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LIBRARY

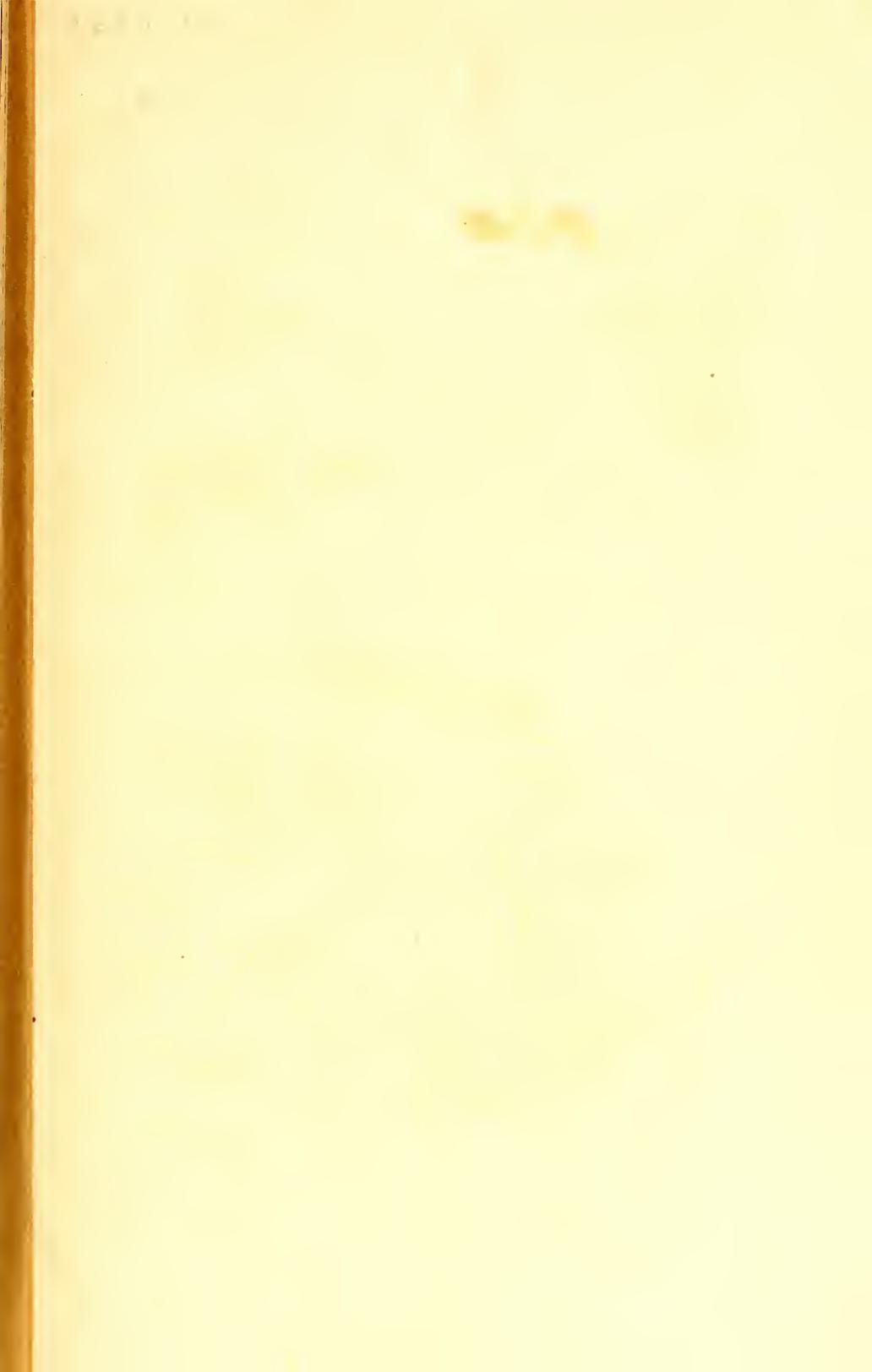


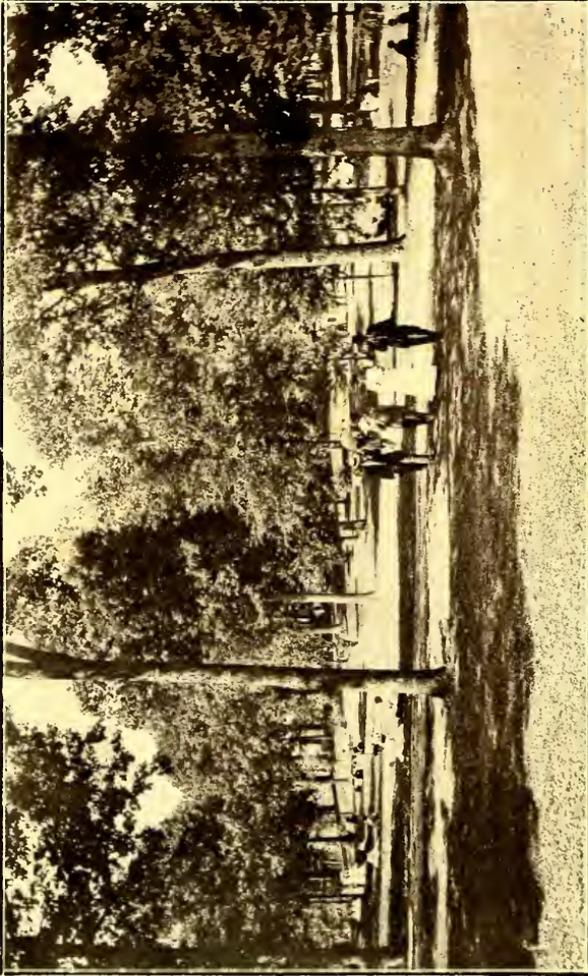
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CAMPUS SCENE — COMMENCEMENT DAY

ALUMNI BULLETIN

OF

GUILFORD COLLEGE

1907-1908



GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION

President—L. Lea WhiteJamestown, N. C.
Vice-President—J. Carson HillHigh Point, N. C.
Secretary—Mary Alice CartlandGreensboro, N. C.
Treasurer—S. H. HodgkinGuilford College, N. C.
Alumni Orator—Chas. L. HoltonAsheboro, N. C.
Alternate—Amy J. StevensGoldsboro, N. C.

TRUSTEES OF LOAN FUND

Treasurer—S. H. Hodgkin; Walter Blair, term expires 1909; Mary E. M. Davis, term expires 1910; Julia S. White, term expires 1911.

EXECUTIVE COMMITTEE

H. A. White, Chairman; Wm. P. Henley, Clara Cox, W. C. Idol,
David H. Couch.

CENTRAL LIBRARY FUND COMMITTEE

S. H. Hodgkin, Chairman; J. D. Cox, Wm. P. Henley.

ATHLETIC COMMITTEE

O. V. Woosley, Chairman; W. C. Hammond, David White,
A. Wilson Hobbs, W. G. Lindsay.

CAMPUS AND GROUNDS

M. E. M. Davis, Chairman; S. H. Hodgkin, C. O. Meredith,
Annie F. Petty, H. B. Worth.

RECEPTION COMMITTEE

E. J. Coltrane, Chairman; J. C. Hill, Henryanna H. White,
Jos. D. Cox, H. Sinclair Williams, Julia S. White.

ASSOCIATION WORK COMMITTEE

Robt. C. Root, '89; Augustine W. Blair, '90; Mary E. M. Davis, '91;
Virginia Ragsdale, '92; Marion Chilton, '93; Wm. J. Armfield, '94;
Ottis E. Mendenhall, '95; Amy J. Stevens, '96; Oscar Moffitt, '97;
Herbert C. Petty, '98; W. W. Allen, '99; C. O. Meredith, '00; J. Waldo
Woody, '01; Clara I. Cox, '02; Maria E. Bristow, '03; D. R. Parker,
'04; Wm. G. Lindsay, '05; D. H. Couch, '06; Dudley Carroll, '07;
Geo. Bradshaw, '08.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

VOLUME 1

EIGHTH MONTH, 1908

No. 1

A L U M N I N U M B E R

MEETING OF ALUMNI ASSOCIATION

The annual meeting of the Alumni Association of Guilford College was held at Guilford, in Memorial Hall, on the evening of May 26th, 1908, Vice-President H. Sinclair Williams presiding.

Mr. Williams, after reviewing the work of the Association and emphasizing the importance of a closer union of the alumni, introduced the speaker of the evening, Mr. O. V. Wosley, of the class of 1905, who delivered a most excellent address on the subject: "The Small College vs. the University."

Then followed the reading of three memorials of members who have died during the past year.

(Address and memorials appear on pages 10 to 16.)

The roll call by classes showed twenty-nine members present.

The minutes were omitted by motion.

In regular order of business the report of Treasurer was called for and read:

TREASURER'S REPORT

May 25th, 1907, received from A. W. Blair, Treas.....	\$ 78.65	
July 1st, 1907, received from A. W. Blair, fees 1907..	8.00	
Fees collected since July 1st, 1907.....	108.00	
Notes paid this year	94.18	
Interest .....	.93	
		\$289.76
Paid for printing and postage	\$ 19.35	
Paid Clegg, balance on banquet	46.00	
Paid for express and on checks .....	.70	
Paid Athletic Association	20.00	
Paid loans this year	35.00	
Balance on hand	168.71	
		\$289.76

Samuel H. Hodgin, Treasurer.

The Treasurer was commended for his faithful work and success in collecting such a large percentage of fees the past year—the best financial report in the history of the Association. This report is clearly an index to the growing interest in the Association.

Joseph Cox and W. C. Idol were appointed an auditing committee to report to the meeting the following afternoon.

Vice-President Williams made appropriate remarks, welcoming the class of 1908 and outlining the work of the Association past and present.

At this time President Hobbs was asked to address the meeting. In response he gave a synopsis of the growth of the College during the past several years, and told in a very clear and forceful manner the condition and needs of the College. It was moved and carried that President Hobbs be extended a vote of thanks for his address and that it be printed with the minutes. (See page 14.)

Henry A. White introduced some resolutions which were referred to a committee, consisting of H. A. White, J. D. Cox, Vernon Brown, Alice Cartland and Clara Cox, for consideration, with instructions to present them again the following evening.

EXECUTIVE COMMITTEE REPORT

The Executive Committee reported the result of the election as follows and the report was duly accepted:

President, L. Lea White, Jamestown, N. C.; Vice-President, J. Carson Hill, High Point N. C.; Secretary, M. Alice Cartland, Greensboro, N. C.; Orator, Chas. L. Holton, Asheboro, N. C.; Alternate Orator, Amy J. Stephens, Goldsboro, N. C.; Treasurer, S. H. Hodgkin, Guilford College, N. C.; Trustee of Loan Fund, Julia S. White, Guilford College, N. C.

We report further that we published a synopsis of the minutes of last meeting with the reports of officers and committees.

Respectfully submitted,

H. A. White, Chairman.

The above named officers were duly declared elected.

REPORT OF ATHLETIC COMMITTEE

W. C. Hammond gave a verbal report for the Athletic Committee, which was in part as follows:

Though there has been no concerted effort upon the part of your committee, about \$35.00 has been raised for athletics. Through the efforts of the alumni the Board of Trustees of the College at their last annual election of officers, created a regular department of athletics and elected W. G. Lindsay, of the Class of 1905, Director. Through the efforts of Mr. Lindsay athletics have been placed upon a higher plane and a more general interest has been manifested in consequence. This was especially noticeable from the beginning of the fall term. Tennis teams were organized and games were played with the various colleges of the State. A basket-ball team was also put out and made a very good record. Intra-college gymnasium contests, track meets, inter-class tennis games, soccer (football) were all entered into enthusiastically and conducted most successfully.

The most important inter-collegiate game, of course, was baseball. The past season has been perhaps the most successful one in the history of Guilford College. Seventeen games have been played and only three of them have been lost. This gives an average of 823 counts and makes us beyond a doubt state college champions for the year 1908.

The Association expressed itself as proud of the athletic spirit at the College, and especially proud of the record of the baseball team. The personnel of the team of 1908 was as follows:

White, 2b., Captain; Doak, C., 3b.; Hill, s. s.; Price, Hobbs, p.; Sharpe, c.; Anderson, 1b.; Doak, R., l. f.; Cambo, c. f.; Hobbs, r. f.; Stewart, sub. c.; Lindsay, coach.

Mrs. M. E. M. Davis, for Campus Committee, reported that a Campus Club had been organized by the ladies of the faculty and some systematic work had been accomplished and that considerable interest had been shown by the students—flower beds and the like had been placed around some of the buildings. Further report was deferred until next meeting.

RECEPTION COMMITTEE REPORT

The Reception Committee reported that a lawn party was held the evening before, to which the faculty and graduating class were invited, and that the expense would be met by an assessment.

It was ordered that any deficit incurred by the Reception Committee be paid by the Treasurer, or any surplus be given into the treasury.

J. C. Hill was appointed to confer with the members of the graduating class in reference to their becoming active members of the Alumni Association and was instructed to report at the next meeting.

By motion the meeting adjourned to meet at 3:00 p. m. the following afternoon.

H. SINCLAIR WILLIAMS, *Vice-President.*
EMMA KING, *Secretary.*

MEMORIAL HALL, May 27th, 3:00 P. M.

The meeting met according to adjournment. The minutes of the previous evening were read and accepted.

The reports of committees were again taken up.

The following report of the loan fund was accepted:

LOAN FUND REPORT

Your Committee reports that one loan of \$35.00 was made this year, and that \$94.18, loans previously made, have been paid back into the treasury. Loans outstanding amount to \$215.00.

Samuel H. Hodgin, Treasurer.

CAMPUS COMMITTEE REPORT

There have been no meetings of the committee, but individual members have been constantly engaged in one way or another in the work of campus improvement. A first-class architect, Mr. Manning, of Boston, has been employed to direct the work of the Campus Supervision for a period of three years.

S. H. Hodgin, Chairman.

A motion was made and carried that a banquet be held in Greensboro at a time selected by the Reception Committee, the expense to be borne by those attending.

Joseph Cox presented the resolutions of the evening before and they were accepted. They were as follows:

RESOLUTIONS

Moved that the Alumni Association of Guilford College in meeting assembled pass the following resolutions:

1st. Inasmuch as Guilford College has been the means of shaping the lives of a great many citizens of North Carolina as well as other states, and as a testimonial to this fact, we desire to go on record as recognizing the manifold benefits received from this institution.

2nd. That with twenty classes comprising the Alumni Association, including some two hundred members, a large per cent. of whom are now actively engaged in business or professional pursuits and yearly accumulating wealth, our strength should be sufficient to make our association of practical benefit to the college in many ways, among which may be mentioned:

(a) By the stimulation of loyalty to the college in expressing a good word for the institution wherever occasion permits, and recommending it to young people of our acquaintance.

(b) By the financial support of our Alumni Association in paying yearly dues promptly, the most of which is used for loans to deserving students, and the fund is thus made perpetual in its operations.

(c) By exerting a special effort to prove the worth of our association in a substantial manner now when the college has suffered great loss by the burning of King Hall and the priceless treasures of the library, one of the best in the state.

3rd. In view of the foregoing, be it resolved:

First, That we ask the President of the college to give a review of the growth of the financial strength of the institution in recent years, and her efforts to meet the needs of the present day; and that this paper be published and sent out to the membership.

Second, That the commendable work of the Class of 1904 in raising a fund of \$1,200, the income of which to be used as a scholarship reward, and the establishment by the Class of 1905 of a prize medal to the member of each Freshman Class who excels in public speaking, and the subscription by the Class of 1906 to the Library Fund, be set forth as good examples for other classes to follow.

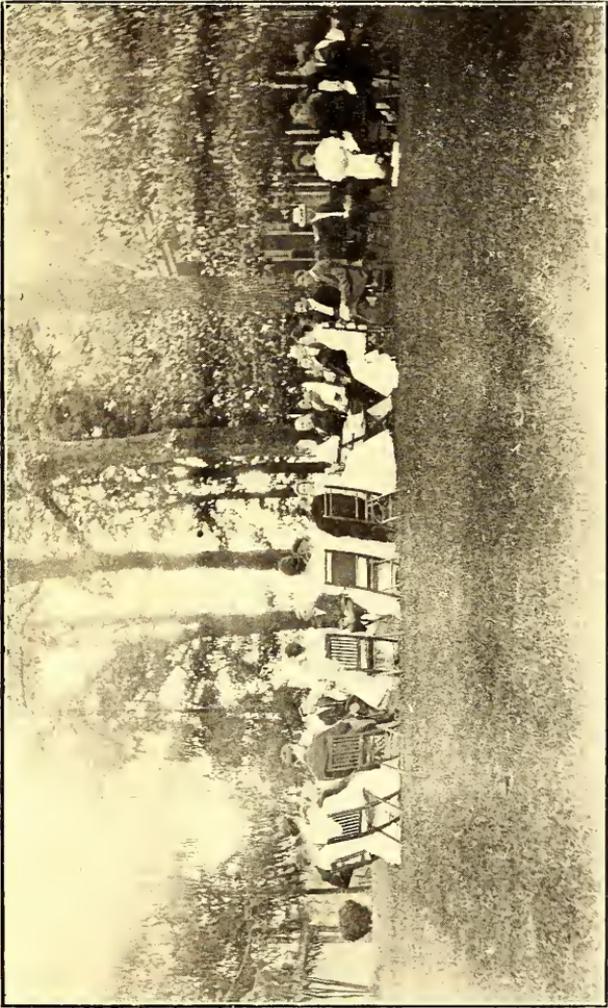
Third, That the President appoint a central committee of three members whose duty it shall be to endeavor to organize a concerted effort among the classes to raise a special fund to aid in securing the Carnegie offer of \$9,000 for a library on condition a like sum be raised, and report progress at next meeting held in August.

Fourth, Be it resolved, that it be the policy in the future of the Alumni Association for the President to present some similar object of vital interest to the Senior Class each year, not later than January 1st, so that a definite plan of work may be mapped out by each class for future accomplishment.

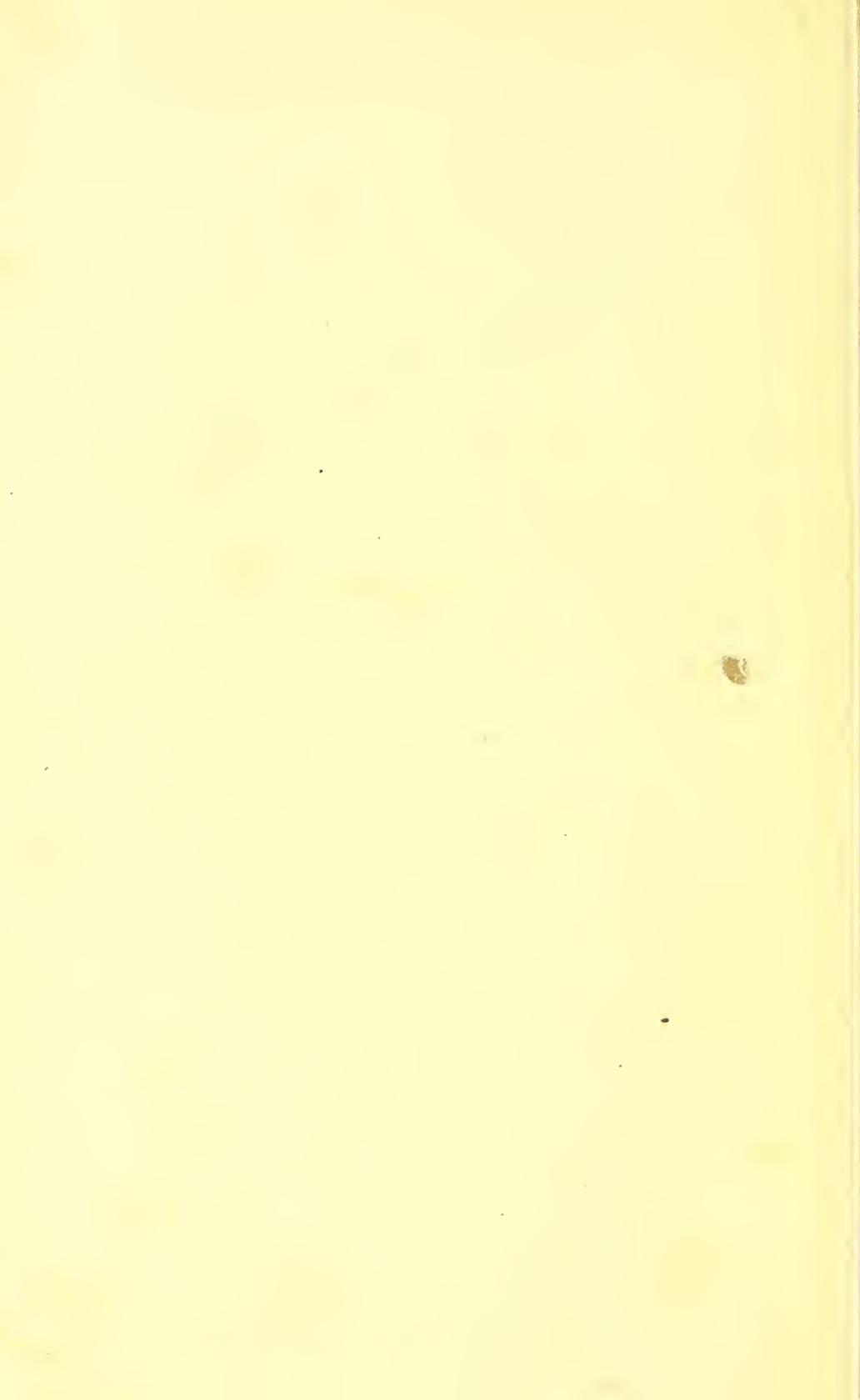
Fifth, We direct that our President and Secretary convey to the Board of Trustees and the President of the college and faculty a copy of the above resolutions and assure them of our sympathy and desire to be of practical usefulness.

Another roll call at this time showed forty-one members present.

The several classes were asked to signify what interest they would take in helping the College secure the Carnegie offer. Each class represented, responded favorably and great enthusiasm was shown. A committee, consisting of S. H. Hodgins, Jos. D. Cox, and Wm. P. Henley, was afterwards appointed to have charge of this work.



OPEN - AIR RECEPTION



The Auditing Committee reported that they had examined the Treasurer's report and found it correct.

Miss Julia White reported contributions by members of the Association to the Library on the call of Vice-President Williams, both in cash and books. The report was very gratifying and interested members who have not contributed already are requested to do so promptly.

J. C. Hill reported that all the members of the Class of 1908, including the graduate of the Music Department, had made application to become members of the Association. They were heartily accepted and by an unanimous vote welcomed into all the rights and privileges of the Association.

The Executive Committee was instructed to print the minutes, President Hobbs's address, orator's address, memorials and other items of interest, in a pamphlet and distribute, the expense to be borne by the Association.

The clean athletic spirit of the College was again referred to and a vote of thanks was given to the coach and baseball team for their effective work this year in winning the Collegiate State Championship.

S. H. Hodgkin, E. J. Coltrane and Miss Julia White were appointed a committee to confer with The Collegian staff as to the Association assisting in an Alumni Department.

The officers for the ensuing year were then installed, and after enthusiastic speeches were made by the retiring and in-coming officers the meeting adjourned until some time during Yearly Meeting week, at call of the President.

L. LEA WHITE, *President.*

M. ALICE CARTLAND, *Secretary.*

MEMORIALS

ISABELLA PARKER WOODLEY

“She hath done what she could.”

About eighteen years ago a young woman, attended by a younger brother and sister, was commonly seen passing up and down King Street between King Hall and her home at the edge of the college campus. For four years thus she continued, and as she went in and out among her associates she was always cheerful and helpful, being really so forgetful of self that she was ready at any moment to aid with words of encouragement or sympathy, or with little services which her hands so skillfully rendered.

After her graduation in 1894 Miss Woodley became a teacher. Her first great sorrow came in the loss of her mother, who died at Charlotte, where the family had removed. Her real self was shown at its best in her faithful ministry to her invalid mother, as well as in her tender solicitude for her pupils. To them she was a true missionary.

Miss Woodley often taught in factory districts, where her visits to the homes of her pupils were a real uplift. While living in Charlotte she worked in a night school in the factory districts.

She took illiterate pupils and cheered them with an outlook and a hope for improved conditions. Only last commencement she came in person, bringing one of these pupils, who she hoped could enter the preparatory department of the college, saying, “I have taught him all he knows and I trust here he can go on to prepare himself for work in his own church, which he desires to do.”

This is only a sample of her faithful labor during the fourteen years since her graduation.

Last May she wanted again to enjoy the fellowship of the college and community, and coveted the advantage to be gained by a few months' residence here, so she accepted a position as teacher in the graded school adjoining the campus. A part of her summer vacation was passed in the community, where she displayed her characteristic cheerful spirit.

No one suspected that the stealthful hand of disease had seized her and that before October came she would be numbered with the unseen.

Isabella Woodley was an example of faithfulness in little things—springing from a life of simple faith in Christ.

Truly, as Miller says, "The blessings which make the world better, sweeter, happier, come from the countless lowly ministries of the every days—the little duties that fill the years."

MARVIN HARDIN

On the night of October 7th the soul of Marvin Hardin took its flight to the great beyond. Death was the result of complications arising from an operation for appendicitis at a hospital in Atlanta, where he had gone a week earlier for treatment.

Marvin Hardin entered the Freshman Class at Guilford College in the fall of 1900, and from the first day began to win for himself an enviable place in the affections of his fellow schoolmen. His career as a student, both at Guilford and at the University of South Carolina, was crowned with an uninterrupted round of brilliant achievements.

At Guilford he was twice president of his class ('04); manager of the foot-ball team; President of the Athletic Association; twice President of the Websterian Literary Society, and at one time or other held practically every office in the gift of that society; thrice the most honored leader of his class debating team and to whom in a large measure is due the success this team won. During his college days and until the time of his death he was a frequent and valued contributor to *The Collegian*, of which he was at one time business manager; was elected Commencement Orator by his class, but failed to speak owing to illness, and was connected in some way with every movement that had for its goal the promotion of a healthful college spirit.

Later, when a student of the University of South Carolina Law School, his ability soon attracted attention and won for him the recognized leadership in every department of college activity.

Marvin Hardin had become a member of the law firm, Frank S. Thompson, of Columbia, some while before he had completed the prescribed course and had won the confidence and esteem of his senior partner, when death cut short his professional career.

Though he achieved much as a student, it is in the heart's affections of his friends and schoolmates that his name will longest live.

No one was more loyal to his Alma Mater and none ever planned more wisely than he for her welfare. To those of us who came into close personal contact with Marvin Hardin he attached himself with the tenderest ties, not because of his brilliant intellect alone, but

by the attraction of an amiable, majestic personality. Whoever chanced to come under the spell of his sunshiny disposition was drawn irresistibly into the circle of his friendship. Thus he won friends and held them always.

“None knew him but to love him,
None named him but to praise.”

Marvin Hardin still lives. What achievements the future held in store for him none can say. We know, however, that rapid advancement in the professional world awaited him, for had not his ability and prowess so laid open the way to a wide success? We know, too, that Marvin Hardin has just left this earthly tenement that would hold him no longer and gone out in search of a better home and a grander service.

ELIZABETH MEADER WHITE

The third break in the ranks of the Alumni Association during the year was in the death of Elizabeth Meader White, which occurred December 14th, 1907. Gentle and loving and thoughtful for others, her five years at Guilford made her the friend of all, both students and faculty, and her carefulness in the execution of duties assigned made her a student to be depended upon and an example to follow.

Nor did her interest in the college cease upon graduation; for all of us can testify that Guilford had no more loyal alumna than was Bessie. She has kept in close touch with every movement which has the welfare of the college at heart, not forgetting it even in her last testament where her good will and interest took a very material shape in an appropriation for the benefit of the mathematical department in memory of her father, Ezra Murray Meador.

Since graduating in '93, she taught for a few years, and in 1899 was married to Henry A. White. For the next two years they were connected with the Friends' School at Union Springs, New York; but in 1901 they came to High Point, which was their home until her death.

While Elizabeth M. White was an earnest student and a loyal alumna, it was as a home-maker that she was most eminently praiseworthy. The cordial hospitality, the quiet gentleness, the graceful ease with which she entertained, all made her home a delightful place for her guests. But it was not for the "some times" guest that her most lavish thought and care were expended, but rather for her husband and son, little Murray. She comprehended in a degree far above the average the high calling of God as wife and mother; and while we

rejoice in the example she has left us, we also exclaim, "Would that all our home-makers were such."

But she did not limit her interests to the home: the neighbors found her not unmindful of them, and her loving thought over and over again brought good cheer and comfort to the aged, the sick, and the needy.

The church, too, found her a ready helper. In a word, in her we seem to have a combination of the helpful service of a "Martha", coupled with the "good part" of a devoted "Mary".

But had not Elizabeth Meader White possessed all these good qualities it would have been a matter of wonder; for her father was a man who left home and friends in a northern state and came to Carolina to do what he could toward lifting the heavy burdens which rested upon us at the close of the war. Her grandfather and grandmother had sacrificed much, well nigh all of their accumulations of years, in order to keep New Garden Boarding School open during the strenuous years of the Civil War; and with the constant companionship of a public spirited, philanthropic, devoted mother, coupled with a genuine love for humanity within her own breast, we can but rejoice that such a flower blossomed in our midst and was our very own, even if we were compelled to see it wither and fade and die ere it had yet become full blown.

ADDRESS OF PRESIDENT HOBBS BEFORE THE ALUMNI ASSOCIATION

Doubtless many things of more than ordinary interest transpire at the college which do not reach the ears of the alumni, scattered as they are throughout our country.

Even the extraordinary effort and success attending the same, which was put forth more definitely four years ago and followed up by continuous struggle with respect to the raising of funds for the support of the college, may not be well known to you all. In fact, four years ago the college was in debt \$27,000.00, and we were still making some efforts to increase the endowment. This was uphill business; for it is well known that philanthropists do not wish to give their money to institutions struggling with debt, with success thereby made doubtful. It was, therefore, a feat which was accomplished largely by the distinguished Friend, Allen Jay, when the \$27,000.00 was raised and the institution entirely freed from the incubus of debt.

This movement paved the way for the marvelous increase in the resources of the college; and three years ago Mr. Andrew Carnegie made a conditional subscription of \$45,000 to the endowment. This was a new thing for Mr. Carnegie; for you all remember that his donations have largely gone to library buildings. We met, through other donations, Mr. Carnegie's conditions, and at the same time the still more difficult condition which was imposed by Dr. Pearson's subscription, viz., that we should secure \$75,000 before he gave his \$25,000. The result was the increase of our endowment by \$115,000, giving us the full round sum of \$175,000. Some additions have been made to this since that time, and we believe that we shall soon reach the sum of \$200,000.

Of course, we have, as is well known, in the meantime established the electric light plant and supplied the college with an abundance of pure water. Nothing could happen to the college of greater importance to its welfare than this source of water. It will be a pleasure to you to know that the beginning of the electric light plant agitation was among the alumni of the institution; and considerable contributions were made by members of the alumni for the accomplishing of this great work.

Of course, you are quite aware upon your arrival here that New Garden Hall has recently been erected, and I hope every one of you will visit New Garden Hall and see the internal arrangements and

be able to inform the public of the great accommodations which are there offered to girls.

We greatly lament the loss of King Hall and of our library by fire, but we are by no means discouraged; and the result of this calamity (such we call it at this time) in the course of ten years will be looked upon as a blessing. Of course, the loss of the books cannot very well be immediately restored, but we are glad to know that many of the alumni are contributing to the restoration of the library, both in the way of books themselves and in the way of contributions of money.

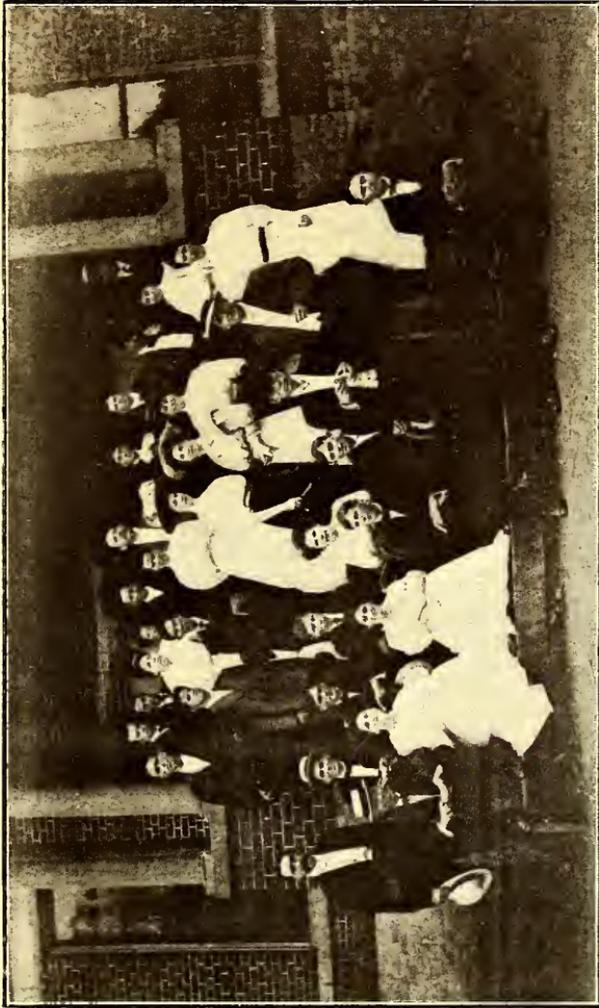
You may not be aware that Mr. Carnegie has very recently offered us a donation of \$9,000 upon condition that we raise a like amount for the erection of a fire proof library building. We are now seeking to raise our portion of the \$9,000; and I am glad to say that even this week we have been informed that we can rely upon two Friends in Baltimore for \$500 of this sum. Joshua L. Baily has also subscribed \$500 for the same purpose. Another Friend in Philadelphia, the same amount; and the prospect is encouraging.

The trustees are just now undertaking a great work, the renovation of the old historic building, Founders Hall; and, when you come back in the autumn, you will find everything with respect to the internal arrangement of that building changed, steam heat introduced, and the whole building converted into an up to date residence hall for young women.

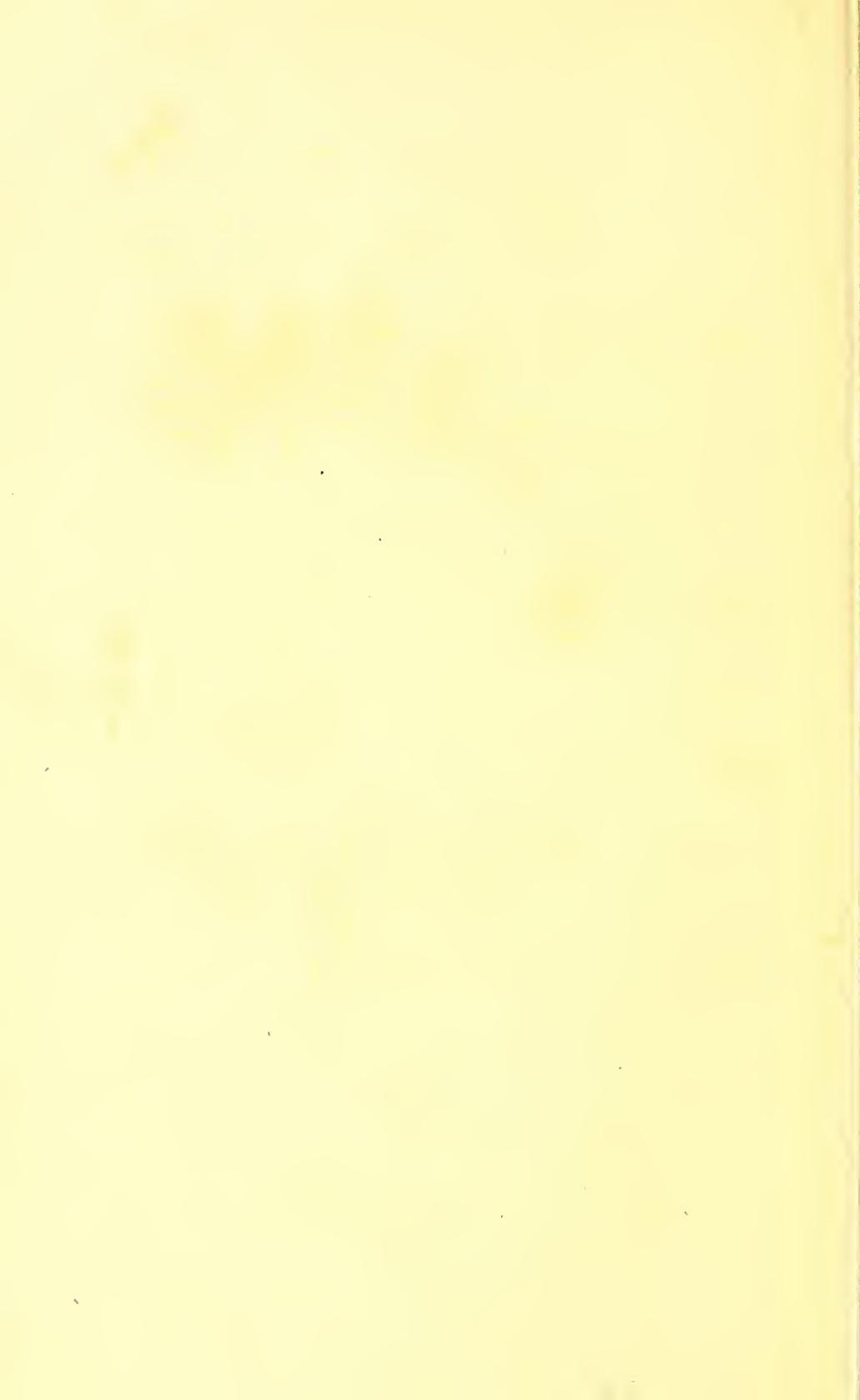
Of course, we must not forget the other great burden which is upon us, viz., the erection of a new King Hall, a building which shall much more adequately serve our purposes than the one that was destroyed on the 13th of January. This building will require a considerable outlay of money, but we cannot for one moment think of shrinking at the task that is before us; and I appeal to the alumni in all these matters for your consideration of the condition of the college, with the hope and belief that it will be a great pleasure to you to be of service in all these improvements.

Another matter of vital importance to the college, which I dare say you have considered, but possibly do not know the steps that are being taken, is the maintenance of a corps of instructors that shall keep abreast of the times and command the respect and appreciation of the public. Therefore, I gladly call your attention to the efforts which are being made for advanced degrees on the part of a number of the members of the faculty, and to state that the trustees have been glad to favor the method of absence of certain members of the faculty for the purpose of further study and investigation. We shall release Professor Wilson the coming year for the purpose of studying chemistry at Johns Hopkins University, or at some other equally

renowned place. You are quite aware, I hope, that Professor Raymond Binford has spent the year in scientific study at Johns Hopkins University, and that Professor C. O. Meredith has spent two years consecutively at the same university in the study of the Latin language and literature. Both he and Professor Binford will return next year to give us the benefit of their late investigations. Later all three of these men I trust and believe will take the doctor's degree and still give their service to Guilford College. I could not mention to you anything that will be of greater interest to you and to the management of the college than this fact; and I am glad, therefore, to mention these things in a somewhat confidential way as a matter of encouragement to the Alumni Association, with the hope of increasing the interest of everybody connected with the college in its welfare.



ALUMNI GROUP



THE SMALL COLLEGE VS. THE UNIVERSITY

Address by O. V. Woosley, Class of 1905

There are very few men about to enter college who, if given a chance between a large university and a small college, would not without hesitation select the university. The reasons for so doing are few and impressionistic. Naturally, one argues, an institution which attracts a thousand students must be superior to one which attracts a mere hundred. The reasoner does not consider that others on entering were in his position and like him incapable judges, unacquainted with the many phases of college life and with the effect which each accomplishes. The all-absorbing idea in his mind is to change from present conditions to something as great as possible. His friends must know that he wishes to obtain an education, which signifies to him the acquiring of knowledge. He regards the diploma as a reward for his labor, a magic script, the degree of whose power depends solely upon the fame of the conferring institution. Tell him that the intrinsic worth of his make-up is at stake, that an important object of a college course is the development of character, that this is affected as much by the contact with those around him as by actual study, that in a small college there is much more opportunity for close contact than in a large university where the relations are of scholar rather than man to man; show to him that in the general courses of the university which make up a very great part of the work of a vast majority of the undergraduates the classes are large, frequently mounting into the hundreds, and the means of instruction is nothing more personal than a formal lecture, which we are told is a survival of the Middle Ages when, books being few and prohibitively dear, the only feasible way of imparting knowledge was by word of mouth; and, if he is sincere, he will hesitate no little time before making his decision.

The question arises, if these things are true, why is it that he does not realize them without being told. The explanation is to be found in the immaturity of the average freshman. Very few of them have ever been thrown on their own resources. The boy from the country has often had poor educational advantages, and is ignorant of the nature of college work. The city boy has had the benefit of good schools, but for this very reason is ready to enter college at even a less mature age than is the boy from the country. They have both been watched and cared for, and are entering upon a new life, one of self-reliance and freedom. Each is eager for new experiences, new sensations. Like a cage born animal that suddenly finds himself free,

he regards all things with investigating curiosity. Unhampered by parental restraint, he plunges into this new life with exultation, and each episode leaves upon him its mark. His four years of college life are a period of greatest character development. This is the crisis of his existence. His standards of morality are set; his view of life is broadened; ambitions are conceived; individuality begins to appear. In other words, the boy is changing to a man, and the final result depends almost entirely upon the surroundings amid which the change takes place.

You will pardon me when I say that Guilford College is one of those small colleges which supplies to the fullest extent every element needed in the make up of a well rounded man. Nature intended that a character building college should be placed here when it arranged these grounds and planted these trees. Also not content with the furnishing of the choicest fruits from the orchard, the producing of the most valuable supplies from the farm, and the supplying of the purest, freshest water for the college community, nature, coupled with man's genius, has located a great town at just a sufficient distance from this spot to lend and take away those things which the average freshman needs and does not need in the beginning of his college days. Truly we all agree that nature has done her work well.

Again, we find that some other farsighted influence quietly made its impression felt when over seventy years ago co-education, a system which today the colleges all over our land are adopting, was firmly and positively established.

But the greatest forces that work on the student here during his college days are the contact and influence of his fellow students and of his instructors. Which of these works the greater results it is hard to say. The first is unsystematic, free and natural. The second is systematic, conservative and more formal. They supplement each other and each loses in effectiveness without the other. The student's life around him is a school of experience, his academic work engenders within him the faculty of sorting and weighing these experiences and of estimating their true value. The ideal state of college life then is that in which both have the greatest opportunity of coming to bear on the student. This condition is found existing, we are told by those who have tried both, much fuller at the small college than at our larger universities.

Where classes are small the influence of the instructor is strongly felt. He is given the opportunity of estimating his students, and of knowing the material with which he must deal. With a thorough understanding of their weaknesses he is able to correct them effectively.

A bright mind attracts his attention and he can develop it in the proper direction. The influence of the fellow student is of another sort, and more subtle in its workings.

Even where a hundred students are collected there can be found many widely different types. It is true that sometimes a very restricted region is represented, but it is also true that fundamental traits of character are the same the world over and that from a knowledge of the member can be gathered a knowledge of the class. The student, then, who is thrown into contact with this body of a hundred men, has ample opportunity of becoming familiar with these fundamental traits, and let it not be thought that he ignores the opportunity. A small student body is perhaps the most critical of all communities. A student, just realizing the significance of things and learning how to think, will naturally inquire very closely into the life around him. His conclusions may be from false premises and so, invalid; but, as he progresses, these are discarded and new ones sought for. He is quick to assign motives to the actions of others, for he has lately become aware that there exists no effect without a cause. His first division of recognized qualities into good and bad will probably be greatly, if not entirely, revolutionized as his knowledge of the world, obtained from various sources, is increased. The ideal of the freshman is seldom that of the sophomore; and the omniscient junior looks with a contempt even upon the senior's ideal. However, the most important fact is that he has recognized these qualities and can apply his standards to them.

That this knowledge is obtained more readily at the small college is due to the fact that there it is being continually impressed upon the student. In his daily life he is very close to his fellows and must observe their ways of meeting different problems and situations, perhaps through curiosity or because he must meet them himself. The course at a small college offering few electives does not spread itself over such a multitude of subjects that members of the same class seldom recite or even see one another, but the classes which he attends are composed of practically the same men.

It matters not whether Course I leading to B. A. or Course II leading to B. S. is taken since they both are sufficiently entwined and overlapped to emphasize the fact on the student that all are traveling practically the same road. The same spirit of mutual dependence and interest permeates the whole student body. In a small dormitory the contact is peculiarly intimate. The students are dependent upon each other in no small degree for their comfort, and the effect is that of a large family living in one house. It often happens that in order to get to Sunday school on time one student has gone the rounds getting his lovely self properly arranged. A collar button is found

in his nearest neighbor's room, his roommate's tie looks better than his own and in order to have the right color on his shoes he must go downstairs and persuade one of the freshmen to supply the needed articles. After all this the governor is visited in order to find something that contains the lesson. All these conditions go to make the student's life easy, congenial and happy, the lenders notwithstanding. The very fellow who supplies one or more of the needed articles in the first case will before night be around to get some suitable stationery to address a note that must eventually find a resting place in some cozy corner of Founders Hall. In such a colony one may discover a system of borrowing and co-operation which causes a very near approach to a commonwealth. It sometimes occurs that students are only part owners of their books, and frequently good sized classes are held preparatory for some particular recitation. How many Guilford students will you find that have not felt the sweet bliss of a joint preparation of their Greek, German or Latin lesson? How well do we remember the others' judgment in these groups as to what particular scientific question would be given at the approaching quiz. There is no place like the small college for such mutual beneficence. Every student knows the other. Those that have not the disposition to enter into such congeniality are not molested, but they soon find the missing link of fellowship and thence go to make the already happy band happier.

In large student bodies conditions for character study are not nearly so favorable. An officer cadet of one of our larger military colleges recently remarked that he found it almost impossible to remember the names of the men in his squad. Intercourse in barracks tends to be more intimate than in a dormitory where the inmates are unrestricted; yet men whom this cadet saw daily were strangers to him. The most natural explanation is that because the cadet's corps numbered nearly six hundred he found it difficult to concentrate his attention on any special one. Give a man a glimpse into a room full of objects and he will probably perceive none of them. On the other hand, if the room be empty, a stain on the wall will leave a vivid impression. So in the university the student meets a large number of men and may form definite opinions of none of them. If he makes any friends he will not be interested in criticising them even to himself; for he sees so little of the every day side of their life that he is unqualified to judge them.

It has already been said that an increasing knowledge of human nature revolutionizes to a great extent early estimates of good and bad. This knowledge is not all obtained from class room sources. At a large college students divide into cliques and moral standards grow out of convenience or necessity. Fraternities dictate to better

judgment and social clubs foster exclusiveness. Interdependence at a small college forbids anything approaching extreme elanishness, and so ethical standards are greatly influenced by what may be called popular opinion. A student's every action is open to the criticism of his associates. He cannot hope to be lost in the crowd, for though his sphere is small he is an important member of it. To protect his good name he must be careful. To be careful he must learn the nicer attitude towards questions of morals. Through necessity he adopts this attitude, and learns to know the value of truth, honor and sincerity. Having accomplished this the student at the small college has many honors in his grasp. The literary societies, the Y. M. C. A., the Athletic Association and the various clubs are all waiting for his energetic efforts. Since the student body is small, he must take part in several of the organizations and hence is useful in the all round sense. As in a small manufacturing plant one can best comprehend the various machines in operation, so in the small college the student gets a working knowledge of all organizations.

The moulders of public opinion in a small college are those men most closely in touch with the faculty, that is, those who are selected by the faculty for consultation in matters of student government. Thus over the whole system of moral construction is felt the influence of the instructors—men wise enough in the eyes of the country to be entrusted with the rearing of her future citizens. So is it necessary to say here by way of comparison that the university professor could identify very few of his hundreds of pupils. For this reason it is conceivable that his influence as a character former is not felt to any great extent.

It is hard to say what influence decides the nature of a man's ambitions. Certainly it depends somewhat upon his own temperament. Yet why will one man wildly aim at the highest mark while another just as sanguine contents himself with something attainable? Because the first regards the world as easily conquered, while the second has learned temperance in his expectations. The average university graduate with his omnipotent diploma does not lean kindly towards this temperance. The more humble graduate of a small college realizes that as yet he is a stranger to life, that he is on the verge of attacking an unknown problem. His ambitions are saner—not because he is less hopeful, but because he is backed by a less famous institution and looks less to the power of her name and more to his own ability. The university man strikes blindly for an invisible something, while the college graduate is content that he keep the attainment of his ambition ever before him. The former reshapes his views or gives up in despair. And are not such failures the result of lost ideals? And are not ideals inevitably destroyed when they become too visionary?

Putting aside all consideration of scholastic merit, it seems that the small college is more fitted to develop the man than is the large university. And when we remember some of the national figures whom our small colleges have produced, are we not justified in saying that the conclusion does not rest entirely upon theory? Bowdoin, a small New England college, has given us Longfellow, our most popular poet, and Nathaniel Hawthorne, our greatest master of English prose. Washington, Jefferson, Madison, Marshall, Hamilton, the pilots of our country through her stormiest period, were all graduates of small colleges; and Daniel Webster's estimate of what his small college had done for him is worth remembering. In his famous defense of the Dartmouth College case before the Supreme Court at Washington he simply but eloquently expressed his feeling for his alma mater in his final plea, "It is, as I have said, a small college; and yet there are those that love it."

Having spoken in a somewhat general sense concerning the merits of the small college, it is now my purpose to say a few more words relative to our own college. Mere smallness, it is obvious, cannot achieve the ideal which we have in mind for Guilford. Three factors are necessary: a faculty capable of exerting a strong personal influence on the minds and morals of the undergraduates; a student body inspired and permeated by high standards of character and conduct, and an enthusiastic and co-operative alumni association ready and willing at all times to work for the strengthening and upbuilding of its alma mater. Concerning the first two factors, we have nothing to say except that they are well cared for. But it is our purpose to direct a few remarks concerning the last.

If we ask ourselves the question, how enthusiastic and co-operative are we through the alumni association for our college? we sometimes find our minds wandering to other subjects which give our tired souls more satisfaction and congeniality. True it is that our shortcomings become very doleful and long. It is a fact that some of us have apparently forgotten where we went to school. No greetings, no donations, no deep interest show their workings.

But this condition will not long remain, for things are being done here which will draw out all of us old "has beens" and make us strive to get in the great onward march which Guilford is making. So many improvements have been accomplished, or are on the way, that it is difficult to find the most representative. However, those of us who are inclined towards athletics find sweet comfort in reviewing the great deeds of this year's baseball team. The fact that a continuous line of victories perched on Guilford's banner till all the rounds of North Carolina colleges had been made, makes us all happy and appreciative.

Those of us who fear that the Alumni Association is existing too much for the sake of athletics find much pleasure in contributing to the library fund and furnishing rooms in New Garden Hall. A greater work could not be done. In fact, there is such an awakening found here in all lines that it is bound to spread into the Alumni Association. We hope that so much interest for our college will be aroused among us that we can soon divide the Association into two groups and let the one try to outstrip the other.

When the Alumni Association has got in line with the other two factors, then will old Guilford launch out into a more significant realm of usefulness, not ashamed of the fact that she is smaller than some other institutions of learning, but proud that within her borders character in all its sincerity is being more conscientiously developed.

AWARDS

The following are the list of awards made by the College 1908:

The Bryn Mawr Scholarship of \$400 to Alice Everett White.

The Haverford College scholarship of \$300 to Henry Andrew Doak.

The Websterian orator's prize to Hugh Dixon White.

The Websterian improvement medal to Karl Sherrill.

The Philagorean orator's medal to Luey O'B. White.

The Philagorean improvement prize to Mary Mendenhall.

The Henry Clay orator's medal to Thomas Fletcher Bulla.

The Henry Clay improvement medal to Elmer Braxton.

The Freshman Class orator's medal, established by the Class of 1905, to Elvannah L. Hudson.

The Sophomore partial scholarship to Alice Louise Dixon.

GUILFORD COLLEGE ALUMNI ASSOCIATION

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
Joseph Moore Dixon, B. S.	Washington, D. C.
Edward B. Moore, B. S.	Richmond, Ind.
Robert Cromwell Root, B. S.	Huntington Beach, Cal.
Lola Stanley Moore, A. B.	Genoa, N. C.
*Lucius A. Ward, B. S.	_____
*Campbell White, B. S.	_____
Florina W. John, B. S.	Raleigh, N. C.

CLASS OF '90

John T. Benbow, A. B.	Winston-Salem, N. C.
Augustine W. Blair, B. S.	Gainesville, Fla.
Jessica Johnson Dickson, B. S.	Kimberlin Heights, Tenn.
Genevieve Mendenhall Blair, B. S.	Gainesville, Fla.
Susanna Osborne, B. S.	Randleman, N. C.
Leonard C. Van Noppen, A. B.	Westerleigh, Staten I., N. Y.
David White, A. B.	Greensboro, N. C.
H. Hermon Woody, A. B.	Guilford College, N. C.

CLASS OF '91

Alzanon Alexander, B. S.	High Point, N. C.
Frank B. Benbow, A. B.	Franklin, N. C.
S. Addison Hodgin, B. S.	Greensboro, N. C.
Arthur Lyon, B. S.	High Point, N. C.
Joseph H. Peele, B. S.	Guilford College, N. C.
Elisha D. Stanford, B. S.	East Bend, N. C.
Mary Mendenhall Davis, B. S.	Guilford College, N. C.
Julia S. White, B. S.	Guilford College, N. C.

