it the very best there is in me.

Perhaps it may not be inappropriate for me, on this occasion, to indicate briefly the policy that will be followed

in the administration of the affairs of the office. In the first place, I would say that the policy that will be pursued, following that of my distinguished predecessors, will be that of cordial coöperation with the Student Body in all things pertaining to the welfare of our college community. I would have you look upon me as one whose chief business is to assist and serve you in every way, and by every means, in my power. My services are absolutely and unqualifiedly at your disposal, at all times and under all circumstances, and no occasion shall arise, if it is within my power to prevent it, that shall render them unavailable. In making this statement I feel assured that I speak likewise for each and all of my colleagues in the Faculty.

May I take this opportunity of saying, also, that college life is but a community life, in which the welfare of each member is closely and vitally related to that of all its members, so that what affects one affects all. I feel sure also that you will not misunderstand me when I call your attention to the fact that the college community, like all other communities, must of necessity be governed by certain regulations. The regulations at Wake Forest are few and simple, and are based upon the assumption that the members of this Student Body are men and gentlemen. They are not designed to work any hardship upon anyone, and will work no hardship upon anyone. As the law of the State is designed to protect its citizens, so are the regulations of the College intended for your benefit, and you will at once, I am sure, recognize both their necessity and their propriety. The law has no terror for the law-abiding citizen.

Two of these regulations the Faculty regards as of special importance. The first to which I would call your attention is that hazing in all its forms is positively prohibited. Several years ago the Student Body placed itself on record

as opposing and discountenancing this ancient and out-of-date practice, and, in order to give effect to its action, constituted the Student Senate. I would call your attention to the fact that the Student Senate is the official organ of the Student Body, and I would bespeak for it, as well as for the Faculty, your loyal coöperation and support.

The second regulation of this institution to which I desire to call your special attention is the prohibition of fraternities and secret societies. So important do the Trustees regard this particular matter, that in September, 1913, they reaffirmed their long-settled policy in the following resolutions:

Resolved 1. That we most emphatically express our disapproval of clubs or social orders of any kind whatsoever, whether regularly organized or not, which segregate themselves 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 joining any such order or social club as indicated in the first of these resolutions.

The existence of such societies as those above mentioned, the Trustees and the Faculty regard as peculiarly detrimental to the interests of the Literary Societies as well as to the democratic spirit which should prevail in an institution like this. Any student, therefore, who violates this regulation of the Trustees thereby ceases to be a member of the Student Body.

As a final word, allow me to add that it is the earnest desire of the members of the Faculty to assist and serve you by all means within their power. We are your friends;

you are ours. Let us, working together, make this the best session in the history of Wake Forest. We can do it. Let's do it.

Faculty Personals

Dr. N. Y. Gulley lectured before the Woman's Club of Raleigh, on January 12, on the subject, "The Amendments to the United States Constitution."

Dr. C. C. Pearson is the author of an interesting and instructive article in the November issue of the South Atlantic Quarterly, on the subject, "The Present Status of Tax Reform in North Carolina."

Dr. Hubert M. Poteat delivered four lectures on Hymnology at the Union Theological Seminary, Richmond, Va., January 6 to 9. He spoke also at the First Baptist Church of Rockingham, N. C., on November 9.

At the meeting of the Board of Trustees, August 13, Professor E. W. Timberlake, Jr., of the Department of Law, was elected Dean of the College, to succeed Dr. N. Y. Gulley who tendered his resignation at the close of last session. Professor Timberlake was graduated from Wake Forest with the degree of Bachelor of Arts, in 1901. He was Professor of English and Greek in Oak Ridge Institute from 1901 to 1903, and in the fall of 1903 entered the Law School of the University of Virginia. He received the degree of Bachelor of Laws from the latter institution in 1905, and was granted license to practice law by the Supreme Court of North Carolina in February 1906. He was appointed Associate Professor of Law, by the Trustees, in May 1906, entering upon his duties in the following September. He was elected Professor of Law, in 1909, in which capacity he has since served the College. He is the grandson of Dr. W. G. Sim-

mons who was long identified with the pioneer days of the College.

Dr. J. B. Turner has been appointed to the position of Student Pastor and Secretary of the Young Men's Christian Association. Dr. Turner was graduated from Wake Forest in 1907, with the degree of Bachelor of Arts, and in 1911, with the degree of Bachelor of Laws. He received license to practice law from the Supreme Court of North Carolina in 1909. Deciding later to enter the Ministry, he attended the Baptist Theological Seminary, at Louisville, and received the degree of Th.D., from that institution in 1916. He was Pastor of the First Baptist church of Beaufort, S. C., during 1917, and at the outbreak of the war, entered the Service of the Government as Chaplain of 120th Infantry, 30th Division. He was with the A. E. F. in France at the time of the signing of the armistice, and returned home in December, 1918. He entered upon his duties at Wake Forest in June, 1919. Dr. Turner was married to Miss Ruth Quattlebaum, of Aiken, S. C., on December 29th, 1919.

Mr. Arthur P. Sledd has been appointed by the Trustees Instructor in the Department of Chemistry. Mr. Sledd received the degree of Bachelor of Arts, from Wake Forest, in 1916, and the degree of Master of Arts in 1918. In the summer of 1918, he did post-graduate work in Chemistry and Physics in the University of Virginia. He was Professor of Chemistry in Coker College, at Hartsville, S. C., in 1917 and 1918. Mr. Sledd is the son of Dr. Benj. F. Sledd.

At the meeting of the Board of Trustees, August 13, Dr. Herbert M. Vann, of Danville, Va., was elected Professor of Anatomy to succeed Dr. G. A. Aiken. Dr. Vann was graduated from Wake Forest, with the degree of Bachelor

of Science, in 1915, and the degree of Master of Arts in 1916. He received the degree of Doctor of Medicine from Jefferson Medical College, Philadelphia, in 1917, and was Interne at the Methodist Episcopal Hospital, Brooklyn, in 1917 and 1918. He was a member of the Medical Reserve Corps of the A. E. F. in France, during 1918 and 1919, returning home in July, 1919. He entered upon his duties, as Professor of Medicine, at Wake Forest, at the opening of the present session, in September. Dr. Vann was married to Miss Mildred Arzani, of Brooklyn, December 22, 1919.

At the August meeting of the Trustees, Mr. Chas. A. Rouse was elected Associate Professor of English. Professor Rouse was graduated, with the degree of Ph.B., from the University of Chicago, in 1910, and with the degree of Master of Arts in 1913. Later, he did two years of graduate work in that institution. He was Professor of English in Simmons College, at Abilene, Texas, from 1910 to 1915, and substituted in the English Department of the University of Colorado in 1917 and 1918. He entered upon his duties at Wake Forest in September, 1919.

Professor E. W. Timberlake, Jr., has spoken at the following churches in the interest of the \$75,000,000 Campaign: Youngsville, Harris Chapel, Bay Leaf, Mt. Vernon, Stony Hill, Oak Ridge, and First Baptist Church at Henderson. He addressed the Current Topics Club of the city of Rocky Mount, on November 10th, on the subject, "The League of Nations."

Mr. Walter F. Taylor was elected Associate Professor of Bacteriology and Physiological Chemistry, by the Trustees at their August meeting. Mr. Taylor was graduated from Wake Forest, with the degree of Bachelor of Science, in 1916, and the degree of Master of Arts in 1917. He was

Bacteriologist and Serologist in the United States Army, with the rank of Lieutenant, during 1917 and 1918, and was a student in the Yale Army Laboratory School in 1918. He was Instructor in Physiological Chemistry and Toxicology, at Wake Forest, in the spring of 1919, and entered upon his duties as Associate Professor in the departments of Bacteriology and Physiological Chemistry at the opening of the present session in September.

Besides addresses in support of the 75 Million Campaign at Raleigh, Hamlet, Norlina, Zebulon, Chadbourn, Durham, Petersburg, Va., President Poteat met the following engagements: The Marshall Medical Society, Wake Forest, "The Knight-Errant of Medicine," October 10, a two weeks course on Eugenics at Blue Ridge, N. C., August 18-30, Men's Bible Class Dinner, Wilmington, the Detroit Y. M. C. A. International Convention November 19-22, Charlotte Y. M. C. A., "Christ in Modern Life," December 21, Law Enforcement and World Prohibition" Louisburg, January 18, Southern Baptist Education Association, Nashville, Tenn., January 28-February 1.