CLASS OF '92

Sue Farlow Raiford, A. B.	Conley, Va.
*M. Edna Farlow, B. S.	_____
Martha J. Henley, B. S.	Asheboro, N. C.
Mary Massey Pearson, B. S.	Goldsboro, N. C.
Walter W. Mendenhall, B. S.	Cleveland, Ohio.
Virginia Ragsdale, B. S.	Jamestown, N. C.
William Jasper Thompson, B. S.	Eagletown, N. C.
Emma L. White, B. S.	Belvidere, N. C.
George W. Wilson, B. S.	Gastonia, N. C.
Edwin M. Wilson, A. B.	Haverford, Pa.
Laura D. Worth, B. S.	Guilford College, N. C.

CLASS OF '93

Marion Chilton, A. B.	Danbury, N. C.
Eugene E. Gillespie, A. B.	Yorkville, S. C.
*Elizabeth Meader White, B. S.	_____
James P. Parker, B. S.	McAdenville, N. C.
Elwood O. Reynolds, B. S.	Whittier, Cal.
Chas. F. Tomlinson, B. S.	High Point, N. C.
Cora E. White, B. S.	Belvidere, N. C.
Elbert S. White, B. S.	Norfolk, Va.

CLASS OF '94

Lucille Armfield, B. S.	Monroe, N. C.
Wm. J. Armfield, B. S.	Asheboro, N. C.
Mary Arnold Gilmore, A. B.	Sanford, N. C.
Ruth Blair Ader, B. S.	High Point, N. C.
F. Walter Grabs, A. B.	Bethania, N. C.
Emma Hammond Smith, B. S.	Clinton, N. C.
Annie F. Petty, B. S.	Greensboro, N. C.
Henry A. White, B. S.	High Point, N. C.
Isabella Woodley, A. B.	_____
Wm. T. Woodley, Jr., A. B.	Cisco, N. C.
Eugene J. Woodward, B. S.	Wilmington, N. C.
Hiram B. Worth, B. S.	Greensboro, N. C.

CLASS OF '95

G. Raymond Allen, A. B.	79 Wall St., New York, N. Y.
Cecil A. Boren, B. S.	Pomona, N. C.
Dora Bradshaw Clark, B. S.	Washington, D. C.
Eunice Darden Meader, B. S.	Tamworth, N. H.
Henryanna Hackney White, A. B.	Greensboro, N. C.
Chas. M. Hauser, B. S.	High Point, N. C.
Samuel H. Hodgin, A. B.	Guilford College, N. C.
Ottis E. Mendenhall, A. B.	Lexington, N. C.
Walter H. Mendenhall, A. B.	Lexington, N. C.
J. O'Neal Ragsdale, B. S.	Madison, N. C.
Cornelia Roberson Michaux, B. S.	Greensboro, N. C.
H. Sinclair Williams, B. S.	Concord, N. C.

CLASS OF '96

Edgar E. Farlow, B. S.	High Point, N. C.
Robt. W. Hodgin, A. B.	Greensboro, N. C.
George L. Morris, B. S.	Guilford College, N. C.
Mary Roberts Edwards, B. S.	Salemburg, N. C.
Amy J. Stevens, B. S.	Goldsboro, N. C.
Addie Wilson Field, B. S.	Newnan, Ga.

CLASS OF '97

Joseph E. Blair, A. B.	New Decatur, Ala.
Vernon Luther Brown, B. S.	Greensboro, N. C.
Lelia Boyd Kirkman, B. S.	Pleasant Garden, N. C.
Oscar Peyton Moffitt, A. B.	High Point, N. C.
Thomas Gilbert Pearson, B. S.	Greensboro, N. C.
Sarah Stockard Magness, A. B.	Magness, Ark.
Deborah White Babb, B. S.	Conley, Va.

CLASS OF '98

*Anna Ray Anderson, B. S.	_____
Walter E. Blair, A. B.	Greensboro, N. C.
Ada Martitia Field, A. B.	Seattle, Wash.
Lena Freeman Ragan, B. S.	Archdale, N. C.
John M. Greenfield, A. B.	Kernersville, N. C.
Ora Jinnett Swing, A. B.	Tallahassee, Fla.
Herbert C. Petty, B. S.	Ampere, N. J.
J. Oscar Redding, B. S.	Asheboro, N. C.
Sidney H. Tomlinson, B. S.	High Point, N. C.
Percy Worth, B. S.	Indianapolis, Ind.

CLASS OF '99

John W. Lewis, A. B.	Greensboro, N. C.
Elizabeth Coffin Lewis, A. B.	Greensboro, N. C.
William W. Allen, Jr., A. B.	Camden, N. J.

CLASS OF '00

Lacy Lee Barbee, B. S.	Lexington, N. C.
Annie Blair Allen, A. B.	Camden, N. J.
J. Wilson Carroll, A. B.	Greensboro, N. C.
Calvin Duvall Cowles, A. B.	Los Angeles, Cal.
R. Lindsay Ellington, B. S.	Reidsville, N. C.
Newton Fernando Farlow, A. B.	Randleman, N. C.
*Pinkney Groome, A. B.	_____
Kearney E. Hendricks, B. S.	Asheboro, N. C.
Nellie Lancaster Jones, A. B.	Charlotte, N. C.
Clement Orestes Meredith, A. B.	Guilford College, N. C.
Harold C. Taylor, A. B.	Greensboro, N. C.

CLASS OF '01

William C. Hammond, B. S.	Asheboro, N. C.
J. Carson Hill, A. B.	High Point, N. C.
Thomas B. Hinton, B. S.	Greensboro, N. C.
Emma G. King, A. B.	High Point, N. C.

Linnie Raiford, A. B.	Conley, Va.
Robert C. Willis, A. B.	Washington, D. C.
John Waldo Woody, A. B.	Guilford College, N. C.

CLASS OF '02

Clara Ione Cox, A. B.	High Point, N. C.
Chas. Woodward Davis, B. S.	Vassalboro, Me.
William Chase Idol, B. S.	Winston-Salem, N. C.
C. Elmer Leak, B. S.	Greensboro, N. C.
A. Homer Ragan, B. S.	Thomasville, N. C.

CLASS OF '03

Irvin T. Blanchard, B. S.	Woodland, N. C.
Maria Edgeworth Bristow, B. S.	Conley, Va.
Flora Harding, B. S.	Farmington, N. C.
Charles L. Holton, B. S.	Asheboro, N. C.
Phillip D. M. Lord, A. B.	Biddeford, Me.
R. William McCulloch, A. B.	Atlanta, Ga.
Ida Eleanore Millis, A. B.	Guilford College, N. C.
R. Delia Raiford, A. B.	Zuni, Va.
Charles McCoy Short, A. B.	Salisbury, N. C.
Edgar Thomas Snipes, B. S.	Menola, N. C.

CLASS OF '04

Elizabeth B. Bradshaw, A. B.	Franklin, Va.
M. Alice Cartland, A. B.	Greensboro, N. C.
Joseph D. Cox, B. S.	High Point, N. C.
Robert P. Dicks, B. S.	Greensboro, N. C.
Ernest P. Dixon, B. S.	Ahoskie, N. C.
C. Gordon Gainey, B. S.	Fayetteville, N. C.
*Marvin Hardin, A. B.	_____
Wm. Penn Henley, B. S.	Farmington, N. C.
D. Ralph Parker, B. S.	High Point, N. C.
Katharine C. Ricks, B. S.	Richmond, Va.
L. Lea White, A. B.	Jamestown, N. C.

CLASS OF '05

Bessie W. Benbow, A. B.	Oak Ridge, N. C.
James O. Fitzgerald, Jr., A. B.	Pelham, N. C.
Fred B. Hendrix, B. S.	Asheboro, N. C.
Mary D. Holmes, A. B.	Woodland, N. C.
R. Ernest Lewis, A. B.	New York City, N. Y.
William G. Lindsay, A. B.	Guilford College, N. C.
Richard E. Martin, B. S.	East Bend, N. C.
James Hoge Ricks, A. B.	Richmond, Va.

Terry D. Sharpe, A. B.	Greensboro, N. C.
Clarence H. Whitlock, B. S.	Maxton, N. C.
Oscar V. Woosley, A. B.	Asheboro, N. C.

CLASS OF '06

David H. Couch, B. S.	Guilford College, N. C.
R. Cabell Lindsay, A. B.	Philadelphia, Pa.
Joseph Moore Purdie, A. B.	Asheboro, N. C.
R. Arnold Ricks, Jr., B. S.	Richmond, Va.
Florence L. Roberson, B. S.	Guilford College, N. C.
L. Gertrude Wilson, A. B.	Canton, N. C.

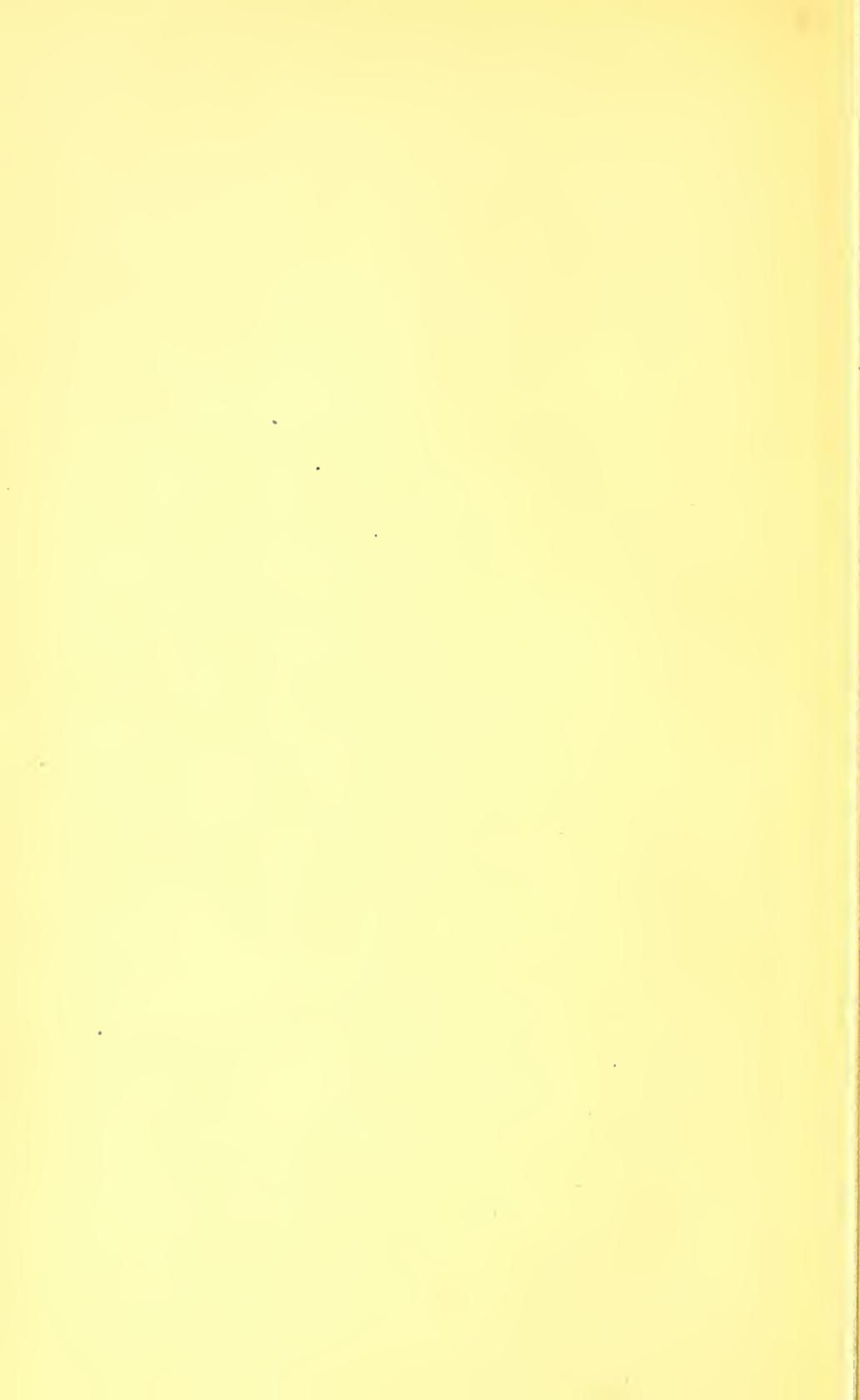
CLASS OF '07

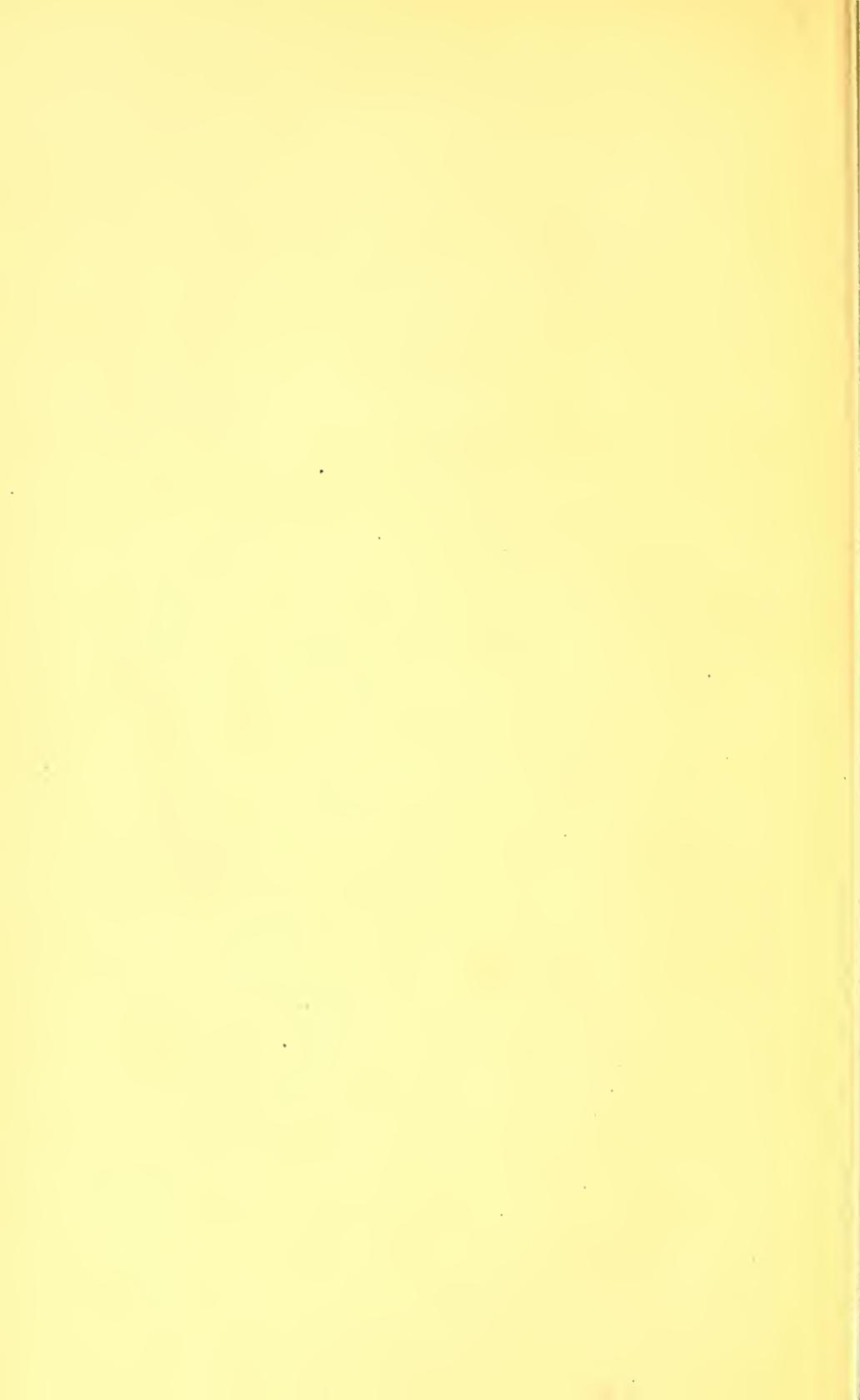
John Anderson, B. S.	Charlotte, N. C.
Dudley D. Carroll, A. B.	Mizpah, N. C.
Eugene Jarvis Coltrane, A. B.	Asheboro, N. C.
Alma Taylor Edwards, A. B.	Columbia, S. C.
Clifford C. Frazier, A. B.	Greensboro, N. C.
Annie Lois Henley, A. B.	Snow Camp, N. C.
Louis Lyndon Hobbs, Jr., A. B.	Guilford College, N. C.
Allan Wilson Hobbs, A. B.	Guilford College, N. C.
Ida Hutchens, A. B.	Yadkinville, N. C.
Lillian L. Jinnett, A. B.	Guilford College, N. C.
Waller S. Nicholson, A. B.	Guilford College, N. C.
David Milton Petty, B. S.	Arehdale, N. C.
Wiley Rankin Pritchett, A. B.	Greensboro, N. C.
C. Linnie Shamburger, A. B.	Jamestown, N. C.

CLASS OF '08

George Washington Bradshaw, B. S.	Zuni, Va.
Henry Andrew Doak, A. B.	Guilford College, N. C.
Annie Elizabeth Gordon, B. S.	Jamestown, N. C.
Kittie McNeill John, B. S.	Lumber Bridge, N. C.
Ovid Winfield Jones, A. B.	Winston-Salem, N. C.
Alva Edwin Lindley, A. B.	Snow Camp, N. C.
Mabelle Vira Raiford, B. S.	Conley, Va.
Sallie Thomasene Raiford, A. B.	Conley, Va.*
Alice Everett White, B. S.	High Point, N. C.
William Ernest Younts, B. S.	Guilford College, N. C.
Marguerite W. Cartland, Music	Greensboro, N. C.

* Deceased.









FOUNDERS HALL—SOUTHEAST VIEW

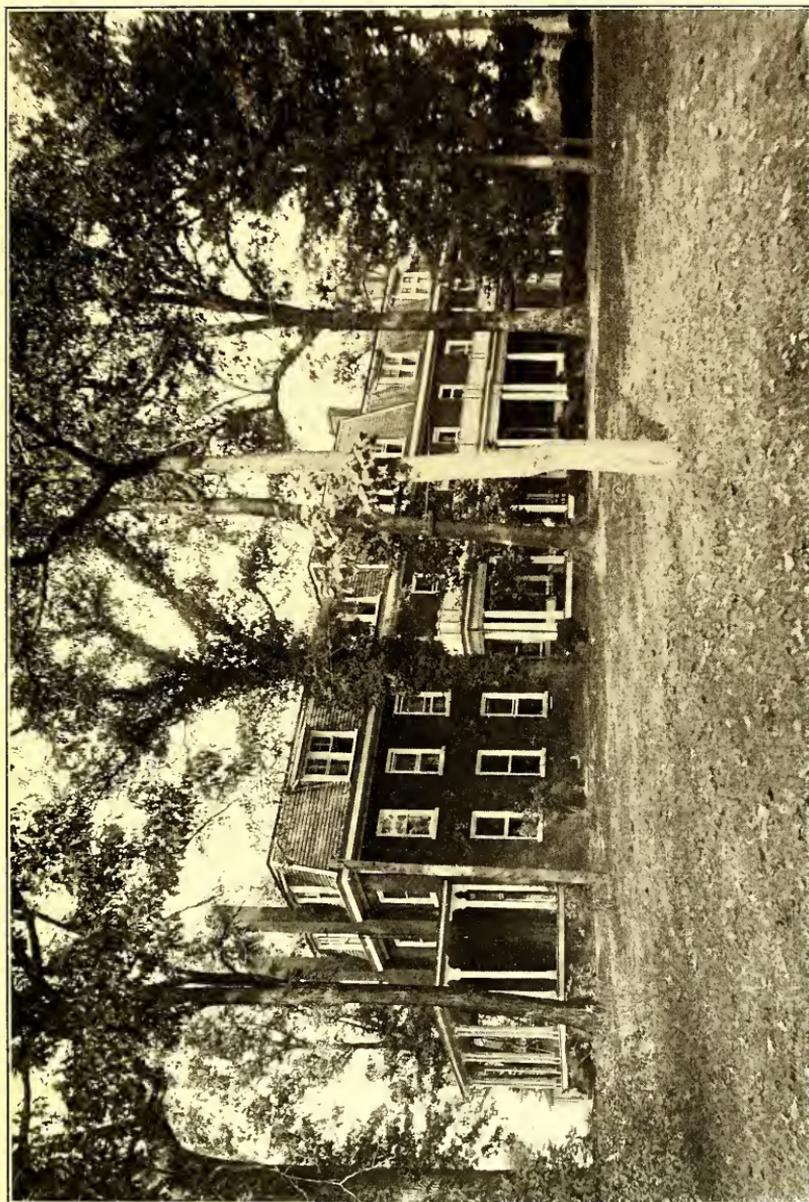
Guilford College Bulletin



PUBLISHED QUARTERLY

GUILFORD COLLEGE, N. C.

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FOUNDERS HALL—SOUTHWEST VIEW

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

VOLUME 1

TWELFTH MONTH, 1908

No. 2

FOUNDERS HALL

As is well known, New Garden Boarding School, out of which Guilford College developed, was among the earliest substantial and well equipped boarding schools to be established in North Carolina. The entire effort of the Friends at education in the State has been unpretentious and free from anything like demonstration, and as a result of this spirit of modesty the public has not had an adequate knowledge of the character and importance of the solid work done by Friends since the founding of the boarding school in 1837. The foundation itself was of that substantial character that insures permanence. This permanence and success were assured in the outset and did not need to be proclaimed.

When one studies the situation in our State with respect to elementary and intermediate education, one can readily understand that a foundation such as was laid in the building of Founders Hall would be an event worthy of recognition and commendation.

The purpose which actuated the Friends of North Carolina Yearly Meeting from 1830 to 1837, during which period the subject of education claimed the solid and constant consideration of that body of Christian people, was one of patriotic philanthropy. Such men as Jeremiah Hubbard, Nathan Hunt, Elihu Coffin, Jeremiah Pigott, Richard Mendenhall and others just as worthy were not content to erect an insignificant

building, or to do any piece of educational work in a mediocre way.

The dimensions of the school building, the excellence of the material put into it, and the entire plan of operation, as was to be expected from such a body of people, contemplated the founding of an institution that would perform a great service not only for the Society of Friends, but for the State.

The style of building was in some measure determined by the plan of the famous school in Pennsylvania—Westtown Boarding School; and was constructed with a view to give equal opportunity to both boys and girls. Its length was 120 feet, and its width, 40 feet; two stories, with roof slanting equally on both sides, running east and west throughout the length of the building. The foundation was made deep and strong, with basement. The bricks were made nearby. The walls were thick and so substantially built as to be in good condition at the present time. The kitchen and dining room were extended from the center of the main building north, the dining apartment being in the first place divided into two rooms of equal size, one for boys and one for girls. The partition was long ago removed, the young men and young women with members of the faculty taking their meals together in the same room.

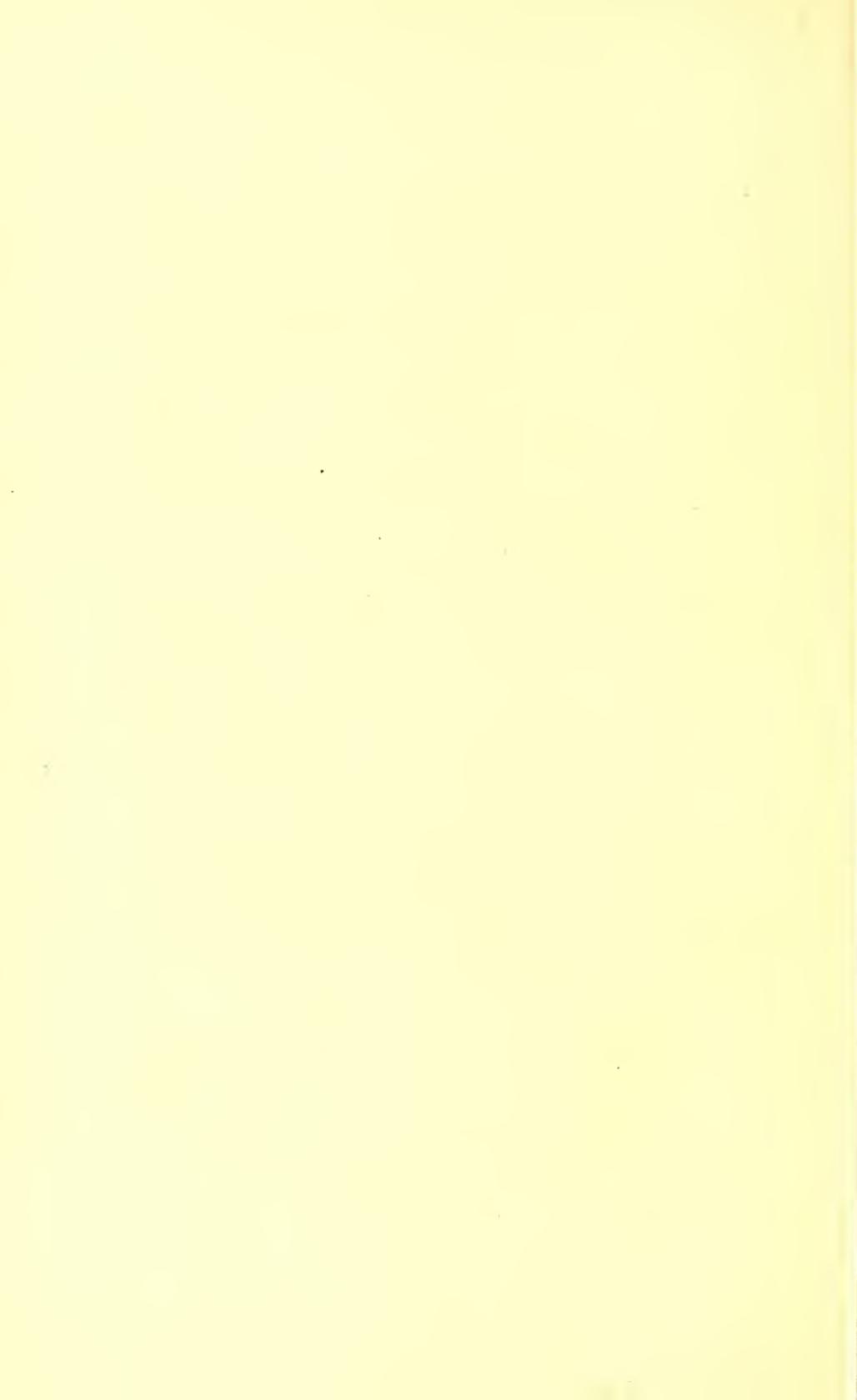
In the outset the east half of the main building was given to young men and the west half to young women, and the work of instruction was given to the sexes separately.

In 1883 the original building, Founders Hall, was remodeled, the old roof being removed, a third story added, and other improvements made. In the same year, the yearly meeting house, which stood near to Founders Hall, was donated by the yearly meeting for a dormitory for boys and for recitation room, thus leaving the old building as a dormitory for young women. Such it has since remained.

During the summer of this year, extensive repairs have been made in the old building. The internal walls have been changed, making a wider hall running from east to west, a beautiful entrance made in front with new porch extending



FOUNDERS HALL AND KITCHEN



72 feet, with balcony above supported by columns. New plastered walls were made throughout the building, new floors of maple, granite window sills, a porte-cochere at the east end, where is an entrance. The entire building is supplied with water and heated by steam.

Thus after an existence of seventy-one years, the old building, the work of the pioneers of the Friends in North Carolina as relates to education, puts on new life, and becomes in a high degree useful as an up to date residence hall for young women.

The first floor is devoted to treasurer's office, reception rooms, students' parlor and girls' society halls.

It will be a genuine satisfaction to all who have known something of the struggle of the early patriots and friends of education to see the renewal of the work of the founders, and to know something of the comfort and excellent sanitary condition of the structure which once constituted New Garden Boarding School.

NEW GARDEN HALL

New Garden Hall, the new dormitory for girls completed in 1907, is a substantial brick building, covered with slate, heated by steam, supplied with water, and lighted by electricity.

It contains, besides twenty-five elegant lodging rooms for girls, the Matron's sitting and bed rooms, a parlor, large hall designed as a collection place for the girls, a beautiful dining room with capacity to seat one hundred. This room is the entire width of the rear extension and is lighted by three double windows on the north and the same number on the south. Back of the dining room are kitchen and pantries supplied with every convenience for housekeeping.

A well-equipped laundry occupies the space in the basement under the kitchen and pantries. This is furnished with stationary porcelain washtubs, provided with hot and cold water, a stove for heating irons and other laundry conveniences. The remainder of the basement is devoted to two elegant storerooms, a trunk room, and the heating plant. This basement has a pitch of nine feet and is well lighted by windows. An elevator reaches from the trunk room to the second story.

Besides the rooms already mentioned, there are two rooms upstairs reserved as an infirmary at the south end of the front. These are cut off by a partition in the hall and are connected with a bath room, so that in case of need they may be isolated.

As it has been the purpose of the management from the first to have a teacher of Domestic Science resident in this building, two large class rooms have been provided for this purpose—one for cooking and the other for sewing.

The bedrooms are furnished with neat iron bedsteads with springs and the best of cotton felt mattresses, a dresser, table, wall bookcase, and chairs. The Matron's rooms have just been beautifully furnished by members of the Cox family in

memory of their mother, Elizabeth Cox, for many years Matron of New Garden Boarding School. Mrs. Laura A. Winston has recently furnished the parlor most exquisitely in memory of her little daughter, "Lonnie". Almost every room in the house is a memorial room, with the names of those for whom they have been given on brass tablets. Two bedrooms are not yet subscribed for, and the collection hall and dining room, staircases, and heating plant are open for subscriptions. In particular is it desired that the collection hall may appeal to some of our friends. A piano is very much needed for this, as it is, or should be, the gathering place for the girls. There is a subscription of \$175.00 for a piano for this place. We want a good one to correspond with everything else in this house. Every part of it is first-class.

New Garden Hall was built by the Girls' Aid Committee of North Carolina Yearly Meeting as a residence for girls who are willing to lessen the expense of college life by doing their own house work, and it is managed upon the following plan:

Each girl pays for her room and such furniture as has been mentioned and all accommodations in the building, \$12.00 per term; for provisions, \$1.00 per week. She pays the rent to the college treasurer. The board must be paid monthly in advance to the Matron of New Garden Hall in order that she may have funds on hand with which she may purchase provisions in quantity at wholesale prices. It is this arrangement and the fact that there are no servants to feed which enables the residents of this hall to live so well upon such a small outlay. Other expenses are the same as those for all students.

Each girl must bring her own pillow and all of her own bedding, including sheets, blankets, quilts, and spreads. If curtains are desired, they, too, must be brought. The windows are furnished with Holland shades. If rugs or easy chairs are desired, they, too, must come from home.

No washstands are allowed in the bedrooms. Lavatories are provided in the various bath rooms, and as the whole

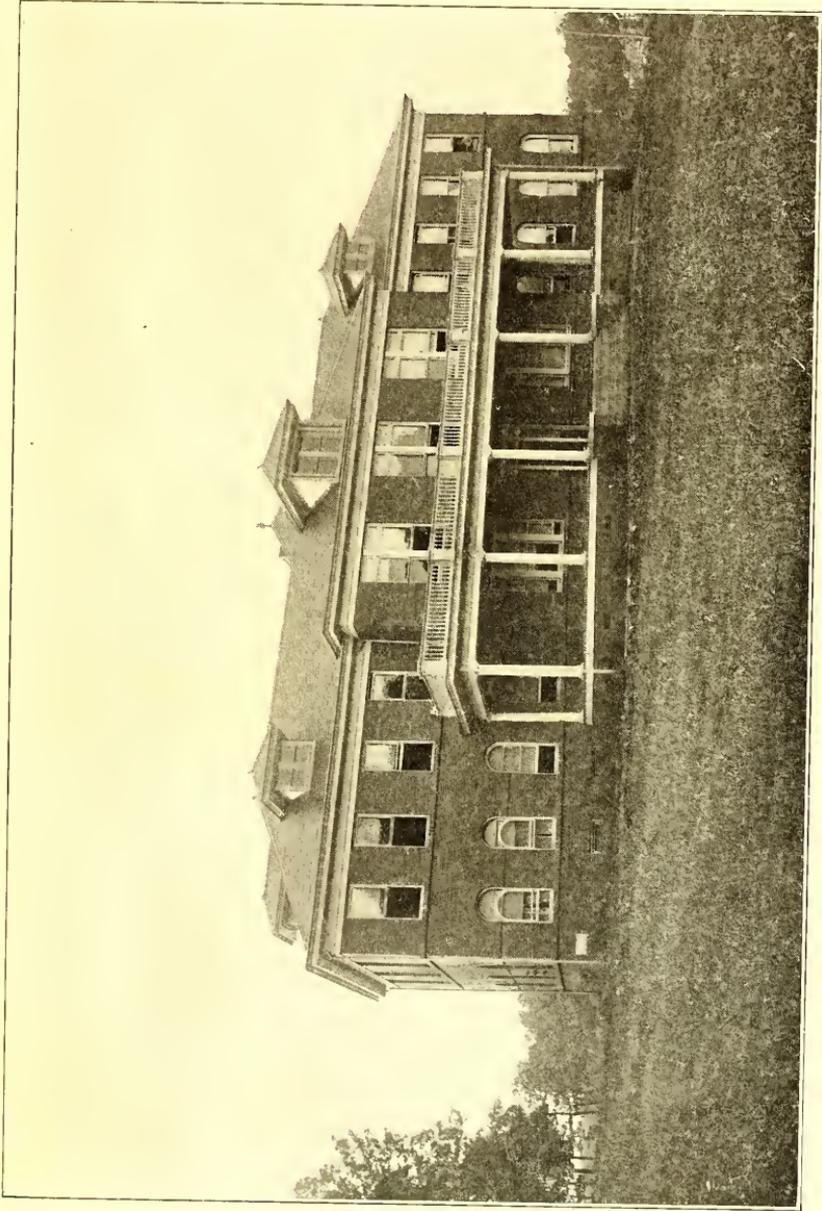
house is warm there is no inconvenience in going there for the morning toilet. This obviates the general nuisance of washstand and slop pail and attendant evils in the bedroom, which must be sitting room as well. Of course, girls must furnish their own towels and napkins.

As has been stated, there is every convenience for girls who wish to do their own laundry work, but any who so desire may have it done in the college laundry for \$5.00 per term, or they may arrange with laundry women in the neighborhood.

As to household arrangements, every girl who enters New Garden Hall thereby pledges herself to do cheerfully and satisfactorily her allotted portion of the household work. This work is apportioned by the Matron and rotates, two girls cooking, two girls washing dishes, two cleaning the dining room, etc. Thus none of it becomes burdensome, and as each is faithful to her part there are no frazzled ends left over for some one else. This matter of faithfulness in the work of the house is one of the most vital parts of the system, and the Matron is expected to report to the committee the persistent failure of any to perform her part in a loyal manner.

Years of unceasing effort have been devoted to this undertaking. The foundations of the building were laid in faith and hope and love, for God and home and native land, with the full belief that within its blessed walls souls will receive nurture for all three of these eternal interests. Nothing is more vital to church or state than the education, the training, the culture of its womanhood, because woman is the heart of the home and the home is the heart of the nation.

MARY M. HOBBS.



NEW GARDEN HALL

TWENTIETH ANNUAL REPORT OF THE PRESIDENT TO THE TRUSTEES OF GUILFORD COLLEGE

The interests of our college are increasing from year to year, and the great work to be performed by Guilford for our branch of the church and for the public welfare was never more apparent.

The good result of one year's operations cannot be estimated; and, when we undertake to gather up the effect of Guilford's twenty years of constant effort to meet the demands of our Yearly Meeting, there is every reason to rejoice over what has been done.

We have risen to that level of college equipment and grade of work offered in our curriculum that demands more and more at our hands in order to meet the public expectations. We cannot, therefore, go backward, nor can we stand still. We must go forward.

The work during the year has been satisfactory; the progress of students, commendable; and the co-operation of officers and student body to make the most possible out of a year at Guilford has been a cause of thanksgiving to our Heavenly Father for His continued favor to us.

The number of graduates this year was ten; and we rejoice to send these young men and women forth for service in the localities from which they come, and expect much from their hands in the future of our college and in the work of the church and state. The degree of bachelor of arts was conferred upon Henry Andrew Doak, Ovid Winfield Jones, Alva Edwin Lindley, and Sallie Thomasene Raiford; and the degree of bachelor of science upon George Washington Bradshaw, Annie Elizabeth Gordon, Kittie McNeill John, Mabelle Vira Raiford, Alice Everett White, and William Ernest Younts.

The Bryn Mawr scholarship of \$400.00 was awarded to Alice E. White; and the Haverford scholarship of \$300.00 to Henry A. Doak.

The following prizes were awarded at the close of the year's work:

The sophomore partial scholarship to Alice Louise Dixon.

The freshman class orator's medal, established by the class of 1905, to Elvannah L. Hudson.

The Websterian orator's prize to Hugh Dixon White.

The Websterian improvement medal to Karl Sherrill.

The Philagorean orator's medal to Luey O'B. White.

The Philagorean improvement prize to Mary Mendenhall.

The Henry Clay orator's medal to Thomas Fletcher Bulla.

The Henry Clay improvement medal to Elmer Braxton.

The past year has been marked with more than usual interest. We early saw New Garden Hall completed and set in good order for the accommodation of fifty young women. Scarcely had we seen this monument of devotion of the Girls' Aid Committee of North Carolina Yearly Meeting to the cause of education rise in its simple beauty, when we beheld King Hall go up in flames and a library of surpassing excellence and usefulness well nigh totally destroyed. The next day there came a telegram from our friend, Joshua L. Baily, saying: "I subscribe \$500 for rebuilding. Do not be discouraged." The same amount from another Friend in Philadelphia came in a few days. We were not discouraged. The work went forward without loss of time. We saved a thousand volumes from the library, you appropriated \$500 for the immediate purchase of books; many donations of books or of money came from alumni, and other friends, notably from valued friends at Haverford College and the remainder of the private library of Richard Junius Mendenhall, of Minneapolis; and we now have more than three thousand volumes as a nucleus for a new library.

Andrew Carnegie has offered us \$9,000 for a library building on condition that we raise a like amount. The library must be built very early.

The improvements at Founders, now nearly completed, will entirely renovate the interior arrangement of the old historic building, introduce steam heat, and thus create a modern, up to date residence hall for young women.



STUDENT'S ROOM



These two burdens are now on our hands, and we wish, just so soon as these are out of the way, to enter upon a plan for erecting, with much better accommodations, an academic and administration building, which shall still perpetuate the name of that noble benefactor of mankind, the far-seeing friend and patriot, Francis T. King.

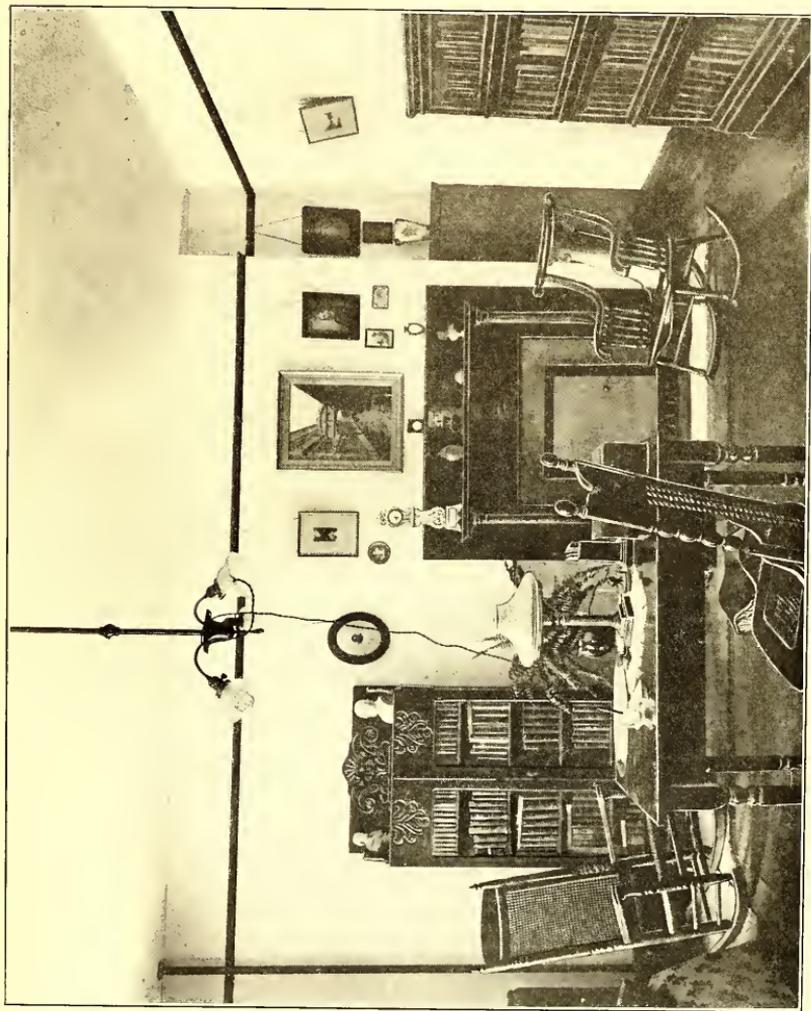
Last year the class of 1904 established a prize to be awarded to the sophomore making the best average in the sophomore studies, said prize to be available in the spring of the senior year and only upon the condition that the student winning the money remain at Guilford during the junior and senior years.

In October last our hearts were all made sad by the all too early death of a distinguished member of the class of 1904, Marvin Hardin. In his memory the said class have raised a fund of \$1,200, the income from which—equal to the entire annual tuition charges—will be applied in accordance with the same wise provision adopted by the class a year ago.

This action on the part of the class of 1904 is worthy of great praise. It indicates a commendable devotion to the high interests of Guilford College, and the double purpose which it will serve, viz., the stimulus to sophomores, and freshmen as well, to complete the course, and in the second place the perpetuation of the memory of a most worthy gentleman, fills the measure of that wisdom which both pleases and gratifies.

We have lamented the death of a beloved member of the class of 1893, Elizabeth Meader White, which occurred during the year now closing. Whole-hearted devotion to every good cause, and especially to Guilford College, characterized her too short life. By will she remembered her alma mater, and left a thousand dollars to the memory of her beloved and worthy father, Ezra M. Meader, who one time was teacher in New Garden Boarding School, and who died here in 1873. The income from this fund is to be applied to the mathematical department.

We are thankful for the solid interest in the welfare of Guilford thus shown by the alumni and all its friends, and desire to make the institution more and more the servant of the Yearly Meeting in order that the Society of Friends in our state may fill to the full the divine mission to this southland of our branch of the church. We therefore hope the day will soon come when all the children belonging to the Yearly Meeting will receive the benefits of a guarded religious education which it is the purpose of Guilford to give to our membership. Let us consecrate ourselves anew to the Master's service in the training of young people for the great work He is seeking to do through North Carolina Yearly Meeting.



TEACHER'S ROOM

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Henry A. White	High Point, N. C.
J. Elwood Cox	High Point, N. C.
Chas. D. Benbow	Greensboro, N. C.
Jeremiah S. Cox	Greensboro, N. C.
W. H. Worth	Greensboro, N. C.
David White	Greensboro, N. C.
N. C. English	Trinity, N. C.
Charles F. Tomlinson	High Point, N. C.
J. Elwood Cox	Chairman
David White	Secretary

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Mary D. Cox	High Point, N. C.
Mary E. M. Davis	Guilford College, N. C.
Priscilla B. Hackney	Greensboro, N. C.
Sandia Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

FACULTY

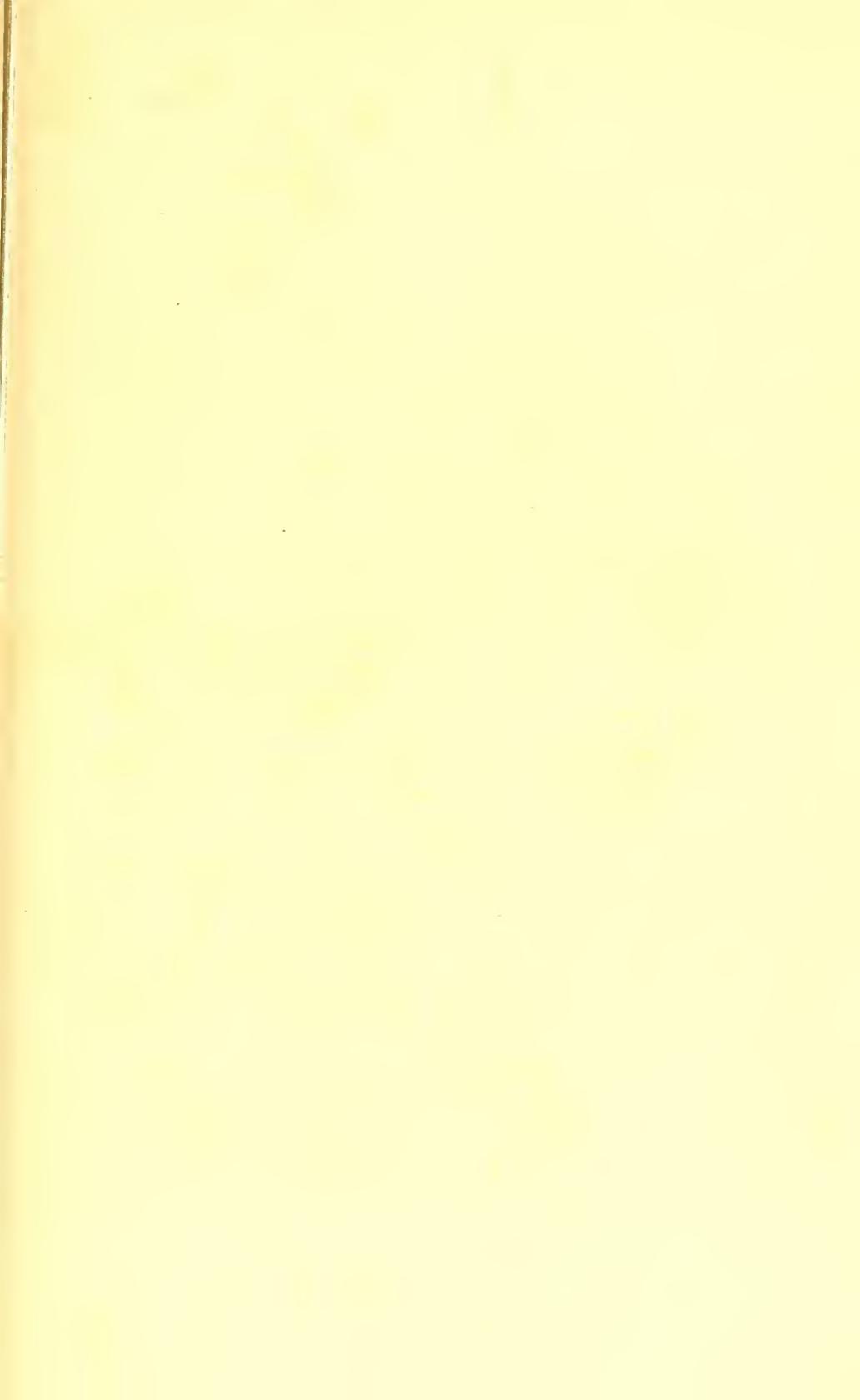
Lewis Lyndon Hobbs, A. M., LL. D.	Latin and Psychology
John Edwin Jay, A. M.	Biblical Literature
J. Franklin Davis, A. M.	Greek and German
George W. White, A. B.	Mathematics
Robert N. Wilson, A. B.	Chemistry
Louisa Osborne, A. B.	Mathematics and Latin
E. Vivian Floyd, B. S.	Physics
Raymond Binford, M. S.	Biology and Geology
William G. Lindsay, A. B.	Physical Director
Samuel H. Hodgkin, A. B.	English
Edith F. Sharpless, A. B.	History and Latin
Angelina Wood	Music

OFFICERS

Lewis Lyndon Hobbs, A. M., LL. D.	President
John Edwin Jay, A. M.	Dean
George W. White, A. B.	Treasurer
Julia S. White, B. S.	Librarian
Sarah E. Benbow	Matron

MEMORIAL FUNDS

The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$1,200.00.
The Ezra Murray Meader Fund, \$1,000.00.





FOUNDERS HALL — SOUTHEAST VIEW

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER

1908-1909

PUBLISHED QUARTERLY AT GUILFORD COLLEGE, N. C.

1909							1910													
JULY							JANUARY							JULY						
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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CALENDAR

1909-1910

1909. April 17—Saturday, 8 p. m.,
Oratorical Contest—Philomathean Society.
- May 1—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
- May 8—Saturday, 8 p. m.,
Oratorical Contest—Zatasian Society.
- May 22—Saturday, 8 p. m.,
Music Recital.
- May 24—Monday, 8. p. m.,
Oratorical Contest—Websterian Society.
- May 25—Tuesday, 8 p. m.,
Alumni Address and Reception.
- May 26—Wednesday,
Commencement Day.

SEVENTY-THIRD ACADEMIC YEAR

1909. September 7—Tuesday,
Entrance Examinations, 9 a. m. and 2 p. m.
- September 8—Wednesday, 9 a. m.,
Fall Term will begin.
- November 25—Thursday,
Thanksgiving Holiday.
- November 6—Saturday,
Midterm Examinations.
- December 18—Saturday, 7:30 p. m.,
Junior Orations.
- December 23 to
1910. January 5, inclusive, } Christmas Vacation.
- January 19 to 22—Wednesday to Saturday,
Midyear Examinations.
- January 22—Saturday,
Fall Term will close and Spring Term will begin.
- March 26—Saturday,
Midterm Examinations.
- March 28—Monday,
Easter Holiday.
- June 1—Wednesday,
Commencement.

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Josiah Nicholson	Belvidere, N. C.
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Henry A. White	High Point, N. C.
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W. H. Worth	Greensboro, N. C.
David White	Greensboro, N. C.
N. C. English	Trinity, N. C.
Charles F. Tomlinson	High Point, N. C.
J. Elwood Cox, Chairman.	
David White, Secretary.	

ADVISORY COMMITTEE

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Eunice Worth	Guilford College, N. C.
Mary M. Petty	Greensboro, N. C.
Mary D. Cox	High Point, N. C.
Mary E. M. Davis	Guilford College, N. C.
Priscilla B. Hackney	Greensboro, N. C.
Sandia Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

LIST OF STANDING COMMITTEES OF THE TRUSTEES

ON OFFICERS

C. P. Frazier	C. D. Benbow	J. A. Hodgkin
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ON LITERARY DEPARTMENT

C. F. Tomlinson	David White	H. A. White
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ON BOARDING DEPARTMENT

C. D. Benbow	N. C. English	J. S. Cox
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ON FARM DEPARTMENT

N. C. English	J. Van Lindley	W. H. Worth
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ON AUDITING AND FINANCE

J. S. Cox	David White	H. A. White
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ON CAMPUS AND FORESTRY

J. Van Lindley	W. H. Worth	C. F. Tomlinson
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ON LIGHTS, WATER AND HEAT

J. A. Hodgkin	C. D. Benbow	C. P. Frazier
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	J. Elwood Cox, Treasurer	
J. S. Cox	J. Van Lindley	J. A. Hodgkin

FACULTY

LEWIS LYNDON HOBBS, M. A., LL. D.,

LATIN AND PSYCHOLOGY.

B. A., Haverford College, 1876; M. A., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908. Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JOHN EDWIN JAY, M. A.,

BIBLICAL LITERATURE.

Ph. B., Earlham College, 1895; Principal of Damascus, O., Academy, 1892-1894; Superintendent of Carthage, Ind., Joint Graded Schools, 1895-1898; Professor of Mathematics, Friends University, Wichita, Kan., 1898-1900; Professor of Biblical Literature, *ibid.*, 1900-1907; Student University of Chicago Divinity School, 1901; Vice-President of Friends University, 1905-1907; Graduate Student and M. A., Yale University, 1905-1906; Professor of Biblical Literature and Dean of Guilford College since 1907.

JAMES FRANKLIN DAVIS, M. A.,

GREEK AND GERMAN.

B. A., Haverford College, 1875; M. A., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

GEORGE WILSON WHITE, B. A.,

MATHEMATICS.

B. A., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

H. LOUISA OSBORN, B. A.,

MATHEMATICS AND LATIN.

B. A., Earlham College, 1888; Teacher Vermillion Academy, Ill., and Bloomington Academy, Ind., 1888-1892; Student Chautauqua, N. Y., Summer School four summers; Assistant in Latin and Mathematics, Guilford College, since 1892.

ROBERT NORTH WILSON, B. A.,

CHEMISTRY.

B. A., Haverford College, 1897; Student Summer School, Cornell University, 1899 and 1901; Student Summer School of the South, Knoxville, Tenn., 1902 and 1904; Student Graduate School, Harvard University, 1905-1906; Assistant Chemist Florida Agricultural Experiment Station, 1908-1909; Professor of Chemistry, Guilford College, since 1897.

E. VIVIAN FLOYD, B. S.,

PHYSICS.