Among the Alumni

Charles O. Riddick, B.A., 1916. The Trustees of Mars Hill College have established a scholarship fund to be known as the Charles Oscar Riddick Aid Fund. This is a worthy memorial of a promising young man who died in the service of his country.

Rev. W. B. Rivenbark, 1898-1901, died at his home in Ramseur, N. C., on January 3, 1920. Funeral services were held at Ramseur, the day following his death, and he was buried at Wake Forest on January 5th. He was pastor of the churches at Ramseur and Franklinville, and was doing a splendid work for the Kingdom.

Charles Mather Cooke 1861-1862, died on January 16th. Judge Cooke had been in poor health for some time, and his death was, therefore, not unexpected.

Judge Cooke entered Wake Forest in 1860. Before the close of his second year, the War between the States broke out, and he left college to join the 55th North Carolina Regiment. He was a valiant soldier, and rapidly rose to the rank of Captain. He was severely wounded at Hatches' Run.

After the close of the War, Captain Cooke was admitted to the Bar, and located in Louisburg where for many years he enjoyed a large and lucrative practice. He was many times honored by the people of his native county and by the State. In 1872, he was Democratic delegate to the National Convention in Baltimore, and cast his vote for Horace Greely. In the same year he was chosen State Senator, and was appointed by Governor Vance as Solicitor of the Ninth

Judicial District. He was a member of the House of Representatives in the State Legislature for several terms, and in his last term was elected Speaker. In 1894, he was appointed, by Governor Carr, as Secretary of State to fill the vacancy caused by the death of Hon. Octavius Coke. He was elected Judge of the Superior Court in 1901, in which important position he served with distinction until his resignation in 1917.

Judge Cooke was, from his young manhood, an active and zealous member of the Baptist Church. He was for many years an honored Trustee of the College. In his death the College recognizes the loss of one of its most loyal and devoted Alumni, and the State one of its most useful and distinguished citizens.

Edwin Yates Webb, B.A., 1892, has been appointed by President Wilson as United States District Judge for the Western District of North Carolina. The year following his graduation, Judge Webb was admitted to the Bar, and located in Shelby where he soon became known as one of the most successful among the younger practitioners in the State. He was elected to the House of Representatives of the Legislature in 1898 and to the State Senate in 1900. In 1902 he was elected to the House of Representatives of the National Congress, and served with distinction in that body until his appointment as Federal Judge. During his period of service in Congress he was chairman of many important committees, notably the judiciary committee. He is the author of the Webb-Kenyon anti-liquor law, and of the National Prohibition Amendment to the United States Constitution.

Lawrence T. Stallings, B.A., 1916, has accepted a position on the Editorial Staff of the *Atlanta Journal*. At the out-

break of the War, in 1917, Captain Stallings entered the Military Service of the United States, and was with the famous Marine Corps at Belleau Wood where he was severely wounded. He will enter upon his work with the *Atlanta Journal* as soon as he receives his retirement from the Service.

Record

Owing to numerous engagements of the members of the publication committee in assisting in the \$75,000,000 Campaign, the autumn number of the College Bulletin was not issued. Accordingly, Volume 14 shows only three numbers, the first, second and third.

The session of 1919-1920 opened on Tuesday, September 3d. The registration for the fall term reached 510, the largest in the history of the College. The spring term opened on January 6. The spring enrollment is at present 440, with new registrations daily.

A College Book Store was opened, during the fall term, under the supervision of Dr. C. C. Pearson. Already it has become popular among the students, and promises to fill a long felt need at Wake Forest.