- B. S., Earlham College, 1903; Teacher of Chemistry and Geology, Westtown Boarding School, Pa., 1903-1905; Professor Chemistry and Physics, Guilford College, 1905-1906; Graduate Student University of Chicago, Summer, 1906; Professor of Physics and Principal Preparatory School, Guilford College, 1906-1908; Professor Physics and Chemistry, Guilford College, 1908-1909.

SAMUEL HORACE HODGIN, B. A.,

ENGLISH.

- B. A., Guilford College, 1895; B. A., Haverford College, 1898; B. A., Harvard University, 1902; Professor of English Literature, Guilford College, 1898-1901; Student Cornell University, Summer, 1899; Superintendent City Schools, Oxford, N. C., 1902-1903; Principal Oakwood Seminary, N. Y., 1903-1905; Professor English Literature, Guilford College, since 1906.

RAYMOND BINFORD, M. S.,

BIOLOGY AND GEOLOGY.

- B. S., Earlham College, 1901; M. S., University of Chicago, 1906; Student in Biology, Johns Hopkins University, 1907-1908; Student U. S. Fisheries Laboratory, Beaufort, N. C., Summer, 1908; Professor Biology and Geology, Guilford College, since 1901.

EDITH FORSYTHE SHARPLESS, B. A.,

LATIN AND HISTORY.

- B. A., Bryn Mawr College, 1905; Assistant in Latin and History in Guilford College, since 1905.

ANGELINA WOOD, B. A.,

MUSIC.

- B. A., Wilmington College, Ohio, 1908; Department of Music, Guilford College, 1908-1909.

CLEMENT ORESTES MEREDITH, B. A.,

LATIN AND FRENCH.

- B. A., Guilford College, 1900; B. A., Haverford College, 1901; Chautauqua, N. Y., Summer School, 1901; Principal Guilford Graded School, N. C., 1901-1902; Professor of Latin and French, Guilford College, 1902-1906; Scholar in Latin, Greek and French, Johns Hopkins University, 1906-1908; Professor of Latin and French, Guilford College, 1908-1909.

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JOHN EDWIN JAY, A. M.,

Dean

GEORGE W. WHITE, A. B.,

Treasurer

JULIA S. WHITE, B. S.,

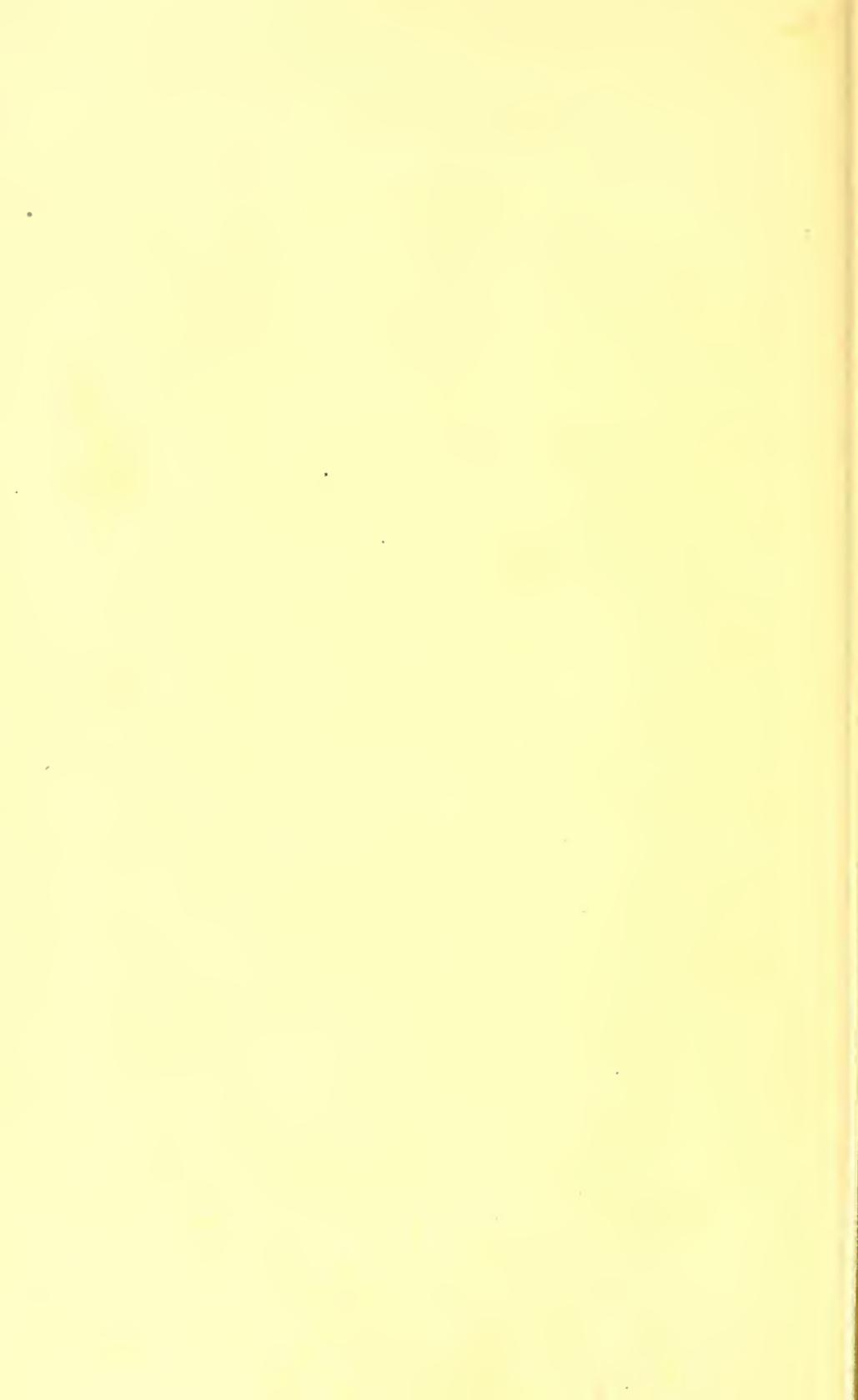
Librarian

SARAH E. BENBOW,

Matron



NEW GARDEN HALL



STUDENTS**SENIORS**

Anderson, James	Holland, Annie Everett
Benbow, Charles David, Jr.	King, Agnes Rowena
Briggs, Eugene Leroy	Mendenhall, Anna Viola
Boyce, William Thomas	Pearson, Leslie Winston
Davis, Henry	Peele, Margaret Edith
Davis, Margaret	Richardson, Amanda B.
Dixon, Alfred Alexander	White, Hugh Dixon
Doak, Robert Sydens	White, Julian Elder
Hobbs, Richard Junius M.	White, Lucy O'Brien
Hodgin, Ethel Cleo	Woody, Laura Alice
Hodgin, Norris Rush	

JUNIORS

Anderson, Daniel Worth	Lambeth, Mary Mafie
Bonner, Alexander Montague	Miller, Leroy
Dalton, Robert Edward, Jr.	Sawyer, John Ephraim
Dixon, Alice Louise	Sharpe, William Henry
Frazier, Mary Gertrude	Smithdeal, Charles Cleveland
Gordon, Pearl	Spray, Gertrude Henryanna
Holt, William Patterson	Stratford, Annie Brower
Ivey, Mary Esther	White, Mary Ricks
King, Edward Scull	

SOPHOMORES

Briggs, John Gurney	Otwell, Addison Grant
Brown, Janie Peele	Raiford, Julia Anna
Bulla, Jennie Pumroy	Raiford, Lillie Maie
Bulla, Lillie Elliotte	Rutledge, Margaret Virginia
Bulla, Thomas Fletcher	Snipes, Lizzie Eleanor
Fitzgerald, Rufus Henry	Welch, William Hamilton
Fox, Thomas Dixon	West, Noel Ellison
Hall, Lucille Bryan	Whitaker, Lyman Beckwith
Hopkins, Artie Doggett	Whitaker, John Clark
Howard, William Herbert	White, Flora Wilson
Hudson, Elvannah Lancelot	Winslow, Elizabeth
Long, Jesse Dobson	Winslow, Elizabeth Ann
Nicholson, Robert Parks	Winslow, John Elias
Moore, Arthur Kirby	Zachary, Alpheus Folger

FRESHMEN

Allen, Katherine Rogers
 Benbow, Annie Berthea
 Blair, Enos Clarkson
 Bowles, James Archie
 Bowles, Mary Lucas
 Braxton, Elmer Jerome
 Burgess, William Worth
 Burgess, Winnia Cletus
 Coble, Lonnie Banks
 Collier, Probert Smith
 Cox, Bessie Elizabeth
 Crow, Daisy Venitia
 Davis, James Madison
 Farlow, Lucy Gertrude
 Forsythe, Jennie Burns
 Graves, William
 Grimes, Guy Davis
 Harmon, Hazel Irene
 Hedgecock, Ila Rebecca
 Hendricks, Lura

Jackson, Elizabeth
 Lamb, Adna Prudence
 Lassiter, John Hal
 Lindley, Hervey Milton
 Mendenhall, Cassie Corina
 Mendenhall, Mary Josephine
 Moore, Gertrude Elizabeth
 Nichols, Bishop Marvin
 Palmer, Bascom Headen, Jr.
 Perkins, George Thadeus
 Sawyer, Herbert Smith
 Smith, Henry Watterson
 Strickland, Elva Virginia
 Taylor, Mary Anna
 White, Charles Nicholson
 White, Louise Alleen
 White, Mary Isabella
 Woolsley, John Brooks
 Young, Ella Davis
 Young, Geno Atkinson

IRREGULARS

Benbow, Edward Perry
 Hill, James Tate
 Hine, Efrd Lavine
 Huffines, Nell Adella
 Hursey, William Ralph

King, Robert Allen
 McNairy, Holly A.
 Ramsey, Sherman
 Reece, Miles
 Whaley, Ruth Belle

PREPARATORY

Allen, Walker Elmore
 Allen, Walters James
 Alspaugh, Harry Pierce
 Anderson, Mamie Lydia
 Angel, Martha Milner
 Archer, Vincent William
 Bailey, John Chambers, Jr.
 Ballinger, Enla
 Beaman, Gladys Teey
 Beane, Rosa Ella
 Becton, Fred Boen
 Beeson, Virgil Ethan
 Benbow, Charles Frank

Benbow, Charles Thomas
 Benbow, Kyle Cannon
 Benbow, Walter Eugene
 Boren, William Clement
 Bowman, Irene
 Bowman, Mana Ione
 Bowman, Roy Luren
 Bowman, William Thomas
 Bowles, Eva Cook
 Bowles, Vivian Hargrove
 Branon, Bessie Maie
 Brewer, Millie Ann
 Bulla, Sallie Mada

Burrus, Mary Jane
Campbell, Samuel David
Carrigan, Ernest William
Chappell, John Thomas
Chappell, Leora Alice
Charles, Lillian Lena
Clark, Nellie Millicent
Coble, Mamie
Coltrane, Jesse Needham
Cowles, William Henry
Cox, Fannie Peele
Cranford, Ernest Leonard
Cranford, Ivey Newton
Crutchfield, Mabel Clair
Cuervo, Rodolfo Virgilio
Davis, Anna
Dees, George Columbus
Doak, Charles Glenn
Dorsett, Samuel Taylor
Doughton, Mattie Rebecca
Edgerton, Frances Eva W.
Edgerton, Myrtle
Edgerton, Paul Clifton
Edwards, Robert Lee
Edwards, Roxie Augusta
Farlow, Jean Colbert
Fox, James Tyson
Frazier, Christine
Frazier, Gracett
Galdo, Alberto
Galdo, Gustavo
Garrett, Wister Cleveland
Geese, Fred Charles
Gilechrist, William Graham
Grantham, Emery Pearson
Gray, Dennis
Hammond, Clifford
Hanner, Maude Pittman
Hanner, Myrtle Elva
Hawthorne, Robert Edwin
Hawthorne, Ruth
Henley, David Elias
Henley, Frank Russell
Henley, Fred Murdock
Highfill, Knox Livingston
Hill, Rochelle
Hines, Addie Pearl
Hobbs, Gertrude Mendenhall
Holt, Duncan Waldo
Hoyos, Candido Calixto
Jeffries, James Talbert
Johnson, Harris Guthrie
Johnston, Julius, Jr.
King, Nathaniel Ernest
Kinney, William Hoover
Knight, Josie Ethel
Lasley, Nancy Era
Leak, Joseph Van
Leak, Verda
Lee, William Thomas
Lentz, William
Lindley, Jesse Owen
Lindley, Silas Jerome
Lineback, Herman James
Longest, James Noseco, Jr.
Longest, Otis Herbert
Livingston, James McNatt
Mebane, Pink Graves
Mendenhall, Mary
Michael, Arthur Hill
Mixon, Alsy Orlando
McVey, Lydia Ilena
Nance, Callie Irene
Nelson, William Hoskins
Nichols, George Stanley
Osborne, Elsie Lula
Osborne, Lena
Pannill, Norris
Perkins, Ernest Linwood
Perkins, John Theodore, Jr.
Phoenix, Rebecca Christina
Pickett, Ione McCulloch
Poole, Maurice Fels
Pratt, Charles Benton, Jr.
Prevost, Jesse Milton
Pritchett, Emmett Cornelius
Ray, Ralph
Reece, Ralph Miles

Richardson, Baxter Key
Ridgeway, Jacob Arthur, Jr.
Richardson, William Blair
Roberts, Littleton Waller
Robertson, Viola May
Sampson, Bessie Hope
Sellars, Baxter Scales
Sharpe, Lillie Iola
Sharpe, Sarah Edna
Shore, Helen Gozelle
Smith, Bertha
Smith, Edgar David
Smith, Frances Ethel
Smith, Zada Emily
Stafford, Lowrey Clement
Stewart, Ethel
Stewart, Hugh Archibald
Stuart, Albert Chapman
Stuart, Ralph

Stuart, Roy Branson
Teague, Roxie
Toler, Janary
Turner, Rodney
Turner, Rupert
Turner, Robert Hurst
Vance, Charles Fogle
Warner, Eugene Daniel
Webster, Clyde Ferdinand
Webster, William Dampier
Whitaker, Hubert Mahaney
White, Mary Mendenhall
Whiting, Caroline Stuart
Whittington, Kenneth Lavane
Woody, Edith Elizabeth
Wrenn, Otho Garland
Wright, James Lineberry
Yates, James Fuller

GUILFORD COLLEGE

HISTORY

“New Garden Boarding School,” the name by which this institution was originally chartered, was founded by North Carolina Yearly Meeting of Friends, and was opened in the year 1837.

From the outset, equal facilities were offered to both sexes, and the school was the pioneer in co-education in the South. It is noteworthy as illustrating this fact, that, at the opening of the school, seventy-two years ago, there were present fifty students—twenty-five of each sex.

Co-education is no experiment with us. The advantages of the system to both sexes are very great in respect to intellectual development, good order in and out of school, and in respect to purity and refinement of manners.

When it was under consideration to extend the course of study, add new buildings, and increase the teaching force of the original school, it seemed only just to our students and to the public to apply to the legislature for a charter under the name of Guilford College, with authority to confer degrees. A charter was accordingly granted in 1888.

The thoroughness and breadth of our instruction—a characteristic of the school from its foundation—the superior advantages in equipments, library, museum of natural history, and the rank taken by our alumni in the various professions and fields of usefulness, have fully shown the wisdom of this advanced step in the institution’s history.

The advantages of careful training, and the healthful surroundings which are offered to young people of either sex at Guilford College, can scarcely be overstated. The farm is one of the best-cultivated in the state, and the income there-

from is offered to our students in excellent milk and butter of our own production. One effect of this supply of good food is to be found in the robust health of our students.

We are sufficiently remote from Greensboro, one of the most flourishing cities in the state, to be beyond the reach of the allurements of city life, and yet near enough for all the advantages of easy communication with the outside world. Mail is received three times daily.

LOCATION

Guilford College buildings are located on a well-cultivated farm of three hundred acres, six miles west of Greensboro, Guilford County, near the railroad leading to Winston-Salem.

The elevation above sea is about one thousand feet, and the locality has long been known as one of the most healthful in the state. Great care was taken by the founders to select a neighborhood as free as possible from immoral influences. Time has proven the wisdom of their choice—the freedom of the place from allurements to idleness and vice being proverbial, and the entire surroundings being healthful and invigorating to both body and mind.

RELIGIOUS CULTURE

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purposes of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works, or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

All students are required to attend Sabbath school.

MATERIAL EQUIPMENT

CAMPUS

The campus contains about fifteen acres, much of it being well shaded by native forest trees and well set in grass. The grounds are constantly receiving care, the roads and walks being improved in order to add to the great natural beauty of the surroundings, and to present a pleasing, restful place, congenial to study and promotive of good order and of development of character.

The income from the bequest of our benefactor, Francis T. King, is applied, in accordance with his will, to keeping King Hall in good condition, and to improving the grounds, on which the buildings are located.

Besides this there is ample room for lawn tennis, base ball, and track athletics.

BUILDINGS

The attention of parents and others who are seeking the best opportunity for the education of their children and those under their charge, is called to our buildings and to other material equipments.

The institution has developed under a long course of wise management, based on careful observation. Such additions have been made in buildings, and changes in courses of study and government, as experience has proven desirable, and the generosity of friends and patrons has placed it within the power of the managers to carry out.

FOUNDERS HALL

Founders Hall, 126 x 40 feet, is arranged for the personal comfort and guardianship of young women. In it they have their study and dormitory rooms and are under the oversight of the lady principal and matron.

In this building the lady teachers and matron have their rooms. All the rooms are neatly furnished with single beds and hardwood furniture, and much care is taken to secure health, comfort and good order. Steam heat and electric light.

KING HALL

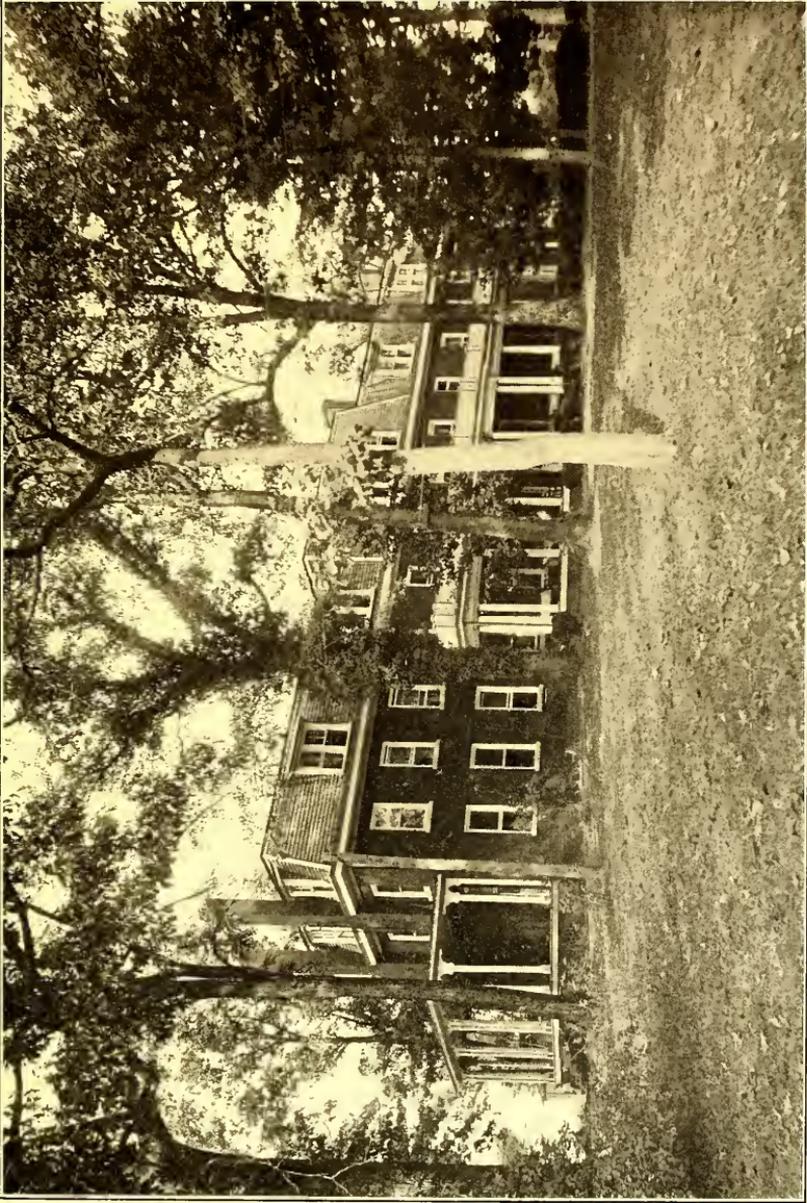
King Hall was destroyed by fire on January 13th, 1908. Another and better building will be erected on the same site.

ARCHDALE HALL

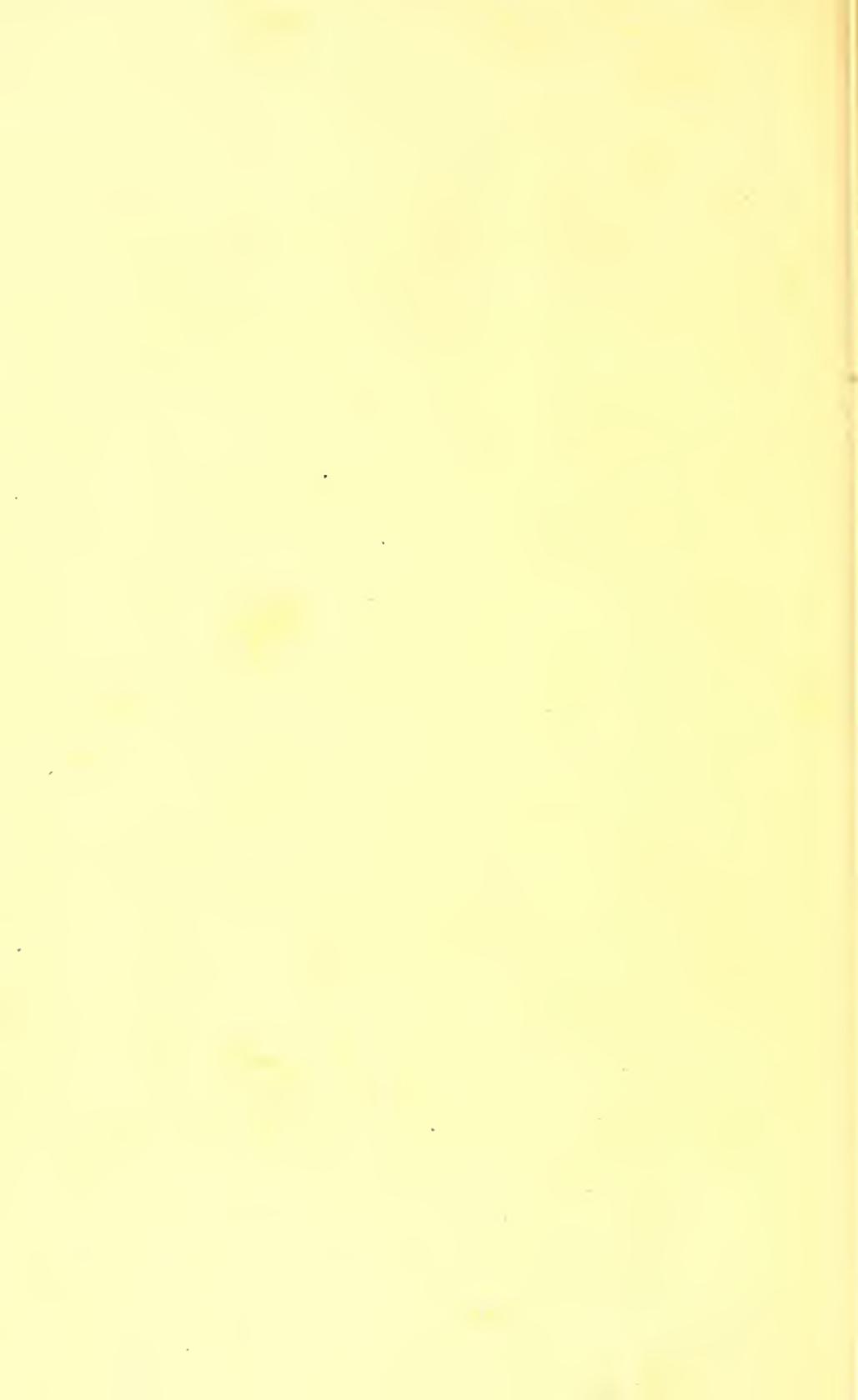
This building, named in honor of the Quaker Governor, John Archdale, of colonial times, was erected in 1885. It is a substantial brick building, 91 x 42 feet, two stories high, and contains twenty-six rooms for young men, a teacher's room and bath rooms, and is lighted with electricity.

The professor in charge of this building takes great care to make all young men lodged there comfortable, giving much time to their assistance in and out of school hours.

Students take their meals together at Founders Hall, in company with and under the oversight of several members of the faculty.



FOUNDERS HALL — SOUTHWEST VIEW



MEMORIAL HALL

Memorial Hall, 110 x 60 feet, two stories, donated by our friends and former students, B. N. and J. B. Duke, and named in honor of their sister, gives excellent accommodation for the chemical, physical, and biological laboratories, together with class rooms for the science department and rooms for the museum, the President's office, and the auditorium.

Y. M. C. A. HALL

This building contains a suitable room for Y. M. C. A. meetings and ten dormitory rooms for young men.

NEW GARDEN HALL

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and are willing to help themselves by lessening the expense of living.

New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms, one for a nursery and one for a nurse, and living rooms for a matron, and a reception room, all well furnished, supplied with water and lighted by electricity.

GYMNASIUM

Situated on the campus, also, is a large gymnasium, a well-lighted and airy room, 50 x 75 feet, with gallery. It is supplied with apparatus, and is much used for athletic training.

WATER AND ELECTRIC LIGHTS

The college is equipped with a power-house, containing an 80-horsepower engine and 100-horsepower boiler. This furnishes power for electricity with which all the buildings on the campus are lighted, and also runs the electric pump at the well. Our water supply is a never-failing spring, yielding about 12,000 gallons per day. An abundance of good pure water, an excellent system of electric lights, and a safe sewerage system make the sanitary conditions unexcelled.

THE COTTAGES

The college owns and equips four cottages for boys, where they may board in the club system as explained elsewhere in this catalog.

LIBRARY

A new library is now being erected, which will be a fire-proof building, well arranged to meet the needs of the college.

THE MUSEUM

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class-room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals, containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of bird's eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than thirty species of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the college, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

REQUIREMENTS FOR ADMISSION

All students must furnish evidence of good moral character, and students coming from other schools or colleges must furnish certificates of dismissal in good standing.

Unless admitted on certificate, every student desiring to enter the freshman class will be examined on the subjects here set forth:

I. MATHEMATICS.—Higher arithmetic, including commercial forms and mensuration.

Algebra, as much as is included in any good high school algebra.

II. ENGLISH.—(a) English grammar and composition. (b) American literature. (c) Candidates for the freshman class are expected to give evidence of a general knowledge of the subject matter and the authors of the following books:

To be studied: Milton's *Minor Poems*, Coleridge's *Ancient Mariner*, Shakspeare's *Julius Caesar*, Washington's *Farewell Address*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Addison*.

To be read: George Eliot's *Silas Marner*, Goldsmith's *Vicar of Wakefield*, Scott's *Lay of the Last Minstrel*, Tennyson's *The Princess*, Hawthorne's *House of Seven Gables*, Addison's *Roger DeCoverly Papers*.

No student will be admitted to the freshman class who is deficient in reading, spelling, punctuation, the use of capitals, and the division of paragraphs.

III. Latin.—As much as is contained in any good First Latin book and four books of Cæsar, together with exercises in Latin prose composition.

IV. HISTORY.—American history as is given in any good high school text-book, such as Fiske's. The Eastern Nations, Greek and Roman history to the time of Charlemagne.

V. SCIENCE.—Physiology, including anatomy and hygiene, geography, both political and physical, as is contained in good text-books on these subjects.

Students wishing to be admitted to Guilford College with credit for previous work are requested to have the principal or superintendent of the school in which the work was done, fill out a blank similar to the following. Separate blanks will be furnished on application. Such certificates will be accepted only from well-accredited high schools, and for preparatory work only.

FORM OF CERTIFICATE

SUBJECTS	WEEKS OR YEARS	TEXT-BOOK	GRADE
Arithmetic			
Algebra			
Common School Geography			
Physical Geography			
English Grammar			
Composition			
English Literature			
United States History			
Ancient History			
Latin			
Physiology			

The above is a correct statement of work done by.....

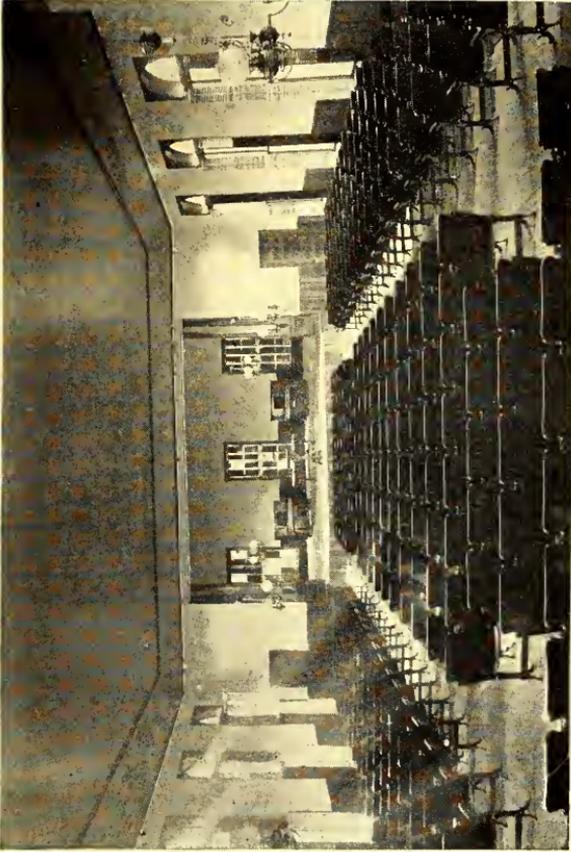
.....in our school.

.....Superintendent,

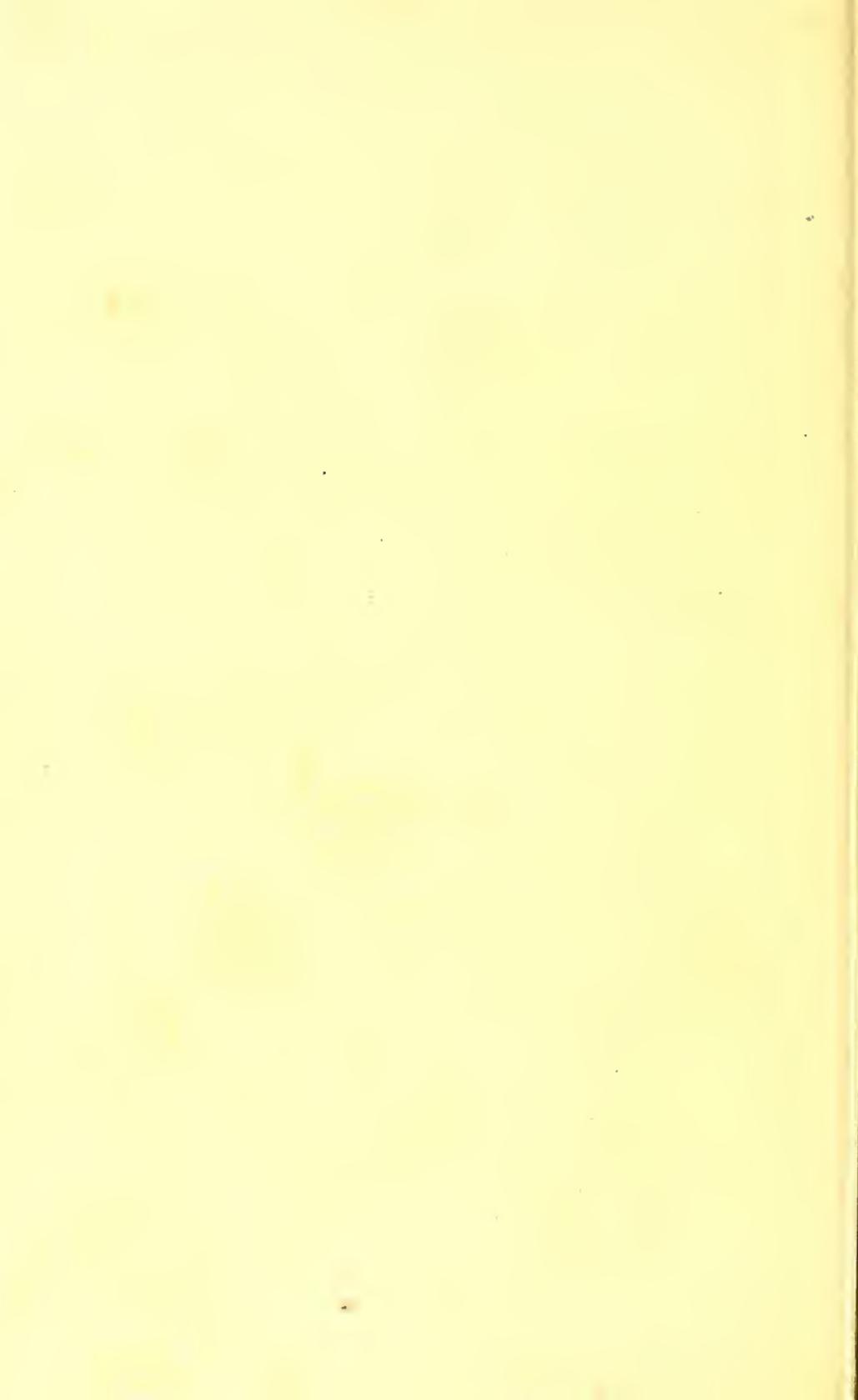
Date..... Schools.

Students not having certificates will be examined on all studies for which they expect credits.

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.



AUDITORIUM — MEMORIAL HALL



THE GROUPING OF THE STUDIES

The groups following are constructed in accordance with (1) the *required studies* and (2) *electives*. Besides fulfilling the requisite in *required studies* the student, in any group, must take at least three years work in a single subject, known as the *major subject*. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. *Electives* entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always that *required studies* must take precedence of *electives* in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the sophomore or the junior year or part in each year.

Piano music and the course in banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

The courses are evaluated by the *term hour*, which equals one recitation hour a week for a term (half year).

STUDIES REQUIRED OF ALL COLLEGE STUDENTS

English Language and Literature, one year.....	8 hours
English Composition, one year	2 hours
Ancient Language, one year	8 hours
Modern Language, two years	16 hours
History, one year	8 hours
Mathematics, two years	16 hours
Natural Science, two years	16 hours
Philosophy (Psychology and Logic)	4 hours
Biblical Literature, one year	8 hours

HOURS REQUISITE FOR GRADUATION

In each of the six groups of studies the requisite *hours* for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

GROUP ONE—ANCIENT CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4
History.....	4	History.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying }	4
English Composition.....	1			{ or 8 weeks Methods of Teaching, }
Elective { Greek Biblical History }.....	4	English Composition.....	1
Elective { English Music }.....		Elective { Greek Biblical History }.....	4
		Elective { English Banking Music }.....	

JUNIOR

Greek.....	4	Greek.....	4
German.....	4	German.....	4
Chemistry }.....	4	Chemistry }.....	4
or Biology }.....		or Biology }.....	
Elective { Horace Biblical History }.....	4	Elective { Cicero's Tuscu- lan Disputations }.....	4
Elective { Music French }.....		Elective { Biblical History Banking Music French }.....	

SENIOR

Greek.....	3	Greek.....	3
German.....	3	German.....	3
Psychology.....	3	Logic.....	2
Two Elective { Latin French English Science Economics History Music }.....	6 to 8	Astronomy.....	2
		Two Elective { Latin French English Science Sociology and Ethics History Music }.....	6 to 8

GROUP TWO—ENGLISH CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4
History.....	4	History.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying }	4
English Composition.....	1			{ or 8 weeks Methods of Teaching, }
Elective { English Biblical History } { Music }	4	English Composition.....	1
		Elective { English Biblical History } { Banking Music }	4

JUNIOR

English.....	4	English.....	4
German.....	4	German.....	4
Chemistry } or } Biology }	4	Chemistry } or } Biology }	4
Elective { Horace History Biblical History } { Spherical Trigonometry } { Music French }	4	Elective { Cicero's Tusculan Disputations History Biblical History } { Analytics Banking Music French }	4

SENIOR

English.....	3	English.....	3
German } or } French }	3	German } or } French }	3
Psychology.....	3	Logic.....	2
		Astronomy.....	2
Two Elective { History Economics } { French } { German } { Science } { Mathematics } { Music }	6 to 8	Two Elective { History Sociology and Ethics } { French } { German } { Science } { Mathematics } { Music }	6 to 8

GROUP THREE—BIBLICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics	}	Botany	}
or		Biblical History		4
Biblical History	4	Biblical History	4

SOPHOMORE

Biblical History	}	Biblical History	}
or		or		4
Greek	4	Greek	4
Life of Christ and Homiletics	4	Apostolic Age and Homiletics	4
History.....	4	History.....	4
English Composition.....	1	English Composition.....	1
Elective.....	}	Elective.....	}
Greek		Greek	
Latin		Latin	
English		English	
Music	4	Banking	4
		Music	

JUNIOR

History of Christian Church.....	4	History of Christian Church	}		
Christian Missions—Seminar	1	(Friends History)		4	
Greek.....	4	Christian Missions—Seminar	1		
German.....	4	Greek.....	4		
	}	German.....	4		
Prophecy		}	Theology of	}	
History			Judaism		
English			3	History	}
Chemistry			4	English		3
Biology	4		Chemistry	}	
Music	4	Biology	4		
French	4	Banking	}		
		Music		4	
		French			

SENIOR

Christian Doctrine.....	3	Homiletics.....	2		
Greek.....	3	Greek.....	2		
German.....	3	German.....	3		
Psychology.....	3	Logic.....	2		
	}	Astronomy.....	2		
French		}	French	}	
English			English		
History			3	Sociology	}
Economics			4	and Ethics		4
Science	4		Science	}	
Music	4	Music	4		

GROUP FOUR—PHYSICAL SCIENCE

FRESHMAN

Cicero	4	Virgil	4
English	4	English	4
Plane Geometry	4	Algebra	4
Physics	4	Botany	4

SOPHOMORE

Chemistry	4	Chemistry	4
Solid Geometry	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching, }	4
History	4		
English Composition	1		
Elective { Physics Biblical History }	4	History	4
		English Composition	1
		Elective { Physics Biblical History Banking Music }	4

JUNIOR

Physics }	4	Physics }	4		
or Chemistry }		Chemistry }			
German	4	German	4		
Two Elective {	8	}	}		
				Chemistry	Chemistry
				Physics	Physics
				Biblical	Biblical
				History	History
				History	History
English	English				
Biology	Biology				
Music	Banking				
French	Music				
		French			

SENIOR

Chemistry }	4	Chemistry }	4		
Physics }		Physics }			
German }	3	German }	3		
French }		French }			
Psychology	3	Logic	2		
Elective	6 to 8	}	Astronomy	2	
			Physics	}	3 or 4
			Chemistry		
			French		
			German		
			Biology		
			History		
			Economics		
English					
Music					

GROUP FIVE—BIOLOGICAL SCIENCE

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Biology.....	4	Biology.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching, }	4
History.....	4		
English Composition.....	1		
Elective {	Chemistry	}	4
	Physics		
	Biblical History		
	Livy		
	Music		
		History.....	4
		English Composition.....	1
Elective {	Chemistry	}	4
	Physics		
	Biblical History		
	Tacitus		
	Banking		
	Music		

JUNIOR

Biology.....	4	Biology.....	4
Chemistry.....	4	Chemistry.....	4
German.....	4	German.....	4
Elective {	English	}	4
	History		
	Biblical History		
	Spherical		
	Trigonometry		
	Music		
	French		
		Two Elective {	}
		English	
		History	
		Biblical	
		History	
		Analytics	
		Banking	
		Music	
		French	

SENIOR

Biology }.....	4	Biology }.....	4
Geology }.....	4	Geology }.....	4
German }.....	3	German }.....	3
French }.....	3	French }.....	3
Psychology.....	3	Logic.....	2
		Astronomy.....	2
Two Elective {	French	}	6
	German		
	Science		
	Mathematics		
	English		
	History		
	Economics		
	Music		
		Two Elective {	}
		French	
		German	
		Science	
		Mathematics	
		English	
		History	
		Sociology	
		and Ethics	
		Music	

GROUP SIX—MATHEMATICS

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching, }	4
History.....	4		
Physics.....	4		
English Composition.....	1	History.....	4
Elective {	Biblical History } 4	Physics.....	4
		English	
	Music	English Composition.....	1
		{ Biblical History English Music Banking }	4

JUNIOR

Spherical Trigonometry.....	4	Analytics.....	4						
Chemistry.....	4	Chemistry.....	4						
German.....	4	German.....	4						
Elective {	Physics English History Biblical History Biology Latin Music French }	4	{ Physics English History Biblical History Biology Latin Music Banking French }						
				Elective {	English History Biblical History Biology Latin Music Banking French }				
						English History Biblical History Biology Latin Music Banking French }			
							English History Biblical History Biology Latin Music Banking French }		
								English History Biblical History Biology Latin Music Banking French }	
									English History Biblical History Biology Latin Music Banking French }

SENIOR

Calculus.....	4	Astronomy.....	2					
German }.....	3	German }.....	3					
		French }						
Psychology.....	3	Logic.....	2					
Two Elective {	French German Science English History Economics Latin Music }	6 to 8	{ French German Science English History Sociology and Ethics Latin Music }					
				French German Science English History Sociology and Ethics Latin Music }				
					French German Science English History Sociology and Ethics Latin Music }			
						French German Science English History Sociology and Ethics Latin Music }		
							French German Science English History Sociology and Ethics Latin Music }	
								French German Science English History Sociology and Ethics Latin Music }

DEGREES

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group One, Two, or Three; and the degree of Bachelor of Science on any student who satisfactorily completes Group Four, Five, or Six, provided in either case said student sustains a good moral character.

DEPARTMENTS OF INSTRUCTION

LATIN LANGUAGE AND LITERATURE

I. CICERO AND COMPOSITION.—This course embraces the four orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered. Four hours a week. Fall term. Freshman.

II. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at. Four hours a week. Spring term. Freshman.

III. LIVY.—Two books of Livy are read in this course. Rapid reading and sight reading on easy passages are employed as tests. Points on history and syntax are emphasized. Four hours a week. Fall term. Sophomore.

IV. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Sophomore.

V. HORACE.—Many of the Odes, some of the Satires and Epistles, and the *Ars Poetica* constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

VI. CICERO'S TUSCULAN DISPUTATIONS.—This course is given as a study in Roman philosophy. Especial emphasis is given to philosophical thought as expressed in this treatise, technical meaning of words, and a thorough drill in syntax. Four hours a week. Spring term. Junior.

VII. The principal Satires of Juvenal; selections from Lucretius; Terence, Adelphoe; Plautus, Mostrellaria; selections from the Roman elegiac poets. Translation at sight. Three hours a week. Senior.

The work under VII. is elective in the senior year in Group One.

THE GREEK LANGUAGE

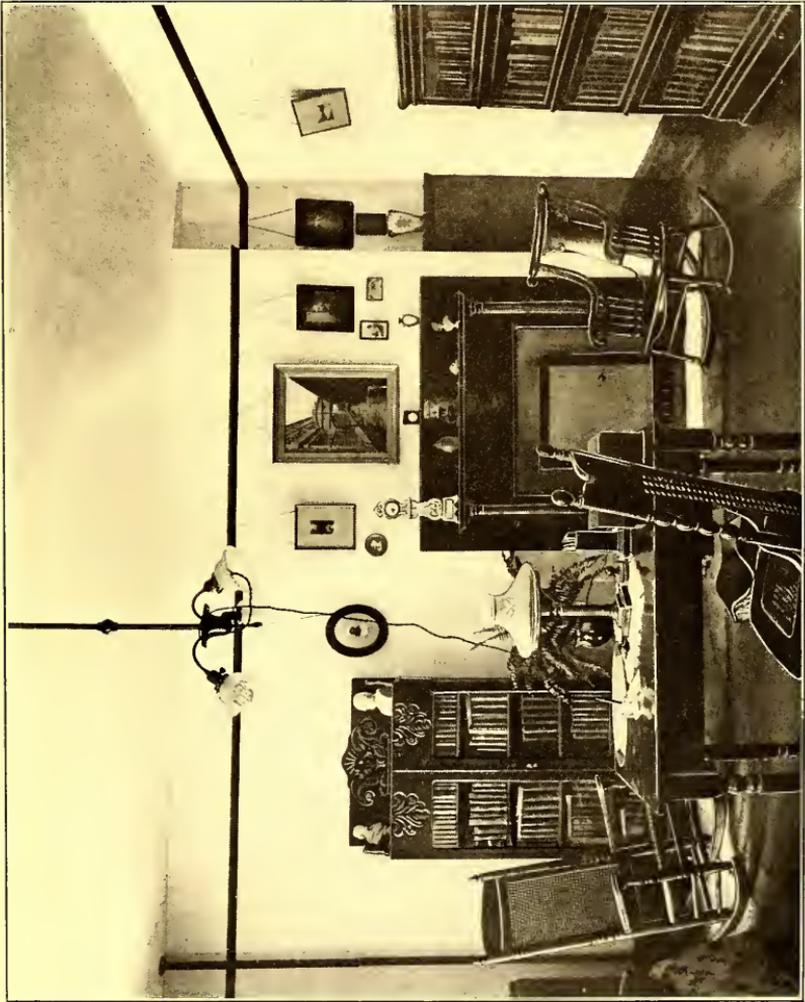
I. The first term of the sophomore year is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the junior year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the senior year Plato's Apology, Crito, and Thueydides are read. The last term is given to New Testament Greek.

Although it will be observed from our courses of study that Greek is not begun before the sophomore year, it is the aim of the courses to give those who take it a fairly liberal acquaintance with the Greek language.

To accomplish this and in some measure to compensate for the apparent lateness of beginning Greek, an average of four recitations a week is required for the rest of the course. It is also found that students beginning Greek at this point of their course, by being more mature, and by having the advantage of two or three years' previous study of Latin, make much more rapid progress than if they were to begin it at the



TEACHER'S ROOM

usual time of beginning Latin. By making each lesson a practical illustration of derivation, etymology, and syntax, and by reading a great variety of selections, a large vocabulary and practical acquaintance with the language is acquired.

GERMAN

Our course in German extends through two years. In that time, students can obtain a good knowledge of the German language, and acquire facility in speaking it.

FRENCH

One year of French is required in Groups Four, Five and Six, and is elective in Groups One, Two and Three. Forms, reading, dictation, translation into French, and sight translation.

ENGLISH

Ia. RHETORIC, COMPOSITION, AND LITERATURE. — This course furnishes instruction in both composition and literature. The work for the term consists of the study of some standard text on rhetoric, the reading and careful analysis of selections from the best English and American prose writers, and twice a week themes which are discussed in personal conference between the writers and the instructor. In addition to the above, each member of the class must also choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week.

Ib. In the second half year is given a general course in literature from Chaucer to the present time. Readings in class, outside readings, lectures, and reports. Four hours a week.

IIa. ELIZABETHAN LITERATURE.—This course is intended to acquaint the student with the literature of the age of Elizabeth. A reading of the playwrights immediately preceding

Shakspeare, a study of Elizabethan society and play houses, and a few of Shakspeare's plays. Elective. Three hours a week, first term.

II*b*. This course is a continuation of II*a*. Most of the time is devoted to the study and analysis of half a dozen of Shakspeare's plays. Other plays are read less critically outside the class. Elective. Three hours a week, second term.

III*a*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the nineteenth century masters of prose, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

III*b*. NINETEENTH CENTURY POETRY.—The second half year representative selections from nineteenth century poets are studied. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

*IV*a*. EIGHTEENTH CENTURY PROSE.—This course is a study of the prose writers of the eighteenth century. Special attention is given to subject matter and style. Elective. Three hours a week, first term.

*IV*b*. EIGHTEENTH CENTURY POETRY.—A study of representative poets of the eighteenth century, literary movements, and standards of literary criticism. Elective. Three hours a week, second term.

V. ADVANCED COMPOSITION AND RHETORIC.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. One hour a week, throughout the year.

Students in upper classes who are deficient in English composition will be required to do special work in that subject.

No student will be graduated who has not attained a considerable degree of accuracy and skill in English prose composition.

* Not given in 1909-1910.

THE GUILFORD COLLEGE LITERARY CLUB

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

BIBLICAL

The Biblical department of Guilford College is organized on an equal basis with other departments of the college. Students of the college who elect Biblical subjects for their major work and complete the general requirements in other studies receive the degree of A. B.

This department, however, offers opportunities of study to students who may not wish to pursue a regular course. There are practical courses open at all times of the year which would be very beneficial to anyone who should spend even a brief residence at the college. Students of this class, not expecting a degree, may enter at any time, though it is always best to enter at the beginning of a term.

I. **BIBLICAL HISTORY.**—An introductory course, preparatory to further study in Biblical interpretation and exposition, intended to give the student a comprehensive knowledge of the entire Bible contents. Beginning with a study of the earliest centers of civilization, and tracing the development of religion and civilization in the light of modern discovery and exploration, down to the era of the Hebrew conquest and settlement in Palestine. Each period of Hebrew and Jewish history is then studied historically down to the apostolic period of Christian history. The Biblical writings are viewed in the light of their proper origin and purpose. The aim of this course, aside from an acquaintance with the long and varied history of the Hebrew race, is to present clearly the course of revelation as apprehended and advocated by the inspired Biblical writers and teachers, and to incite an appreciation of

the fundamental grounds of Christian belief. Required of all college students in the sophomore or junior year. Four hours a week. One year.

II. FOUNDATIONS OF CHRISTIANITY.—An advanced course primarily on the history and teaching of Christ, but dealing also with the life and thought of the period in which the Messiah appeared. The chief feature of this course is a constructive study of the methods of Jesus as Savior. Fall term. Three hours a week.

III. THE APOSTOLIC PERIOD.—A study of the rise and progress of Christianity to the close of the first century, A. D., with an examination of the contents of the entire New Testament. Spring term. Three hours a week.

IV. HOMILETICS.—The work in Homiletics comprises two courses:

a. THE WORK OF PREACHING.—An elementary course dealing with the principles of preaching. One hour a week for a year.

b. PRACTICAL HOMILETICS.—An advanced course, embracing sermonizing and a large amount of exegetical and homiletical work in the Scriptures. Two hours a week. Spring term. Primarily for seniors.

V. PROPHECY.—Primarily an expository course on selected portions of the prophetic writings of the Old Testament. But the field and influence of prophecy in the history of Israel and the nature of true prophecy, together with the changes in the prophetic elements of various epochs, will be studied. Three hours a week. Fall term.

VI. THEOLOGY OF JUDAISM.—A course examining into the thought and belief of the Jews as exemplified in some of the later Scriptures of the Old Testament, together with some extra-canonical writings which disclose the popular feelings and hopes of Judaism anticipatory to the advent of Messiah.

VII. CHURCH HISTORY.—A history of the Christian church from the apostolic period to the present time. Four hours a week for a year, except in the last half of the Spring term, three hours a week, when two hours a week will be given to Friends History.

VIII. FRIENDS HISTORY.—This course comprises an outline of the history of Friends and examines quite extensively the writings of Friends on the subjects of doctrine, worship, polity and Christian life. Special attention will be given to the status, problems and opportunities of Friends at the present time. This course is optional. Two hours a week. Last half of Spring term.

IX. CHRISTIAN DOCTRINE.—This course discusses and examines the various doctrines and tenets of the Christian religion as usually set forth under the title of systematic theology. Three hours a week. Fall term.

X. CHRISTIAN MISSIONS.—A general history of Christian Missions, with special attention to the present fields of missionary activity. Special phases of the missionary work and the lives of great missionaries will be presented by papers and various assignments to members of the class. A seminar course. One hour a week. One year.

BIBLICAL RESEARCH SOCIETY

The Biblical Research Society is composed of members of the faculty and advanced students. The society meets bi-weekly, when papers are read and discussions held on Biblical topics.

HISTORY AND ECONOMICS

I. MEDLEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the Rise of the Papacy, Feudalism, the Crusades, the Reformation and the Rise and Development of the Modern State in Europe. Four hours a week. Fall term. Sophomore.

II. ENGLISH HISTORY.—The political and constitutional development of England from the earliest period to the present time. Special attention will be given to the State, the English Church, the Puritan Movement, and the Colonial System. Four hours a week. Spring term. Sophomore.

III. AMERICAN HISTORY.—This is a course in civics from the historical standpoint, and is intended to show our political development, our historical development, and the actual workings of our government, showing the growth of nationality and democracy, and our special American problems. It is introductory to economics. Four hours a week. Fall term. Junior.

IV. CONSTITUTIONAL HISTORY.—The nature and origin of the state will be traced, together with the development of the modern state, especially England. Careful attention will be given to the legislative, administrative, and judicial functions of the modern nations. Four hours a week. Spring term. Junior.

V. ECONOMICS.—This is a general introduction to the principles of political economy. The subject is taken up historically, with special reference to American current problems. Three hours a week. Fall term. Senior.

VI. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Three hours a week. Spring term. Senior.

PHILOSOPHY

I. PSYCHOLOGY.—A course in general psychology, seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to

find a fundamental basis of moral conduct. Four hours a week. Last half of Spring term. Senior.

III. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—A practical study of the psychology and methods involved in the teaching of the common school subjects. Last eight weeks. Spring term. Elective.

MATHEMATICS AND ASTRONOMY

Ia. PLANE GEOMETRY.—The first half of the freshman year is spent in the study of plane geometry. Besides the demonstrations of the theorems, the student is required to apply the principles learned in the solution of the original propositions and problems.

Ib. COLLEGE ALGEBRA.—The mathematics of the second term of the freshman year consists in a review of radicals and quadratics, graphs, theory of exponents, binomial theorem, ratio, progressions, and logarithms.

IIa. SOLID GEOMETRY.—Including properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids, of cylinders, cones, and spheres, of spherical triangles, and the measurements of surfaces and solids. Prerequisite, Ia, Ib.

IIb. TRIGONOMETRY AND SURVEYING.—Including the definitions and relations of the six trigonometrical functions as ratios, proof of important formulæ, theory of logarithms and use of tables, solution of right and oblique plane triangles, measurements, computing areas, plotting, establishment of magnetic and true meridians. The surveying class supply themselves with all drawing instruments necessary for practical work. Care is taken to see that every member of the

class has a working knowledge of the surveyor's transit and architect's level. Surveying is elective with Methods of Teaching the last eight weeks of the spring term of the sophomore year.

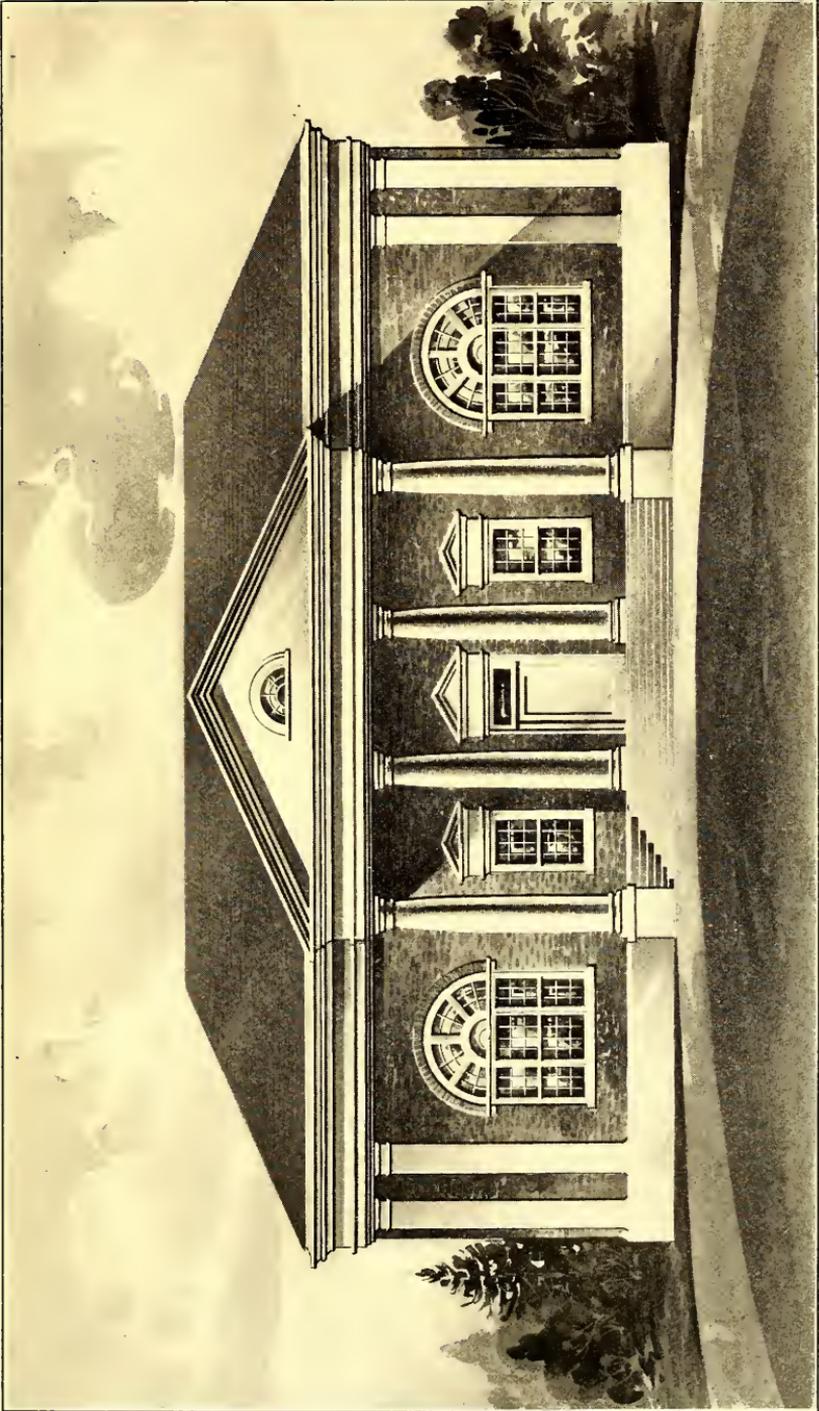
All students who elect surveying are required to do regular field work. Sophomore year. Pre-requisite, *Ia, Ib*. (Text-book, Wells' Plane Trigonometry.) Reference, Raymond's Plane Surveying and Carhart's Plane Surveying.

IIIa. SPHERICAL TRIGONOMETRY AND NAUTICAL ASTRONOMY.—The development of formulæ for the solution of spherical triangles, solution of right and oblique spherical triangles, application to problems in navigation and geodetic surveys, astronomical instruments and celestial mechanics. Pre-requisite, *IIa, IIb*. Practical work in navigation and nautical astronomy by use of nautical almanac, mariner's compass and sextant. (Text-book, Spherical Trigonometry, by Wells.)

IIIb. ANALYTICAL GEOMETRY.—A course in analytical geometry of the line, circle, and conics. The preparation required is mathematics, *Ia, Ib, IIa, IIb*. The aim of the instruction is to make clear the principles underlying the application of algebraic analysis to geometry and prepare the student for further study of analytical geometry and higher mathematics. (Text-book, Nichol's Analytical Geometry.)

IV. CALCULUS.—An elementary course. The preparation required is higher algebra, plane trigonometry, and analytical geometry. The course will serve as an introductory to the more thorough study of calculus. The aim of the instruction is to make clear the fundamental ideas involved in the study of functions by applications to simple problems in geometry and mechanics.

V. Descriptive astronomy is required of all students in the senior year, spring term. This course aims to give such information concerning the heavenly bodies and the laws by



LIBRARY

which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae, etc.

A small telescope, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations and graphs of such observations as are required. Pre-requisite, II*b*. (Text-book, Young's Astronomy.)

BIOLOGY AND GEOLOGY

BOTANY.—A course in botany is required of all freshmen in the spring term. The aim of the work is to give a thorough knowledge of the structure, use, and modifications of the various parts of common plants, and to give some idea of the plant societies and the struggle for existence. The lectures and recitations are accompanied by laboratory and field work which requires the careful keeping of a note book. Each student is also required to prepare a herbarium of twenty-five mounted specimens of wild plants.

I. GENERAL BIOLOGY.—This is a course introductory to the general subject of biology. It consists of lectures, text-book and laboratory work.

The fall term is given to a general study of the biology and morphology of the plant kingdom. In the laboratory the students learn the simple methods of preparing and studying microscopic slides.

The spring term is given to the study of invertebrate zoology and simple animal tissues. The purpose of the study is so to familiarize the student with the structure and comparative anatomy of the lower animals that he may clearly understand some of the laws of development, specialization, and adaptation in the animal kingdom. Four hours a week. Sophomore year.

II. VERTEBRATE ZOOLOGY, OSTEOLOGY AND EMBRYOLOGY.—

This course begins with the study of the lowest cordata and the amphioxus. Then types of the vertebrates and the comparative osteology of the mammals are taken up. This is followed with a study of the embryology of the chick, in which stages of embryological development are carefully traced. This course alternates with Course III. Four hours a week.

III. THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS.—

In this course a careful study is made of the morphology of one or two of the four groups of the plant kingdom. This is followed by a study of plant physiology. This course alternates with Course II. Four hours a week.

IV. GEOLOGY.—

Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils, in the laboratory. Four hours a week.

THE BIOLOGICAL LABORATORY

The biological laboratory is a well-lighted room in Memorial Hall. It is 19 x 30 feet and is provided with desk-room and lockers for twenty-two students working at a time. It is supplied with water and large sink, part of which can be used for an aquarium. There are also some small glass aquaria and dishes in which to keep material. The laboratory is provided with eleven compound microscopes, eight dissecting microscopes, a rocking microtome, a sliding microtome, a large paraffin imbedding oven, dissecting tools and pans, various re-agents, and stains and staining jars. The department has a college bench lantern with arc light and with attachments for reflection of opaque objects and the projection of microscopic slides. There are at hand for illustrating the various subjects taught, 150 lantern slides and 800 microscopic slides. This collection is constantly growing. The museum, which is a very valuable one, is open for the use of the department.

CHEMISTRY

I. GENERAL CHEMISTRY.—This course comprises a study of the principal elements, their simple compounds, chemical theory, nomenclature, equations, and an introduction to the compounds of carbon. Instruction is given by means of recitations, lectures, excursions and laboratory work. Four hours. Sophomore year.

II. QUALITATIVE ANALYSIS.—The work in this course includes the separation of bases, the detection of acids, the analysis of simple inorganic salts, mixed salts, oxides and the more common organic compounds. Requisite, Course I. Four hours. First half year.

III. QUANTITATIVE ANALYSIS.—In this course, analysis of pure salts is made by the use of both gravimetric and volumetric methods. Complete analysis of samples of limestone, dolomite, clays, iron, copper, and zinc ores is required. Requisite, Courses I. and II. Four hours. Second half year.

IV. ORGANIC.—A first year course in the chemistry of carbon. Recitations, lectures, organic analysis and preparations. Requisite, I. Four hours.

V. ADVANCED ANALYSIS.—Students who have done creditable work in Courses I., II., and III., and whose program of work will permit, may, on consultation, take up the examination of water, urine, fertilizers, ores, etc. Four hours.

Two hours and a half of laboratory work are considered the equivalent of each recitation hour.

Students at the beginning of each term will deposit with the Treasurer \$5.00 to cover the regular term fee of \$4.00 and breakage. Any surplus will be returned to the student at the end of the term.

THE CHEMICAL LABORATORY

The department is equipped with water, gas, electric current, balances, and all apparatus necessary to carry on the

courses outlined. It has at its disposal an excellent spectrometer, microscopes, and the projection lantern of the biology department. The college museum furnishes an excellent line of rocks and minerals for illustration, and the department itself has a steadily growing exhibit of chemical and industrial products for use with its courses.

PHYSICS

The physical laboratory occupies the south basement of Memorial Hall. The principal work room is equipped with a cement floor 19 x 38, heat, light, electricity, running water, tables and shelves and all necessary apparatus and equipment for the following courses:

I. An elementary general course, including text-book and laboratory work, presented from the practical and the commercial point of view rather than the technical. Laboratory fee. \$2.00. Four hours a week. Fall term. Freshman year.

II. An elementary general course, including text-book work, individual laboratory measurements, lecture experiments, collateral reading and mathematical work, making use of algebra and plane geometry. Four hours a week the entire year. Elective. Millikan and Gale's text and manual. Laboratory fee, \$3.00 a term.

III. A laboratory course of exact measurement in mechanics, molecular physics and heat, seeking to establish an immediate and vital connection between theory and experiment. This course includes a study of uniformly accelerated motion; the relation of force and matter; composition and resolution of forces; principle of work; energy and efficiency; the laws of impact; Hooke's Law and Young's Modulus; moment of inertia; simple harmonic motion; determination of "g"; law of centripetal force; Boyle's Law; temperature measurement; Avagadro's Law; hygrometry; Archimede's Principle; capillarity, calorimetry and expansion. Prerequisites: Course II., plane trigonometry, and the elements

of graphing. Four hours a week. Fall term. Elective. Text, Millikan's Mechanics, Molecular Physics and Heat. Laboratory fee, \$5.00.

IV. A laboratory course of exact measurement in Electricity, Light and Sound. This course includes a study of electric and magnetic fields; constants of earth's field; strength of current by means of tangent galvanometer and copper and silver voltameter; calibration of a voltameter; laws of series and parallel connections; temperature coefficient of resistance; constant for moving coil galvanometer; measurement of quantity and capacity; E. M. F. and internal resistance of a Daniel cell; E. M. F. curve of an ideal dynamo; determination of "H." by means of the earth inductor; angle of dip; coefficient of self-induction of a coil; curve of magnetization and hysteresis loop; distribution of magnetism in a bar magnet; velocity of sound in air; overtones in open and closed pipes; velocity of compressional waves in steel; wave length of a tone; wave length of light; index of refraction; angle of minimum deviation; efficiency curve of an incandescent lamp. Pre-requisites: Plane trigonometry and the elements of graphing. Four hours a week. Spring term. Elective. Laboratory fee, \$5.00.

THE JOSEPH MOORE SCIENCE CLUB

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who may wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

BOOKKEEPING

Bookkeeping is taught in the spring term, second year, preparatory course, and includes a systematic study of business forms and accounts. The commercial papers, such as orders, receipts, notes, bills, statements, checks, drafts, etc., are written and used by the student—the same as is done in

actual business. A sufficient number of full sets of books in double-entry bookkeeping are given to enable a faithful student to become a good bookkeeper. The class, also, have careful study and practice in writing forms of business documents. Class drill in business arithmetic supplements the work.

Practical banking in connection with bookkeeping is elective in the spring term of the sophomore and the junior years. Three recitations a week.

DEPARTMENT OF MUSIC

It will be the aim of the department to give such technical and æsthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

COURSE I.

Piano-forte, Theory, History of Music, equivalent of High School course, German, English Literature, History.

COURSE II.

Voice Culture, Piano-forte (through the Intermediate grade), Theory, History of Music, equivalent of High School course, French, German, Italian.

PIANO-FORTE

Three grades: Elementary, Intermediate, Advanced.

Special attention will be given to hand positions, the proper use and control of finger, hand, wrist and arm, conducing to elasticity of touch and correct phrasing.

ELEMENTARY GRADE

Finger and wrist exercises, scales taught in contrary and parallel motion, canon form, grouping by accent, or rhythms.

Arpeggios founded on common chord, major and minor, dominant seventh, diminished seventh.

Studies selected from: Köhler's Piano-Forte Method, Köhler's Studies, Op. 50, Löschhorn, Op. 65, Burgmüller, Czerny, MacDougall, etc.

Pieces by Gurlitt, Reinecke, Gänschals, Streabbog and others.

INTERMEDIATE GRADE

Technical exercises continued. Scales in double thirds and sixths.

Studies by Bertini, Heller, Op. 47 and 45, Czerny, Op. 299, Bach, Löschhorn, Op. 66, Czerny's "Legato and Staccato," Sonatinas and easier Sonatas of Haydn, Mozart, Beethoven.

Mendelssohn's "Song Without Words."

Pieces by Händel, Jensen, Godard, Grieg, Raff, Henselt, St. Saens, Chopin, Schubert and others.

ADVANCED

Technical exercises of preceding grades at a more rapid tempo.

Studies of Cramer, Clementi's Gradus ad Parnassum, Bach's Well-Tempered Clavichord, Kullak's Octaves, Beethoven's Sonatas, Chopin's Etudes.

Pieces by Weber, Chopin, Schumann, Moskowski, MacDowell, Liszt and others. Concerti by Beethoven, Mendelssohn and others.

Instruction in any branch of music, including use of piano for practice, is charged extra at the rate of \$20 per term—two lessons per week.

Students entering the class in music at the beginning of the term will be charged the full rates for the term whether the whole number of lessons is taken or not, except in case of protracted sickness.

VOCAL

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio: Studies selected from Conecane, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Schubert, Schumann, Franz, Grieg.

French, German and Italian songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

HARMONY

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, i. e., the natural tendencies in harmonic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies. Modulations, Suspensions, Organ-Point, Passing-Notes, Passing-Chords, Harmonizing Melodies.



STUDENT'S ROOM

HISTORY OF MUSIC

Music before the twelfth century.

Development as an independent art.

Evolution of Folk-Songs: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Glück, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Van Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

FREE CLASSES

HARMONY.—This class is open to such music students as are sufficiently advanced.

SIGHT SINGING.—For those desiring to fit themselves for music teaching in schools, or for chorus singing. Text-book, Root's "Methodical Sight-Singing," Part II.

CHORUS CLASSES.—In these classes students receive training in part-singing.

RECITALS

Realizing that ease and confidence in playing for others can be acquired only by experience in doing so, weekly recitals will be held, at which students will be encouraged to render their pieces in the presence of others; they will also have an opportunity of hearing the best works of different epochs, by hearing them interpreted with descriptive analysis.

Such works as Beethoven's Sonatas, Schubert's Erl-King, and Wagner's Spinning Song transcribed by Liszt, Rhapsodies Hongroises have been heard during the past year.

DIPLOMAS

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree will be permitted to substitute a maximum of two courses of not less than one year each, satisfactorily completed, in either the intermediate or advanced grades in music for any two electives in the regular academic courses.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM	SPRING TERM
English A. 5	English A. 5
English B. 4	English B. 4
English C. 4	English C. 4
Arithmetic 5	Arithmetic 5
Algebra 5	Algebra 5
Primary Latin 5	Primary Latin 5
Cæsar 5	Cæsar 5
U. S. History 4	U. S. History 4
Ancient History 4	Ancient History 4
Physiology 4	Physiography 4
Bible 1	Bible 1
	Book-keeping (Elective) .. 3

PREPARATORY ENGLISH

A. The work in English for the first year in the preparatory course consists of English grammar and composition. Selections are read and studied from Irving, Longfellow, Hawthorne, Charles Lamb, and other representative English and American authors. Many short selections are memorized.

B. Pupils in the second year preparatory work in English study American literature. Pancoast's *History of American Literature* is used as a text, and selections are read in class from the authors whose works are made a special study. Composition and memory work throughout the year.

C. The third year in English prepares for entrance to the Freshman class in college. During the year 1908-1909 Milton's *Minor Poems*, Coleridge's *Ancient Mariner*, Shakspeare's *Julius Caesar* and *Macbeth*, Washington's *Farewell Address*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Addison*, George Eliot's *Silas Marner*, Goldsmith's *Vicar of Wakefield*, Scott's *Lay of the Last Minstrel*, Tennyson's *The Princess*, Hawthorne's *House of Seven Gables*, Addison's *Roger DeCoverly Papers*, and Swift's *Gulliver's Travels* were read. Composition and memory work throughout the year.

LATIN

Two years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year, and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the text are emphasized. Five hours a week.

SCIENCE

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a gen-

eral outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts, and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

HISTORY

Two years of History are required of all preparatory students.

In the first year, a simple study of the History of the United States is taken up, and an attempt is made to set before the student some of the elementary principles of government. Fiske's School History is used.

Ancient History, including Oriental, Greek and Roman, is studied in the second year and must be preceded by the course in United States History. Botsford's "Ancient History for Beginners" is the text-book that is used.

MATHEMATICS

ARITHMETIC

COURSE B.—This course includes a review of common fractions, and a careful study of decimal fractions, denominate numbers, and practical measurements.

COURSE A.—This course is designed to enable the student to acquire a practical knowledge of current business methods as well as skill in numerical calculation. The course includes a study of practical measurements, commercial discounts, gain and loss, commission and brokerage, insurance, taxes,

duties and customs, interest and banking, equations and cash balance, dividends and investments, and partnership and storage. Five hours a week. Given each term. Text-book, Moore and Miner's Practical Business Arithmetic.

ALGEBRA

COURSE B.—This course includes factoring, common divisors, common multiples, fractions, simple equations and simultaneous equations. Five hours a week. Fall and spring terms. Text-book, Milne's High School Algebra.

COURSE A.—Elementary graphing, simultaneous equations, zero, fractional and negative exponents, surd quantities, imaginaries, quadratic equations. Five hours a week. Given each term. Text-book, Stone and Millis.

SCHOLARSHIPS

Bryn Mawr College offers yearly to the best scholar of the young women of the graduating class a scholarship of the value of four hundred dollars. The candidate is selected on the ground of excellence in scholarship, and must have been a student of Guilford at least two years. The selection will be made from the graduating class.

Haverford College offers annually to the best scholar of the young men of the graduating class a scholarship of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

PRIZES

The four literary societies, the Websterian, the Henry Clay, the Philomathean and the Zatasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

PRIZE ESTABLISHED BY THE CLASS OF 1904

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship; the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years. This is to take effect at once, the first money being available in the spring of 1909.

FRESHMAN PRIZE

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best oration at a contest held near the close of the year. Besides the style of delivery, the composition and literary scholarship evinced by the writer will be considered in determining the successful contestant.

COLLEGE HONORS

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

LITERARY SOCIETIES

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young ladies. These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture; and the efforts which have been made for improvement during the year are worthy of praise.

COLLEGE JOURNAL

In addition to the regular literary work the societies of the college have for the past twenty years sustained the "GUILFORD COLLEGIAN," a journal that occupies a creditable position among college publications.

The COLLEGIAN gives its readers some insight into the student life at the college. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

PUBLIC LECTURES

Arrangements are made to have popular lectures from time to time on the literary, scientific and historical questions of the day.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

EXTRA CHARGES

(1) Students in certain science classes are charged for use of laboratory materials and instruments, plus breakage, as follows:

Chemistry, \$5.00 per term.

Biology, \$2.50 per term.

Astronomy and surveying, \$1.00 each per term.

Physiology, 50 cents per term.

Freshman physics, \$2.00 per term.

Sophomore physics, \$3.00 per term.

Advanced physics, \$5.00 per term.

Botany, \$2.00 per term.

(2) Meals to the sick in rooms, except in the nursery, will be charged extra.

(3) A graduation fee of \$5.00 is charged at the close of the college course.

For extra for music, see page 48.

For extra charge for bookkeeping, see page 46.

Books and stationery are sold for cash.

I. IN COLLEGE STUDIES—See Pages 24-29

For board and tuition, fuel, lights, and laundry, each term \$97.50
Payable in advance as follows:

September 7th	\$ 48.75
November 6th	48.75
January 22nd	48.75
March 26th	48.75

These figures, \$195.00, cover all charges for comfortably furnished rooms—two students in a room, single beds—electric lights, fuel, board, use of bath rooms, laundry, use of nursery in case of sickness, library, museum, laboratories, professional service of our attending physician, M. F. Fox, M. D., and tuition in all regular courses.

Students who have washing done at home and are absent from the college each week from Friday evening to Monday morning are allowed ten dollars reduction each term.



FOUNDERS HALL AND KITCHEN

II. IN PREPARATORY STUDIES—See Page 50

For board and tuition, fuel, lights, and laundry, each term \$91.50

Payable in advance as follows:

September 7th	\$45.75
November 6th	45.75
January 22nd	45.75
March 26th	45.75

III. TUITION

Tuition for college studies for year. \$60.00

Tuition for preparatory studies for year. . . 48.00

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

CLUB RATES FOR BOARD

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of TWELVE DOLLARS PER TERM for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The clubs must meet expense of splitting wood and bringing in wood and water for cook room. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed \$5.00 per month for each student. Students who avail themselves of this system live well, and have the same advantages and regulations as those who board in the college.

Girls may enter New Garden Hall on the following terms: Each agrees to perform cheerfully and satisfactorily her

allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term room rent and to the Matron of New Garden Hall \$1.00 per week monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

PAYMENT OF BILLS

Payment of all bills for each term must be made in advance—one-half at the beginning and one-half at the middle of the term.

Students, when they enter at midterm, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from the college on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If any student should leave the institution for any other cause, or be expelled or suspended, he will forfeit the money advanced.

Text-books are sold for cash only, and all containing returnable label are purchased at end of term at a reasonable discount.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the college all students are required to meet the Treasurer and make satisfactory arrangements for the settlement of bills, and procure a registration card.

At the beginning of the term, students are expected to observe all the regulations of the college from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observation of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are

satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are *not at liberty to withdraw* to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the college.

The fact that students board outside the college gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

Rooms in the dormitories or cottages that have been engaged by students before the beginning of a term will not be held for them after the opening day of the term, unless the payment of the full term charges be made in advance. Otherwise such students will be considered on an equal footing with those who have not been promised rooms.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted by Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish the white linen and one blanket for their beds, also their own soap, towels, and table napkins. One pair of pillow cases and three single bed sheets will be needed for exchange for each boarder.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Visitors at the college should register at the office before entering the dining-room. Cost for each meal, 25 cents.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the college thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full with indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean, Professor John Edwin Jay.

Boarders are expected to be prompt in coming to and leaving the dining-room at the time allotted for meals. The rule is not to admit anyone to the dining-room after it is indicated that the door is "Closed."

Rooms in the dormitories will be under the careful daily inspection and supervision of the Matron of the college.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings beyond necessary wear and tear will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the college. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

TO PARENTS

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The college has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from college, should be made by the parent or guardian directly to the President. Parents who consult the highest interest of their children will not call them out of school without some urgent reason.

While the management of the college will cordially provide for and encourage every kind of physical training, inter-collegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the college, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or fails to co-operate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the college, his parents or guardian will be informed of the facts, and, unless amend-

ment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the college desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

DONATIONS AND BEQUESTS

Any friends of Guilford College wishing to make donations for Special or General Endowment, are invited to correspond with President Hobbs, or leave any bequest to the Trustees of Guilford College, an institution incorporated under the laws of the State of North Carolina.

FORMS OF BEQUESTS

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be applied at the discretion of its trustees for the general purposes of said college.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college and called the.....Scholarship Fund. The interest on this fund shall be applied, at the discretion of the trustees of said college, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college as an endowment for the support of Professorship for..... in said college.

MEMORIAL FUNDS

- The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$1,100.00.
The Ezra Murray Meader Fund, \$1,000.00.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
Joseph Moore Dixon, B. S.	Washington, D. C.
Edward B. Moore, B. S.	343 Pearl St., Richmond, Ind.
Robert Cromwell Root, B. S., 415 Severance Bldg.,	Los Angeles, Cal.
* Lola Stanley Moore, A. B.	Genoa, N. C.
*Lucius A. Ward, B. S.	_____
*Campbell White, B. S.	_____
Florina W. John, B. S.	Raleigh, N. C.

CLASS OF '90

John T. Benbow, A. B.	Winston-Salem, N. C.
Augustine W. Blair, B. S.	Gainesville, Fla.
Jessica Johnson Dickson, B. S.	Kimberlin Heights, Tenn.
Genevieve Mendenhall Blair, B. S.	Gainesville, Fla.
*Susanna Osborne, B. S.	_____
Leonard C. Van Noppen, A. B.	Westerleigh, Staten I., N. Y.
David White, A. B.	Greensboro, N. C.
H. Hermon Woody, A. B.	Guilford College, N. C.

CLASS OF '91

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Frank B. Benbow, A. B.	Franklin, N. C.
S. Addison Hodgin, B. S.	Greensboro, N. C.
Arthur Lyon, B. S.	High Point, N. C.
Joseph H. Peele, B. S.	Guilford College, N. C.
Elisha D. Stanford, B. S.	East Bend, N. C.
Mary Mendenhall Davis, B. S.	Guilford College, N. C.
Julia S. White, B. S.	Guilford College, N. C.

CLASS OF '92

Sue Farlow Raiford, A. B.	Conley, Va.
*M. Edna Farlow, B. S.	_____
Martha J. Henley, B. S.	Asheboro, N. C.

GVILFORD COLLEGE

GVILFORD COLLEGE, N. C.

GENERAL PLAN

SCALE ONE INCH EQUALS ONE HUNDRED FEET
DESIGNED BY HARRISON FOSTER WALKER
APPROVED BY THE BOARD OF TRUSTEES
FEBRUARY 1909



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Mary Massey Pearson, B. S.	Goldsboro, N. C.
Walter W. Mendenhall, B. S.	Cleveland, Ohio.
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William Jasper Thompson, B. S.	Eagletown, N. C.
Emma L. White, B. S.	Belvidere, N. C.
George W. Wilson, B. S.	Gastonia, N. C.
Edwin M. Wilson, A. B.	Haverford, Pa.
Laura D. Worth, B. S.	Guilford College, N. C.

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Cora E. White, B. S.	Belvidere, N. C.
Elbert S. White, B. S.	Norfolk, Va.

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Emma Hammond Smith, B. S.	Clinton, N. C.
Annie F. Petty, B. S.	Greensboro, N. C.
Henry A. White, B. S.	High Point, N. C.
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Eugene J. Woodward, B. S.	Wilmington, N. C.
Hiram B. Worth, B. S.	Greensboro, N. C.

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Ottis E. Mendenhall, A. B.	Lexington, N. C.

Walter H. Mendenhall, A. B.	Lexington, N. C.
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Cornelia Roberson Michaux, B. S.	Greensboro, N. C.
H. Sinclair Williams, B. S.	Concord, N. C.

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Amy J. Stevens, B. S.	Goldboro, N. C.
Addie Wilson Field, B. S.	Newnan, Ga.

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Sarah Stockard Magness, A. B.	Magness, Ark.
Deborah White Babb, B. S.	Ivor, Va.

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Ora Jinnett Swing, A. B.	Tallahassee, Fla.
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Sidney H. Tomlinson, B. S.	High Point, N. C.
Percy Worth, B. S.	Indianapolis, Ind.

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William W. Allen, Jr., A. B.	Camden, N. J.

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Annie Blair Allen, A. B.	Camden, N. J.
J. Wilson Carroll, A. B.	Greensboro, N. C.
Calvin Duvall Cowles, A. B.	1st Lieut. Medical Corps, U. S.
Army	Manila, P. I.
R. Lindsey Ellington, B. S.	Reidsville, N. C.
Newton Fernando Farlow, A. B.	Randleman, N. C.
*Pinkney Groome, A. B.	_____
Kearney E. Hendricks, B. S.	Asheboro, N. C.
Nellie Lancaster Jones, A. B.	Charlotte, N. C.
Clement Orestes Meredith, A. B.	Guilford College, N. C.
Harold C. Taylor, A. B.	Greensboro, N. C.

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J. Carson Hill, A. B.	High Point, N. C.
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Emma G. King, A. B.	High Point, N. C.
Linnie Raiford, A. B.	Conley, Va.
Robert C. Willis, A. B.	Washington, D. C.
John Waldo Woody, A. B.	Knoxville, Tenn.

CLASS OF '02

Clara Ione Cox, A. B.	High Point, N. C.
Chas. Woodward Davis, B. S.	Vassalboro, Me.
William Chase Idol, B. S.	Winston-Salem, N. C.
C. Elmer Leak, B. S.	Thomasville, N. C.
A. Homer Ragan, B. S.	Thomasville, N. C.

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Irvin T. Blanchard, B. S.	Woodland, N. C.
Maria Edgeworth Bristow, B. S.	Conley, Va.
Flora Harding Eaton, B. S.	Farmington, N. C.
Charles L. Holton, B. S.	Asheboro, N. C.
Phillip D. M. Lord, A. B.	Biddeford, Me.
R. William McCulloch, A. B.	Atlanta, Ga.
Ida Eleanore Millis, A. B.	Guilford College, N. C.
Delia Raiford Winslow, A. B.	Media, Pa.
Charles McCoy Short, A. B.	Salisbury, N. C.
Edgar Thomas Snipes, B. S.	Woodland, N. C.

CLASS OF '04

Elizabeth B. Bradshaw, A. B.	Aidyl, Va.
Alice Cartland Lewis, A. B.	Greensboro, N. C.
Joseph D. Cox, B. S.	High Point, N. C.
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Ernest P. Dixon, B. S.	Ahoskie, N. C.
C. Gordon Gainey, B. S.	Fayetteville, N. C.
*Marvin Hardin, A. B.	_____
Wm. Penn Henley, B. S.	Snow Camp, N. C.
D. Ralph Parker, B. S.	High Point, N. C.
Katharine C. Ricks, B. S.	113 North 3d St., Richmond, Va.
L. Lea White, A. B.	Jamestown, N. C.

CLASS OF '05

Bessie W. Benbow, A. B.	Oak Ridge, N. C.
James O. Fitzgerald, Jr., A. B.	Pelham, N. C.
Fred B. Hendrix, B. S.	Asheboro, N. C.
Mary D. Holmes, A. B.	Woodland, N. C.
R. Ernest Lewis, A. B.	Winston-Salem, N. C.
William G. Lindsay, A. B.	Madison, N. C.
Richard E. Martin, B. S.	East Bend, N. C.
James Hoge Ricks, A. B.	Richmond, Va.
Terry D. Sharp, A. B.	Greensboro, N. C.
Clarence H. Whitlock, B. S.	Maxton, N. C.
Oscar V. Woosley, A. B.	Asheboro, N. C.

CLASS OF '06

David H. Couch, B. S.	Guilford College, N. C.
R. Cabell Lindsay, A. B.	Madison, N. C.
Joseph Moore Purdie, A. B.	Brim, N. C.
R. Arnold Ricks, Jr., B. S.	Richmond, Va.
Florence L. Roberson, B. S.	Guilford College, N. C.
L. Gertrude Wilson, A. B.	Canton, N. C.

CLASS OF '07

John Anderson, B. S.	Charlotte, N. C.
Dudley D. Carroll, A. B.	Mizpah, N. C.
Eugene Jarvis Coltrane, A. B.	Asheboro, N. C.
Alma Taylor Edwards, A. B.	Columbia, S. C.
Clifford C. Frazier, A. B.	Greensboro, N. C.
Annie Lois Henley, A. B.	Snow Camp, N. C.

Louis Lyndon Hobbs, Jr., A. B.	Guilford College, N. C.
Allan Wilson Hobbs, A. B.	Guilford College, N. C.
Ida Hutchens, A. B.	Yadkinville, N. C.
Lillian L. Jinnett, A. B.	Guilford College, N. C.
Waller S. Nicholson, A. B.	Guilford College, N. C.
David Milton Petty, B. S.	Archdale, N. C.
Wiley Rankin Pritchett, A. B.	Greensboro, N. C.
C. Linnie Shamburger, A. B.	Jamestown, N. C.

CLASS OF '08

George Washington Bradshaw, B. S.	Zuni, Va.
Henry Andrew Doak, A. B.	Guilford College, N. C.
Annie Elizabeth Gordon, B. S.	Jamestown, N. C.
Kittie McNeill John, B. S.	Lumber Bridge, N. C.
Ovid Winfield Jones, A. B.	Winston-Salem, N. C.
Alva Edwin Lindley, A. B.	Snow Camp, N. C.
Mabelle Vira Raiford, B. S.	Conley, Va.
Sallie Thomasene Raiford, A. B.	Conley, Va.
Alice Everett White, B. S.	High Point, N. C.
William Ernest Younts, B. S.	Guilford College, N. C.
Marguerite W. Cartland, Music	Greensboro, N. C.

* Deceased.

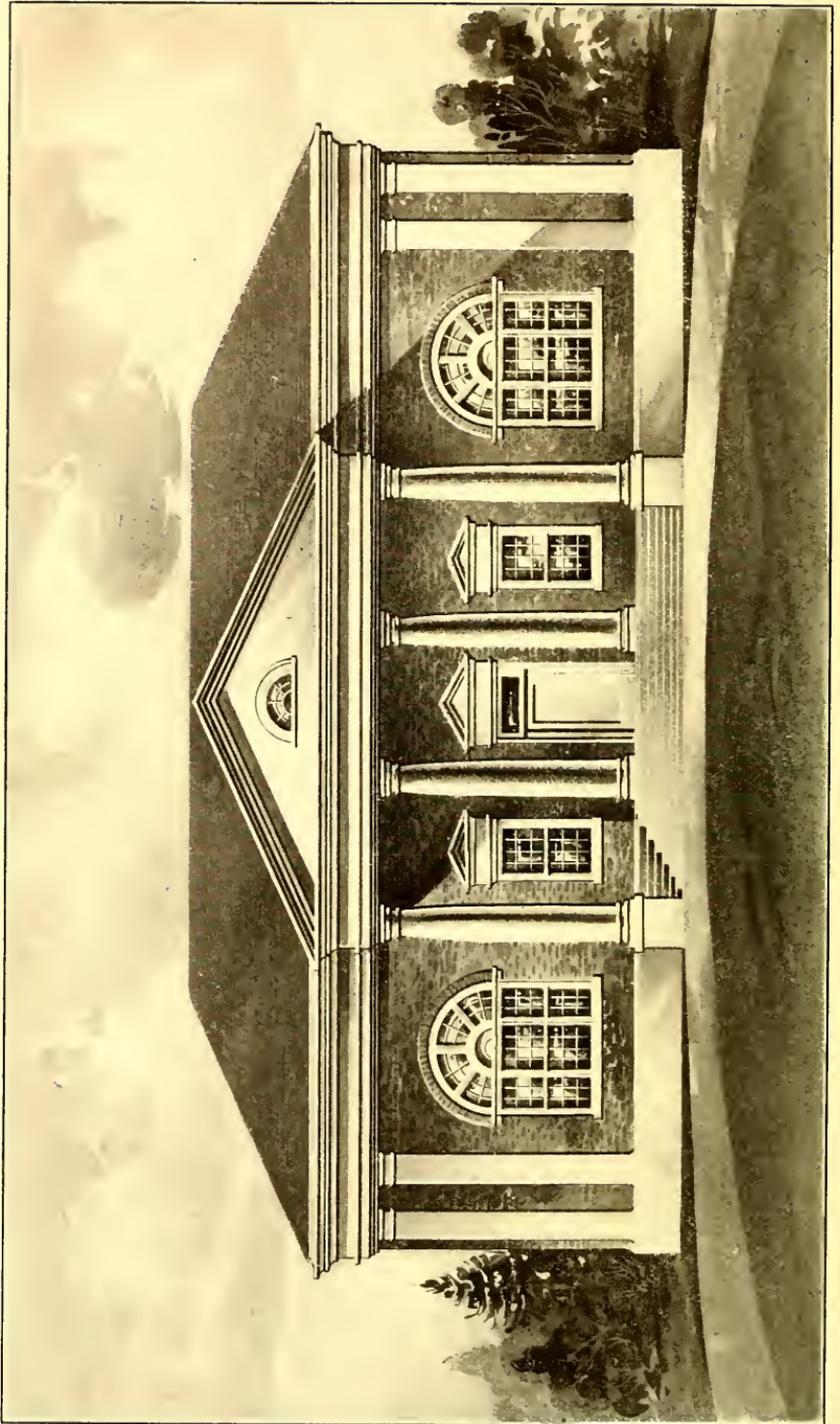
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Guilford College Bulletin



PUBLISHED QUARTERLY

GUILFORD COLLEGE, N. C.



GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

VOLUME 1

SIXTH MONTH, 1909

No. 4

There are three essential qualities a school or college should possess to make it desirable as a place to which young people should go for an education: healthfulness as a place of residence; equipments in the way of buildings and school furniture; and a strong teaching force.

LOCATION.—Young people should be as free as possible from liability to disease in order to be well and vigorous in body and thus capable of feeling the spur of ambition, and at the same time freed from loss of time and the discouragement which comes from falling behind fellow students. Missing a day or two every now and then is most damaging to the progress and good spirit of a student. The location should, therefore, be free from malaria, have sanitary conditions properly inspected and kept free from danger, with plenty of pure water.

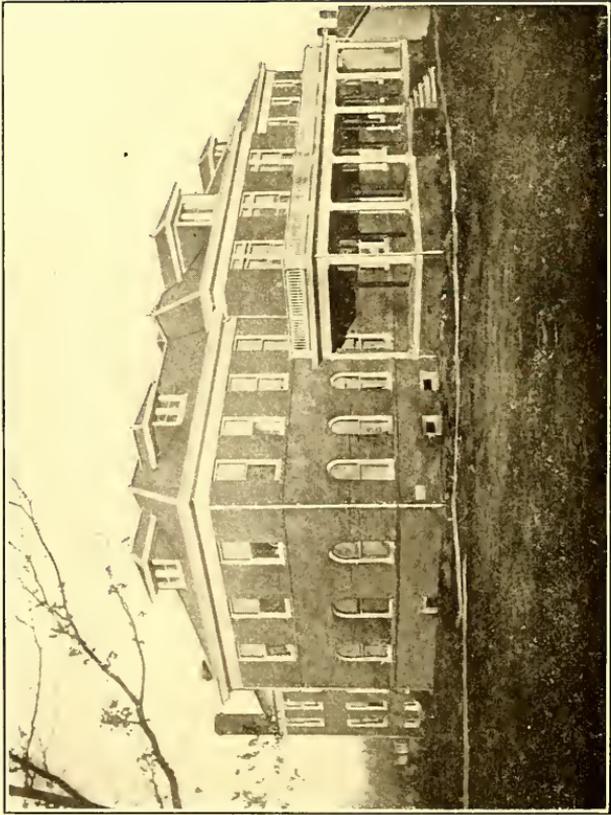
EQUIPMENTS.—While it is largely true that “as the teacher so is the student,” it cannot be maintained that good teaching can be done, especially in collegiate branches, without expensive equipments. While the style of living in our country in the last twenty years has made great strides towards more comfort and greater sanitation in home life, great care being given to the problems of water supply and ventilation—many now-a-days sleeping at night in the open air—even greater care should be taken on all these subjects in schools and colleges because of the congregation of many persons.

To this provision for better living in schools, there must be added the furniture belonging to good school rooms, such as comfortable seats, good blackboards, apparatus for illustration in various branches of learning, as laboratories for chemistry, biology, physics, and psychology; and observatories for astronomy. Still there will be the necessity of a library as a resource for all departments. These are all expensive, but the expense, however great, should be no bar to good equipment for training, under healthful surroundings, of the young people of our country. In their good health, in their sound, intellectual and moral strength everything is at stake; and we cannot afford to be penurious in such a contest for the education of our people in order that they be strong for the country's government, and clear in mind and soul in the battle for righteousness and truth in our homes and in our churches.

TEACHING.—An ancient Greek philosopher observed how senseless it was to educate and train doctors to take care of the body, and yet allow unskilled and poorly educated teachers to hold sway over the minds of our children. That is to say, we are too much disposed to pamper the body and starve the soul. As Herbert Spencer has shown, the idea of ornamentation of the body prevails to such an alarming extent that great wrong is done to young people and to the race by a failure to see the fundamental relation of cause and effect. Our people need to exercise more thought on educational subjects; and young people need to be shown the necessity and the wisdom and the joy of foregoing a less present good for a greater future gain. Lay aside something in summer, as the ant, to have a living in winter: train the mind to think accurately and to seek truth "and pursue it," in order that we may not blunder in the solution of great problems in later life.

The work of the teacher is therefore fundamental, and too much care and expense cannot be given to the right preparation of those who are to direct the young minds and teach

them what is truth. The most serious problem in all school work in our country grows out of the conditions which affect the profession of teaching. So small are salaries of teachers as compared with the remuneration of other professions that the effect upon the profession is most disastrous. The men of best talent too rarely choose teaching as a profession for the reason that greater promise of success in money making is seen in other fields of employment. There is, of course, the great consolation to a good teacher that the work he is doing will bear fruit in good citizenship in the next generation.



NEW_GARDEN_HALL

THE STANDARDS OF A COLLEGE BIBLICAL DEPARTMENT

What a Biblical department in a college should be is a rather undefined matter. All colleges of worth give some sanction or specifications regarding Biblical work, but Biblical work as a worthy component part of a college is far from general standards, such as exist for other lines of work. As compared with departments in English, the sciences, linguistics, or even the philosophies, Biblical work can hardly be said to form a department in most colleges. Should this be the case? Certainly not. The day should come, and with broader educational spirit, it will come, when Biblical studies will form well correlated courses, embracing history, language, philosophy, and even science as bases for the interpretation and explanation of Biblical literature and doctrines. The day must come also when superficial and casuistic methods cannot be imposed on the Holy Bible. Many points of Bible history become quite clear and reasonable when the right apprehension of the records themselves is had, whereas even scientists and specialists of renown in other fields still not unfrequently are proposing fantastic opinions on Bible topics. This is not scholarship. The Bible should be the center of a well correlated system of study, wherever the claim is made in any college that a Biblical course is offered.

This is our attitude in Guilford College. The Biblical department is one of genuine educative value. History, literature, language, philosophy and science are all correlated to a practical as well as specialized Biblical study. Biblical history and archaeology, with extensive training in literary analysis, are fundamental lines. These are followed by more ample study of the messages of the great prophets, statesmen, sages, and bards of Israel. The history of the Christian church, its doctrines and institutions, forms another important field of study. Then, again, the study of theology proper

must claim some attention from the minds of students who expect to speak as soundly and fairly on religious topics as upon others. And for the student intending to do the work of a public speaker on religion, i. e., to be a preacher, some study in homiletics is of the utmost practical importance.

If a student has not worked through these courses, he cannot have much valuable ability to treat the Bible fairly and intelligently, as a student should do. And however scholarly one may be in some other field, if he has not been a Biblical student in the above sense, he should at least be moderate and unobtrusive on distinctly Biblical questions. One may be a perfectly good, godly soul, and yet not be a Biblical student in the college sense of a student.

Our aim at Guilford is to promote a genuine college course in Biblical works, and thus send out from the department students of educational force and training. At present the general strength and caliber of our Biblical students are fulfilling these standards in a gratifying way.

FACULTY

LEWIS LYNDON HOBBS, M. A., LL. D.,

LATIN AND PSYCHOLOGY.

B. A., Haverford College, 1876; M. A., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908.
Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JOHN EDWIN JAY, M. A.,

BIBLICAL LITERATURE.

Ph. B., Earlham College, 1895; Principal of Damascus, O., Academy, 1892-1894; Superintendent of Carthage, Ind., Joint Graded Schools, 1895-1898; Professor of Mathematics, Friends University, Wichita, Kan., 1898-1900; Professor of Biblical Literature, *ibid.*, 1900-1907; Student University of Chicago Divinity School, 1901; Vice-President of Friends University, 1905-1907; Graduate Student and M. A., Yale University, 1905-1906; Professor of Biblical Literature and Dean of Guilford College since 1907.

JAMES FRANKLIN DAVIS, M. A.,

GREEK AND GERMAN.

B. A., Haverford College, 1875; M. A., Haverford College, 1879; Graduate Student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

GEORGE WILSON WHITE, B. A.,

MATHEMATICS.

B. A., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

H. LOUISA OSBORN, B. A.,

MATHEMATICS AND LATIN.

B. A., Earlham College, 1888; Teacher Vermillion Academy, Ill., and Bloomington Academy, Ind., 1888-1892; Student Chantauqua, N. Y., Summer School four summers; Assistant in Latin and Mathematics, Guilford College, since 1892.

ROBERT NORTH WILSON, B. A., M. A.,

CHEMISTRY.

B. A., Haverford College, 1897; M. A., University of Florida, 1909; Student Summer School, Cornell University, 1899 and 1901; Student Summer School of the South, Knoxville, Tenn., 1902 and 1904; Student Graduate School, Harvard University, 1905-1906; Assistant Chemist Florida Agricultural Experiment Station, 1908-1909; Professor of Chemistry, Guilford College, since 1897.

SAMUEL HORACE HODGIN, B. A.,

ENGLISH.

B. A., Guilford College, 1895; B. A., Haverford College, 1898; B. A., Harvard University, 1902; Professor of English Literature, Guilford College, 1898-1901; Student Cornell University, summer, 1899; Superintendent City Schools, Oxford, N. C., 1902-1903; Principal Oakwood Seminary, N. Y., 1903-1905; Professor English Literature, Guilford College, since 1906.

RAYMOND BINFORD, M. S.,

BIOLOGY AND GEOLOGY.

B. S., Earlham College, 1901; M. S., University of Chicago, 1906; Student in Biology, Johns Hopkins University, 1907-1908; Student U. S. Fisheries Laboratory, Beaufort, N. C., Summer, 1908; Professor Biology and Geology, Guilford College, since 1901.

DUDLEY DEWITT CARROLL, B. A.,

HISTORY AND ECONOMICS.

B. A., Guilford College, 1907; B. A., Haverford College, 1908; Principal Mountain View Institute, 1908-1909.

ALLAN WILSON HOBBS, B. A.,

PHYSICAL DIRECTOR AND ASSISTANT IN MATHEMATICS.

B. A., Guilford College, 1907; B. A., Haverford College, 1908; Principal Saxapahaw Graded School, 1908-1909.

ANNIE ELIZABETH GORDON, B. S.,

ASSISTANT IN MATHEMATICS AND ENGLISH.

B. S., Guilford College, 1908; Teacher in Jamestown High School, 1908-1909.

DAVID HENLEY COUCH, B. S.,

PHYSICS.

B. S., Guilford College, 1908; Student for eighteen months in the Electrical and Steam Research Laboratories of the General Electric Company, Lynn, Mass., 1906-1908.

MISS BERNICE VIVIAN CRAIG,

DIRECTOR OF THE DEPARTMENT OF MUSIC.

Graduate of the Depauw University School of Music, Indiana; in charge of the Department of Music of the University of Chattanooga, Athens and Chattanooga, Tenn., 1908-1909.

OFFICERS

LEWIS LYNDON HOBBS, A. M., LL. D.,
PRESIDENT.

JOHN EDWIN JAY, A. M.,
DEAN.

GEORGE W. WHITE, A. B.,
TREASURER.

JULIA S. WHITE, B. S.,
LIBRARIAN.

SARAH E. BENBOW,
MATRON.



FOUNDERS HALL—NORTHEAST VIEW

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

I. IN COLLEGE STUDIES

For board and tuition, fuel, lights, and laundry, each term \$97.50
 Payable in advance as follows:

September 7th	\$ 48.75
November 6th	48.75
January 22nd	48.75
March 26th	48.75

These figures, \$195.00, cover all charges for comfortably furnished rooms—two students in a room, single beds—electric lights, fuel, board, use of bath rooms, laundry, use of nursery in case of sickness, library, museum, laboratories, professional service of our attending physician, M. F. Fox, M. D., and tuition in all regular courses.

Students who have washing done at home and are absent from the college each week from Friday evening to Monday morning are allowed \$10.00 reduction each term.

II. IN PREPARATORY STUDIES

For board and tuition, fuel, lights, and laundry, each term \$91.50
 Payable in advance as follows:

September 7th	\$ 45.75
November 6th	45.75
January 22nd	45.75
March 26th	45.75

III. TUITION

Tuition for college studies for year.	\$ 60.00
Tuition for preparatory studies for year	48.00

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

EXTRA CHARGES

(1) Students in certain science classes are charged for use of laboratory materials and instruments, plus breakage, as follows:

Chemistry, \$5.00 per term.
Biology, \$2.50 per term.
Astronomy and surveying, \$1.00 each per term.
Physiology, 50 cents per term.
Freshman physics, \$2.00 per term.
Sophomore physics, \$3.00 per term.
Advanced physics, \$5.00 per term.
Botany, \$2.00 per term.

(2) Meals to the sick in rooms, except in the nursery, will be charged extra.

(3) A graduation fee of \$5.00 is charged at the close of the college course.

(4) Instruction in any branch of music, including use of piano for practice, is charged extra at the rate of \$20 per term—two lessons per week.

(5) Bookkeeping, \$10.00 per term.

CLUB RATES FOR BOARD

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with

stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of \$12.00 per term for each student covers room rent and wages of a cook in charge of dining room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The clubs must meet expense of splitting wood and bringing in wood and water for cook room. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed \$5.00 per month for each student. Students who avail themselves of this system live well, and have the same advantages and regulations as those who board in the college.

Girls may enter New Garden Hall on the following terms: Each agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the College \$12.00 per term room rent and to the Matron of New Garden Hall \$1.00 per week monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

PAYMENT OF BILLS

Payment of all bills for each term must be made in advance—one-half at the beginning and one-half at the middle of the term.

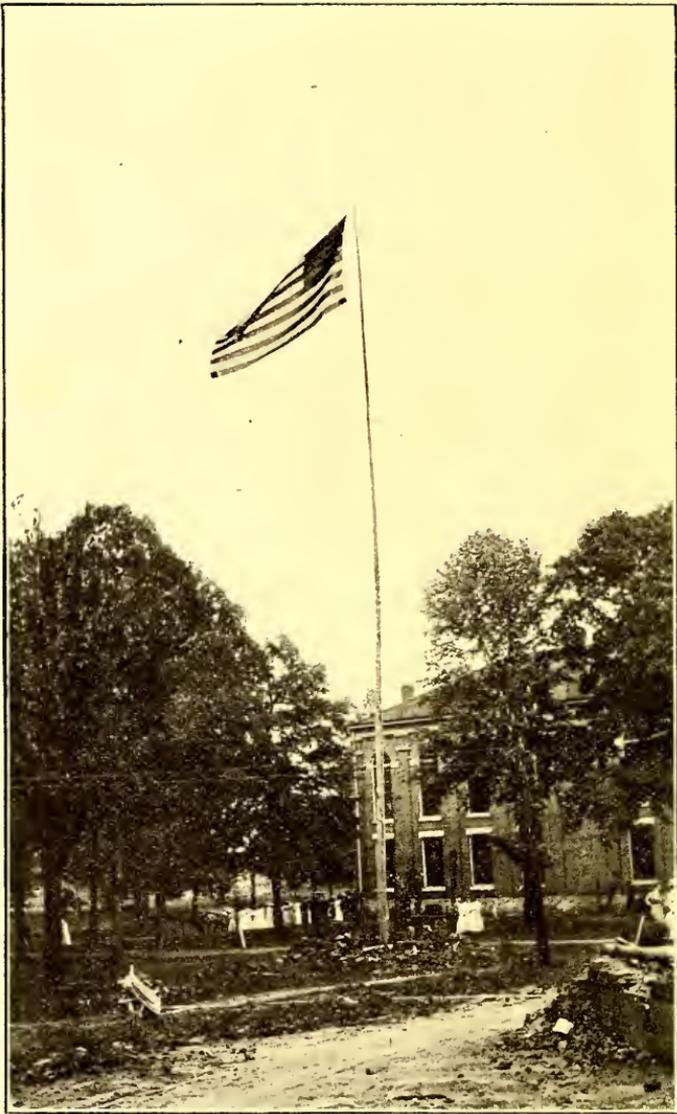
Students, when they enter at midterm, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from the college on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return.