The following members of the Wake Forest Class received their license to practice law, from the Supreme Court of North Carolina, at the August examination: J. W. Aiken, J. T. Allen, C. L. Bailey, E. F. Cullom, W. M. Edwards, J. H. Finlator, A. J. Franklin, R. C. Holland, W. B. Ivey, W. W. Keller, J. T. Lee, E. B. Leiby, J. W. Manuel, R. L. McMillian, G. K. Moose, Z. V. Nettles, A. D. Odum, Wood Privott, E. E. Sams, L. Scott, L. S. Spurling, W. P. White, D. C. Young. Two applicants from the Wake Forest class failed.

Society Day was celebrated on the first Monday in November. In the Sophomore-Junior Debate, held in the afternoon, the query "Resolved, That the United States Senate

Should Ratify the Covenant of the League of Nations as Proposed in the Treaty of Peace with Germany," was supported in the affirmative by R. G. Stephens (Phi.) and H. E. Monteith (Eu.), the negative being defended by T. O. Pangle (Eu.) and W. W. Pearce (Phi.) The committee of Judges decided in favor of the affirmative, by a vote of two to one.

In the evening orations were delivered by the following members of the Senior Class: Mr. O. T. Glenn, on the subject, "The American Leader"; Mr. E. H. Potts, on "The American of Tomorrow"; Mr. R. T. Liles, on "The Present Unrest"; Mr. J. B. Odum, on "Rural Education, the Supreme Need of North Carolina."

At the conclusion of the orations, an informal social gathering was held in the Gymnasium. An address of welcome was made by President Poteat, and responses by President C. E. Brewer of Meredith, and Miss King of Oxford College. Governor Thomas W. Bickett then introduced Lieut. Belvin W. Maynard who spoke interestingly of his flight from Mineola to San Francisco and return. Music for the occasion was furnished by the Wake Forest orchestra under the direction of Dr. Hubert M. Poteat. Vocal selections were also rendered by Miss Johnson of Meredith College.

A large number of visitors were in attendance, the young ladies of the Senior Classes of Meredith and Oxford Colleges gracing the occasion with their presence.

Among the outstanding features of the fall term was the visit of Lieut. Belvin W. Maynard, winner of the Transcontinental flight from Mineola to San Francisco and return. It was the intention of Lieut. Maynard to land at Wake Forest, but owing to the condition of the field, he was unable to do so, causing untold disappointment to the thousands who had gathered to greet him. With Governor Thomas W. Bickett as a passenger, Lieut. Maynard appeared about 2:30

in the afternoon of November 3, flying in his De Haviland plane, and after circling a number of times over the College and town returned to Raleigh. Later he returned to Wake Forest by automobile, and was the guest of the College during the afternoon and evening exercises of the Society Day celebration. In the evening he spoke briefly in Memorial Hall, and later, at the reception, told in a very interesting way of his famous flight. Lieut. Maynard expresses the intention of returning to College, after receiving his discharge from the Service, and completing the course for his degree.

Mr. William W. Holding, Jr., has been appointed Coach of the basket ball and baseball teams for the spring term, 1920. During his course at Wake Forest, Coach Holding took an active part in all forms of athletics, starring on the football, basketball and baseball teams. During his service with the A. E. F., he is said to have had the best basketball team in France. The College is to be congratulated upon securing the services of so capable and efficient a Coach.

In memory of the twenty Wake Forest men who gave their lives in the World War, a bronze tablet was presented to the College, on January 18, by the Alumni Association. The presentation was made by Captain Lawrence T. Stallings, Jr., of the U. S. Marine Corps, and Hon. Gilbert T. Stephenson, President of the Board of Trustees, accepted it in behalf of the College.

The tablet contains the following names: Berry Buford Bost, Andrew Jackson Harris, Percy S. Harwood, Aurenus Tilden Howard, Haywood T. Lockerman, Thomas Sims Mast, Collier Carlton Olive, John Edwin Ray, Gordon L. Rhodes, Charles Oscar Riddick, Kemp Battle Roberts, Tilton Young Robertson, MacClaudius Robinson, Edward

Hanson Smith, Lloyd Wood Speight, Paul Evans Sprinkle, Adlai Ewing Stephenson, Robert Hurst Turner, Hugh David Ward, Sidney W. White.

> The tablet will be placed at the entrance of Memorial Hall Building.

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