Text-books are sold for cash only, and all containing returnable label are purchased at end of term at a reasonable discount.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MEMORIAL FUNDS

- The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$12,000.00.
The Ezra Murray Meader Fund, \$1,000.00.



THE FLAG

Guilford College Bulletin



ALUMNI NUMBER

GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION

President—O. V. WoosleyAsheboro, N. C.
Vice-President—D. D. Carroll.....Guilford College, N. C.
Secretary—Emma G. KingHigh Point, N. C.
Treasurer—A. W. HobbsGuilford College, N. C.
Registrar—Annie F. PettyGreensboro, N. C.

TRUSTEES OF LOAN FUND

Treasurer—S. H. Hodgins; Mary E. M. Davis, term expires 1910;
Julia S. White, term expires 1911; David White, term expires 1912.

EXECUTIVE COMMITTEE

H. A. White, Chairman, term expires 1912; L. L. White, term
expires 1912; Wm. P. Henley, term expires 1911; N. R. Hodgins, term
expires 1911; Clara Cox, term expires 1910; W. C. Idol, term expires
1910.

LITERARY COMMITTEE

S. H. Hodgins, Chairman; Annie Gordon, Mary D. Holmes.

ATHLETIC COMMITTEE

E. J. Coltrane, Chairman; W. C. Hammond, David White,
A. Wilson Hobbs, R. E. Lewis.

CAMPUS AND GROUNDS

M. E. M. Davis, Chairman; S. H. Hodgins, D. H. Couch.

RECEPTION COMMITTEE

J. C. Hill, Chairman; Cornelia R. Michaux, Henryanna H. White,
Jos. D. Cox, Julia S. White.

ASSOCIATION WORK COMMITTEE

Robt. C. Root, '89; Augustine W. Blair, '90; Mary E. M. Davis, '91;
Virginia Ragsdale, '92; Marion Chilton, '93; Wm. J. Armfield, '94;
Ottis E. Mendenhall, '95; Amy J. Stevens, '96; Oscar Moffit, '97;
Herbert C. Petty, '98; W. W. Allen, '99; C. O. Meredith, '00; J. Waldo
Woody, '01; Clara I. Cox, '02; Maria E. Bristow, '03; D. R. Parker,
'04; Wm. G. Lindsay, '05; D. H. Couch, '06; Dudley Carroll, '07;
Geo. Bradshaw, '08; W. T. Boyce, '09.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME 2

EIGHTH MONTH, 1909

No. 1

A L U M N I N U M B E R

MEETING OF ALUMNI ASSOCIATION

The Guilford College Alumni Association met in Memorial Hall on the evening of May 25th, 1909, at 8:00 o'clock, President L. Lea White presiding.

The Secretary called the roll by classes, showing that fourteen were represented, with twenty-nine members in attendance.

The President reviewed the year's work in a short address before introducing Prof. Robert C. Root, '89, who delivered a strong address entitled, "Twenty Years After."

Miss Marguerite Cartland, '08, sang a solo, after which a memorial of Susanna B. Osborne, '90, was read by the Secretary.

Music for the evening was furnished by a Greensboro orchestra.

The meeting then adjourned until 3:00 o'clock the next afternoon.

L. LEA WHITE, *President.*

ALICE CARTLAND LEWIS, *Secretary.*

Memorial Hall, May 26th.

The meeting met according to adjournment and the minutes of the August meeting were read. The reports of committees being next in order, the following reports were read and accepted:

REPORT OF ATHLETIC COMMITTEE

Athletics has been in a healthy state at the College this year. Perhaps tennis and gymnastic work have hardly been up to the standard we have in mind for our College, but in baseball and on the track so much has been accomplished that we feel warranted in saying that this has been a banner year.

No gymnastic contest was held, but the work in this department has been regularly carried on. A good basket-ball team was put out.

In tennis our record is one of defeats. This, however, only served to stimulate more strenuous work in this popular sport. We lost to such worthy foes as Wake Forest, Trinity and Carolina. The girls are playing more tennis than ever before.

More improvement has been noted on the track than in any other phase of our college athletics. Mr. Smithdeal, the track manager, reports a new track made, new hurdles built and new suits ordered. He further reports that under most discouraging circumstances a team was sent to the state inter-collegiate meet at Greensboro this spring and that our boys came out second, beating such teams as those of Davidson and Carolina. More consistent work will be done in this line next year. For the good work done in this meet as well as other athletic accomplishments, Henry Davis, of the present graduating class, was given the athletic prize.

In baseball the Guilford standard has been kept apace. Out of the fourteen games played seven were won, six lost and one tied. The record is as follows:

At Guilford	Guilford 5, Elon 1.
At Greensboro	Guilford 7, Lafayette 1.
At Greensboro	Guilford 3, Lafayette 9.
At Guilford	Guilford 2, Bingham 1.
At Charlotte	Guilford 7, Davidson 3.
At Greensboro	Guilford 2, Richmond 3.
At Statesville	Guilford 1, Davidson 4.
At Greensboro	Guilford 5, Villa Nova 3.

At Guilford	Guilford 12, Wake Forest 0.
At Greensboro	Guilford 5, Carolina 6.
At Greensboro	Guilford 6, Davidson 0.
At Wake Forest	Guilford 1, Wake Forest 5.
At Raleigh, (14 innings)	Guilford 2, A. & M. 2.
At Chapel Hill	Guilford 1, Carolina 4.

The following men composed the team: catcher, Stewart; pitcher, Ridgeway, Hobbs and Dixon; first base, Anderson; second base, White; third base, C. Doak; left field, R. Doak; center field, the pitchers; right field, Beeson; substitutes, Benbow and Nelson.

Manager Hodgin has had a very successful season. From an early deficit of \$150.00, he has pulled out above board. He reports only about \$25.00 collected from the Alumni Association. The Athletic Association is in debt \$108.25 for money advanced by Professor Wilson for physical director.

This committee recommends that the male members of the Alumni Association pay one dollar per year for honorary membership in the Athletic Association, it being the understanding that said amount will cover all athletic money expected from him. It further recommends that no more cash athletic prizes be given, but rather that the amount be invested in some trophy cup.

Respectfully submitted,
The Athletic Committee.

REPORT OF BANQUET COMMITTEE

In accordance with the direction of the Alumni Association at the business meeting, held in May, 1908, the Banquet Committee appointed at that time arranged for and carried into execution a banquet. The event took place at the Hotel Guilford, Greensboro, N. C., on the night of March 23rd, 1909. About 100 were in attendance.

O. E. Mendenhall, '95, acted as toastmaster. Mr. Jerome Green, Secretary of the Harvard Corporation, was the guest of honor and responded to the toast, "The College Community in a Democracy." President L. L. Hobbs, J. Elwood Cox, W. A. Blair, Mary M. Hobbs, Charles Tomlinson and Joseph Peele were the other speakers. All the speeches were of a high order and calculated to arouse enthusiasm and loyalty for Guilford and the high ideals for which she stands.

The menu was attractively served and the tasteful decorations were in keeping with the occasion. The small deficit for stationery, etc., was paid by some members of the committee.

Respectfully submitted,
Banquet Committee.

REPORT OF CAMPUS COMMITTEE

The Campus Club is glad to have an opportunity to report its work to the Alumni Association of Guilford College, because it feels sure of the interest and co-operation of all alumni in any effort to preserve and add to the natural beauty of our campus.

The Campus Club was formed two years ago. From the beginning Mrs. Davis has acted as our President. The organization is very simple. Meetings have been called when the need arose. We have received in money about \$43.00, and have now on hand \$6.63. I should like especially to mention a gift of \$4.29 from the Athletic Association, the gate receipts of a basket-ball game. This money has been mostly spent on labor. The grass plots and the gravel path to the south of Founders, the circle with its violet border and center flower bed to the east, show where some of it has gone. We have also planted sod, filled up holes, levelled down humps, directed the removal of dead trees and tried to start a general agitation against throwing trash around on the campus. In these various activities Mr. Henley has freely lent us teams and men when needed. Besides this, some of our money has gone for garden tools and some for plants.

In addition to money, we have received a large number of fine roses and have located the rose bed to the north of Founders, where, with a trellis and climbing roses, we are trying to hide the rather unsightly laundry operations that go on behind. From the same friend our club has received something like 500 bulbs, tulip, narcissus and crocus, which made a fine showing this spring. Roots and cuttings of ampilopsis have been donated and are now started on Memorial, Founders, Y. M. C. A., New Garden and the old smoke-house. We have started clematis vines on the front porch of New Garden and a little laurel and rhododendron in the east corners of Memorial.

Last fall we had an arbor day, when twenty-six trees were planted, all of which have budded out this spring. The college classes have helped us and Mr. Lindley sent us a large number of the trees, but never sent a bill for them. They are planted for the most part around New Garden and Y. M. C. A., and include the following varieties: oaks, maples, ash, elm, poplars, spruce, dogwood, wild cherry, magnolia and Japanese varnish trees. With the exception of the last they are all native to this section, a rule to which we try to adhere in development of the campus.

In our plans for the future, we are being guided by Mr. Manning's advice. They include a magnolia avenue down the front drive, amoor privet hedges to inclose the campus, euonymus trees to con-

ceal the ugliness of the power house, the purchase of a one-horse lawn mower, and tiles to fill in the ditch across the campus.

We feel that your co-operation is almost necessary to our continued usefulness. We have this advantage, that we are on the grounds and can immediately and constantly oversee whatever is done. But our weak point is that we have no certain income. If we could get a number of annual subscriptions of 50 cents, that we could count on, our work would be much more assured. Also we should like to feel that you think it worth while for us to continue these efforts.

TREASURER'S REPORT

To cash on hand May 26, 1908.....	\$168.71	
Fees for year 1908-1909	88.00	
Notes paid	90.22	
Postage returned and interest	31.99	
		<hr/>
	\$378.92	
By postage, printing, etc.		\$ 77.89
One loan		60.00
Balance		241.03
		<hr/>
	\$378.92	\$378.92

Notes on hand to the amount of \$185.00.

Samuel H. Hodgin,

Treasurer Guilford College Alumni Association.

May 26th, 1909.

The Reception Committee reported verbally that a reception was held at Founders the evening before, in honor of the graduating class. It was well attended by the alumni and their friends. Music was dispensed throughout the evening by the Greensboro orchestra. The expense of \$18.00 was ordered paid by the Treasurer.

The Literary Committee also reported verbally that three essays were handed them in the contest for the prize of \$10.00 offered by the Association. The prize was awarded to Richard Hobbs, '09. The committee hoped to arouse more interest in the contest for next year.

REPORT OF EXECUTIVE COMMITTEE

To the Guilford College Alumni Association:

Your Executive Committee submits a review of the year's work as follows:

According to the direction of the Association a year ago, the minutes of the last annual meeting, together with reports of committees, the memorials, the addresses of Dr. L. L. Hobbs, and Oscar V. Woosley, class of '05, were printed and distributed. The College contributed \$25.00 toward the cost of printing. The remaining expense will be shown by the Treasurer's report. By invitation of the President of the College this matter appeared as the first issue of the Guilford College Bulletin, a quarterly periodical which has been permanently established. A similar invitation has been extended to the Association for this year and we recommend that it be continued, and that the next issue be forthcoming by August 1st, as this is a very opportune time, both for the College and the August meeting of the Association.

The Alumni Banquet held in Greensboro at Hotel Guilford on the evening of March 23rd, at the time of the educational tour through the south of Dr. Chas. William Eliot, President of Harvard University, was an occasion of very great importance to the Association and to the College. One hundred guests were present, including press reporters. The reception was a very enjoyable affair and the commingling of alumni, old students, trustees and the faculty of the College marked the beginning of better things for Guilford in the stimulation of loyalty and enthusiasm. The intertwining of Harvard and Guilford pennants and colors on the walls of the banqueting hall made a very pleasing effect. The Quaker brown menu cards with frontispiece, a Guilford campus scene, put the guests at once into Guilford atmosphere and congeniality.

O. E. Mendenhall, '95, acted as toastmaster; Mr. Jerome D. Green, Secretary of the Corporation of Harvard University, was the guest of honor, Dr. Eliot, on account of strenuous work and travel, not being able to attend the festivities. The toast responded to by Mr. Green, "The College Community in a Democracy," contained thoughts worthy of the careful consideration of college bred men and women. The hopeful outlook for Guilford in the addresses of President L. L. Hobbs and J. Elwood Cox, President of the Board of Trustees, and the hearty responses from Wm. A. Blair, of Winston, in behalf of the old students of New Garden Boarding School, and the stirring speeches by Jos. H. Peele, '91, and Chas. F. Tomlinson, '93, on "Our

Alumni Association'', were of an high order of helpfulness and uplift. The excellent suggestion in the toast, ''The Guilford Girls,'' by Mrs. L. L. Hobbs, that each class do something characteristic, for the benefit of the College, was highly appreciated.

The general effect of the banquet was wholesome indeed and the good results will be apparent we hope for many years. The Banquet Committee deserve the thanks of the Association for their untiring efforts in making the occasion eminently successful.

Considerable time and effort have been expended by your Executive Committee and the President of the Association in preparing for your consideration a new constitution and by-laws in accordance with your instructions at the August meeting. The one we have prepared has been printed and a copy sent to each member. The principal change has been in the gathering of the different lines of work of the Association into the hands of the Central Executive Committee. The growing importance and increasing numbers of our organization we consider demand this change for the most effective work in all departments. We recommend the adoption of this constitution and by-laws in the hope that more and better work will be accomplished.

The reinstating of the Alumni Department in the Guilford Collegian we believe is a movement fruitful of good results, as it will tend to bind the Association in interest and sympathy to the student body and the College. Let us by all means keep this department alive and active, for there are possibilities here that mean much to our welfare.

The two prizes offered, the literary and athletic, have stimulated effort and interest from the student body. We recommend their continuance.

The response to the call for funds to build the Library did not meet with as substantial support as was hoped for from the enthusiastic greeting it received last year. But there will be another opportunity in the furnishing of books for the Library and in the building of King Hall, which needs are now imperative. It is hoped that every Guilford alumnus will carry these needs in mind and take advantage of such privileges to contribute in a substantial way to the upbuilding of our College.

The orator elected last year, Chas. H. Holton, '03, reported to the President about a month ago that it was impossible for him to be with us on this occasion on account of a pressing business engagement. The alternate, Miss Amy J. Stevens, '96, was then requested to give the annual address, but declined on account of stress of work at the close of her school year. Fortunately we learned of the possibility that Robt. C. Root, of Los Angeles, California, class of 1889, would attend Guilford commencement this year, so the com-

mittee at once extended to him an invitation to give the annual oration. The thanks of the Association is due him for his excellent address last evening and his happy recapitulation of events at Guilford "Twenty Years Ago."

The reception to this year's graduating class held last evening was a delightful occasion, thoroughly enjoyed by those of our members who participated and our invited guests. The beautiful electric display on Founders Hall lawn and the orchestra music and the refreshments contributed largely to the success of the occasion. The Reception Committee deserve our hearty thanks.

The nominations for electing officers were sent out in the usual manner about two months ago. Votes from 74 qualified members were received and after a careful tabulation of the returns we beg to report as follows:

For President—O. V. Woosley, '05, received 52 votes; R. Ernest Lewis, '05, received 22 votes.

For Vice-President—Dudley D. Carroll, '07, received 54 votes; C. Elmer Leak, '02, received 20 votes.

For Secretary—Emma G. King, '01, received 42 votes; Annie F. Petty, '94, received 31 votes.

For Treasurer—A. Wilson Hobbs, '07, received 47 votes; Wm. C. Hammond, '01, received 26 votes.

For Trustee of Loan Fund—David H. Couch, '06, received 31 votes; David White, '09, received 42 votes.

This review of the year's activities brings to light some features which we regard as distinctive gains, yet the work of the various committees, including the Executive, while probably up to the usual average, has lacked much of coming up to what is possible and what should have been accomplished. We hope the new committees will enter at once upon an aggressive campaign and their reports next year show great things accomplished along all lines.

Respectfully submitted,

H. A. White,
Clara I. Cox,
Chase Idol,
David Couch,
W. P. Henley,
Committee.

The following motions were then presented and carried:

Motion I. That the Treasurer-elect, within the next ten days, send a circular letter to all graduates who have not paid their membership fee, notifying them of the earnest desire of the Associa-

tion that they continue their active membership with us, and that he ask for prompt payment of last year's dues and report at the August meeting giving the number of active members of each class.

Motion II. That the Secretary have the minutes of the meetings of the Association from its origin to 1908 copied in a good half-leather bound record book at the expense of the Association and that the minute book be kept in the college library vault.

The following officers were declared elected, having received the largest number of votes: President, O. V. Woosley; Vice-President, Dudley D. Carroll; Secretary, Emma G. King; Treasurer, A. Wilson Hobbs; Trustee of Loan Fund, David White.

Under new business the new constitution was considered and adopted with slight changes as follows:

Article II., Section 2. Honorary members are entitled to all privileges of the Association except voting and holding office.

Article III., Section 2. The officers of the Association shall be President, Vice-President, Secretary, Treasurer and Registrar, all of whom shall be elected by the Association.

Art. V., Sec. 2. The notes shall be made payable to the Treasurer incumbent or his successor in office, and shall bear interest at legal rate from date of leaving college.

Art. VI., Sec. 2. Any officer may be elected to succeed himself, but shall not serve in the same office more than two terms in succession, except the Treasurer, who shall be elected as often as necessary.

Art. VII., Sec. 1. The constitution may be amended by a majority vote of the members, provided said amendment is presented in writing to each member at least one month previous to said meeting.

By-law 4. In lieu of payment of annual fees an alumnus may, in consideration of \$25.00 cash paid into the treasury, obtain a life membership, with all rights and privileges pertaining to active membership.

The Board of Trustees of the College extended to the President of the Association an invitation to attend commencement each year at the expense of the College. A resolution of thanks was sent to the Board of Trustees for this courtesy, and also to the committees for their faithful work during the past year.

The following appropriations were made: For loan, \$120.00; athletic prize, \$10.00; literary prize, \$10.00; printing of minutes, \$40.00; Campus Committee, \$10.00.

Robert C. Root wished to start a Library Fund and contributed \$10.00 for that purpose. The President was instructed to appoint a committee to urge upon the classes the necessity of helping the Library.

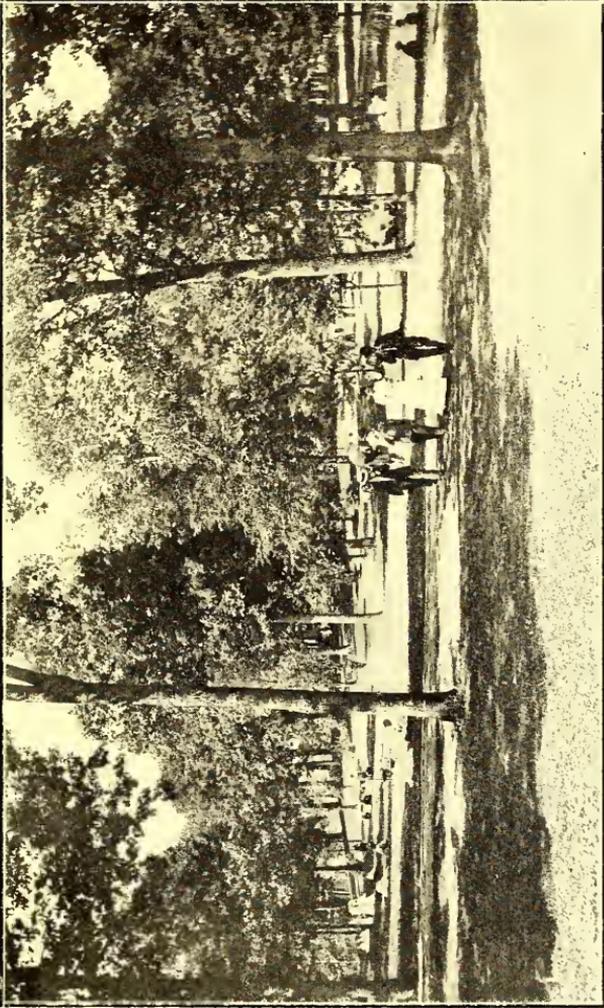
The office of Registrar being unfilled, Miss Annie F. Petty was elected to fill that office.

Upon application, sixteen of the class of '09 were accepted as active members of the Association.

After the installation of new officers the meeting adjourned.

O. V. WOOSLEY, *President.*

EMMA KING, *Secretary.*



CAMPUS SCENE — COMMENCEMENT DAY

MINUTES OF AUGUST MEETING

Guilford College Alumni Association met in Memorial Hall, eighth month, 8th, 1908, at 5:00 o'clock in the afternoon, President L. Lea White being in the chair.

In the absence of the Secretary, Florina Worth John was chosen to act for the day. Thirty-five members were present, representing sixteen classes.

The object of this called meeting as stated by Samuel Hodgkin was for the forming of plans to help in raising funds for a new library building for the College. It was agreed that a committee from the Alumni Association be created and instructed to co-operate with like committees from Old Students' Association and from the Yearly Meeting. The Library Fund Committee was given charge of this work.

A fraternal message was sent from this body to the Old Students' Association at the same hour in session, asking their co-operation in the preparation and issuing of the annual Alumni Bulletin.

Greeting in return came from the Old Students' Association, signed by Gertrude W. Mendenhall, Secretary, informing the Alumni Association of their appreciation of our message and assuring us of their help in the matter asked, they having appointed as their committee W. E. Coffin, Emma Blair and Ethel Diffie Tomlinson.

The following motions came from the Executive Committee and were passed:

Motion I. That the President appoint annually a Literary Committee, whose duty it shall be to keep in touch with the literary work of the student body, especially the societies, contests, Collegian, etc., and make a written report at the annual meeting, giving list of honors, awards, prizes, scholarships, etc., so that it may appear in the Alumni Bulletin.

S. H. Hodgkin, E. J. Coltrane and Julia S. White were subsequently appointed as the Literary Committee.

Motion II. That the Association offer this year two prizes of \$10.00 each: One for the best all-round improvement in athletics, rules and regulations to be under control of the Athletic Committee;

the other for the best literary production of original nature, rules and regulations of contest to be under control of the Literary Committee.

Motion III. That the constitution and by-laws be so amended that the office of Orator be hereafter omitted as an elective office and that it be added to the duties of the Executive Committee to provide a speaker or suitable exercises of a public nature for Alumni Day each year.

Motion IV. That a committee be appointed to compile and revise the constitution and by-laws, making such changes and additions as they think proper and report for consideration at next meeting. That so soon as this revision be accomplished, mimeograph copies be furnished to the members for their better acquaintance with same prior to time of voting.

The Executive Committee was subsequently appointed to have charge of this work.

The following communication was received from the Board of Trustees and appreciated:

Guilford College, N. C., August 8th, 1908.

The Board of Trustees, to the Alumni Association of Guilford College.

Greeting: We desire to express our very great appreciation of the spirit of your resolutions just presented through your President. Your hearty support and good will strengthens our hands in striving to build up the institution upon a more substantial basis than ever before. Donations from your Association will be duly recorded and preserved upon our archives.

J. Elwood Cox, President.

H. A. White, Secretary pro tem.

On motion then adjourned.

L. LEA WHITE, *President.*

FLORINA WORTH JOHN, *Secy. pro tem.*

TWENTY YEARS AFTER

Alumni Address by Robert Cromwell Root, Class of 1889

Twenty-four years ago I came to Guilford without wealth or influential friends, an unlettered country boy seeking for the training that would give to life a deeper meaning, and for the future a more useful service. Here at Guilford I found something better than wealth—the spirit of helpful, sympathetic interest and the truest, best of friends. When Charles Kingsley was asked why his life had been so full of useful service to his fellowmen, he replied, “I had a friend.” And if there should ever be any event in my life worthy the remembrance of my fellows, it will, in large measure, be due to the helpful influence of the manly men and the womanly women whom I have met here. For who could come into living relationship with the beautiful life of that scholar and Christian gentleman, Joseph Moore, or the precise, accurate scholarship of President Hobbs, from whom we could learn far more than “penmanship;” or the persistent “stick-to-it-iveness” of Professor Woody, who would “chart” the world and its history; or the grave, yet genial and scholarly Quaker, Prof. Davis, and not feel an intense longing to be a truer, better man? And add to these the gracious lives of Priscilla B. Hackney, “Miss Julia” and “Mary E.,” all so gentle and yet so genuine and so womanly; and the keenly intellectual and spiritually helpful Mary C. Woody and Mary M. Hobbs, and you give to youth the best things in life, those helpful, formative influences that appeal to man’s highest aspirations and help him most effectually in that greatest of all his labors—the building of a life.

Nor do I forget the noble, helpful lives of others, though not mentioned here. But one more I must mention, the “Grand Old Man” of the campus—Dr. Nereus Mendenhall. I can never forget his message to me on the day of my graduation twenty years ago. With visible emotion he said: “I want to encourage thee.” Only five words, yet they have been most helpful all these twenty years, and they still live with me as a blessed inspiration for the years to come. Do you ask me what and where is the “Guilford spirit”? My answer is that its mainspring is found in the lives of these manly men and womanly women who are both scholarly and Christian, and, in my opinion, all the more scholarly because Christian. And “twenty years after”, the “Guilford spirit” is not only a blessed memory, it is more, it is a present forceful reality.

It is this helpfulness, sympathy, brotherly kindness and spiritual life that so distinctively marks the life at Guilford and gives it a

value in "the building of a life" that the large college or university in the very nature of things cannot equal. Larger buildings and better equipment the larger institution may possess, but the essence of life does not abide in bigness. My experience as a student of two of the great universities of the west—though most profitable in every respect—convinces me that Guilford College has a large field of usefulness in the Southland which few other institutions can so well develop.

It is a pleasure to note the growth of the College in material equipment and in scholarship. These will add materially to the usefulness and influence of Guilford in helping her to do her part in the newer educational movement in the South. It will give pleasure. I am sure, to every alumnus to state here that Dr. D. K. Pearsons considers his contribution to the endowment of Guilford College the best investment he has made in educational institutions, east or west. And further pleasure will be given to every loyal son and daughter of our loved Alma Mater when I say that at the recent Lake Mohonk Arbitration Conference the paper read by our beloved President, Dr. Lewis Lyndon Hobbs, compared favorably with those read by the presidents of some of the great universities of the north and west.

Twenty years of varied service and careful observation convince me that Guilford is fortunate in geographical location, strong in material equipment and teaching strength, rich in moral and spiritual forces, fortunate in the possession of loyal sons and daughters, and full of promise for the future as an institution from which there shall go trained young manhood and womanhood strongly equipped to perform the duties incumbent upon full-grown men and women in the complex relations of modern society—a society which demands efficiency and calls more and more for faithful service to one's fellowmen.

Let me explain why this must be so. As we study our latitude and longitude from the world's point of view we are impressed with three important facts: (1) our rich heritage from the past, (2) our complex relations to the present, and (3) our hopeful outlook for the future.

1. From the Semitic race we have that inestimable treasure, the idea of one God over all and the later expansion of Judaism, the Christian faith. From the Greek we inherit the riches of art and literature in their highest development. From the Roman came that wonderful system of law and political organization which has so powerfully influenced mediaeval and modern governments. And from our Anglo-Saxon forefathers we inherit our love of civil and religious liberty. Rich indeed is our legacy from the past! And "where much is given much will be required."

2. Surveying the present, we find in greater measure than ever before the opportunity for service to our fellowmen. Our industrial expansion calls for trained workers in the field of industry and in the organization of industry to meet the higher needs of men. City, state, and nation are calling this moment for trained men to aid in the political betterment of the country. Social problems loom large before our vision and demand skill and wisdom in their right settlement. And chiefest of all there is spiritual life of the masses. How can they know unless they be taught? How can one teach them unless he knows, and how can he know if he be not trained, educated in the best schools, not omitting the school of Christ? Better Bible study and trained Bible students is one of the crying needs of our time. And the Christian college is, in my opinion, one of the most promising agencies to be found in supplying this need.

3. As to the future, the twentieth century is the best of all—richest in fruitage, greatest in opportunity, fullest of promise—to those trained and ready for the duties and privileges of life. The key-note of the century is **service**—service to God and man. Industrial expansion permits it, political betterment requires it, social improvement demands it, and spiritual uplift accompanies it. The “go ye” and the “do ye” are the bounden duties of the college man or college woman. Woe to him who shirks them; blessed is he who joyfully accepts them. They are alike, his golden opportunity and his inestimable privilege.

How, then, may aspiring youth get the right personal latitude and longitude? How may he catch the right inspiration and be imbued with the spirit of service? At the Christian college, I believe is the best place, for there he finds the spirit of sacrifice, the spirit of service, the high ideals, the mount of vision. There he can go up into the mountain until his face shines as did that of Moses. There he can dwell apart from the world for a season and catch as did Isaiah (Ch. 2:1-5), the divine view of the world's better day of peace and good-will. There he may, with Paul, see the heavenly vision and have his personal relation to the eternal verities rightly adjusted. Then he will learn with Dr. Van Dyke, “how the sight of the things that are great enlarges the eyes;” and with Dr. Hamilton Wright Mabie the value of large ideas and large ideals gathered from the “Books of Life”—the chiefest of these, as Dr. Mabie rightly insists, being The Book, the Bible. And having caught these inspirations, having made these high ideals his own, having rightly adjusted himself to God and truth, the college man can safely enter upon his life of service with the certainty that the investment of his life is in the best paying securities and the joy of living will be found in the joy of service.

ADDRESS OF PRESIDENT OF ASSOCIATION

L. Lea White, Class of 1904

Ladies and Gentlemen:

For some reason or other—perhaps that the program might present a more dignified appearance, the Entertainment Committee has here interpolated an address by the President of the Association. Allow me to assure you in the outset that this feature of the program will neither weary your patience on account of its length nor burden your minds with the depth of its thought. However, a few remarks from me at this juncture as an officer of the Association might not be altogether out of place.

Twenty years ago this spring the Guilford College Alumni Association was ushered into existence with the graduation of the class of 1889, with its eight members. Today, although the Association has not reached the age of maturity—being only 20 years old—she has a graduate membership of more than 200 strong men and women. These 200 or more loyal alumni have gone out from the college from year to year into this state and others carrying with them the Guilford stamp and seal—the Guilford spirit—the spirit of unselfish service to their fellow man. For with perfect truthfulness we can say that while Guilford College strives to impart wisdom and virtue she does so with the end in view that these attainments may beget in her students a more active and vital appreciation of service to the world.

I have observed with pride that wherever the Guilford alumnus goes, you find him at once allying himself with those institutions which have for their purpose and aim the betterment of society. The church, the school, the civic organizations of the community always find him a ready worker and leader—wise in council, energetic with hand and enthusiastic at heart. The school room finds in him a most efficient teacher—in fact a graduate of Guilford is already a teacher by general reputation and is almost forced into the profession because of the demand for his services. The Guilford man is always distinguished by his broad-minded and liberal views of life—always willing to allow that the other fellow may have convictions and inclinations as sacred as his own. No religious movement but that has his influence, no reform but that enlists his efforts. Already, too, we have men and women occupying positions of distinction and honor in both the professional and business world. We can well predict that twenty years from tonight will find in every department of legitimate human endeavor one or more distinguished Guilfordians.

The warp and woof of Guilford men and women is made of substantial stuff and wears well in the rub against the stern realities of the outside world.

Our accomplishments along individual lines have been worthy of commendation and we heartily congratulate ourselves upon the personnel of our Association, but there is a greater work for us to do collectively for the advancement of the varied interests of our Alma Mater. We who have reaped the benefits of the college in the past must ever keep in mind the fact of our debt—we must strive to pass the blessings along the line to others. We must constantly recognize that the demands upon a college of today are greater than the demands of yesterday. That the standards of the college must be always on the upward stroke, its equipment and efficiency must keep apace the times. To maintain the pace the college needs the backing of her alumni as she needs no other single resource. To my mind no organization connected with college life has a more vital and definite work than the Alumni Association. The strength of the college in a large measure depends upon the attitude of her alumni. A lifeless alumni means a listless college organization. An active wide awake alumni means a vigorous, healthy college. We must keep ourselves wide awake to the needs of the college community and do our part to keep things moving onward.

Year after year finds us going out from the college with ambitions aflame, with love and veneration for our Alma Mater, only to be more or less swallowed up in the whirl of real life. Absence from the college life and isolation from our fellow schoolmates and associations once so dear begin to decrease our enthusiasm little by little until finally we feel that we are no longer a part and parcel of the old student life. Perhaps for the first year or two we return to the college now and then and luxuriate in the atmosphere of former days, get a breath of college air, swap jokes with the boys, talk over old days and feel like one of them again. But soon the boys and girls whom we left behind in the lower classes have all passed out. The return visits now become less and less frequent and finally we fall out by the wayside, all because we have gotten out of touch with Guilford activities. Or perhaps again some day we suddenly take a notion to pay the college a visit. We come. A new face meets us at the train. A new faculty in a large measure greets us at the college. A different set of students face us in the dining hall. We are strangers. Our work for the college becomes individual. Now occasionally we get our names in the Collegian if we get married or die or do some other thing of more than passing interest. That's all.

Here is where the Association must get in its work. We must keep alive the interest of the outgoing classes, keep them in touch with the college. In short, the activities of the Association must be such as will draw the members together more frequently, keep them acquainted with what's going on at the college, give them something to do, anything that will keep them in the harness. If we fail as an organization to keep ablaze the flames of enthusiasm and interest in Guilford College then, as I see it, we have failed of our purpose as an organization.

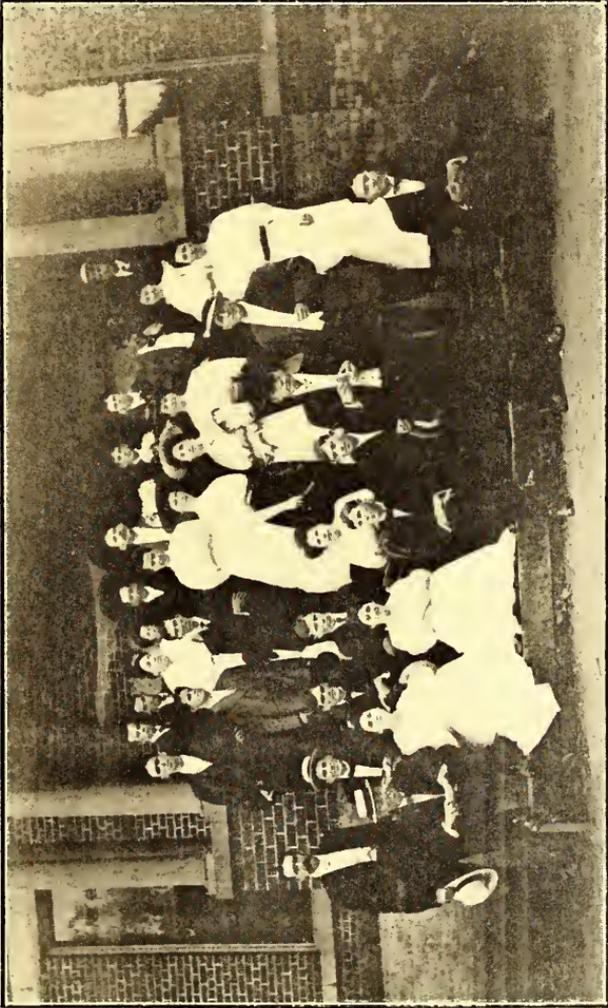
There are many members of the Association who are ever awake to the interests of the college, are ever planning for her advancement and growth, but we need a more unified, centralized association, an association in which every alumnus is an active, energetic, enthusiastic worker and planner. In order to do this we certainly must do something to attract those who have lost interest, we must try to make them feel that their influence is of vital importance to the Association, make them feel that they are a necessary part of the college machinery and without them the proper growth of the college will be retarded.

Our Association is young, comparatively speaking. None of us are very wealthy. We can't build magnificent buildings, nor endow chairs as yet, but we must feel that we have a necessary part of these burdens to bear. Should we thus keep the Association alive to its duty and responsibility, the day will very soon come when we have grown stronger and can be of vast financial as well as influential assistance to the college.

That we now have a loyal Alumni Association goes without the saying, but we want more active interest and zeal than even now exists. During the past year the executive department of the Association has been from time to time endeavoring to bring about this more general interest in our work. That this effort has been meager and fraught with difficulty we are well aware, yet we feel that there has been a more general interest shown during this year than hitherto.

At the beginning of this scholastic year the Alumni Association edited the first edition of the College Bulletin—the alumni number being the first of its kind to be published by this institution. A copy of this Bulletin was mailed to each member of the Association in order that he might see just what the Association had done and was intending to do. We believe that this will become a very influential implement in buying the latent interest of those who may be slipping away from the life of our Alma Mater.

Realizing that we ought to get together in a strictly social and festive way once in a while, the Association gave a banquet in



ALUMNI GROUP

Greensboro in March, to which some distinguished guests we invited. We had a great banquet and a good social time, and returned to our homes proud that we were Guilfordians. This affair in itself could have been but of little value had it not drawn together many who would probably not have attended a regular meeting of the Association.

We have instituted an Alumni Department of the Collegian and have published from time to time things interesting that have been transpiring within the circle of our college graduate family. We have offered some prizes to stimulate literary and athletic interest at the college and in many small ways have been striving to keep ourselves enthused.

We trust this work will be continued on a more vigorous basis in the years to come and that each succeeding year will find us more alive to the interests of our Alma Mater and drawn closer together as an association.



THE ALUMNI-STUDENT BALL GAME

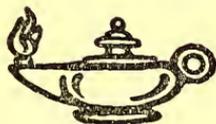
A Guilford commencement would be hardly complete without a "morsel" of our favorite athletics, baseball; so the committee had very fittingly provided for a game on Tuesday afternoon. The contestants were the "Crimsons" and the "Grays"—the "Crimsons" composed of the ruddy, undergraduate youth and the "Grays" of the more aged and hoary-headed alumni. Prof. Hodgkin, who was of the latter aggregation, protests that he has no gray hairs and the justice of his contention is readily granted, but we cling to the assertion that unmistakable signs of age are there in lieu of the gray hairs. But coming back to the names—every Guilfordian knows the appropriateness of the "Crimsons" and the "Grays", for it has been for those colors united in our flag that we have battled against the enemy's hosts in times past.

The game was interesting from start to finish, but not being a "dope" artist, the writer is entirely incapable of painting it in its true colors. The game opened with the "Crimsons" in the lead, occasioning considerable undergraduate enthusiasm; and it looked as if the game would remain in their possession. The old machinery, however, soon got into good running order and began to make things interesting to the great joy of "Deacon" White, Mary Petty, Henry White, Carroll, Woosley, Joe Cox and others of the "ancients". Dr. Fox also began to show signs of interest about this time, being almost on the verge of wagering (figuratively speaking of course) his automobile on the "old ones" because Anderson had reached up among the clouds after one and saved the day.

Thus it continued until the ninth inning with the "Crimsons" in the lead, but the "Grays" fought on, seasoned warriors that they were. It was in this famous "last half of the ninth with two men down" that the "Crimsons" met their Waterloo. It happened like this: Everybody had taken a final look at the score board, located his lady and was preparing to wend his way to Founders, when no other than Sam Hodgkin, veteran of past conflicts, laid down one of those "measly bunts" and broke up the game, for they didn't stop until they had scored three runs and made the final score stand thus:

										Total
"Grays" (Alumni)	0	0	0	1	0	0	0	1	3	5
"Crimsons" (Students)	1	0	2	0	0	1	0	0	0	4

This is a feature of commencement exercises that we hope may become permanent and that next year there may be a larger band of the alumni on hand to take part in the game, and of the alumnae to cheer them on to victory. It will make us all feel young again whether we really are or not, and thus do good, for it's rejuvenation that we need.



CONSTITUTION AND BY-LAWS GUILFORD COLLEGE ALUMNI ASSOCIATION

PREAMBLE

Remembering the benefits we have received from our Alma Mater we desire to maintain such relations to the College that we may efficiently aid in her upbuilding and strengthening to the end that her usefulness may continually increase. In order to accomplish this purpose we, the Alumni of Guilford College, bind ourselves together by the following constitution:

ARTICLE I.—NAME

This organization shall be known as the Guilford College Alumni Association.

ARTICLE II.—MEMBERSHIP

Section 1. Active.—All graduates of the college are eligible to active membership in the Association with all rights pertaining thereto. Any graduate may be received by majority vote of the Association upon his or her application.

Section 2. Honorary.—Members of the faculty of Guilford College and old students of New Garden Boarding School or Guilford College are eligible to honorary membership upon recommendation of the Executive Committee and may be received by a majority vote of the Association. Honorary members are entitled to all privileges of the Association except voting and holding office.

ARTICLE III.—OFFICERS AND STANDING COMMITTEES

Section 1. Qualifications for Holding Office.—Active members become qualified to hold office or be appointed on committees, upon payment of the membership fee annually.

Section 2. Officers.—The officers of the Association shall be President, Vice-President, Secretary, Treasurer and Registrar, all of which shall be elected by the Association.

Section 3. Executive Committee.—There shall be an Executive Committee of six active members, two of whom shall be appointed each year in the following manner: The President shall appoint one from the members of the incoming graduating class, the other one shall be elected by the Association annually.

In order to make this rule operative at once the President shall appoint two members of this committee to serve three years, two members to serve two years and two members to serve one year.

Section 4. Trustees of Loan Fund.—There shall be a Board of Trustees of the Alumni Association Loan Fund composed of three active members, one of whom shall be elected each year.

The Treasurer of the Association shall be an ex-officio member of this Committee.

Section 5. Committees Appointed Annually.—The following committees shall be appointed each year by the President unless otherwise provided: Athletic Committee of five members; Reception Committee of five members; Literary Committee of three members; Campus Committee of three members; Auditing Committee of two members; Association Work Committee of one member from each class, same to be selected in the future by the respective graduating classes. In the event of no selection the President shall appoint.

ARTICLE IV.—DUTIES OF OFFICERS

Section 1. President's Duties.—The President shall preside at all meetings of the Association, appoint all committees not otherwise provided for, call special meetings of the Association when necessary or upon the recommendation of the Executive Committee, and be ex-officio member of all committees. He shall make an annual written report to the Association.

Section 2. Vice-President's Duties.—The Vice-President shall perform all duties of the President in his absence, and shall succeed him in case of death or resignation.

Section 3. Secretary's Duties.—The Secretary shall keep minutes of the proceedings of each meeting, conduct all general correspondence, notify officers and members of committees of their election or appointment, and perform other such duties as directed by the President.

Section 4. Treasurer's Duties.—The Treasurer shall collect all annual dues and interest on notes, take charge of and be responsible for all funds and pay all bills approved by the Association or Executive Committee. The fiscal year shall close one week previous to Commencement Day each year, upon which date the Treasurer shall submit to the Auditing Committee a written report with vouchers showing all receipts and expenditures and all cash and other assets on hand. The Treasurer shall furnish each member a ballot containing nominations by the Executive Committee together with his notice for fees at least two months previous to Commencement, said ballot

may be voted when signed and accompanied by the annual fee and mailed to the Treasurer. The vote so cast shall be turned over to the Executive Committee for tabulation.

Section 5. Registrar's Duties.—The Registrar shall prepare a correct list of names and addresses of all members of the Association and gather as correctly as possible the following data concerning each member: Date and place of birth, name of father and maiden name of mother, date of matriculation in the college, college honors won, offices held at college, date of graduation, degree conferred, supplemental education, date of marriage and to whom married, positions or offices held since graduation, present occupation, date of death.

The Registrar shall also furnish the Executive Committee prior to the annual meeting a list of changes for publication.

ARTICLE V.—DUTIES OF COMMITTEES

Section 1. Duties of Executive Committee.—The Executive Committee shall have general oversight of the work of the Association, and suggest work for the various committees. It shall receive all reports from officers and standing committees, and prepare them for the annual meeting of the Association. It shall prepare a budget of new business for consideration of the Association at its regular meetings. It shall nominate not less than two members for each office and for a member of the Board of Trustees of Loan Fund and for a member of the Executive Committee. These nominations shall be made out two months previous to Commencement and the ticket sent to the Treasurer for submitting to the membership. It shall audit the election returns and make a full report of the same to the annual meeting of the Association. It shall publish the proceedings of each meeting and such other matter as the Association shall direct. It shall provide suitable exercises of a public nature, for Alumni Day each year.

Section 2. Duties of the Board of Trustees of Loan Fund.—The Alumni Association Loan Fund shall be composed of the present notes receivable which are held by the Treasurer, amounting to \$185.00, and to this shall be added such bequests as may be given by classes or individuals and such appropriations from the funds in hand as the Association shall approve at each annual meeting. This fund is to be kept intact and used as per the following regulations:

Rule 1. This loan shall be made to those only who are deserving and who have shown by their character and conduct that they will appreciate and make good use of opportunities at Guilford.

Rule 2. It shall be available for members of the Junior and Senior classes only.

Rule 3. The amount of each loan shall be not more than the amount necessary to cover tuition fee for one year.

Rule 4. The notes shall be made payable to the Treasurer incumbent or his successor in office and shall bear interest at legal rate from date of leaving college.

The Board shall receive or pass upon all applications for loans and its decisions shall be final.

The Board shall keep minutes of their meetings, subject at all times to inspection of the Association. They shall keep a true record of each loan, and make a written report one week previous to each annual meeting, which report shall be submitted to the Auditing Committee.

Section 3. Duties of Athletic Committee.—The Athletic Committee shall do all in its power to foster a spirit of pure athletics at the college, assist the College Athletic Association in any way possible and make an annual written report to the Executive Committee giving a resume of the athletic activities of the year, for forwarding to the annual meeting of the Association.

Section 4. Duties of the Reception Committee.—The Reception Committee shall arrange for all social meetings, including the annual reception on the evening before commencement, and shall perform such other duties as the Association or Executive Committee may direct. They shall make an annual report to the Association.

Section 5. Duties of the Literary Committee.—The Literary Committee shall keep in touch with the literary life of the student body during the year, especially the work of the societies, public debates, entertainments, lecture courses, literary clubs, college journal, etc., and make a written report at the annual meeting, giving list of honors, awards, prizes, scholarships, etc.

Section 6. Duties of the Campus Committee.—The Campus Committee may devise means by which the campus can be beautified, arrange for Alumni Arbor Day exercises and suggest ways and means for campus improvement.

Section 7. Duties of the Auditing Committee.—The Auditing Committee shall audit the Treasurer's accounts and those of the Board of Trustees of Loan Fund and report to the Chairman of the Executive Committee two days previous to the annual meeting.

Section 8. Duties of the Association Work Committee.—This committee shall upon application assist the Registrar and Treasurer in

their duties and endeavor to enlist and hold the interest of the members of the respective classes in the work of the Association.

ARTICLE VI.—TERMS OF OFFICE

Section 1. Officers.—The terms of all officers shall begin at the close of the annual business meeting at which they are declared elected, and shall extend one year or until their successors are elected.

Section 2. Re-election.—Any officer may be re-elected to succeed himself, but shall not serve in the same office more than two terms in succession, except the Treasurer, who shall be elected as often as necessary.

Section 3. Term of Office for Committeemen.—Each member of the Board of Trustees of the Loan Fund and Executive Committee shall serve three years, unless otherwise provided for.

One member of the Executive Committee and one member of the Board of Trustees of the Loan Fund shall be elected annually, and the term of office of two of the Executive Committee and one member of the Board of Trustees shall expire at the end of each annual meeting after the one at which this constitution is adopted.

All other committees shall serve one year or until the close of the following year's annual business meeting.

Section 4. Resignations.—In event of resignation of officers or members of Loan Fund or Executive Committee the vacancies may be filled by the Executive Committee.

ARTICLE VII.—AMENDMENTS

Section 1. The Constitution may be amended by a majority vote of the members present at any regular meeting, provided said amendment is presented in writing to each member at least one month previous to said meeting.

Section 2. By-laws may be added, or suspended, at any regular meeting by a two-thirds vote.

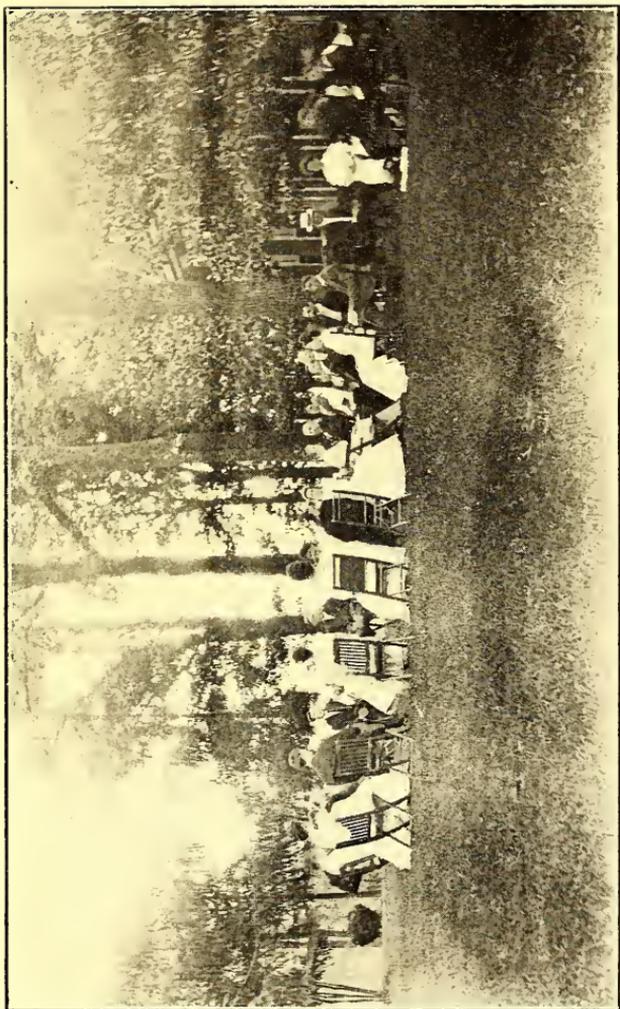
BY-LAWS

QUORUM

1. Twenty members of the Association shall constitute a quorum for the transaction of business.

COMMITTEE QUORUM

2. Three members of the Executive Committee shall constitute a quorum to act for said committee.



OPEN - AIR RECEPTION

Three members of the Board of Trustees of the Loan Fund shall constitute a quorum for the transaction of business.

SPECIAL MEETINGS

3. Special meetings of the Association may be called by the President, the Executive Committee concurring.

FEE

4. The annual fee for active membership shall be \$2.00, payment of which will entitle a member to vote for officers nominated by the Executive Committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of \$25.00 cash paid into the treasury, obtain a life membership, with all rights and privileges pertaining to active membership.

RULES OF ORDER

5. This Association shall be governed by Robert's rules of order, unless especially provided for in our constitution and by-laws.

ORDER OF BUSINESS

6. The order of business shall be as follows: 1, Call to order. 2, Roll call by classes. 3, Distribution of minutes. 4, Report of officers. 5, Report of committees. 6, Unfinished business. 7, New business. 8, Reception of members. 9, Installation of officers. 10, Adjournment.

VOTE BY PROXY

7. A signed vote by proxy of a qualified active member shall count equally with a vote in person on any subject under consideration by the Association.

TIME OF ANNUAL MEETING

8. The annual meeting of the Association shall be held at 8:00 o'clock the evening before Commencement each year.

AWARDS

The following are the list of awards made by the College, 1909:

The Bryn Mawr scholarship of \$400 to Margaret Davis.

The Haverford College scholarship of \$300 to William Thomas Boyce.

The Websterian orator's prize to Edward Scull King.

The Websterian improvement medal to Walker Elmore Allen.

The Zatasian orator's medal to Leora Alice Chappell.

The Zatasian improvement prize to Gladys Teey Beaman.

The Philomathian orator's medal to Janie Peele Brown.

The Philomathian improvement prize to Rosa Ella Beane.

The Henry Clay orator's medal to Charles Cleveland Smithdeal.

The Henry Clay improvement medal to Robert Smith Collier.

The Freshman Class orator's medal, established by the Class of 1905, to Bishop Marvin Nichols.

The Sophomore partial scholarship to Lillie Elliotte Bulla.

GUILFORD COLLEGE ALUMNI ASSOCIATION

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
Joseph Moore Dixon, B. S.	Washington, D. C.
Edward B. Moore, B. S.	Richmond, Ind.
Robert Cromwell Root, B. S.	Huntington Beach, Cal.
Lola Stanley Moore, A. B.	Genoa, N. C.
*Lucius A. Ward, B. S.	_____
*Campbell White, B. S.	_____
Florina W. John, B. S.	Raleigh, N. C.

CLASS OF '90

John T. Benbow, A. B.	Winston-Salem, N. C.
Augustine W. Blair, B. S.	Gainesville, Fla.
Jessica Johnson Dickson, B. S.	Kimberlin Heights, Tenn.
Genevieve Mendenhall Blair, B. S.	Gainesville, Fla.
*Susanna Osborne, B. S.	_____
Leonard C. Van Noppen, A. B.	Westerleigh, Staten I., N. Y.
David White, A. B.	Greensboro, N. C.
H. Hermon Woody, A. B.	Guilford College, N. C.

CLASS OF '91

Alzanon Alexander, B. S.	High Point, N. C.
Frank B. Benbow, A. B.	Franklin, N. C.
S. Addison Hodgkin, B. S.	Greensboro, N. C.
Arthur Lyon, B. S.	High Point, N. C.
Joseph H. Peele, B. S.	Guilford College, N. C.
Elisha D. Stanford, B. S.	East Bend, N. C.
Mary Mendenhall Davis, B. S.	Guilford College, N. C.
Julia S. White, B. S.	Guilford College, N. C.

CLASS OF '92

Sue Farlow Raiford, A. B.	Conley, Va.
*M. Edna Farlow, B. S.	_____
Martha J. Henley, B. S.	Asheboro, N. C.
Mary Massey Pearson, B. S.	Goldsboro, N. C.
Walter W. Mendenhall, B. S.	Cleveland, Ohio.
Virginia Ragsdale, B. S.	Jamestown, N. C.
William Jasper Thompson, B. S.	Eagletown, N. C.

Emma L. White, B. S.	Belvidere, N. C.
George W. Wilson, B. S.	Gastonia, N. C.
Edwin M. Wilson, A. B.	Haverford, Pa.
Laura D. Worth, B. S.	Guilford College, N. C.

CLASS OF '93

Marion Chilton, A. B.	Danbury, N. C.
Eugene E. Gillespie, A. B.	Yorkville, S. C.
*Elizabeth Meader White, B. S.	_____
James P. Parker, B. S.	MeAdenville, N. C.
Elwood O. Reynolds, B. S.	Whittier, Cal.
Chas. F. Tomlinson, B. S.	High Point, N. C.
Cora E. White, B. S.	Belvidere, N. C.
Elbert S. White, B. S.	Norfolk, Va.

CLASS OF '94

Lucille Armfield, B. S.	Monroe, N. C.
Wm. J. Armfield, B. S.	Asheboro, N. C.
Mary Arnold Gilmore, A. B.	Sanford, N. C.
Ruth Blair Ader, B. S.	High Point, N. C.
F. Walter Grabs, A. B.	Bethania, N. C.
Emma Hammond Smith, B. S.	Clinton, N. C.
Annie F. Petty, B. S.	Greensboro, N. C.
Henry A. White, B. S.	High Point, N. C.
Isabella Woodley, A. B.	_____
Wm. T. Woodley, Jr., A. B.	Cisco, N. C.
Eugene J. Woodward, B. S.	Wilmington, N. C.
Hiram B. Worth, B. S.	Greensboro, N. C.

CLASS OF '95

G. Raymond Allen, A. B.	79 Wall St., New York, N. Y.
Cecil A. Boren, B. S.	Pomona, N. C.
Dora Bradshaw Clark, B. S.	Washington, D. C.
Eunice Darden Meader, B. S.	Tamworth, N. H.
Henryanna Hackney White, A. B.	Greensboro, N. C.
Chas. M. Hauser, B. S.	High Point, N. C.
Samuel H. Hodgkin, A. B.	Guilford College, N. C.
Ottis E. Mendenhall, A. B.	Lexington, N. C.
Walter H. Mendenhall, A. B.	Lexington, N. C.
J. O'Neal Ragsdale, B. S.	Madison, N. C.
Cornelia Roberson Michaux, B. S.	Greensboro, N. C.
H. Sinclair Williams, B. S.	Concord, N. C.

CLASS OF '96

Edgar E. Farlow, B. S.	High Point, N. C.
Robt. W. Hodgin, A. B.	Greensboro, N. C.
George L. Morris, B. S.	Guilford College, N. C.
Mary Roberts Edwards, B. S.	Salemburg, N. C.
Amy J. Stevens, B. S.	Goldsboro, N. C.
Addie Wilson Field, B. S.	Newnan, Ga.

CLASS OF '97

Joseph E. Blair, A. B.	New Decatur, Ala.
Vernon Luther Brown, B. S.	Greensboro, N. C.
Lelia Boyd Kirkman, B. S.	Pleasant Garden, N. C.
Oscar Peyton Moffitt, A. B.	High Point, N. C.
Thomas Gilbert Pearson, B. S.	Greensboro, N. C.
Sarah Stockard Magness, A. B.	Magness, Ark.
Deborah White Babb, B. S.	Conley, Va.

CLASS OF '98

*Anna Ray Anderson, B. S.	_____
Walter E. Blair, A. B.	Greensboro, N. C.
Ada Martitia Field, A. B.	Seattle, Wash.
Lena Freeman Ragan, B. S.	Archdale, N. C.
John M. Greenfield, A. B.	Kernersville, N. C.
Ora Jinnett Swing, A. B.	Tallahassee, Fla.
Herbert C. Petty, B. S.	Ampere, N. J.
J. Oscar Redding, B. S.	Asheboro, N. C.
Sidney H. Tomlinson, B. S.	High Point, N. C.
Percy Worth, B. S.	Indianapolis, Ind.

CLASS OF '99

John W. Lewis, A. B.	Greensboro, N. C.
Elizabeth Coffin Lewis, A. B.	Greensboro, N. C.
William W. Allen, Jr., A. B.	Camden, N. J.

CLASS OF '00

Lacy Lee Barbee, B. S.	Lexington, N. C.
Annie Blair Allen, A. B.	Camden, N. J.
J. Wilson Carroll, A. B.	Greensboro, N. C.
Calvin Duvall Cowles, A. B., 1st Lieut. Med. Corps U. S. Army,	Manila, P. I.
R. Lindsay Ellington, B. S.	Reidsville, N. C.
Newton Fernando Farlow, A. B.	Randleman, N. C.

*Pinkney Groome, A. B.	_____
Kearney E. Hendricks, B. S.	Asheboro, N. C.
Nellie Lancaster Jones, A. B.	Charlotte, N. C.
Clement Orestes Meredith, A. B.	Guilford College, N. C.
Harold C. Taylor, A. B.	Greensboro, N. C.

CLASS OF '01

William C. Hammond, B. S.	Asheboro, N. C.
J. Carson Hill, A. B.	High Point, N. C.
Thomas B. Hinton, B. S.	Greensboro, N. C.
Emma G. King, A. B.	High Point, N. C.
Linnie Raiford, A. B.	Conley, Va.
Robert C. Willis, A. B.	Washington, D. C.
John Waldo Woody, A. B.	Knoxville, Tenn.

CLASS OF '02

Clara Ione Cox, A. B.	High Point, N. C.
Chas. Woodward Davis, B. S.	Vassalboro, Me.
William Chase Idol, B. S.	Winston-Salem, N. C.
C. Elmer Leak, B. S.	Thomasville, N. C.
A. Homer Ragan, B. S.	Thomasville, N. C.

CLASS OF '03

Irvin T. Blanchard, B. S.	Woodland, N. C.
Maria Edgeworth Bristow, B. S.	Conley, Va.
Flora Harding, B. S.	Farmington, N. C.
Charles L. Holton, B. S.	Asheboro, N. C.
Phillip D. M. Lord, A. B.	Biddeford, Me.
R. William McCulloch, A. B.	Atlanta, Ga.
Ida Eleanore Millis, A. B.	Guilford College, N. C.
R. Delia Raiford, A. B.	Zuni, Va.
Charles McCoy Short, A. B.	Salisbury, N. C.
Edgar Thomas Snipes, B. S.	Woodland, N. C.

CLASS OF '04

Elizabeth B. Bradshaw, A. B.	Aidyl, Va.
M. Alice Cartland, A. B.	Greensboro, N. C.
Joseph D. Cox, B. S.	High Point, N. C.
Robert P. Dicks, B. S.	Greensboro, N. C.
Ernest P. Dixon, B. S.	Ahoskie, N. C.
C. Gordon Gainey, B. S.	Fayetteville, N. C.
*Marvin Hardin, A. B.	_____

Wm. Penn Henley, B. S.	Snow Camp, N. C.
D. Ralph Parker, B. S.	High Point, N. C.
Katharine C. Ricks, B. S.	113 North 3rd St., Richmond, Va.
L. Lea White, A. B.	Jamestown, N. C.

CLASS OF '05

Bessie W. Benbow, A. B.	Oak Ridge, N. C.
James O. Fitzgerald, Jr., A. B.	Pelham, N. C.
Fred B. Hendrix, B. S.	Asheboro, N. C.
Mary D. Holmes, A. B.	Mt. Airy, N. C.
R. Ernest Lewis, A. B.	New York City, N. Y.
William G. Lindsay, A. B.	Guilford College, N. C.
Richard E. Martin, B. S.	East Bend, N. C.
James Hoge Ricks, A. B.	Richmond, Va.
Terry D. Sharpe, A. B.	Greensboro, N. C.
Clarence H. Whitlock, B. S.	Maxton, N. C.
Oscar V. Woosley, A. B.	Asheboro, N. C.

CLASS OF '06

David H. Couch, B. S.	Guilford College, N. C.
R. Cabell Lindsay, A. B.	Philadelphia, Pa.
Joseph Moore Purdie, A. B.	Brim, N. C.
R. Arnold Ricks, Jr., B. S.	Richmond, Va.
Florence L. Roberson, B. S.	Guilford College, N. C.
L. Gertrude Wilson, A. B.	Canton, N. C.

CLASS OF '07

John Anderson, B. S.	Charlotte, N. C.
Dudley D. Carroll, A. B.	Guilford College, N. C.
Eugene Jarvis Coltrane, A. B.	Asheboro, N. C.
Alma Taylor Edwards, A. B.	Columbia, S. C.
Clifford C. Frazier, A. B.	Greensboro, N. C.
Annie Lois Henley, A. B.	Snow Camp, N. C.
Louis Lyndon Hobbs, Jr., A. B.	Guilford College, N. C.
Allan Wilson Hobbs, A. B.	Guilford College, N. C.
Ida Hutchens, A. B.	Yadkinville, N. C.
Lillian L. Jinnett, A. B.	Guilford College, N. C.
Waller S. Nicholson, A. B.	Guilford College, N. C.
David Milton Petty, B. S.	Archdale, N. C.
Wiley Rankin Pritchett, A. B.	Greensboro, N. C.
C. Linnie Shamburger, A. B.	Jamestown, N. C.

CLASS OF '08

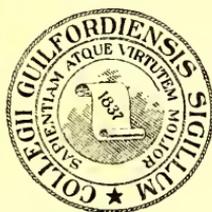
George Washington Bradshaw, B. S.	Zuni, Va.
Henry Andrew Doak, A. B.	Guilford College, N. C.
Annie Elizabeth Gordon, B. S.	Jamestown, N. C.
Kittie McNeill John, B. S.	Lumber Bridge, N. C.
Ovid Winfield Jones, A. B.	Winston-Salem, N. C.
Alva Edwin Lindley, A. B.	Snow Camp, N. C.
Mabelle Vira Raiford, B. S.	Conley, Va.
Sallie Thomasene Raiford, A. B.	Conley, Va.
Alice Everett White, B. S.	High Point, N. C.
William Ernest Younts, B. S.	Guilford College, N. C.
Marguerite W. Cartland, Music	Greensboro, N. C.

CLASS OF '09

James Anderson, B. S.	Charlotte, N. C.
Charles David Benbow, Jr., B. S.	Greensboro, N. C.
Eugene Leroy Briggs, B. S.	High Point, N. C.
William Thomas Boyce, A. B.	Belvidere, N. C.
Henry Davis, A. B.	Guilford College, N. C.
Margaret Davis, A. B.	Guilford College, N. C.
Alfred Alexander Dixon, B. S.	Snow Camp, N. C.
Robert Sydens Doak, A. B.	Guilford College, N. C.
Richard Junius M. Hobbs, A. B.	Guilford College, N. C.
Ethel Cleo Hodgin, B. S.	Greensboro, N. C.
Norris Rush Hodgin, A. B.	Greensboro, N. C.
Annie Everet Holland, A. B.	Holland, Va.
Agnes Rowena King, A. B.	Concord, N. C.
Annie Viola Mendenhall, B. S.	Deep River, N. C.
Leslie Winston Pearson, A. B.	Dudley, N. C.
Margaret Edith Peele, A. B.	Guilford College, N. C.
Amanda B. Richardson, B. S.	High Point, N. C.
Hugh D. White, B. S.	Guilford College, N. C.
Julian Elder White, B. S.	Raleigh, N. C.
Lucy O'Brien White, B. S.	Belvidere, N. C.
Laura Alice Woody, A. B.	Guilford College, N. C.

* Deceased.

Guilford College Bulletin



PUBLISHED QUARTERLY

GUILFORD COLLEGE, N. C.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME 2 ELEVENTH MONTH, 1909 No. 2

TWENTY-FIRST ANNUAL REPORT OF THE PRESIDENT TO THE BOARD OF TRUSTEES

Many varied and important interests cluster around a year's operation of our college. Two hundred and sixty-six young people, at that period of life when activity of some sort necessarily goes on, and when habits are formed which will determine character—the needs of society, both religious and civil pressing upon our view—all these and other considerations cause us to feel the keenness of responsibility and to appreciate the opportunity of the field of work committed to our charge.

The mission of the College to our branch of the church needs to be considered, and the importance of it duly emphasized. The necessity of education and of special religious training is not presented to our membership—to families and to individuals—nearly so strongly as it ought to be. For a religious body such as the Friends seek to be is powerful for good in proportion as its members are not only members of the Church, but intelligent men and women who are able to forecast results, and so to direct religious activities as to win both the affections and intellects of the people; not only to cause people to be good, but to be wisely good, and to have that charity which not only suffers long, but is kind; that not only seeketh all things, but hopeth all things and endureth all things.

The year which ended on the 26th of May was one full of opportunity and full of hope. The number of students in the College Department was the largest on record; and although, on account of the fire, our accommodations for class work were crippled, there was no indication of slackness in the work or of complaint because we could not, at one bound, recover from the loss of King Hall. By using two rooms in New Garden and two at Founders, and by some shifting around, all classes were accommodated.

The ready adaptation of the students to the conditions deserves great commendation. The large amount of work done throughout the year has been a source of great encouragement and satisfaction to all who, in any way, were connected with the institution.

The good health which prevailed was noteworthy and the general good order and devotion to duty on the part of the students helped create an atmosphere promotive of scholarly habits and laudable ambition.

The senior class contained twenty-one members, the largest number up to this time to receive the Bachelor's degree in one year. They were as follows:

Anderson, James	Hodgin, Norris Rush
Benbow, Charles David, Jr.	Holland, Annie Everett
Briggs, Eugene Leroy	King, Agnes Rowena
Boyce, William Thomas	Mendenhall, Anna Viola
Davis, Henry	Pearson, Leslie Winston
Davis, Margaret	Peele, Margaret Edith
Dixon, Alfred Alexander	Richardson, Amanda B.
Doak, Robert Sydens	White, Hugh Dixon
Hobbs, Richard Junius M.	White, Julian Elder
Hodgin, Ethel Cleo	White, Lucy O'Brien
Woody, Laura Aliee	

The various exercises connected with the closing of the year were highly satisfactory. Specially worthy of mention were the sermon preached on the last first day of the year by Dr. George A. Barton, and the Baccalaureate Address made by President Robt. L. Kelly, of Earlham College, on Commencement Day.

The Bryn Mawr scholarship of \$400.00 was awarded to Margaret Davis, and the Haverford scholarship of \$300.00 was awarded to Wm. T. Boyce.

A noteworthy event of the year was the visit to the college in March of Dr. Charles W. Eliot, of Harvard University, and his address on the occasion on the subject of college endowment was a forceful presentation of the noble character of the men and women who give private means for the public good.

The religious welfare of the young people committed to our care has not been neglected. The faithfulness of those who from week to week have preached the gospel at our First day meetings, has been a source of spiritual edification to many souls. The evening prayer meetings have grown in interest; and the work of the Young Men's and Young Women's Christian Associations has made itself felt for good throughout the year.

The result of the effort made a year ago to build a library can be seen in the new structure now nearly completed.

The greatest need since the fire has been felt on account of the loss of class rooms and society halls. By the fire we lost seven class rooms, two literary society halls and the large double room in which the books were kept, and the large study room. Even by using two rooms at New Garden and the two rooms at Founders intended for literary society halls for girls, our class rooms were still less by three than before the destruction of King Hall; therefore, the needs of the College are so great on the score of class rooms that an appeal to the entire Yearly Meeting ought to be made. There can hardly be any doubt that a good response will be made to an appeal for funds for King Hall. It will be better for the membership of our Yearly Meeting if many Friends from all over the state can be induced to give something for so great a cause as the maintenance of Guilford College, and thus to help ourselves as much as possible at home than to have all our help come in larger sums from outside sources.

May we not rely upon membership to contribute a considerable sum to the King Hall fund in order to replace the building named in honor of Frances T. King, who was such a valuable Friend to North Carolina in the day of her greatest need?

L. L. HOBBS, President.

THE MUSEUM

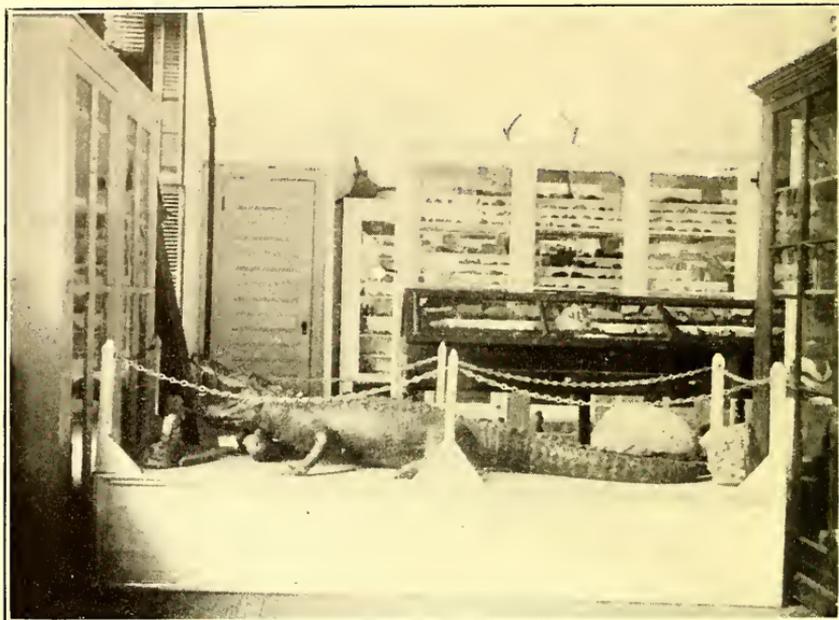
Early in the history of New Garden Boarding School, there began to be gathered a small collection of objects to be used as an aid in the teaching of Natural History. This collection was kept in a room in Founders Hall, and proved to be of considerable value for teaching purposes.

In 1884 Dr. Joseph Moore, for many years President of Earlham College, became Principal of the school. Professor Moore was a man of broad and accurate scholarship in the Natural Sciences. Moreover, he was an enthusiastic and careful collector. Under his direction the collection grew rapidly, both in size and value. He made a number of exchanges of materials, especially with Earlham College, thereby gaining a working collection of geologic specimens. He also made a collection of materials from the Sandwich Islands, especially those of volcanic origin.

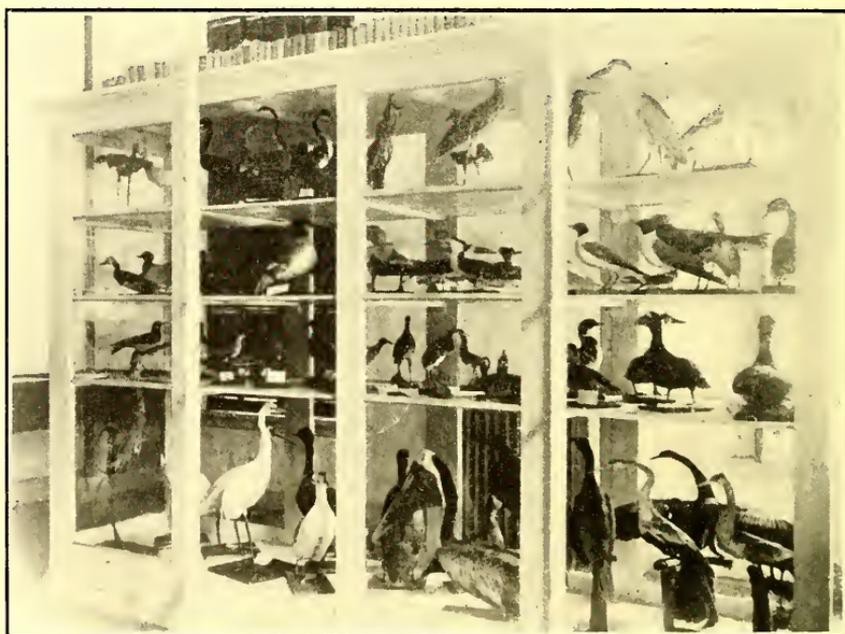
In 1888, at the close of Professor Moore's term as Curator, the collection was housed in a well lighted room in King Hall.

In the Autumn of 1891 Mr. T. Gilbert Pearson, Field Secretary of the National Audubon Society, then a student in the college, was put in charge of the museum. For six years as a student he gave his constant attention to the growth of the collection, especially to the addition of birds' eggs and mounted birds. For two years as a student in the University of North Carolina and a member of the State Geological Survey, and later as a member of the College Faculty, he continued to add to the Museum's equipment. A skilled taxidermist, a discriminating field collector, and possessed of a thorough knowledge of American birds, Mr. Pearson's contribution is by far the most valuable asset which the Museum at present possesses.

In 1898 the collection was moved from King Hall to its present quarters in Memorial Hall.



SECTION OF MUSEUM



A MUSEUM VIEW

IMPORTANT FEATURES

From the beginning, materials have been chosen with a view to their being used in class work. The arrangement, under the present management, continues on the same basis. All the exhibits are arranged, if possible, so as to supplement class-room instruction in Geology, Mineralogy, Botany, Zoology, Geography and Chemistry.

ROCKS

The mineralogical part of the collection is arranged under five heads:

1. *Economic Minerals*.—A carefully graded and fairly complete series of ores, including iron, copper, tin, lead, zinc, mercury, silver, gold, sulphur, graphite and rock salt.

2. *Economic Rocks*.—This includes samples of granites, limestones, sandstone, marble, coal, dolomite, feldspar tale, gypsum, chalk, koalin, magnesite and phosphate rock.

3. *Rocks Variously Classified*.—These consist of three series arranged from different points of view. First, a series beginning with the feldspars and other acidic rocks, and passing gradually into the basic rocks as represented by the peridotites and gabbros. Second, a series beginning with the coarse grained crystalline granites and limestones and passing through the more finely grained structures down to the non-crystalline volcanic materials, such as pumice stone and lava. A third series shows a number of sedimentary rocks, represented by sandstone, shell limestone, and other argillaceous forms such as slates and shales.

4. *Representative Crystalline Forms*.—A number of natural rock forms are mounted so as to show the principal system of crystals occurring in nature. This exhibit is supplemented by a rather full collection of quartz crystals.

5. *Geologic Specimens*.—These include a good exhibit of fossils of the Silurian period, a smaller number from the Devonian rocks, and some, mostly ferns, from the Carboniferous age. This exhibit is supplemented by Indian relics from various sources, and a series of plaster casts of imple-

ments furnished by the Archaeological Department of the Smithsonian Institution.

In addition to this there is a collection of material illustrating some of the features of Dynamic Geology and more recent geologic activity. Examples of weathering, wind and sand action, ripple marks, glacial rounding and scratching, and petrification, are shown.

ANIMALS

The animal kingdom is represented by shells, dried specimens, objects preserved in alcohol, skeletons, dried and mounted skins, birds' eggs. The cases are arranged to show:

1. Deep sea forms, mostly corals, sponges and shells.
2. Littoral and shallow water life, illustrated by star fish, sea urchins, and shelled animals of various sorts.
3. Swamp life includes snakes, frogs, alligators and other reptiles.
4. Animals of the higher land, mostly mounted animals, such as fox, squirrel, wild cat, mink, weasel and many others.
5. *Insects*.—The exhibit of entomological specimens has been allowed to deteriorate until it is small and almost valueless.
6. *Birds*.—The collection of mounted birds and birds' eggs is the most complete and easily the most valuable part of the Museum. All orders and many species are represented. Briefly, the specimens are arranged as birds of prey, perchers, walkers, waders, divers and strong fliers.

NEW PROJECTS

In addition to the above mentioned exhibits there are a number of new departments just beginning, around which it is hoped that considerable collections will grow. Those that may be mentioned are:

1. *Industrial Chemical Products*.—These include exhibits of cotton seed products, soap making materials, fats and oils, paper stock and paper materials, paints and pigments, coal-tar and turpentine products, phosphate rock, salt, fertilizers and fertilizing material.

2. *Botanical Specimens*.—A small but growing collection of dried plants, some fruits preserved in alcohol, and different samples of hardwoods make up a second exhibit.

3. *Objects of Social or Historical Interest*.—This is a more or less irregular assortment of books, letters, coins, Confederate money, articles of clothing, household goods, old clocks, swords, and pottery.

4. *Agricultural Products*.—Soils and crops, things of interest to farmers, a department just beginning.

5. *Trophies, Pictures of Athletic Teams of the College*.—Cups, pennants and other trophies won by teams or individuals in athletic contests or debates.

6. *Objects Peculiar to Foreign Nations*.—Here is a collection of articles more or less peculiar to certain nations. At present it consists of articles of Chinese or Japanese manufacture. It is intended to add only such objects as may be considered representative by persons thoroughly acquainted with the country in question.

NEEDS

The Joseph Moore Science Club, organized some three years ago, is doing what it can to create an interest in the Museum and to add to its equipment. It has a special Museum Committee, the chairman of which is often the caretaker of the Museum under the direction of the Professor of Biology. The Museum, however, like every other department of a College, has its own peculiar needs. It needs first, the sympathetic co-operation of the other college departments. It needs to have its scope and significance made known to the friends of the college. It needs more space. The room it now occupies, though admirable, is now crowded, and in a very short time will not hold the material that is coming in. It needs to have its good points, and its purpose brought more clearly to the minds of the students, and an interest aroused in them for its success.

It especially needs further additions to the exhibits of Devonian and Carboniferous rocks, to the section of Entomology, and to all the newer departments.

Finally, the Museum needs a regular source of income. Occasional appropriations are not adequate. There should be an annual appropriation from the general budget for maintenance. Since no better way has ever been devised for the support of a department than by endowment, no friend of the college could do it a more valuable or more appreciated service than by endowing its Museum.

THE LIBRARY AND KING HALL

The friends of Guilford will be both surprised and gratified to know that on the beautiful knoll where King Hall once stood, there are now two fine, new buildings—a library entirely completed and the rear wing of a new King Hall.

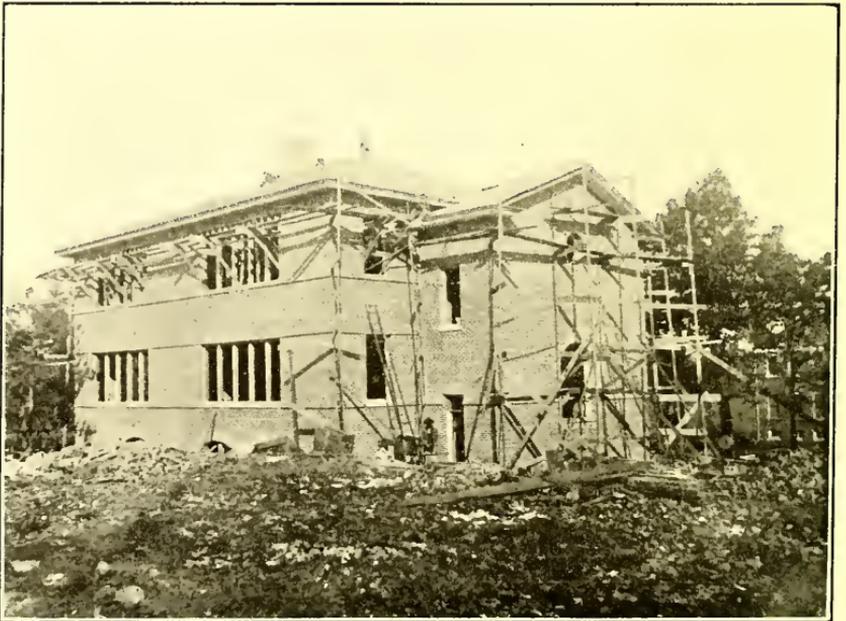
It is now less than two years since King Hall was burned, January 13th, 1908. The fact that these magnificent structures have risen so suddenly to take its place is due to the untiring zeal and energy of the President of the college and to the wise foresight and earnest solicitude of the board of trustees. The erection of the excellent library building was made possible through the kindness of Guilford's many friends, and through the gracious munificence of our former benefactor, Mr. Andrew Carnegie, who gave one half the amount necessary for its completion. This building, a thoroughly modern structure in every detail, built of fine red brick—the Guilford type—consists of two main parts, a front room, or the library proper, 76 feet long and 42 feet wide, with a height from floor to ceiling of 23 feet; and a rear extension 43 feet long and 27 feet wide.

The first of these rooms—the main part of the building—is finished throughout in quartered oak, and handsomely furnished with library furniture. In it are the librarian's desk, tables, chairs, and other conveniences for the students, book-cases and shelves for reserved books, magazine and paper stand, and such other articles as are necessary for the complete equipment of a modern library. The rear extension contains the librarian's office, a fireproof vault 7 by 12 feet for the records of the college and for the preservation of the minutes and various other documents that belong to the Yearly Meeting, and a fireproof stack room, with a capacity of twenty thousand volumes. The addition of this building to the equipment of the college meets a long felt need.

The Library is situated one hundred feet north-east of Memorial Hall, and west of a line running south from the



LIBRARY



REAR EXTENSION KING HALL

front of New Garden Hall. The north end of the main part of the building extends about twenty feet into the site of old King Hall.

Just one hundred feet north of the Library, and precisely midway between it and New Garden Hall, stands the rear extension of the new King Hall. This is a two-story structure with basement, which makes it practically a three-story building. The basement contains three rooms. The largest one, on the north side, 75 x 26 feet, is to be used as a physics laboratory. One of the two smaller rooms is fitted out for the accommodation of the day boys, and the other is used for the steam heating plant which will furnish heat not only for this building but for the Library as well.

On the first floor of this building is a study and lecture room 75 by 26 feet, besides two commodious class rooms, each capable of accommodating classes of from sixty to seventy-five students.

On the second floor are four class rooms similar to those on the first floor. The addition of these nine spacious and well-lighted rooms to the equipment of the institution will meet an absolute need, and probably furnish sufficient accommodations for carrying on the work of the college for a number of years.

Guilford College Bulletin



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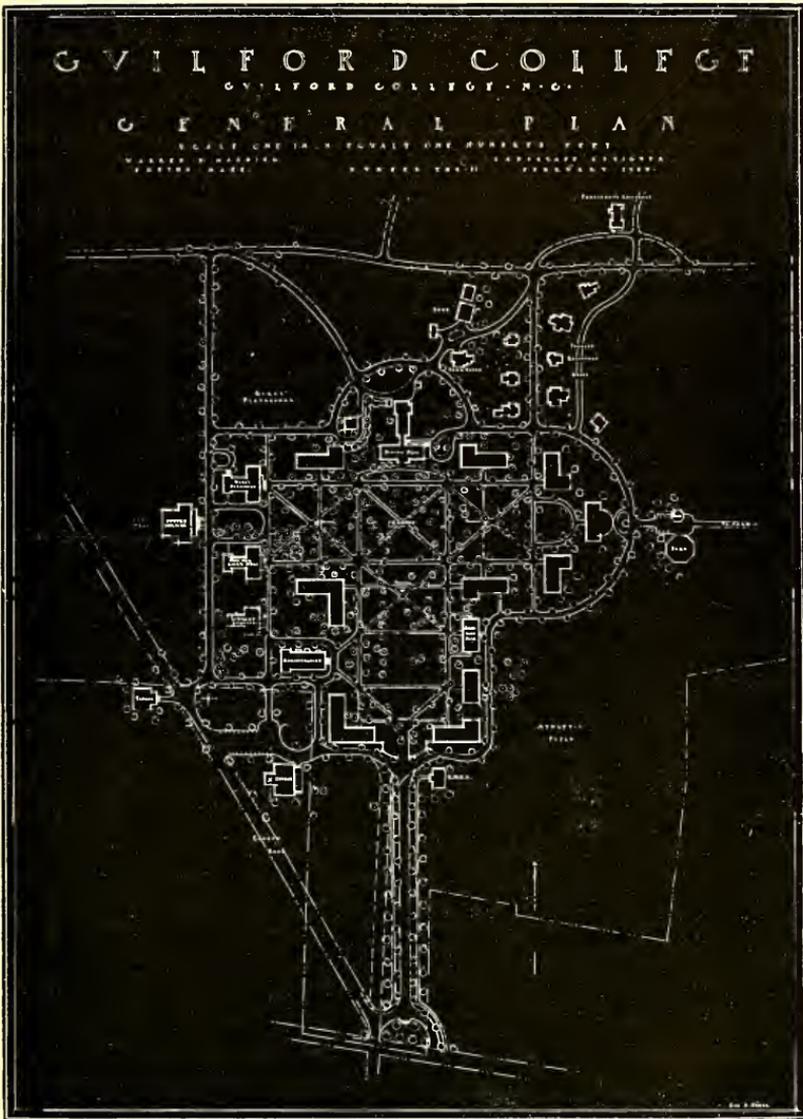
GUILFORD CAMPUS

How many times each year between April and October we hear this description of the Guilford campus—naturally beautiful—a description which, though true, falls far short in reality of the splendid possibilities which the naturally beautiful location and grounds afford us. Beautiful? Nature has been indeed most lavish in her beneficent gifts, majestic oaks, beautiful, rolling grounds and a soil which will produce, to add to this natural beauty, anything from the daisy and buttercup to the spreading sycamore and the mighty oak. Yet after a lapse of nearly three quarters of a century the Guilford campus is practically just as we received it from nature's own gracious hand. And, it is to be hoped that we shall never improve it in a way to mar this natural beauty. Recently, however, a considerable interest has been aroused in campus improvement.

For a number of years the Board of Trustees have had a standing committee on campus and grounds; the Alumni Association for several years has had its campus committee, and through the influence of one of its members one thousand dollars have been given for permanent improvement; two years ago a campus club was organized by the ladies of the college community, and as a result a renewed interest was felt in the care of the campus and some good work accomplished.

A little more than two years ago it was thought best to employ a first-class landscape architect in order that such improvements as might be made from time to time should all tend toward the working out of some definite plan consistent with the future growth of the College through a long period of years. In accordance with this policy Mr. W. H. Manning, an architect, of Boston, Massachusetts, was employed. Since that time he has made several visits to the College, and has now completed his plans of the campus, a general idea of which may be had by referring to the accompanying cut in this issue.

In general, as may be seen from the cut, the future Guilford campus is to be as follows: The wagon road through the grounds in front of Founders Hall is to be discontinued. There will be no place for vehicles inside the quadrangle, or campus proper, except possibly for automobiles and carriages. The grounds between Founders on the north and Memorial Hall and Y. M. C. A. on the south, and between King Hall and the Library on the west and a line 400 feet east of Archdale and the old gymnasium, is laid out in convenient walks and paths, giving easy access to all buildings from all points in the campus. In place of the road now making the entrance to the campus and to Founders Hall, a macadamized avenue will extend from the postoffice, following the old road to a point nearly opposite the Y. M. C. A. Hall, the entrance to the campus proper. At this point the avenue divides into two roads, the one leading to the right for a distance of 200 feet eastward; thence turning north it passes just to the rear of Archdale Hall. As soon as it passes this building the road turns again to the east, making a horse-shoe curve well toward the cattle barn, coming into the campus again at the east entrance to Founders Hall. From here one road leads to the north past the President's house and to the woods and college pond; another to the rear of Founders, circling the power-house, passes from the campus to the west. From the end of the macadamized avenue, opposite Y. M. C. A. Hall, another road turns to the left and extends west until it



reaches a point almost due south of the entrance to Memorial Hall, thence north in front of Memorial Hall, and passing round the building disappears in the public road beyond the old meeting house near the Graded School building.

As may be seen from the diagram, this plan provides for the growth of the College for generations to come, more than a dozen buildings in addition to those we now have being indicated.

Notwithstanding the fact, therefore, that this very essential feature of our work at Guilford has been hitherto almost entirely neglected, we have now made a beginning, and with the right sort of interest, this natural beauty, enhanced by the wise expenditure of a small amount of labor and a few dollars each year, will make the Guilford grounds the most beautiful college campus in North Carolina, and one of the most beautiful in the whole country.

If one felt that it were necessary to advance reasons for the improvement of the grounds, among the many that might be mentioned are the following: First, nothing adds so much to the natural beauty of a campus like ours as well kept grounds, convenient roads and walks, and a few plantations of shrubbery to hide the ugly places, for despite our natural beauty we have a few of these; secondly, well made roads and walks reasonably free from mud, snow, and ice, in winter, are essential to the health, comfort, and well-being of students and teachers; and thirdly, who shall say that beautiful and well-kept grounds do not contribute an important part in the education of the young men and women who come to us from year to year?

A college campus should be a sort of esthetician for the cultivation of the faculty for enjoying and originating things of beauty in nature and art. It should, along with the moral sense, cultivate the artistic sense. Lowell says in *My Study Windows*, "Moral and esthetic defects are more nearly related than is commonly supposed." If this be true, are not moral and esthetic astuteness also closely related? It is, therefore, as important to cultivate the esthetic as the moral sense, or, to put

it the other way, it is quite possible to cultivate the moral sense through the esthetic taste.

A recent writer in describing the site of an ideal educational institution uses these words: "A wild wood pruned and dressed and laid out with handsome walks and welcome fountains; * * trees with their cool umbrageous branches, so noble in shape as to excite a religious veneration; hills dotted with thyme and a thousand fragrant herbs; dark violet billows with their white edges down below; graceful, fan-like jets of silver upon the rocks, which slowly rise aloft like water spirits from the deep, then shiver, and break, and spread, and shroud themselves, and disappear in a soft mist of foam."

Continuing, the same author says: "The grounds, ample in range, should be turned into wood and meadow, and the institution should be approached on all sides by a magnificent park with fine trees in groups and groves and avenues. For what", he says, "has a better claim to the purest and fairest possessions of nature than the seats of wisdom?"

John Ruskin, one of England's greatest teachers, says, in speaking of the beauty of the earth's surface: "It ministers to us through a veil of strange intermediate being, and in this mystery of intermediate being most of the pleasures which we need from the external world are gathered, and most of the lessons we need are written, all kinds of precious grace and teaching being united in this link between the earth and man, wonderful in its universal adaptation to his need, desire and discipline."

Is it not imperative, then, that our seats of culture, our institutions of learning, should be made as beautiful to the eye, as satisfying to the artistic and esthetic sense as our utmost care and energy can devise?

It is the purpose of this article to explain as clearly as possible the plans for the future development and beautifying of the college grounds, and to give to the friends of the institution an opportunity to aid in the prosecution of this great work. If those who are interested in the development of the plans here outlined will signify, by writing to the

President of the College, their willingness to assist by a small annual contribution for a limited number of years, a definite plan for the establishment of a Campus Improvement Fund will be instituted. The amount from each contributor need not be large; a total annual subscription of five hundred dollars a year for ten years would make the Guilford campus what it ought to be—a more beautiful place in summer, a habitable place in winter, and a comfort and inspiration at all times.

COLLEGE COURSES

The American college, as it was originally conceived, and as it was run for many years, was an institution for the education of ministers. Later on it came to be a place where men who were to be lawyers, politicians and public speakers were trained. Further than that it did not attempt to go. There was no equipment for scientific study, mathematics was little taught, and "practical" subjects were considered beneath the dignity of an educated man. Endowments were small or nil and faculties were limited. Courses of study were, therefore, narrow and stationary.

But with our national growth, increased wealth, and the advent of a whole series of new sciences, there arose a demand for an expansion of college courses.

In meeting this demand the lead was taken by Harvard College, which adopted, some forty years ago, the settled policy of allowing students to freely elect such studies as they wished, from the list of subjects offered by the college.

Seeing the successful results of such a policy the other large institutions began to offer elective courses; and in answer to the continually more insistent demands of their constituents for instruction in the sciences, the small colleges began to break their ironclad courses of study, here and there. The small colleges, however, were much slower in coming over to the plan of wide election. In fact, the majority of them never went so far. The reason was twofold: First, most of the colleges were straitened as to means. They could not add equipment for many new courses, nor could they employ professors in the new subjects. Therefore the growth of scientific laboratories and chairs for subjects not in the old curriculum was slow.

There was a second and more important reason. Unlimited election was not considered wise by the conservative members of faculties and governing boards. Indeed, in the small colleges it was found best to preserve the force and vigor

of the college, by confining its attention to a somewhat narrow range of work, rather than to spread its efforts out over too wide a field; in brief, to do a few things well instead of running the risk of failure or the doing of mediocre work in many subjects.

Holding this idea firmly, and at the same time recognizing the need of a wider range of subjects, the colleges have evolved the plan of election by groups, and this plan has so fully taken hold on the college world, that now the leading large colleges are coming back to a system of more restricted election.

The principle of election is a good one. It is in essence college freedom, and freedom is our American watchword. The spirit of scholarship will not be awaked in a student unless he is free to choose, and he will never learn to govern himself until he is given a trial at it for himself.

Many good results came from the system. Many of the new courses were found to be valuable, and when well taught, came to wield a strong influence in the college community. Students with special aptitude for certain subjects found in the new departments a congenial atmosphere, and an inspiration for earnest study. It was discovered, furthermore, that these new subjects had what is commonly known as educational value, or cultural value, equal to that of the older and more established courses. It was found that things of practical importance and things alive with human interest were fit subjects for a college man to study.

Unlimited election, however, even in colleges where it had its best opportunities, was not found entirely satisfactory. There was a certain class of students who took advantage of their freedom to choose subjects that were easy for them to pass; subjects that were elementary in character and that did not call for sustained effort or require a thorough knowledge of some definite field; subjects that came at such hours during the day as not to interfere with their social or athletic activities, or require too early rising. Therefore the colleges that were the leaders of the elective idea came gradually back

to a more restricted system of election. The following regulations will go into effect at Harvard in September, 1910:

“Every student shall take at least six of his courses in some one department, or in one of the recognized fields for distinction. In the latter case, four must be in one department. Only two of the six may be courses open to Freshmen or distinctly elementary in character. II. For purposes of distribution all the courses open to undergraduates shall be divided among the following four general groups. Every student shall distribute at least six of his courses among the three general groups in which his chief work does not lie, and he shall take in each group not less than one course and not less than three in any two groups. He shall not count for purposes of distribution more than two courses which are also listed in the group in which his main work lies.”

The groups and branches are:

1. Language, Literature, Fine Arts, Music.
 - (a) Ancient Languages and Literatures.
 - (b) Modern Languages and Literatures.
 - (c) Fine Arts, Music.
2. Natural Sciences: (a) Physics, Chemistry, Astronomy, Engineering. (b) Biology, Physiology, Geology, Mining.
3. History, Political and Social Sciences. (a) History. (b) Politics, Economics, Sociology, Education, Anthropology.
4. Philosophy and Mathematics. (a) Philosophy. (b) Mathematics.

These are the rules. The committee constituted to enforce them was instructed in the administering these general rules for the choice of electives, to make exceptions in the rules freely in the case of earnest men who desire to change at a later time the plans made in their Freshman year, and to make liberal allowance for students who show that their courses are well distributed, even though they may not conform exactly to the rules laid down for distribution. President Lowell, in a recent address to the New England Federation of Harvard Clubs, said: “We went on the principle that in order that a man may get the utmost out of his college course, he ought to know what it is to study some one thing

until he has thoroughly grasped its principles; that he ought to study one thing until he feels at home in it; that he ought to study some one subject until he really has become, to a certain extent, profound in it. We felt also that a man ought not to graduate densely ignorant of any one of those things which ordinarily educated men around a dinner table are expected to know; that he ought to have enough information upon subjects which are current in the world today to be able to pick up more; that he ought not to be in the condition of mind of a man to whom science is absolutely a sealed book, to whom literature is unpalatable, or who cannot reason straight in a matter of philosophy or any other abstract pursuit."

For the past ten or fifteen years Guilford has been evolving a system of courses that would be best suited to the needs of her students, and that would at the same time minimize whatever of defect might be immanent in her lack of equipment in certain directions. With increased endowment and increased attendance new courses and new groups of subjects have been added, but all the time the policy of maintaining the highest efficiency of the teaching machine has been adhered to.

Thus the groups of study have grown with the growth of the college. They have been founded on the experience of actual conditions, as well as on a careful consideration of the experience of other colleges along similar lines.

Attention is called to this matter here because it is well for our friends and constituents to know just where we stand as regards the course of study offered at Guilford; to know that the course grows as the needs of the student body requires, and the elementary and high school training of the student body allows; that the college is making an honest effort to meet the demand that the state makes on her, as it does on every other college, to train up her sons and daughters to a more efficient and a more useful citizenship.

It is well also for students to consider carefully what relation their college work is to bear to their work after leaving

college. This necessitates an examination of the outline of groups of studies given in their college catalogue.

Students do not always take advantage of the outline of groups of courses presented in the annual catalogue. They would do well to become familiar with the courses offered there, and to find out just what they can select. Then they should select the group best suited to their particular needs, spending some time and thought on the choice, and not going at it carelessly or in some haphazard fashion.

Under the heading of Grouping of Studies the following appears in the catalogue number of the College Bulletin:

“The groups following are constructed in accordance with (1) the *required studies* and (2) *electives*. Besides fulfilling the requisite in *required studies* the student, in any group, must take at least three years work in a single subject, known as the *major subject*. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the Sophomore year. *Electives* entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always, that *required studies* must take precedence of *electives* in classification. The program of recitations will conform to groups as outlined.”

Then follows a list of the required subjects, that is, such courses of college grade as are required of all students for graduation. It includes one year in English Language and Literature, one year of an Ancient Language, two years of Modern Language, one year of History, one in Biblical Literature, two in Mathematics, two in Natural Sciences and a half year of Philosophy, making a total of some ten courses. The remaining six of the sixteen courses necessary for graduation may be chosen at will if they do not interfere with the arrangement of the group in which the student's major work lies. Even in the subjects required of all candidates for a degree there is some choice, especially in the case of Modern Language and the Natural Sciences.

Owing to the fact that the requirements for entrance to the Freshman class are at present rather lower than the average, it has been found best to require the same work of all Freshmen and to allow students to select their groups only at the beginning of the Sophomore year. This has its advantage as well as its disadvantage, for while it keeps the student a year longer from making his choice and getting into his chosen field, it also gives the undecided and immature student a chance to find himself in college work and college life before making his final choice, and further gives him a chance to find out from the inside what groups offered by the college will be worth his while, and he will also have the advantage of the advice of older students, or of teachers whose wisdom he thinks he can trust.

The groups offered are six: Ancient Classical, English Classical, Biblical, Physical Science, Biological Science, Mathematics. The six groups are given at the end of this article. Any one of them may be taken as an example of the arrangement. Group I. shows that a student may choose a course of study that will give him four years of Latin for instance. At the same time it will be possible for him to study Greek, or English Literature or some branch of Science to advantage. Group V. shows the required work and the electives offered to students looking forward to the degree of B. S. in Biology.

It can be seen from a little study that in these groups there is an opportunity to become proficient in one single subject, to learn to be at home in it, to become in a certain sense master of that subject. In addition to this he is enabled to gain a thorough acquaintance with the fundamental principles of an allied subject, and further to become acquainted with a certain number of other subjects which will be useful to him in various ways in his after college life. In other words, "he will have enough information upon these subjects which are current in the world to be able to pick up more" at his need.

The merits of the plan ought to appeal to every thinking student, because it gives him a number of balanced groups to select from, not leaving him at an utter loss as to what were best to choose; and, at the same time, giving him an opportunity to think seriously and decisively about his own course.

GROUP ONE—ANCIENT CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4		
History.....	4	History.....	4		
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4		
English Composition.....	1			English Composition.....	1
Elective { Greek Biblical History English Music }.....	4			Elective { Greek Biblical History English Banking Music }.....	4

JUNIOR

Greek.....	4	Greek.....	4
German.....	4	German.....	4
Chemistry or Biology {	4	Chemistry or Biology {	4
Elective { Horace Biblical History Music French }.....	4	Elective { Cicero's Tusculan Disputations Biblical History Banking Music French }.....	4

SENIOR

Greek.....	3	Greek.....	3
German.....	3	German.....	3
Psychology.....	3	Logic.....	2
Two Elective { Latin French English Science Economics History Music }.....	6 to 8	Astronomy.....	2
		Two Elective { Latin French English Science Sociology and Ethics History Music }.....	6 to 8

GROUP TWO—ENGLISH CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4
History.....	4	History.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks or Surveying or 8 weeks Methods of Teaching }	4
English Composition.....	1		
Elective { English Biblical History } Music	4		
		English Composition.....	1
		Elective { English Biblical History Banking Music }	4

JUNIOR

English.....	4	English.....	4
German.....	4	German.....	4
Chemistry or Biology	4	Chemistry or Biology	4
Elective { Horace History Biblical History Spherical Trigonometry Music French }	4	Elective { Cicero's Tusculan Disputations History Biblical History Analytic Banking Music French }	4

SENIOR

English.....	3	English.....	3
German or French	3	German or French	3
Psychology.....	3	Logic.....	2
		Astronomy.....	2
Two Elective { History Economics French German Science Mathematics Music }	6 to 8	Elective { History Sociology and Ethics French German Science Mathematics Music }	6 to 8

GROUP THREE—BIBLICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics	}	Botany	}
or		Biblical History		4
Biblical History	4	Biblical History	4

SOPHOMORE

Biblical History	}	Biblical History	}
or		Greek		4
Greek	4	Greek	4
Life of Christ and Homiletics	4	Apostolic Age and Homiletics	4
History.....	4	History.....	4
English Composition.....	1	English Composition.....	1
Elective.....	}	Elective.....	}
Greek		Greek	
Latin		Latin	
English		English	
Music	4	Banking	4
		Music	

JUNIOR

History of Christian Church.	4	History of Christian Church	4
Christian Missions—Seminar	1	(Friends History)	4
Greek.....	4	Christian Missions—Seminar	1
German.....	4	Greek.....	4
Elective.....	}	German.....	4
Prophecy		Theology of	
History		Judaism	
English		History	
Chemistry		English	
Biology	Chemistry	3	
Music	4	Biology	3
French	or	Banking	4
		Music	
		French	

SENIOR

Christian Doctrine.....	3	Homiletics.....	2
Greek.....	3	Greek.....	2
German.....	3	German.....	3
Psychology.....	3	Logic.....	2
Elective.....	}	Astronomy.....	2
French		French	
English		English	
History		Sociology	
Economics		and Ethics	
Science	3	Science	3
Music	4	Music	4

GROUP FOUR—PHYSICAL SCIENCE

FRESHMAN

Cicero	4	Virgil	4
English	4	English	4
Plane Geometry	4	Algebra	4
Physics.....	4	Botany.....	4

SOPHOMORE

Chemistry	4	Chemistry	4
Solid Geometry	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4
History	4		
English Composition.....	1		
Elective { Physics Biblical History } { Music }	4	History	4
		English Composition.....	1
		Elective { Physics Biblical History } { Banking Music }	4

JUNIOR

Physics or Chemistry }	4	Physics or Chemistry }	4
German	4	German	4
Two Elective { Chemistry Physics Biblical History }	8	Two Elective { Chemistry Physics Biblical History }	8
		Two Elective { History English Biology Music French }	
		Two Elective { Chemistry Physics Biblical History }	8
		Two Elective { History English Biology Banking Music French }	

SENIOR

Chemistry }	4	Chemistry }	4
Physics }	4	Physics }	4
German }	3	German }	3
French }	3	French }	3
Psychology	2	Logic	2
Elective { Physics Chemistry French German Biology History Economics English Music }	6 to 8	Astronomy	2
		Elective { Physics Chemistry French German Biology History Sociology and Ethics English Music }	3 or 4

GROUP FIVE—BIOLOGICAL SCIENCE

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Biology.....	4	Biology.....	4	
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4	
History.....	4			
English Composition.....	1			
Elective {	Chemistry	}	4	
	Physics			
	Biblical History			
	Livy			
Elective {	Music	}	4	
	History.....			4
	English Composition.....			1
	Elective {			Chemistry	}	4
Physics				
Biblical History				
Tacitus				
Banking				
	Music			

JUNIOR

Biology.....	4	Biology.....	4
Chemistry.....	4	Chemistry.....	4
German.....	4	German.....	4
Elective {	English	}	4
	History		
	Biblical History		
	Spherical		
	Trigonometry		
	Music		
	French		
Two Elective {	English	}	4
	History		
	Biblical		
	History		
	Analytics		
	Banking		
	Music		
	French		

SENIOR

Biology }.....	4	Biology }.....	4
Geology }.....	4	Geology }.....	4
German }.....	3	German }.....	3
French }.....	3	French }.....	3
Psychology.....	3	Logic.....	2
Two Elective {	French	}	2
	German		
	Science		
	Mathematics		
	English		
	History		
	Economics		
	Music		
Two Elective {	French	}	3
	German		
	Science		
	Mathematics		
	English		
	History		4
	Sociology		
	and Ethics		
	Music		

GROUP SIX—MATHEMATICS

FRESHMAN

Cicero	4	Virgil.....	4
English	4	English	4
Plane Geometry	4	Algebra	4
Physics.....	4	Botany.....	4

SOPHOMORE

Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks }	4
History	4		
Physics.....	4	{ Methods of Teaching }	4
English Composition.....	1		
Elective { Biblical History English	4	History	4
{ Music		Physics.....	4
		English Composition.....	1
		Elective { Biblical History English Music Banking	4

JUNIOR

Spherical Trigonometry.....	4	Analytics.....	4
Chemistry.....	4	Chemistry.....	4
German.....	4	German.....	4
Elective { Physics English History Biblical History Biology Latin Music French	4	Elective { Physics English History Biblical History Biology Latin Music Banking French	4

SENIOR

Calculus	4	Astronomy	2
German	3	German	3
French	3	French	3
Psychology	3	Logic	2
Two Elective { French German Science English History Economics Latin Music	6 to 8	Two Elective { French German Science English History Sociology and Ethics Latin Music	8

A NEW DORMITORY FOR BOYS

One observing the dormitory room for young men at Guilford at once sees what ought to be the next building to be erected, and there is no need to prove that a boys' dormitory is necessary.

The effect of the fire two years ago has been about what was to be expected, viz., the construction of two buildings in place of one: a library has been erected apart from all other buildings with every precaution possible against the occurrence of fire. The building in size, arrangement internal and external, and in location, leaves nothing to be desired. There will, of course, be a constant need of books. But even in this respect, the needs are met much better than we could have foreseen on the 13th of January, 1908.

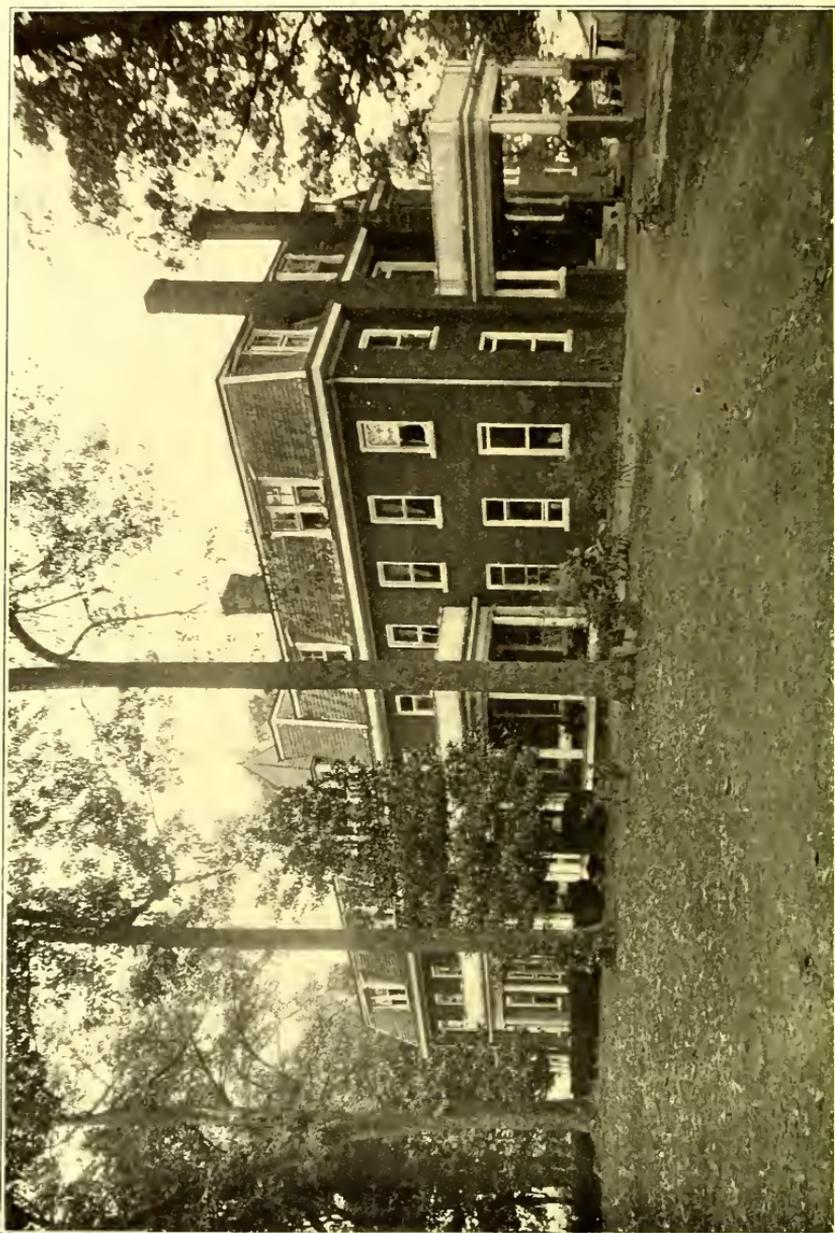
King Hall: On account of the loss of class rooms by the fire there was much difficulty to be overcome on this score; but by the use of the girls' society halls and the treasurer's office at Founders, and the domestic science rooms at New Garden, together with all the available space in Memorial Hall, including the president's office, we were able to tide over two years, at the end of which period we moved into new quarters in the rear extension of what will some time be new King Hall. In the meantime Founders has been renovated and converted into a modern residence hall for girls. This excellent piece of work was necessary both for proper accommodation of young women and as a safeguard against fire.

New Garden Hall for girls was erected in 1907, and is an up to date building, admirably planned for convenience and comfort.

All of these movements have followed the course which seemed to be imposed upon the management by necessity; and the fact of their accomplishment is a great cause of gratitude towards all who in any way have united their efforts to bring it about: the careful planning; the kindly, and helpful donations, and all the oversight and care from beginning to end.

In all of this expensive operation for the good of the college, the need of more room and better accommodation for young men has not been lost sight of, but has been carried as a constant burden with a keen desire to enter upon a course that will put upon the campus a modern building for study rooms and lodging for young men.

This building should be large enough to accommodate one hundred persons, and provided with steam heat, and every modern convenience. Such a building could be filled with young men the first year. Its location is to be fixed by our landscape architect, Mr. Manning, of Boston. There should be no delay about its erection. The cost is of course, a matter of most serious consideration. But if our friends see clearly the necessity of this building, it can hardly fail to appeal to them sufficiently to bring forth the money. Many alumni will take an interest in the new dormitory; and correspondence and suggestions are invited as to the ways and means. We should not go through another year with the present arrangements for young men. The cottages should give place to a first-class dormitory and the space where the cottages now are should be open for athletics. The whole view of the grounds will thereby be greatly improved and the comfort and sanitation of the place increased.



FOUNDERS HALL—SOUTHEAST VIEW

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER

1909 - 1910

PUBLISHED QUARTERLY AT GUILFORD COLLEGE, N. C.

1910							1911													
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	1	2	3	4	5	6	7	1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	2	3	4	5	6	7	8
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24	25	26	27	28	29	30	29	30	31	23	24	25	26	27	28	29
31	30	31
AUGUST							FEBRUARY							AUGUST						
..	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5
7	8	9	10	11	12	13	5	6	7	8	9	10	11	6	7	8	9	10	11	12
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28	29	30	31	26	27	28	27	28	29	30	31
SEPTEMBER							MARCH							SEPTEMBER						
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4	5	6	7	8	9	10	5	6	7	8	9	10	11	3	4	5	6	7	8	9
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18	19	20	21	22	23	24	19	20	21	22	23	24	25	17	18	19	20	21	22	23
25	26	27	28	29	30	..	26	27	28	29	30	31	..	24	25	26	27	28	29	30
OCTOBER							APRIL							OCTOBER						
..	1	1	1	2	3	4	5	6	7
2	3	4	5	6	7	8	2	3	4	5	6	7	8	8	9	10	11	12	13	14
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23	24	25	26	27	28	29	23	24	25	26	27	28	29	29	30	31
30	31	30
NOVEMBER							MAY							NOVEMBER						
..	..	1	2	3	4	5	..	1	2	3	4	5	6	1	2	3	4
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27	28	29	30	28	29	30	31	26	27	28	29	30
DECEMBER							JUNE							DECEMBER						
..	1	2	3	1	2	3	1	2
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18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23
25	26	27	28	29	30	31	25	26	27	28	29	30	..	24	25	26	27	28	29	30
..	31

CALENDAR

1910-1911

1910. April 23—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
May 7—Saturday, 8 p. m.,
Oratorical Contest—Philomathean Society.
May 21—Saturday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
May 28—Saturday, 8 p. m.,
Music Recital.
May 30—Monday, 8 p. m.,
Oratorical Contest—Zatasian Society.
May 31—Tuesday, 8 p. m.,
Alumni Address and Reception.
June 1—Wednesday,
Commencement Day.
-

SEVENTY-FOURTH ACADEMIC YEAR

1910. September 6—Tuesday,
Entrance Examinations, 9 a. m. and 2 p. m.
September 7—Wednesday, 9 a. m.,
Fall Term begins.
November 5—Saturday,
Midterm Examinations.
November 24—Thursday,
Thanksgiving Holiday.
December 17—Saturday, 7:30 p. m.,
Junior Orations.
December 22 to
1911. January 4, inclusive, } Christmas Vacation.
January 18 to 21—Wednesday to Saturday,
Midyear Examinations.
January 21—Saturday,
Fall Term closes and Spring Term begins.
March 25—Saturday,
Midterm Examinations.
April 17—Monday,
Easter Holiday.
May 31—Wednesday,
Commencement.

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J. S. Cox, N. C. English, C. P. Frazier

FACULTY

LEWIS LYNDON HOBBS, M. A., LL. D.,

LATIN AND PSYCHOLOGY.

B. A., Haverford College, 1876; M. A., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908.
Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JOHN EDWIN JAY, M. A.,

BIBLICAL LITERATURE.

Ph. B., Earlham College, 1895; Principal of Damascus, O., Academy, 1892-1894; Superintendent of Carthage, Ind., Joint Graded Schools, 1895-1898; Professor of Mathematics, Friends University, Wichita, Kan., 1898-1900; Professor of Biblical Literature, *ibid.*, 1900-1907; Student University of Chicago Divinity School, 1901; Vice-President of Friends University, 1905-1907; Graduate Student and M. A., Yale University, 1905-1906; Professor of Biblical Literature and Dean of Guilford College since 1907.

JAMES FRANKLIN DAVIS, M. A.,

GREEK AND GERMAN.

B. A., Haverford College, 1875; M. A., Haverford College, 1879; Graduate student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

GEORGE WILSON WHITE, B. A.,

MATHEMATICS.

B. A., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

H. LOUISA OSBORN, B. A.,

MATHEMATICS AND LATIN.

B. A., Earlham College, 1888; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Student Chautauqua, N. Y., Summer School four summers; Assistant in Latin and Mathematics, Guilford College, since 1892.

ROBERT NORTH WILSON, M. A.,

CHEMISTRY.

B. A., Haverford College, 1897; Student Summer School, Cornell University, 1899 and 1901; Student Summer School of the South, Knoxville, Tenn., 1902 and 1904; Student Graduate School, Harvard University, 1905-1906; Assistant Chemist Florida Agricultural Experiment Station, 1908-1909; Professor of Chemistry, Guilford College, since 1897.

DAVID HENLEY COUCH, B. S.,

PHYSICS.

B. S., Guilford College, 1908; Student for eighteen months in the Electrical and Steam Research Laboratories of the General Electric Company, Lynn, Mass., 1906-1908.

SAMUEL HORACE HODGIN, B. A.,

ENGLISH.

B. A., Guilford College, 1895; B. A., Haverford College, 1898; B. A., Harvard University, 1902; Professor of English Literature, Guilford College, 1898-1901; Student Cornell University, summer, 1899; Superintendent City Schools, Oxford, N. C., 1902-1903; Principal Oakwood Seminary, N. Y., 1903-1905; Professor English Literature, Guilford College, since 1906.

RAYMOND BINFORD, M. S.

BIOLOGY AND GEOLOGY.

B. S., Earlham College, 1901; M. S., University of Chicago, 1906; Student in Biology, Johns Hopkins University, 1907-1908; Student U. S. Fisheries Laboratory, Beaufort, N. C., Summer, 1908; Professor Biology and Geology, Guilford College, since 1901.

DUDLEY DEWITT CARROLL, B. A.,

HISTORY AND ECONOMICS.

B. A., Guilford College, 1907; B. A. Haverford College, 1908.

ALLAN WILSON HOBBS, B. A.,

PHYSICAL DIRECTOR AND ASSISTANT IN MATHEMATICS.

B. A., Guilford College, 1907; B. A., Haverford College, 1908.

ANNIE ELIZABETH GORDON, B. S.,

ASSISTANT IN MATHEMATICS AND ENGLISH.

B. S., Guilford College, 1908.

BERNICE VIVIAN CRAIG,

DIRECTOR OF THE DEPARTMENT OF MUSIC

Graduate of the Depauw University School of Music, Indiana, 1907; Graduate of Sherwood Music School, Chicago, 1908; in charge of the Department of Music of the University of Chattanooga, Athens and Chattanooga, Tenn., 1908-1909.

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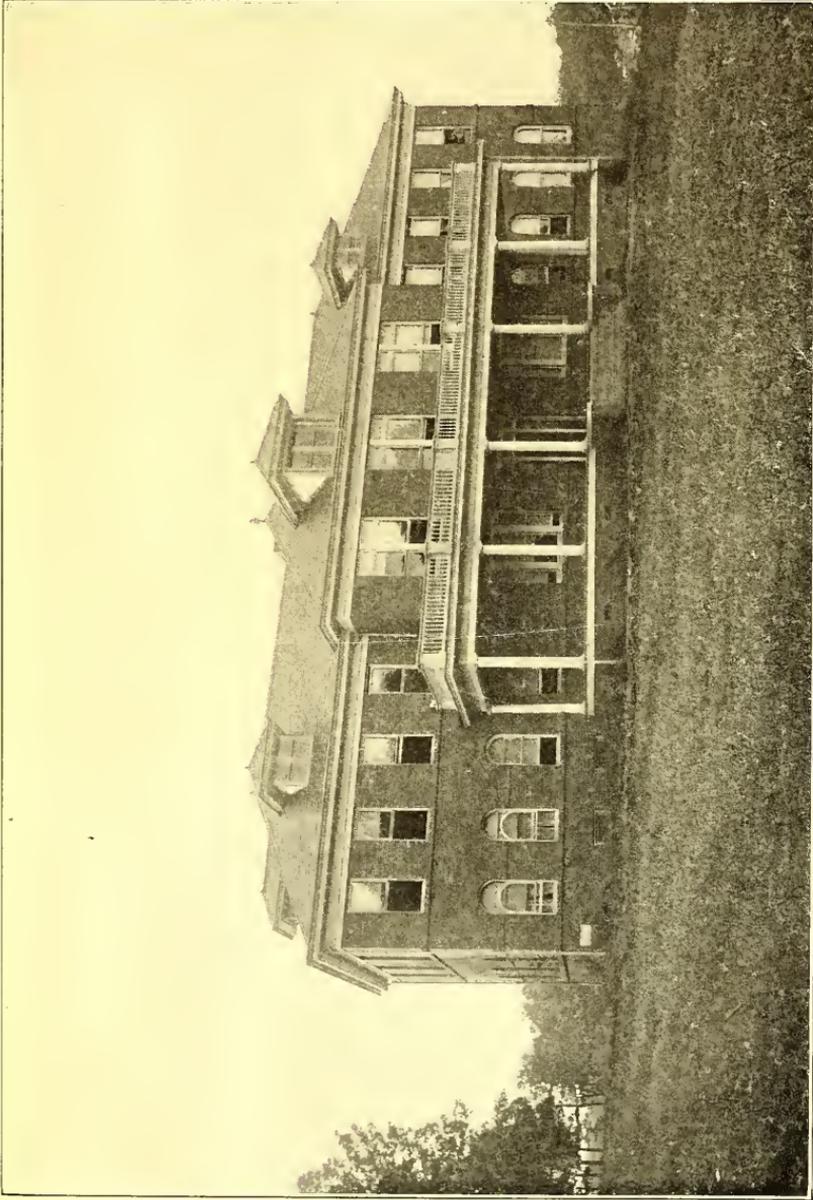
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SARAH E. BENBOW,

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 Gordon, Pearl
 Holt, William Patterson
 Ivey, Mary Esther

King, Edward Scull
 Lambeth, Mary Mafie
 Miller, Leroy
 Sawyer, John Ephraim
 Sharpe, William Henry
 Spray, Gertrude Henryanna
 Stratford, Annie Brower
 White, Mary Ricks

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 Brown, Janie Peele
 Bulla, Jennie Pumroy
 Bulla, Lillie Elliotte
 Bulla, Thomas Fletcher
 Covington, Thomas Jefferson
 Farlow, Lucy Gertrude
 Fitzgerald, Rufus Henry
 Hudson, Elvannah Lancelot
 Graves, William
 Hall, Lucille Bryan
 Howard, William Herbert

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 Otwell, Addison Grant
 Palmer, Bascom Headen, Jr.
 Raiford, Lillie Maie
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 Smithdeal, Charles Cleveland
 Snipes, Lizzie Eleanor
 Welch, William Hamilton
 Whitaker, John Clark
 White, Flora Wilson
 Winslow, Elizabeth Ann
 Winslow, John Elias
 Zachary, Alpheus Folger

SOPHOMORES

Allen, Katherine Rogers
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 Bowman, William Thomas
 Collier, Probert Smith
 Harmon, Hazel Irene
 Helms, Frances Virginia
 Hendricks, Lura
 Hine, Efrd Lavine
 Jackson, Elizabeth Henrie
 Kirk, Samuel Jones
 Lamb, Adna Prudence
 Lassiter, John Hal

Leak, Joseph Van
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 Moore, Gertrude Elizabeth
 Sawyer, Herbert Smith
 Smith, Henry Watterson
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 Taylor, Mary Anna
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 White, Mary Isabella
 Woosley, John Brooks
 Young, Ella Davis
 Young, Geno Atkinson

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Beaman, Teey Gladys	Johnson, Harris Guthrie
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Branon, Bessie Maie	Kennett, Paul Strayer
Briggs, Mary Hazel	King, Annabella
Brown, James William	Kivett, Mary Belle
Chappell, John Thomas	Lasley, Nancy Era
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Davis, James Madison	Perisho, Anna Margaret
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Flintom, Nannie Elizabeth	Perkins, John Theodore, Jr.
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Henley, Frank Russell	White, Ulysses Grant
Holton, George Ricks	Woody, Tacy Jane

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Ballinger, Eula	Benson, Charles

- Bevill, Oscar
Black, Samuel Bradshaw
Boren, Charles Kemp
Boren, William Clement
Bowman, Esther Irene
Bowman, Mana Ione
Bowman, Roy Luren
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Butler, Edmonia Vashti
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Campbell, Adeline May
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Clarke, William Edward
Clapp, Charles
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Coble, Mamie Leola
Coltrane, Mamie Gertrude
Cox, Isley Blanche
Cranford, Ernest Leonard
Cranford, Ivey Newton
Crutchfield, James Gladstone
Dawson, Maud Sadalia
Dawson, Ulela Pearle
Dick, Lucy Marshall
Doak, Charles Glenn
Dorsett, Samuel Taylor
Doughton, Mattie Rebecca
Edwards, Samuel Millard
Edwards, Robert Lee
Edwards, Roxie Augusta
Farlow, Beatrice Beulah
Farlow, Jean Colbert
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Fox, Bertha Browning
Fox, James Tyson
Fox, Mary Willard
Frazier, Gracett
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Galdo, Alberto
Galdo, Gustavo
Garrett, Clara Ada
Garrett, Wister Cleveland
Gordon, Samuel Harvey
Gordon, William Hubbard
Grantham, George Lewis
Greeson, Verona Blanche
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Hargrove, Lelia
Harris, William Paul
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Horton, Allen Jones
Hoyos, Candido Sanchez
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Kendall, Commodore DeWitt
Knight, Nellie Veaves
Lambeth, Ione Perkins
Lane, Martha Jane
Latham, James Edwin
Leake, Charles Edgar
Leak, Verda
Lindley, Jesse Owen
Lindley, Silas Jerome
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Martin, Ross
Mastin, Philip Olin
Millikan, Roy Cecil
Mixon, Alsy Orlando
Moore, George Ernest
Morrow, Edgar
Nelson, William Hoskins
Nunn, Paul Schoolfield
Peacock, Herbert Fuller
Pegg, Mary Elizabeth

Phoenix, Rebecca Christina
Price, Henry Winfield
Reece, Ralph Miles
Reynolds, Nannie Lou
Riddick, Anna Nicholson
Rose, Johnnie Mabel
Sampson, Bessie Hope
Sellars, Baxter Scales
Shore, Ernest Grady
Shore, Hellen Gozella
Smith, Bertha Vivian
Smith, Zada Emily
Stewart, Daniel Chalmers
Stewart, William Henry
Stuart, Ralph Blake

Thompson, Ralph Small
Wagoner, James Pleasant
Warner, Eugene Daniel
Watson, William Allison, Jr.
*Webster, Clyde Ferdinand
Webster, William Dampier
White, Hugh Peele
White, William Alpheus, Jr.
Whitehurst, Taylor Hudnell
Whittington, Kenneth Lavine
Wilson, Mary Inez
Winslow, Everett
Woody, Elizabeth Edith
Wrenn, Otho Garland
Zimmerman, Earl Edward

* Deceased.

GUILFORD COLLEGE

HISTORY

“New Garden Boarding School,” the name by which this institution was originally chartered, was founded by North Carolina Yearly Meeting of Friends, and was opened in the year 1837.

From the outset, equal facilities were offered to both sexes, and the school was the pioneer in co-education in the South. It is noteworthy as illustrating this fact, that, at the opening of the school, seventy-three years ago, there were present fifty students—twenty-five of each sex.

Co-education is no experiment with us. The advantages of the system to both sexes are very great in respect to intellectual development, good order in and out of school, and in respect to purity and refinement of manners.

When it was under consideration to extend the course of study, add new buildings, and increase the teaching force of the original school, it seemed only just to our students and to the public to apply to the legislature for a charter under the name of Guilford College, with authority to confer degrees. A charter was accordingly granted in 1888.

The thoroughness and breadth of our instruction—a characteristic of the school from its foundation—the superior advantages in equipments, library, museum of natural history, and the rank taken by our alumni in the various professions and fields of usefulness, have fully shown the wisdom of this advanced step in the institution’s history.

The advantages of careful training, and the healthful surroundings which are offered to young people of either sex at Guilford College, can scarcely be overstated. The farm is one of the best cultivated in the state, and the income there-

from is offered to our students in excellent milk and butter of our own production. One effect of this supply of good food is to be found in the robust health of our students.

We are sufficiently remote from Greensboro, one of the most flourishing cities in the state, to be beyond the reach of the allurements of city life, and yet near enough for all the advantages of easy communication with the outside world. Mail is received three times daily.

LOCATION

Guilford College buildings are located on a well-cultivated farm of three hundred acres, six miles west of Greensboro, Guilford County, near the railroad leading to Winston-Salem.

The elevation above sea is about one thousand feet, and the locality has long been known as one of the most healthful in the state. Great care was taken by the founders to select a neighborhood as free as possible from immoral influences. Time has proved the wisdom of their choice—the freedom of the place from allurements to idleness and vice being proverbial, and the entire surroundings being healthful and invigorating to both body and mind.

RELIGIOUS CULTURE

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purposes of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works,

or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

All students are required to attend Sabbath school.

MATERIAL EQUIPMENT

CAMPUS

The campus contains about fifteen acres, much of it being well shaded by native forest trees and well set in grass. The grounds are constantly receiving care, the roads and walks being improved in order to add to the great natural beauty of the surroundings, and to present a pleasing, restful place, congenial to study and promotive of good order and of development of character.

The income from the bequest of our benefactor, Francis T. King, is applied, in accordance with his will, to keeping King Hall in good condition, and to improving the grounds on which the buildings are located.

Besides this there is ample room for lawn tennis, base ball, and track athletics.

BUILDINGS

The attention of parents and others who are seeking the best opportunity for the education of their children and those under their charge, is called to our buildings and to other material equipments.

The institution has developed under a long course of wise management, based on careful observation. Such additions

have been made in buildings, and changes in courses of study and government, as experience has proved desirable, and the generosity of friends and patrons has placed it within the power of the managers to carry out.

FOUNDERS HALL

Founders Hall, 126 x 40 feet, is arranged for the personal comfort and guardianship of young women. In it they have their study and dormitory rooms and are under the oversight of the lady principal and matron.

In this building the lady teachers and matron have their rooms. All the rooms are neatly furnished with single beds and hardwood furniture, and much care is taken to secure health, comfort and good order. Steam heat and electric light.

ARCHDALE HALL

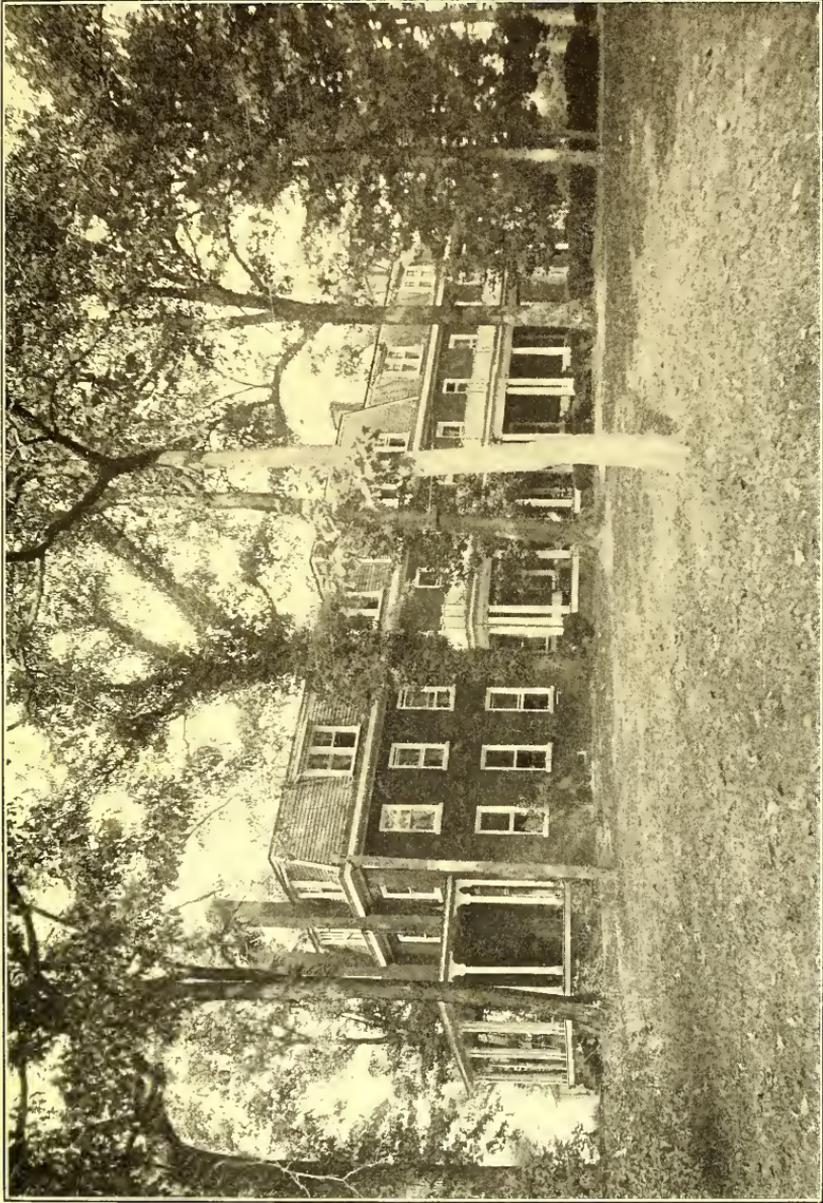
This building, named in honor of the Quaker Governor, John Archdale, of colonial times, was erected in 1885. It is a substantial brick building, 91 x 42 feet, two stories high, and contains twenty-six rooms for young men, a teacher's room and bath rooms, and is lighted with electricity.

The professor in charge of this building takes great care to make all young men lodged there comfortable, giving much time to their assistance in and out of school hours.

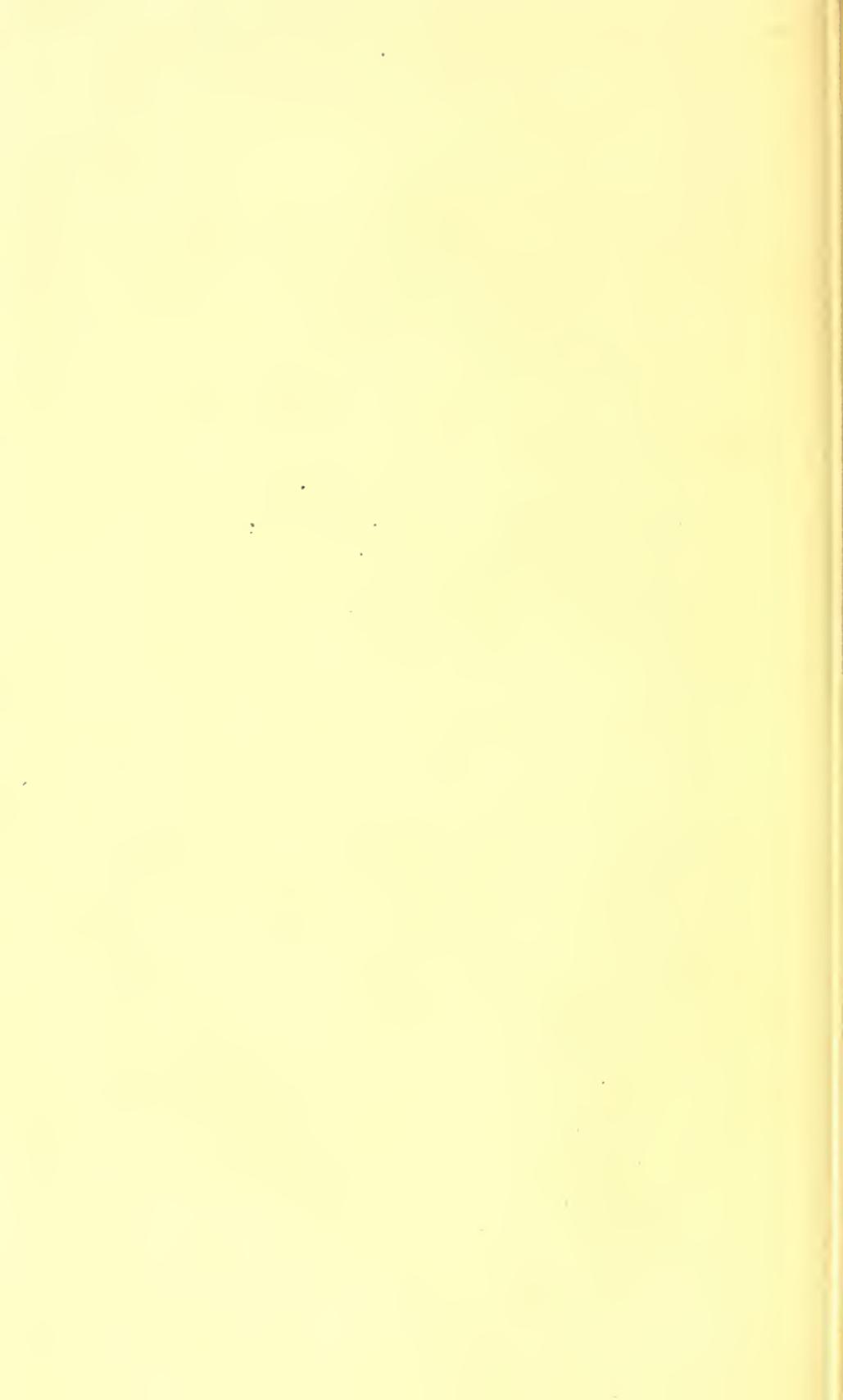
Students take their meals together at Founders Hall, in company with and under the oversight of several members of the faculty.

MEMORIAL HALL

Memorial Hall, 110 x 60 feet, two stories, donated by our friends and former students, B. N. and J. B. Duke, and named in honor of their sister, gives excellent accommodation for the chemical and biological laboratories, together with class rooms for the science department and rooms for the museum, the President's office, and the auditorium.



FOUNDERS HALL—SOUTHWEST VIEW



Y. M. C. A. HALL

This building contains a suitable room for Y. M. C. A. meetings and ten dormitory rooms for young men.

NEW GARDEN HALL

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and are willing to help themselves by lessening the expense of living.

New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms, one for a nursery and one for a nurse, and living rooms for a matron, and a reception room, all well furnished, supplied with water and lighted by electricity.

GYMNASIUM

Situated on the campus, also, is a large gymnasium, a well lighted and airy room, 50 x 75 feet, with gallery. It is supplied with apparatus, and is much used for athletic training.

WATER AND ELECTRIC LIGHTS

The college is equipped with a power-house, containing an 80-horsepower engine and 100-horsepower boiler. This furnishes power for electricity with which all the buildings on the campus are lighted, and also runs the electric pump at the well. Our water supply is a never-failing spring, yielding about 12,000 gallons per day. An abundance of good pure water, an excellent system of electric lights, and a safe sewerage system make the sanitary conditions unexcelled.

THE COTTAGES

The college owns and equips four cottages for boys, where they may board in the club system as explained elsewhere in this catalogue.

THE LIBRARY

The new library building was completed in December of 1909, and is in every respect suited to our needs. The reading room is large, well lighted and attractive. The stack room is fireproof; and so is the vault made for the safe keeping of records and documents.

THE MUSEUM

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals, containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mound Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archæological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of bird's eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than thirty species of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the college, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

REQUIREMENTS FOR ADMISSION

All students must furnish evidence of good moral character, and students coming from other schools or colleges must furnish certificates of dismissal in good standing.

Unless admitted on certificate, every student desiring to enter the freshman class will be examined on the subjects here set forth:

I. MATHEMATICS.—Higher arithmetic, including commercial forms and mensuration.

Algebra, as much as is included in any good high school algebra.

II. ENGLISH.—(a) English grammar and composition. (b) American literature. (c) Candidates for the freshman class are expected to give evidence of a general knowledge of the subject matter and the authors of the following books:

To be studied: Milton's *Minor Poems*, Coleridge's *Ancient Mariner*, Shakspeare's *Julius Caesar*, Washington's *Farewell Address*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Milton*.

To be read: George Eliot's *Silas Marner*, Goldsmith's *Vicar of Wakefield*, Scott's *Lady of the Lake*, Tennyson's *The Princess*, Hawthorne's *House of Seven Gables*, Addison's *Roger DeCoverly Papers*.

No student will be admitted to the freshman class who is deficient in reading, spelling, punctuation, the use of capitals, and the division of paragraphs.

III. LATIN.—As much as is contained in any good First Latin book and four books of Cæsar, together with exercises in Latin prose composition.

IV. HISTORY.—American history as is given in any good high school text-book, such as Fiske's. The Eastern Nations, Greek and Roman history to the time of Charlemagne.

V. SCIENCE.—Physiology, including anatomy and hygiene, geography, both political and physical, as is contained in good text-books on these subjects.

Students wishing to be admitted to Guilford College with credit for previous work are requested to have the principal or superintendent of the school in which the work was done, fill out a blank similar to the following. Separate blanks will be furnished on application. Such certificates will be accepted only from well-accredited high schools, and for preparatory work only.

In the fall of 1911 Plane Geometry, Cicero's Orations against Catiline, four books of Virgil and Elementary Physics will be among the entrance requirements. This change in entrance requirements will open the way for some additional work in all the courses and thereby raise the standard for graduation.

FORM OF CERTIFICATE

SUBJECTS	WEEKS OR YEARS	TEXT-BOOK	GRADE
Arithmetic
Algebra
Common School Geography
Physical Geography
English Grammar
Composition
English Literature
United States History
Ancient History
Latin
Physiology
.....
.....
.....

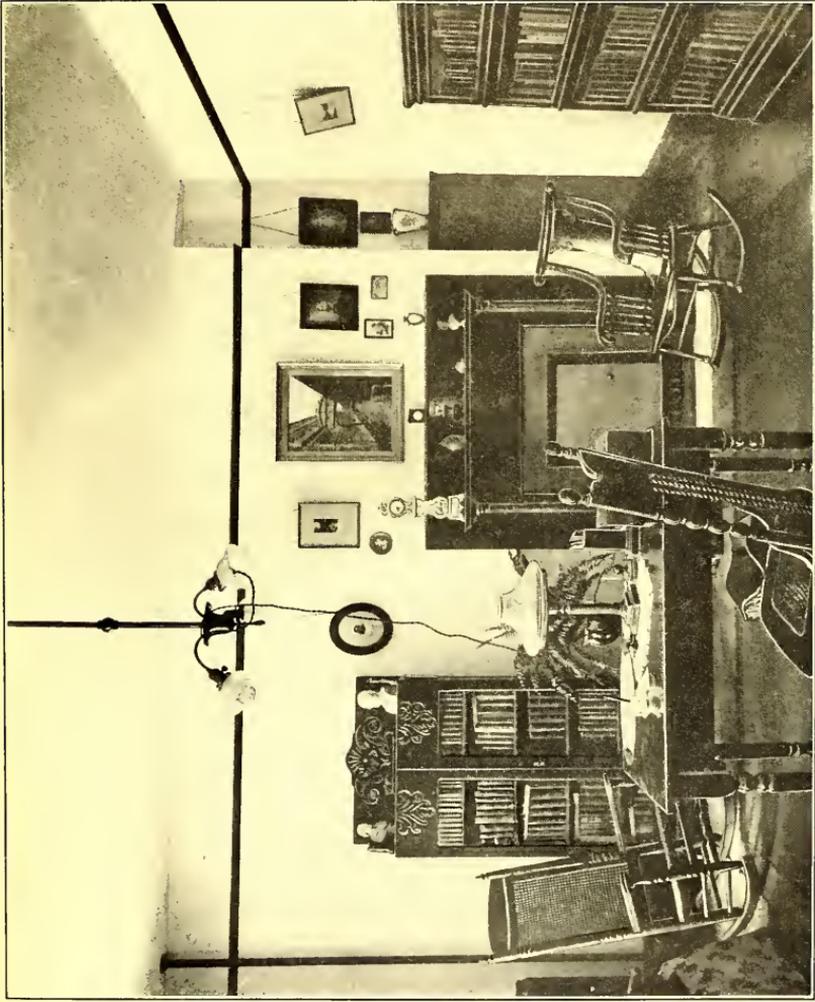
The above is a correct statement of work done by.....
in our school.

.....Superintendent,

Date School.

Students not having certificates will be examined on all studies for which they expect credits.

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.



TEACHER'S ROOM

THE GROUPING OF THE STUDIES

The groups following are constructed in accordance with (1) the *required studies* and (2) *electives*. Besides fulfilling the requisite in *required studies* the student, in any group, must take at least three years work in a single subject, known as the *major subject*. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. *Electives* entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always that *required studies* must take precedence of *electives* in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the sophomore or the junior year or part in each year.

Piano music and the course in banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

The courses are evaluated by the *term hour*, which equals one recitation hour a week for a term (half year).

STUDIES REQUIRED OF ALL COLLEGE STUDENTS

English Language and Literature, one year.....	8 hours
English Composition, one year	2 hours
Ancient Language, one year	8 hours
Modern Language, two years	16 hours
History, one year	8 hours
Mathematics, two years	16 hours
Natural Science, two years	16 hours
Philosophy (Psychology and Logic)	4 hours
Biblical Literature, one year	8 hours

HOURS REQUISITE FOR GRADUATION

In each of the six groups of studies the requisite *hours* for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

GROUP ONE—ANCIENT CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4
History.....	4	History.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4
English Composition.....	1		
Elective { Greek Biblical History English Music }	4		
		English Composition.....	1
		Elective { Greek Biblical History English Banking Music }	4

JUNIOR

Greek.....	4	Greek.....	4
German.....	4	German.....	4
Chemistry { or Biology }	4	Chemistry { or Biology }	4
Elective { Horace Biblical History Music French }	4	Elective { Cicero's Tuscu- lan Disputations Biblical History Banking Music French }	4

SENIOR

Greek.....	3	Greek.....	3
German.....	3	German.....	3
Psychology.....	3	Logic.....	2
Two Elective { Latin French English Economics History Music }	6 to 8	Astronomy.....	2
		Two Elective { Latin French English Science Sociology and Ethics History Music }	6 to 8

GROUP TWO—ENGLISH CLASSICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics.....	4	Botany.....	4

SOPHOMORE

Livy.....	4	Tacitus.....	4
History.....	4	History.....	4
Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4
English Composition.....	1		
Elective { English Biblical History } { Music }	4	English Composition.....	1
		Elective { English Biblical History } { Banking Music }	4

JUNIOR

English.....	4	English.....	4
German.....	4	German.....	4
Chemistry } or } Biology }.....	4	Chemistry } or } Biology }.....	4
Elective { Horace History Biblical History } { Spherical Trigonometry } { Music French }		4	

SENIOR

English.....	3	English.....	3
German } or } French }.....	3	German } or } French }.....	3
Psychology.....		3		Logic.....	2
Two Elective { History Economics } { French } { German } { Science } { Mathematics } { Music }	6 to 8	Astronomy.....	2
			Elective { History Sociology and Ethics } { French } { German } { Science } { Mathematics } { Music }	6 to 8

GROUP THREE—BIBLICAL

FRESHMAN

Cicero.....	4	Virgil.....	4
English.....	4	English.....	4
Plane Geometry.....	4	Algebra.....	4
Physics	}	Botany	}
or		Biblical History	
Biblical History	4	Biblical History	4

SOPHOMORE

Biblical History	}	Biblical History	}		
or		or			
Greek	4	Greek	4		
Life of Christ and Homiletics	4	Apostolic Age and Homiletics	4		
History.....	4	History.....	4		
English Composition.....	1	English Composition.....	1		
Elective.....	}	Elective.....	}		
{ Greek		4		{ Greek	
{ Latin				4	{ Latin
{ English					4	{ English
{ Music	4		{ Banking		
			{ Music		

JUNIOR

History of Christian Church	4	History of Christian Church	4						
Christian Missions—Seminar	1	(Friends History)	4						
Greek.....	4	Christian Missions—Seminar	1						
German.....	4	Greek.....	4						
Elective.....	}	German.....	4						
{ Prophecy		or	}	}					
{ History					3	Theology of			
{ English							4	Judaism	
{ Chemistry									3	History
{ Biology	4										English
{ Music		or	Chemistry						
{ French				4	Biology				
							Banking		
								Music	
						French			

SENIOR

Christian Doctrine.....	3	Homiletics.....	2						
Greek.....	3	Greek.....	3						
German.....	3	German.....	3						
Psychology.....	3	Logic.....	2						
Elective.....	}	Astronomy.....	2						
{ French		or	}	}					
{ English					3	French			
{ History							4	English	
{ Economics									or
{ Science	4								
{ Music		4	Science						
					Music				

GROUP FOUR—PHYSICAL SCIENCE

FRESHMAN

Cicero	4	Virgil	4
English	4	English	4
Plane Geometry	4	Algebra	4
Physics.....	4	Botany	4

SOPHOMORE

Chemistry	4	Chemistry	4
Solid Geometry	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4
History	4		
English Composition.....	1		
Elective { Physics Biblical History Music }	4	History	4
		English Composition.....	1
		Elective { Physics Biblical History Banking Music }	4

JUNIOR

Physics or Chemistry }	4	Physics or Chemistry }	4
German	4	German	4
Two Elective { Chemistry Physics Biblical History History English Biology Music French }	8	Two Elective { Chemistry Physics Biblical History History English Biology Banking Music French }	8

SENIOR

Chemistry }	4	Chemistry }	4
Physics }	4	Physics }	4
German }	3	German }	3
French }	3	French }	3
Psychology	2	Logic	2
		Astronomy	2
Elective { Physics Chemistry French German Biology History Economics English Music }	6 to 8	Elective { Physics Chemistry French German Biology History Sociology and Ethics English Music }	3 or 4

GROUP SIX—MATHEMATICS

FRESHMAN

Cicero	4	Virgil.....	4
English	4	English	4
Plane Geometry	4	Algebra	4
Physics.....	4	Botany.....	4

SOPHOMORE

Solid Geometry.....	4	{ Trigonometry, 10 weeks Surveying or 8 weeks Methods of Teaching }	4
History	4		
Physics.....	4		
English Composition.....	1	History	4
Elective { Biblical History English Music }	4	Physics.....	4
		English Composition.....	1
		Elective { Biblical History English Music Banking }	4

JUNIOR

Spherical Trigonometry.....	4	Analytics.....	4
Chemistry	4	Chemistry.....	4
German	4	German	4
Elective { Physics English History Biblical History Biology Latin Music French }	4	Elective { Physics English History Biblical History Biology Latin Music Banking French }	4

SENIOR

Calculus	4	Astronomy	2
German } French }	3	German } French }	3
Two Elective { French German Science English History Economics Latin Music }	to 6 to 8	Two Elective { French German Science English History Sociology and Ethics Latin Music }	to 6 to 8

DEGREES

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group One, Two, or Three; and the degree of Bachelor of Science on any student who satisfactorily completes Group Four, Five, or Six, provided in either case said student sustains a good moral character.

DEPARTMENTS OF INSTRUCTION

LATIN LANGUAGE AND LITERATURE

I. **CICERO AND COMPOSITION.**—This course embraces the four orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered. Four hours a week. Fall term. Freshman.

II. **VIRGIL AND COMPOSITION.**—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at. Four hours a week. Spring term. Freshman.

III. **LIVY.**—Two books of Livy are read in this course. Rapid reading and sight reading on easy passages are employed as tests. Points on history and syntax are emphasized. Four hours a week. Fall term. Sophomore.

IV. **TACITUS.**—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Sophomore.

V. **HORACE.**—Many of the Odes, some of the Satires and Epistles, and the *Ars Poetica* constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

VI. CICERO'S TUSCULAN DISPUTATIONS.—This course is given as a study in Roman philosophy. Especial emphasis is given to philosophical thought as expressed in this treatise, technical meaning of words, and a thorough drill in syntax. Four hours a week. Spring term. Junior.

VII. The principal Satires of Juvenal; selections from Lucretius; Terence, Adelphoe; Plautus, Mostrellaria; selections from the Roman elegiac poets. Translation at sight. Three hours a week. Senior.

The work under VII. is elective in the senior year in Group One.

THE GREEK LANGUAGE

I. The first term of the sophomore year is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's Anabasis are read.

II. In the junior year, the third book of the Anabasis, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's Iliad.

III. During the first term of the senior year Plato's Apology, Crito, and Thucydides are read. The last term is given to New Testament Greek.

Although it will be observed from our courses of study that Greek is not begun before the sophomore year, it is the aim of the courses to give those who take it a fairly liberal acquaintance with the Greek language.

To accomplish this and in some measure to compensate for the apparent lateness of beginning Greek, an average of four recitations a week is required for the rest of the course. It is also found that students beginning Greek at this point of their course, by being more mature, and by having the advantage of two or three years' previous study of Latin, make much more rapid progress than if they were to begin it at the



LIBRARY

usual time of beginning Latin. By making each lesson a practical illustration of derivation, etymology, and syntax, and by reading a great variety of selections, a large vocabulary and practical acquaintance with the language is acquired.

GERMAN

Our course in German extends through two years. In that time, students can obtain a good knowledge of the German language, and acquire facility in speaking it.

FRENCH

One year of French is required in Groups Four, Five and Six, and is elective in Groups One, Two and Three. Forms, reading, dictation, translation into French, and sight translation.

ENGLISH

Ia. RHETORIC, COMPOSITION, AND LITERATURE.—This course furnishes instruction in both composition and literature. The work for the term consists of the study of some standard text on rhetoric, the reading and careful analysis of selections from the best English and American prose writers, and twice a week themes which are discussed in personal conference between the writers and the instructor. In addition to the above, each member of the class must also choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week.

Ib. In the second half year is given a general course in literature from Chaucer to the present time. Readings in class, outside readings, lectures, and reports. Four hours a week.

IIa. ELIZABETHAN LITERATURE.—This course is intended to acquaint the student with the literature of the age of Elizabeth. A reading of the playwrights immediately preceding

Shakspeare, a study of Elizabethan society and play houses, and a few of Shakspeare's plays. Elective. Three hours a week, first term.

*I**b**.* This course is a continuation of *IIa*. Most of the time is devoted to the study and analysis of half a dozen of Shakspeare's plays. Other plays are read less critically outside the class. Elective. Three hours a week, second term.

**IIIa*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the nineteenth century masters of prose, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

**IIIb*. NINETEENTH CENTURY POETRY.—The second half year representative selections from nineteenth century poets are studied. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

IVa. EIGHTEENTH CENTURY PROSE.—This course is a study of the prose writers of the eighteenth century. Special attention is given to subject matter and style. Elective. Three hours a week, first term.

IVb. EIGHTEENTH CENTURY POETRY.—A study of representative poets of the eighteenth century, literary movements, and standards of literary criticism. Elective. Three hours a week, second term.

V. ADVANCED COMPOSITION AND RHETORIC.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. One hour a week, throughout the year.

Students in upper classes who are deficient in English composition will be required to do special work in that subject.

No student will be graduated who has not attained a considerable degree of accuracy and skill in English prose composition.

*Not given in 1910-1911.

GUILFORD COLLEGE LITERARY CLUB

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

BIBLICAL

The Biblical department of Guilford College is organized on an equal basis with other departments of the college. Students of the college who elect Biblical subjects for their major work and complete the general requirements in other studies receive the degree of A. B.

This department, however, offers opportunities of study to students who may not wish to pursue a regular course. There are practical courses open at all times of the year which would be very beneficial to anyone who should spend even a brief residence at the college. Students of this class, not expecting a degree, may enter at any time, though it is always best to enter at the beginning of a term.

I. **BIBLICAL HISTORY.**—This is an introductory course, preparatory to further study in Biblical interpretation and exposition, intended to give the student a comprehensive knowledge of the entire Bible contents. It begins with a study of the earliest centers of civilization, and tracing the development of religion and civilization in the light of modern discovery and exploration, down to the era of the Hebrew conquest and settlement in Palestine. Each period of Hebrew and Jewish history is then studied historically down to the apostolic period of Christian history. The Biblical writings are viewed in the light of their origin and purpose. The aim of this course, aside from an acquaintance with the long and varied history of the Hebrew race, is to present clearly the course of revelation as apprehended and advocated by the inspired Biblical writers and teachers, and to incite an appreciation of the

fundamental grounds of Christian belief. Required of all college students in the sophomore or junior year. Four hours a week. One year.

II. FOUNDATIONS OF CHRISTIANITY.—An advanced course primarily on the history and teaching of Christ, but dealing also with the life and thought of the period in which the Messiah appeared. The chief feature of this course is a constructive study of the methods of Jesus as Savior. Fall term. Three hours a week.

III. THE APOSTOLIC PERIOD.—A study of the rise and progress of Christianity to the close of the first century, A. D., with an examination of the contents of the entire New Testament. Spring term. Three hours a week.

IV. HOMILETICS.—The work in Homiletics comprises two courses.

a. THE WORK OF PREACHING.—An elementary course dealing with the principles of preaching. One hour a week for a year.

b. PRACTICAL HOMILETICS.—An advanced course, embracing sermonizing and a large amount of exegetical and homiletical work in the Scriptures. Two hours a week. Spring term. Primarily for seniors.

V. PROPHECY.—Primarily an expository course on selected portions of the prophetic writings of the Old Testament. But the field and influence of prophecy in the history of Israel and the nature of true prophecy, together with the changes in the prophetic elements of various epochs, will be studied. Three hours a week. Fall term.

VI. THEOLOGY OF JUDAISM.—A course examining into the thought and belief of the Jews as exemplified in some of the later Scriptures of the Old Testament, together with some extra-canonical writings which disclose the popular feelings and hopes of Judaism anticipatory to the advent of Messiah.

VII. CHURCH HISTORY.—A history of the Christian church from the apostolic period to the present time. Four hours a week for a year, except in the last half of the spring term, three hours a week, when two hours a week will be given in Friends History.

VIII. FRIENDS HISTORY.—This course comprises an outline of the history of Friends and examines extensively the writings of Friends on the subjects of doctrine, worship, polity and Christian life. Special attention will be given to the status, problems and opportunities of Friends at the present time. This course is optional. Two hours a week. Last half of spring term.

IX. CHRISTIAN DOCTRINE.—This course discusses and examines the various doctrines and tenets of the Christian religion as usually set forth under the title of systematic theology. Three hours a week. Fall term.

X. CHRISTIAN MISSIONS.—A general history of Christian Missions, with special attention to the present fields of missionary activity. Special phases of the missionary work and the lives of great missionaries will be presented by papers and various assignments to members of the class. A seminar course. One hour a week. One year.

BIBLICAL RESEARCH SOCIETY

The Biblical Research Society is composed of members of the faculty and advanced students. The society meets bi-weekly, when papers are read and discussions held on Biblical topics.

HISTORY AND ECONOMICS

I. MEDIEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the Rise of the Papacy, Feudalism, the Crusades, the Reformation and the Rise and Development of the Modern State in Europe. Four hours a week. Fall term. Sophomore.

II. ENGLISH HISTORY.—The political and constitutional development of England from the earliest period to the present time. Special attention will be given to the State, the English Church, the Puritan Movement, and the Colonial System. Four hours a week. Spring term. Sophomore.

III. AMERICAN HISTORY.—This is a course in civics from the historical standpoint, and is intended to show our political development, our historical development, and the actual workings of our government, showing the growth of nationality and democracy, and our special American problems. It is introductory to economics. Four hours a week. Fall term. Junior.

IV. CONSTITUTIONAL HISTORY.—The nature and origin of the state will be traced, together with the development of the modern state, especially England. Careful attention will be given to the legislative, administrative, and judicial functions of the modern nations. Four hours a week. Spring term. Junior.

V. ECONOMICS.—This is a general introduction to the principles of political economy. The subject is taken up historically, with special reference to American current problems. Three hours a week. Fall term. Senior.

VI. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Three hours a week. Spring term. Senior.

PHILOSOPHY

I. PSYCHOLOGY.—A course in general psychology, seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. ETHICS.—In this course the trend of Christian ethics will be considered historically, and an attempt is made to

find a fundamental basis of moral conduct. Four hours a week. Last half of spring term. Senior.

III. LOGIC.—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

IV. METHODS OF TEACHING.—A practical study of the psychology and methods involved in the teaching of the common school subjects. Last eight weeks. Spring term. Elective.

MATHEMATICS AND ASTRONOMY

Ia. PLANE GEOMETRY.—The first half of the freshman year is spent in the study of plane geometry. Besides the demonstrations of the theorems, the student is required to apply the principles learned in the solution of the original propositions and problems.

Ib. COLLEGE ALGEBRA.—The mathematics of the second term of the freshman year consists of a review of radicals and quadratics, graphs, theory of exponents, binomial theorem, ratio, progressions, and logarithms.

Ia. SOLID GEOMETRY.—Including properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids, of cylinders, cones, and spheres, of spherical triangles, and the measurements of surfaces and solids. Prerequisite, Ia, Ib.

Ib. TRIGONOMETRY AND SURVEYING.—Including the definitions and relations of the six trigonometrical functions as ratios, proof of important formulae, theory of logarithms and use of tables, solution of right and oblique plane triangles, measurements, computing areas, plotting, establishment of magnetic and true meridians. The surveying class supply themselves with all drawing instruments necessary for practical work. Care is taken to see that every member of the

class has a working knowledge of the surveyor's transit and architect's level. Surveying is elective with Methods of Teaching the last eight weeks of the spring term of the sophomore year.

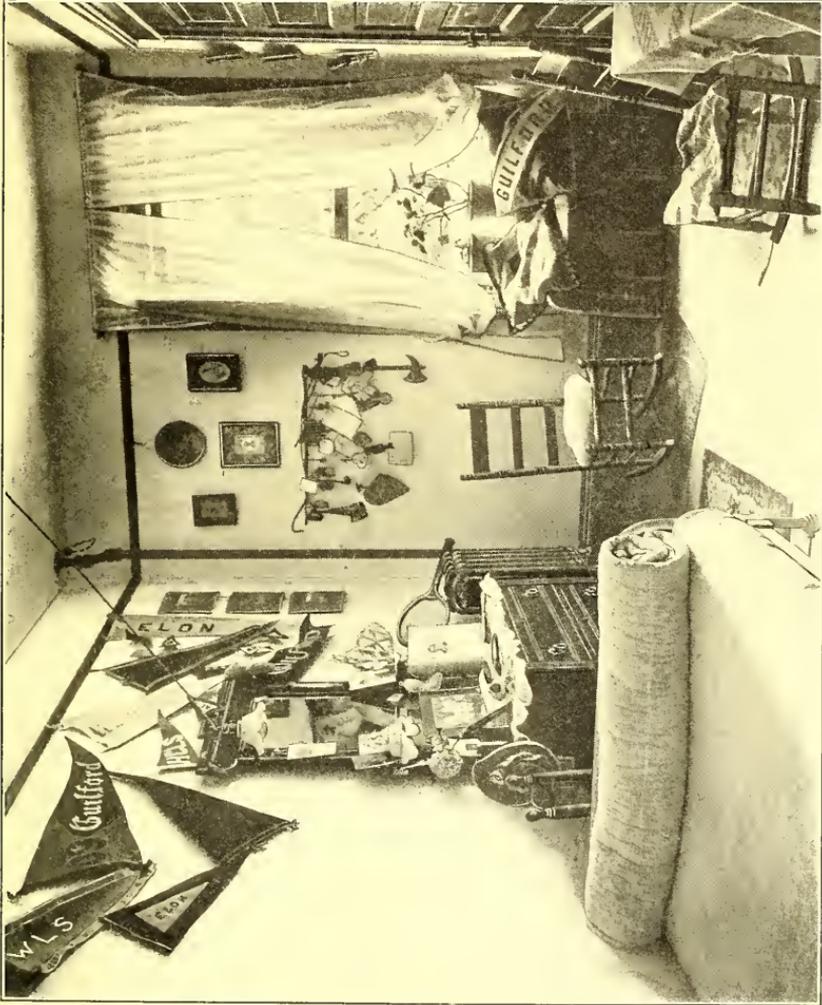
All students who elect surveying are required to do regular field work. Sophomore year. Pre-requisite, *Ia, Ib*. (Text-book, Wells' Plane Trigonometry.) Reference, Raymond's Plane Surveying and Carhart's Plane Surveying.

IIIa. SPHERICAL TRIGONOMETRY AND NAUTICAL ASTRONOMY.—The development of formulæ for the solution of spherical triangles, solution of right and oblique spherical triangles, application to problems in navigation and geodetic surveys, astronomical instruments and celestial mechanics. Pre-requisite, *Ia, Ib*. Practical work in navigation and nautical astronomy by use of nautical almanac, mariner's compass and sextant. (Text-book, Spherical Trigonometry, by Wells.)

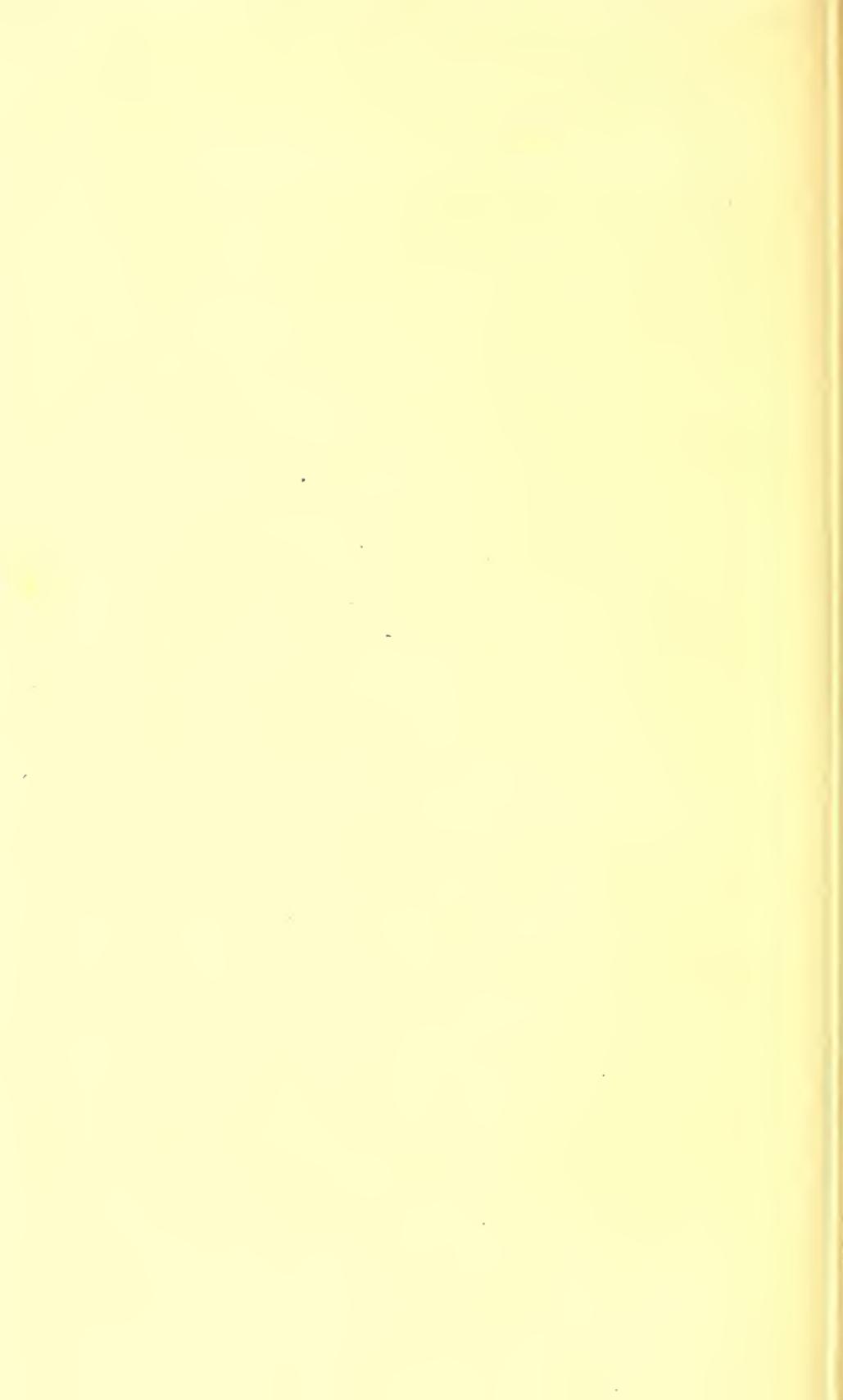
IIIb. ANALYTICAL GEOMETRY.—A course in analytical geometry of the line, circle, and conics. The preparation required is mathematics, *Ia, Ib, IIa, Ib*. The aim of the instruction is to make clear the principles underlying the application of algebraic analysis to geometry and prepare the student for further study of analytical geometry and higher mathematics. (Text-book, Nichol's Analytical Geometry.)

IV. CALCULUS.—An elementary course. The preparation required is higher algebra, plane trigonometry, and analytical geometry. The course will serve as an introduction to the more thorough study of calculus. The aim of the instruction is to make clear the fundamental ideas involved in the study of functions by applications to simple problems in geometry and mechanics.

V. Descriptive astronomy is required of all students in the senior year, spring term. This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who



STUDENT'S ROOM



aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae, etc.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supplement their work with interesting observations and graphs of such observations as are required. Pre-requisite, II*b*. (Text-book, Young's Astronomy.)

BIOLOGY AND GEOLOGY

BOTANY.—A course in botany is required of all freshmen in the spring term. The aim of the work is to give a thorough knowledge of the structure, use, and modifications of the various parts of common plants, and to give some idea of the plant societies and the struggle for existence. The lectures and recitations are accompanied by laboratory and field work, which requires the careful keeping of a note book. Each student is also required to prepare a herbarium of twenty-five mounted specimens of wild plants.

I. GENERAL BIOLOGY.—This is a course introductory to the general subject of biology. It consists of lectures, text-book and laboratory work.

The fall term is given to a general study of the biology and morphology of the plant kingdom. In the laboratory the students learn the simple methods of preparing and studying microscopic slides.

The spring term is given to the study of invertebrate zoology and simple animal tissues. The purpose of the study is so to familiarize the student with the structure and comparative anatomy of the lower animals that he may clearly understand some of the laws of development, specialization, and adaptation in the animal kingdom. Four hours a week. Sophomore year.

II. VERTEBRATE ZOOLOGY, OSTEOLOGY AND EMBRYOLOGY.—This course begins with the study of the lowest cordata and the amphioxus. Then types of the vertebrates and the comparative osteology of the mammals are taken up. This is followed with a study of the embryology of the chick, in which stages of embryological development are carefully traced. This course alternates with Course III. Four hours a week.

III. THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS.—In this course a careful study is made of the morphology of one or two of the four groups of the plant kingdom. This is followed by a study of plant physiology. This course alternates with Course II. Four hours a week.

IV. GEOLOGY.—Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils, in the laboratory. Four hours a week.

THE BIOLOGICAL LABORATORY

The biological laboratory is a well lighted room in Memorial Hall. It is 19 x 30 feet and is provided with desk-room and lockers for twenty-two students working at a time. It is supplied with water and large sink, part of which can be used for an aquarium. There are also some small glass aquaria and dishes in which to keep material. The laboratory is provided with eleven compound microscopes, eight dissecting microscopes, a rocking microtome, a sliding microtome, a large paraffin imbedding oven, dissecting tools and pans, various re-agents, and stains and staining jars. The department has a college bench lantern with arc light and with attachments for reflection of opaque objects and the projection of microscopic slides. There are at hand for illustrating the various subjects taught, 150 lantern slides and 800 microscopic slides. This collection is constantly growing. The museum, which is a very valuable one, is open for the use of the department.

CHEMISTRY

I. GENERAL CHEMISTRY.—This course comprises a study of the principal elements, their simple compounds, chemical theory, nomenclature, equations, and an introduction to the compounds of carbon. Instruction is given by means of recitations, lectures, excursions and laboratory work. Four hours. Sophomore year.

II. QUALITATIVE ANALYSIS.—The work in this course includes the separation of bases, the detection of acids, the analysis of simple inorganic salts, mixed salts, oxides and the more common organic compounds. Requisite, Course I. Four hours. First half year.

III. QUANTITATIVE ANALYSIS.—In this course, analysis of pure salts is made by the use of both gravimetric and volumetric methods. Complete analysis of samples of limestone, dolomite, clays, iron, copper, and zinc ores is required. Requisite, Courses I. and II. Four hours. Second half year.

IV. ORGANIC.—A first year course in the chemistry of carbon. Recitations, lectures, organic analysis and preparations. Requisite, I. Four hours.

V. ADVANCED ANALYSIS.—Students who have done creditable work in Courses I., II., and III., and whose program of work will permit, may, on consultation, take up the examination of water, urine, fertilizers, ores, etc. Four hours.

Two hours and a half of laboratory work are considered the equivalent of each recitation hour.

Students at the beginning of each term will deposit with the Treasurer \$5.00 to cover the regular term fee of \$4.00 and breakage. Any surplus will be returned to the student at the end of the term.

THE CHEMICAL LABORATORY

The department is equipped with water, gas, electric current, balances, and all apparatus necessary to carry on the

courses outlined. It has at its disposal an excellent spectrometer, microscopes, and the projection lantern of the biology department. The college museum furnishes an excellent line of rocks and minerals for illustration, and the department itself has a steadily growing exhibit of chemical and industrial products for use with its courses.

PHYSICS

The physics laboratory is in the basement of new King Hall. The room is 24 x 70 feet and is well equipped for the following courses:

I. An elementary general course, including text-book and laboratory work, presented from the practical and the commercial point of view rather than the technical. Laboratory fee, \$2.00. Four hours a week. Fall term. Freshman year.

II. An elementary general course, including text-book work, individual laboratory measurements, lecture experiments, collateral reading and mathematical work, making use of algebra and plane geometry. Four hours a week the entire year. Elective. Millikan and Gale's text and manual. Laboratory fee, \$3.00 a term.

III. A laboratory course of exact measurement in mechanics, molecular physics and heat, seeking to establish an immediate and vital connection between theory and experiment. This course includes a study of uniformly accelerated motion; the relation of force and matter; composition and resolution of forces; principle of work; energy and efficiency; the laws of impact; Hooke's Law and Young's Modulus; moment of inertia; simple harmonic motion; determination of "g"; law of centripetal force; Boyle's Law; temperature measurement; Avagadro's Law; hygrometry; Archimede's Principle; capillarity, calorimetry and expansion. Prerequisites: Course II., plane trigonometry, and the elements of graphing. Four hours a week. Fall term. Elective.

Text, Millikan's Mechanics, Molecular Physics and Heat. Laboratory fee, \$5.00.

IV. A laboratory course of exact measurement in Electricity, Light and Sound. This course includes a study of electric and magnetic fields; constants of earth's field; strength of current by means of tangent galvanometer and copper and silver voltameter; calibration of a voltameter; laws of series and parallel connections; temperature coefficient of resistance; constant for moving coil galvanometer; measurement of quantity and capacity; E. M. F. and internal resistance of a Daniel cell; E. M. F. curve of an ideal dynamo; determination of "H." by means of the earth inductor; angle of dip; coefficient of self-induction of a coil; curve of magnetization and hysteresis loop; distribution of magnetism in a bar magnet; velocity of sound in air; overtones in open and closed pipes; velocity of compressional waves in steel; wave length of a tone; wave length of light; index of refraction; angle of minimum deviation; efficiency curve of an incandescent lamp. Pre-requisites: Plane trigonometry and the elements of graphing. Four hours a week. Spring term. Elective. Laboratory fee, \$5.00.

THE JOSEPH MOORE SCIENCE CLUB

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who may wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

BOOKKEEPING

Bookkeeping is taught in the spring term, second year, preparatory course, and includes a systematic study of business forms and accounts. The commercial papers, such as orders, receipts, notes, bills, statements, checks, drafts, etc., are written and used by the student—the same as is done in

actual business. A sufficient number of full sets of books in double-entry bookkeeping are given to enable a faithful student to become a good bookkeeper. The class, also, have careful study and practice in writing forms of business documents. Class drill in business arithmetic supplements the work.

Practical banking in connection with bookkeeping is elective in the spring term of the sophomore and the junior years. Three recitations a week.

DEPARTMENT OF MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

COURSE I.

Pianoforte, Theory, History of Music, equivalent of High School course, German, English Literature, History.

COURSE II.

Voice Culture, Pianoforte (through the Intermediate grade), Theory, History of Music, equivalent of High School course, French, German, Italian.

PIANOFORTE

Three grades: Elementary, Intermediate, Advanced. Special attention will be given to correct pedalling, forming and strengthening the hands and fingers, and to acquiring control over the body and mind during performance.

ELEMENTARY GRADE

Studies: Kühner, Löschhorn, Streabbog, Gurlett, Hannah Smith, Concone, Lambert, Burgmüller and others.

Duets: Crosby-Adams, Löw and others.

Pieces: Suitable pieces will be selected with a view to the most rapid advancement of the pupil.

Memory work.

INTERMEDIATE GRADE

Scales: Their structure and execution. Key relationships. Arpeggios in all keys.

Studies: Czerny, Op. 299, Czerny's Legato and Staccato, Bach's "Little Preludes" and Inventions, Löw Octave Studies, Op. 281, Tapper's Graded Studies, Schmidt Finger Exercises.

Duets, trios, quartettes and two piano pieces by representative composers.

Pieces: Mendelssohn, Jensen, Godard, Grieg, Chaminade, Mozart, Kroeger, Sonatas of Mozart and Haydn.

Memory work.

ADVANCED GRADE

Technical work of preceding grades at a more rapid tempo.

Studies: Cramer, Moscheles, Bach's Well-Tempered Clavichord, Kullak's Seven Octave Studies, Chopin's Etudes.

Pieces: Henselt, Liszt, Moszkowski, MacDowell, Chopin, Raff, Schumann, Beethoven Sonatas.

Concerti: Beethoven, Mendelssohn, Liszt, Grieg, Mozart and others.

Instruction in any branch of music, including use of piano for practice, is charged extra at the rate of \$20 per term—two lessons per week.

Students entering the class in music at the beginning of the term will be charged the full rates for the term whether the whole number of lessons is taken or not, except in case of protracted sickness.

VOCAL

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio: Studies selected from Concone, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Schubert, Schumann, Franz, Grieg.

French, German and Italian songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

HARMONY

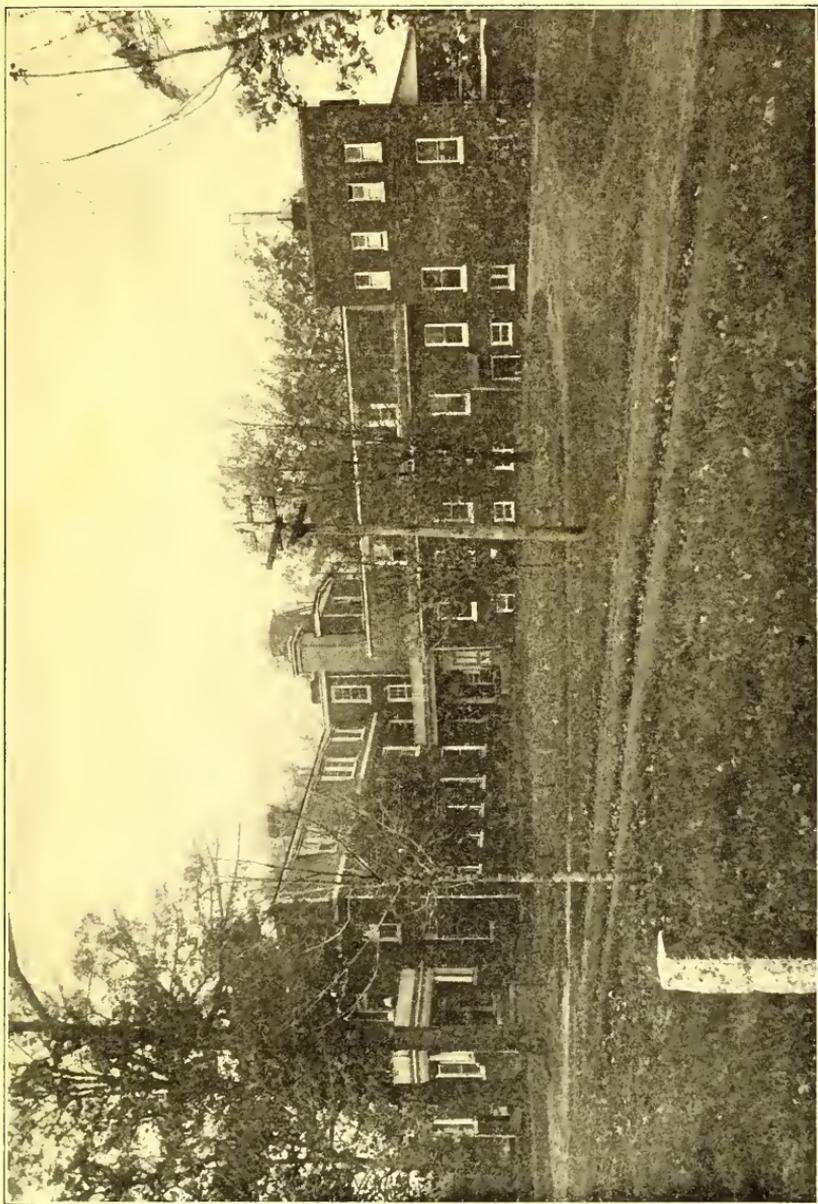
The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, i. e., the natural tendencies in harmonic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing-Chords, Harmonizing Melodies. Text-book, Emery's Elements of Harmony.



FOUNDERS HALL AND KITCHEN

HISTORY OF MUSIC

Music before the twelfth century.

Development as an independent art.

Evolution of Folk-Songs: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Glück, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Van Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

FREE CLASSES

HARMONY.—This class is open to such music students as are sufficiently advanced.

SIGHT SINGING.—For those desiring to fit themselves for music teaching in schools, or for chorus singing. Text-book, Root's "Methodical Sight-Singing," Part II.

CHORUS CLASSES.—In these classes students receive training in part-singing.

RECITALS

Realizing that ease and confidence in playing for others can be acquired only by doing so, pupils' recitals will occur at regular intervals, at which pupils will perform studies and pieces in the presence of all the pupils, the numbers given being explained and analyzed.

Two public pupils' recitals will be given during each term.

Pupils will have the opportunity of hearing the best works of the different epochs performed and analyzed.

DIPLOMAS

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree will be permitted to substitute a maximum of two courses of not less than one year each, satisfactorily completed, in either the intermediate or advanced grades in music for any two electives in the regular academic courses.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM	SPRING TERM
English A. 5	English A. 5
English B. 4	English B. 4
English C. 4	English C. 4
Arithmetic 5	Arithmetic 5
Algebra 5	Algebra 5
Primary Latin 5	Primary Latin 5
Cæsar 5	Cæsar 5
U. S. History 4	U. S. History 4
Ancient History 4	Ancient History 4
Physiology 4	Physiography 4
Bible 1	Bible 1
	Bookkeeping (Elective) ... 3

PREPARATORY ENGLISH

A. The work in English for the first year in the preparatory course consists of English grammar and composition. Selections are read and studied from Irving, Longfellow, Hawthorne, Charles Lamb, and other representative English and American authors. Many short selections are memorized.

B. Pupils in the second year preparatory work in English study American literature. Pancoast's *History of Ameri-*

can Literature is used as a text, and selections are read in class from the authors whose works are made a special study. Composition and memory work throughout the year.

C. The third year in English prepares for entrance to the freshman class in college. During the year 1909-1910 Milton's *Minor Poems*, Coleridge's *Ancient Mariner*, Shakspeare's *Julius Caesar* and *Macbeth*, Washington's *Farewell Address*, Webster's *Bunker Hill Oration*, Macaulay's *Essay on Addison*, George Eliot's *Silas Marner*, Goldsmith's *Vicar of Wakefield*, Scott's *Lay of the Last Minstrel*, Tennyson's *The Princess*, Hawthorne's *House of Seven Gables*, Addison's *Roger DeCoverly Papers*, and Swift's *Gulliver's Travels* were read. Composition and memory work throughout the year.

LATIN

Two years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year, and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the text are emphasized. Five hours a week.

SCIENCE

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a general outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts

of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts, and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

HISTORY

Two years of History are required of all preparatory students.

In the first year, a simple study of the History of the United States is taken up, and an attempt is made to set before the student some of the elementary principles of government. Fiske's School History is used.

Ancient History, including Oriental, Greek and Roman, is studied in the second year and must be preceded by the course in United States History. Botsford's "Ancient History for Beginners" is the text-book that is used.

MATHEMATICS

ARITHMETIC

COURSE B.—This course includes a review of common fractions, and a careful study of decimal fractions, denominate numbers, and practical measurements.

COURSE A.—This course is designed to enable the student to acquire a practical knowledge of current business methods as well as skill in numerical calculation. The course includes a study of practical measurements, commercial discounts, gain and loss, commission and brokerage, insurance, taxes, duties and customs, interest and banking, equations and cash balance, dividends and investments, and partnership and

storage. Five hours a week. Given each term. Text-book, Moore and Miner's Practical Business Arithmetic.

ALGEBRA

COURSE B.—This course includes factoring, common divisors, common multiples, fractions, simple equations and simultaneous equations. Five hours a week. Fall and Spring terms. Text-book, Milne's High School Algebra.

COURSE A.—Elementary graphing, simultaneous equations, zero, fractional and negative exponents, surd quantities, imaginaries, quadratic equations. Five hours a week. Given each term. Text-book, Stone and Millis.

SCHOLARSHIPS

Bryn Mawr College offers yearly to the best scholar of the young women of the graduating class a scholarship of the value of four hundred dollars. The candidate is selected on the ground of excellence in scholarship, and must have been a student of Guilford at least two years.

Haverford College offers annually to the best scholar of the young men of the graduating class a scholarship of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

PRIZES

The four literary societies, the Websterian, the Henry Clay, the Philomathean and the Zatasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

PRIZE ESTABLISHED BY THE CLASS OF 1904

The Class of 1904, in memory of their esteemed member, Marvin Hardin, whose beautiful life amongst us was brought to a close in October, 1907, have endowed an annual tuition scholarship; the same to be awarded to the sophomore making the best average in the sophomore studies, said amount to be available in the spring of the senior year, and only upon the condition that the student winning the money remain at Guilford during the junior and senior years. This is to take effect at once, the first money being available in the spring of 1909.

FRESHMAN PRIZE

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best oration at a contest held near the close of the year. Besides the style of delivery, the composition and literary scholarship evinced by the writer will be considered in determining the successful contestant.

COLLEGE HONORS

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors".

Members of the Junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors".

Those members of the senior class who have received "Special Honors" in their junior year, and whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors".

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

LITERARY SOCIETIES

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young ladies. These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

COLLEGE JOURNAL

In addition to the regular literary work the societies of the college have for the past twenty-one years sustained the "GUILFORD COLLEGIAN," a journal that occupies a creditable position among college publications.

The COLLEGIAN gives its readers some insight into the student life at the college. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

PUBLIC LECTURES

Arrangements are made to have popular lectures from time to time on the literary, scientific and historical questions of the day.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

EXTRA CHARGES

(1) Students in certain science classes are charged for use of laboratory materials and instruments, plus breakage, as follows:

Chemistry, \$5.00 per term.

Biology, \$2.50 per term.

Astronomy and surveying, \$1.00 each per term.

Physiology, 50 cents per term.

Freshman physics, \$2.00 per term.

Sophomore physics, \$3.00 per term.

Advanced physics, \$5.00 per term.

Botany, \$2.00 per term.

Bookkeeping, \$10.00 per term.

(2) Meals to the sick in rooms, except in the nursery, will be charged extra.

(3) A graduation fee of \$5.00 is charged at the close of the college course.

For extra for music, see page 47.

Books and stationery are sold for cash.

I. IN COLLEGE STUDIES—See Pages 24-29

For board and tuition, fuel, lights, and laundry, each term \$97.50
 Payable in advance as follows:

September 6th	\$ 48.75
November 5th	48.75
January 21st	48.75
March 25th	48.75

These figures, \$195.00, cover all charges for comfortably furnished rooms—two students in a room, single beds—electric lights, fuel, board, use of bath rooms, laundry, use of nursery in case of sickness, library, museum, laboratories, professional service of our attending physician, M. F. Fox, M. D., and tuition in all regular courses.

Students who have washing done at home and are absent from the college each week from Friday evening to Monday morning are allowed ten dollars reduction each term.

II. IN PREPARATORY STUDIES—See Page 49

For board and tuition, fuel, lights, and laundry, each term \$91.50
 Payable in advance as follows :

September 6th	\$ 45.75
November 5th	45.75
January 21st	45.75
March 25th	45.75

III. TUITION

Tuition for college studies for year.....	\$60.00
Tuition for preparatory studies for year..	48.00

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

CLUB RATES FOR BOARD

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of TWELVE DOLLARS PER TERM for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The clubs must meet expense of splitting wood and bringing in wood and water for cook room. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed \$6.00 per month for each student. Students who avail themselves of this system live well, and have the same advantages and regulations as those who board in the college.

Girls may enter New Garden Hall on the following terms: Each agrees to perform cheerfully and satisfactorily her

allotted part of the household duties, to pay to the treasurer of the college \$12.00 per term room rent and to the Matron of New Garden Hall \$1.00 per week monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

PAYMENT OF BILLS

Payment of all bills for each term must be made in advance—one-half at the beginning and one-half at the middle of the term.

Students, when they enter at midterm, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from the college on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If any student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

Text-books are sold for cash only, and all containing returnable label are purchased at end of term at a reasonable discount.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the college all students are required to meet the Treasurer and make satisfactory arrangements for the settlement of bills, and procure a registration card.

At the beginning of the term, students are expected to observe all the regulations of the college from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observation of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are

satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are *not at liberty to withdraw* to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the college.

The fact that students board outside the college gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

Rooms in the dormitories or cottages that have been engaged by students before the beginning of a term will not be held for them after the opening day of the term, unless the payment of the full term charges be made in advance. Otherwise such students will be considered on an equal footing with those who have not been promised rooms.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted by Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2:00 p. m.

Boarders furnish the white linen and one blanket for their beds, also their own soap, towels, and table napkins. One pair of pillow cases and three single bed sheets will be needed for exchange for each boarder.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the college thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the require-

ment that all articles of apparel be plainly marked with the name of the owner in full with indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean, Professor John Edwin Jay.

Rooms in the dormitories will be under the careful daily inspection and supervision of the Matron of the College.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings beyond necessary wear and tear will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the college. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

TO PARENTS

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The college has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from college, should be made by the parent or guardian directly to the President. Parents who consult the highest interest of their children will not call them out of school without some urgent reason.

While the management of the college will cordially provide for and encourage every kind of physical training, inter-collegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the college, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or fails to co-operate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the college, his parents or guardians will be informed of the facts, and, unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the college desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in

using it elsewhere, their standing will thereby be lowered and so entered on their records.

DONATIONS AND BEQUESTS

Any friends of Guilford College wishing to make donations for Special or General Endowment or to leave any bequest to the Trustees of Guilford College, are invited to correspond with President Hobbs.

FORMS OF BEQUESTS

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be applied at the discretion of its trustees for the general purposes of said college.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college and called the.....Scholarship Fund. The interest on this fund shall be applied, at the discretion of the trustees of said college, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college as an endowment for the support of Professorship forin said college.

MEMORIAL FUNDS

- The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$1,100.00.
The Ezra Murray Meader Fund, \$1,000.00.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
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*Campbell White, B. S.	_____
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Thomas Gilbert Pearson, B. S.	Greensboro, N. C.
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Deborah White Babb, B. S.	Ivor, Va.

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Ora Jinnett Swing, A. B.	Tallahassee, Fla.
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Army	Manila, P. I.
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Newton Fernando Farlow, A. B.	Randleman, N. C.
*Pinkney Groome, A. B.	_____
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Nellie Jones Lentz, A. B.	Albemarle, N. C.
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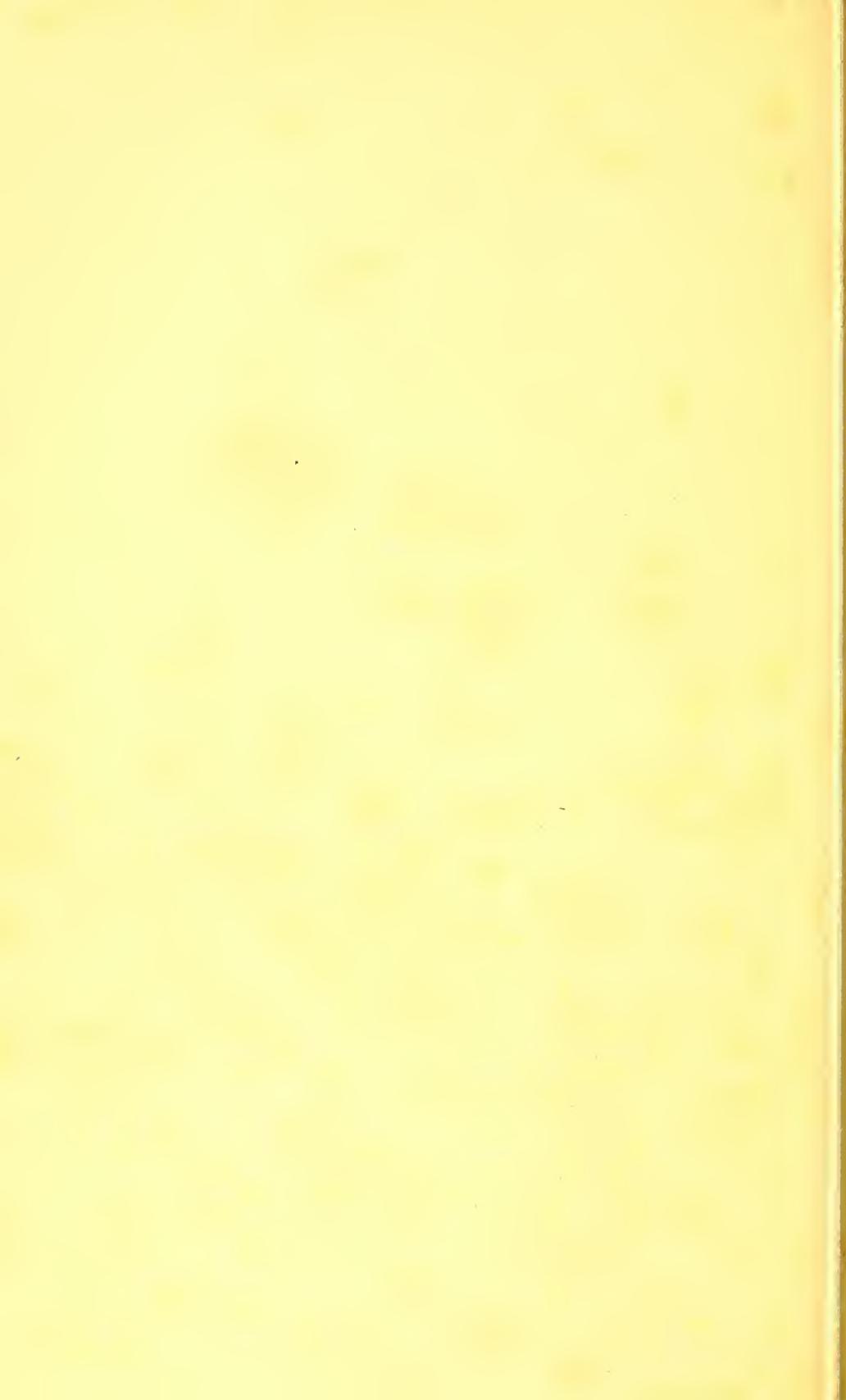
George Washington Bradshaw, B. S.	Zuni, Va.
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Mabelle Vira Raiford, B. S.	Conley, Va.
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CLASS OF '09

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Margaret Davis, A. B.	Guilford College, N. C.
Alfred Alexander Dixon, B. S.	Snow Camp, N. C.
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Norris Rush Hodgkin, A. B.	Greensboro, N. C.
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Agnes Rowena King, A. B.	Concord, N. C.
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Hugh D. White, B. S.	Guilford College, N. C.
Julian Elder White, B. S.	Raleigh, N. C.
Lucy O'Brien White, B. S.	Belvidere, N. C.
Laura Alice Woody, A. B.	Guilford College, N. C.

*Deceased.

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GREENSBORO, N. C.





DR. LEWIS LYNDON HOBBS
PRESIDENT OF GUILFORD COLLEGE 1888-

"Polished Scholar, Christian Gentleman, True Friend." Elected to honorary
membership in the Alumni Association.

Guilford College Bulletin



ALUMNI AND OLD STUDENTS' NUMBER

GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1910-1911

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Vice-President—D. Ralph ParkerHigh Point, N. C.
Secretary—Emma G. KingHigh Point, N. C.
Treasurer—A. W. HobbsGuilford College, N. C.
Registrar—Annie F. PettyGreensboro, N. C.

TRUSTEES OF LOAN FUND

Treasurer—Julia S. White, term expires 1911; David White, term expires 1912; Otis E. Mendenhall, term expires 1913.

EXECUTIVE COMMITTEE

H. A. White, Chairman, term expires 1912; L. L. White, term expires 1912; Wm. P. Henley, term expires 1911; N. Rush Hodgkin, term expires 1911; Henryanna H. White, term expires 1913; Robert E. Dalton, Jr., term expires 1913.

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RECEPTION COMMITTEE

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GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME 3 EIGHTH MONTH, 1910 No. 1

ALUMNI AND OLD STUDENTS' NUMBER

AUGUST MEETING OF ALUMNI ASSOCIATION

A meeting of the Guilford College Alumni Association was held in Memorial Hall August 8th, 1909, at 4:30 o'clock. Thirty-eight members were present.

The different committees outlined the plan of work for the year.

The Literary Committee will award prizes for various literary productions. They hope also to have an Alumni Department in The Collegian.

O. E. Mendenhall, Julia White and S. H. Hodgkin were appointed to solicit funds for the Library. S. H. Hodgkin reported that the former committee had secured cash and subscriptions to the amount of \$141.00. Robert Root sent a report saying he had seen Senator Dixon, who had promised a subscription.

The Association adjourned.

O. V. WOOSLEY, President.

ALICE CARTLAND LEWIS, Secretary pro tem.

MAY MEETING OF ALUMNI ASSOCIATION

The Guilford College Alumni Association met in Memorial Hall on the evening of May 31st, 1910, at 8:00 o'clock, President O. V. Woosley presiding.

Excellent music was furnished by the College Quartette and members of the class graduating in music.

The annual address was given by J. Waldo Woody, '01. The subject of the address was, "The Function of the Denominational College".

R. Ernest Lewis proposed the names of President and Mrs. Hobbs as honorary members of the Alumni Association, expressing the appreciation felt by everyone connected with Guilford College for the many years of faithful and loving service given by our President and his wife. As a further mark of appreciation, H. A. White, in behalf of the alumni and old students, presented to President and Mrs. Hobbs a colonial mantle to be placed in their new home which is now being built. W. T. Parker, President of the Old Students' Association, spoke further of the work done by President and Mrs. Hobbs, who both responded very delightfully.

A motion was carried that an Auditing Committee and a Membership Committee be appointed, who should report at the regular business meeting the next day.

The meeting adjourned until 2:00 o'clock the following afternoon.

O. V. WOOSLEY, President.

EMMA KING, Secretary.

King Hall, June 1.

The Association met according to adjournment, and the minutes were read and approved.

The reports of the following officers were read and approved: President, Treasurer and Registrar.

PRESIDENT'S REPORT

Ladies and Gentlemen:

I have the honor of submitting the twenty-first annual report of the President of Guilford College Alumni Association. The duties that have been looked after by your agent have been so various and diversified that he feels a delicacy in presenting them in the form of a report.

Immediately after the installation of officers last spring the work of getting out the Alumni Bulletin presented itself and was in due time despatched. Since that time conferences with fellow alumni and friends of the College, letters to officers and occasional times of real work have constituted about all this officer has done.

The approach of these commencement festivities caused renewed interest to show itself, and as a result much time has been given in assisting in the general arrangement of Alumni Day.

Your President feels much indebted to the Chairman of the Executive Committee for suggestions and instructions and to the Association in general for the honor it bestowed upon him in electing him its standard bearer for the year.

Respectfully submitted,

O. V. Woosley.

TREASURER'S REPORT, 1909-10

Received from ex-Treasurer, June, 1909.....	\$241.03	
Received back fees	10.00	
Received payment of one note	30.40	
Received from College on Bulletins	25.00	
Received from fees for present year	148.00	
Received life-membership fee from H. A. White.....	25.00	
Received life-membership fee from C. D. Benbow, Jr.	25.00	
		<hr/>
		\$504.43
Paid for prizes, 1909	\$ 20.00	
Paid for prizes, 1910	10.00	
Paid for reception, music and printing	46.85	
Paid for printing Bulletins	67.00	
Paid loans, amounting to	180.00	
Paid for flowers for funeral of Lola Stanley Moore..	5.25	
Paid for postage, stationery, etc.	37.79	
		<hr/>
	\$366.89	\$366.89
		<hr/>
Balance on hand		\$137.54

Notes on hand to the amount of \$335.00

A. W. Hobbs,

Treasurer Guilford College Alumni Association.

June 1st, 1910.

Audited and found correct.

E. J. Coltrane,

R. E. Lewis,

A. C. Lindley.

REPORT OF REGISTRAR

Your Registrar begs leave to make the following report:

Early in April of this year, blanks were sent to all of the 200 graduates of the College, with questions to be answered relating to dates of birth, matriculation in college, graduation, etc. Ninety-four replies have been received. They have come from the Atlantic to the Pacific, from Maine to Florida, and even from across the seas. The replies show that the sons and daughters of Guilford are contributing their part towards the upbuilding of mankind and to making the world better. And they breathe a spirit of happiness and contentment that is an inspiration. Three wrote letters saying: "I heartily approve what you are doing."

Many activities and occupations are represented, indicating that all are leading busy and useful lives: 56 have taken supplemental education since graduation, showing that Guilford teaches us to go on and upward and know that there is always something for us to learn.

Thus far only 40 of our members have married; we are glad to welcome all the daughters-in-law and sons-in-law into our Association and we hope they will always feel at home among us. We would urge that they come to see us oftener and catch some of Guilford's spirit.

Fifty-three have taught since graduation. Some of these have gone into other professions, but 25 are still teachers. Business has claimed 15 of our number, banking 4, law 7, and the ministry 4; 3 are still students, 3 are farmers, 2 are Y. M. C. A. secretaries, and several are scattered in various other lines of work—electrical and civil engineering, pharmacy, etc. Some are in our legislative halls, both state and national. The above statistics are based only on the 94 replies I have received, and not upon the whole 200 graduates.

From our entire number only 8 have gone to the world beyond.

Some members of every class since the first have responded to my letter. The class, the largest per cent. of whose members returned their blanks, is the class of 1899; but it has only three members,

and two have responded. The class of 1907 is the next, 10 of the 14 members promptly returned their blanks. The classes of 1889 and 1890, each having 8 members, still kept their similarity by sending 5 replies. The class of 1900 has the smallest per cent. of its members responding, while the class of 1909 is a close second with only a fraction's difference.

We hope that the members of the different classes who have so kindly responded will arouse the interest of others, and that we will soon have a complete record of every graduate. As the years go by and the changes come it is hoped that you will send any information of interest to the Registrar that your Alma Mater may follow you with interest and sympathy.

Annie F. Petty, Registrar.

The following reports of committees were read and accepted:

EXECUTIVE COMMITTEE'S REPORT

Your Executive Committee begs to make the following report of the activities during the year.

The provisions of the new constitution and by-laws have been put into effect without any very serious results.

Reports from the various officers and committees which are presented show that some thought and effort has been exercised, but that a more active work is needed if the Association is to take its place in the forefront of Guilford interests.

Alumni Bulletin No. 2 was issued in August, containing minutes and copy of the amended constitution and by-laws, etc. We feel that this annual publication is a thing to be perpetuated, for it puts us into the real life of the College. The Old Students' Association should have a part in this publication and it is the sense of the committee that the President and Secretary of the Old Students' Association be requested to use space, if they care to do so.

The following ticket was duly made and sent by the Treasurer, along with his notices for dues:

For President—D. D. Carroll, '07; C. F. Tomlinson, '93.

For Vice-President—D. R. Parker, '04; A. H. Ragan, '02.

For Secretary—Emma G. King, '01; C. Linnie Shamberger, '07.

For Registrar—Annie F. Petty, '94; Alice Woody, '09.

For Treasurer—A. W. Hobbs, '07; W. C. Hammond, '01.

Executive Committee, 3 years—Henryanna H. White, '95; Annie E. Gordon, '08.

Trustee Loan Fund, 3 years—O. E. Mendenhall, '95; Walter E. Blair, '98.

The votes from 65 qualified members have been received and carefully tabulated, and officers and committeemen elected as indicated on page 2.

Upon initiative of your capable Secretary the old minutes of the Alumni Association have been typewritten in a loose leaf leather-bound book and placed in the College vault for safe keeping. Along with this book will be found a file of the minutes since publication began.

Your committee was unanimous in recommending that Dr. Lewis Lyndon Hobbs and wife, Mary Mendenhall Hobbs, be elected to the standing of honorary members of this Association in view of their great work for Guilford and for the esteem in which they are held not only in this community and the state at large but throughout America, especially in the circle of Friends' educational institutions.

To a confidential call issued by your committee for popular subscriptions to purchase for Dr. and Mrs. Hobbs a beautiful colonial mantel to go in their new house just now being built and as a token of our respect and appreciation between \$55 and \$65 were received and is here now tendered to them.

From the funds of the Association now in the Treasury we recommend that the following appropriations be made:

For addition to the Permanent Loan Fund	\$30.00
Besides the overdraft last year already paid	30.00
For printing Bulletin	40.00
For athletic prize	10.00
For literary prize	10.00
For campus improvement	10.00
For sundry expenses	20.00
For Entertainment Committee	20.00

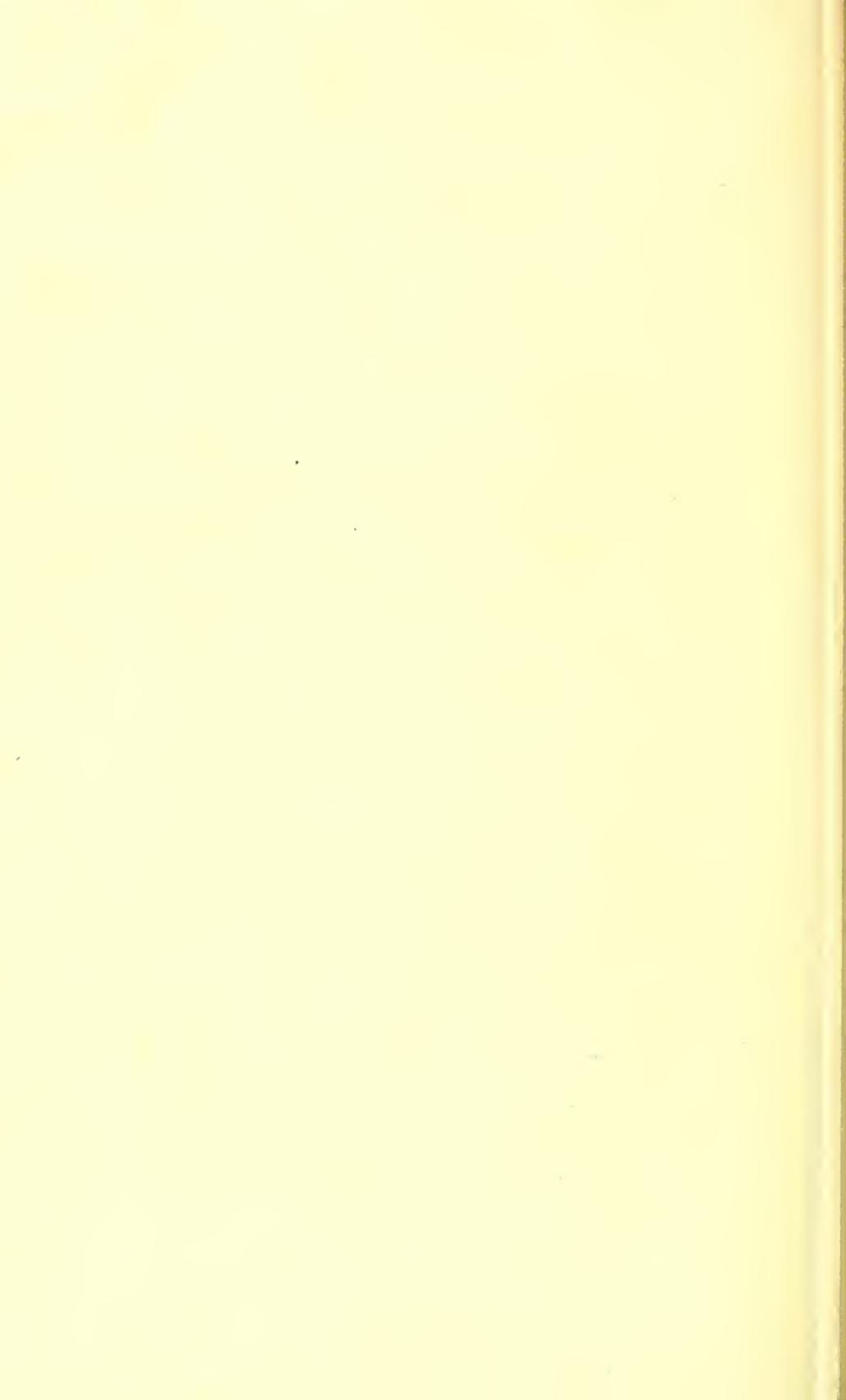
Your committee invited Chas. F. Tomlinson, Class of '93, to deliver the annual alumni address this year and so announced in our programme. On account of a sudden call to Chicago he notified us that he could not be here, and J. Waldo Woody, '01, kindly consented to supply the need and gave a most interesting discourse on "The Function of the Denominational College".

The reception to this year's graduating class, held in New Library Hall last evening, was a most enjoyable occasion and for the well arranged and delightful program we are indebted to the Reception Committee. If the Alumni generally could realize what splendid receptions are being given each year they would avail themselves frequently of this opportunity to keep in closer touch with the college.



MARY MENDENHALL HOBBS

" Aggressive Worker, Faithful Friend, Unfailing Helper." Elected to honorary membership in the Alumni Association.



Reports from the Loan Fund, the Literary, the Athletic and the Campus and Grounds Committee covers the work done in these various departments.

Respectfully submitted,

H. A. White, Chairman,
Clara I. Cox,
W. Chase Idol,
W. P. Henly,
L. L. White,
Rush Hodgkin,

Committee.

REPORT OF TRUSTEES OF LOAN FUND

Owing to a misunderstanding on the part of the committee more money has been loaned this year than was appropriated for that purpose; \$180 having been used, whereas, only \$120 was set aside for that purpose. We have made three loans each of \$60.

The persons to whom the money was loaned have made very satisfactory progress in their work and we feel that the money has been well used.

The Alumni Association can do a very great good in this way and we hope the fund can be increased to \$500 before our next meeting. It is now \$335. During the year one note of \$30 has been paid.

Respectfully submitted by the committee,

A. W. Hobbs, Treasurer,
Mary E. M. Davis,
Julia S. White,
David White.

REPORT OF THE ATHLETIC COMMITTEE FOR THE YEAR ENDING JUNE 1, 1910

To the Alumni Association of Guilford College:

In reporting the athletic activities of the year and in reviewing the records made by the various teams representing the College, we find that there are many things of which we are justly proud. There are usually victories and defeats for a college team; there are usually many results and many practices that are unsatisfactory; but the year just closing has not witnessed many unsatisfactory performances, and, taken as a whole, the defeats of the year were exceeded by the victories. It might be well to review the various lines of activity

in athletics at Guilford during the year in order that we may see what our record is.

BASKET BALL

Only a few years ago basket ball was introduced into Guilford. Several Alumni of the institution have perhaps never witnessed a game of this manly sport. It has come to stay, however, and an Alumnus of the College should delight just as much in the report that the team representing his Alma Mater has won a victory in basket ball as in the report of victory in any other game. And the committee is pleased to record the fact that in every game of basket ball played this year the Guilford team was victorious.

The committee would like to recommend that more attention should be given to this particular feature of our athletics. We hardly think that the team last year played a sufficient number of games. Coming, as it does, in the midst of winter, when most forms of out-of-door exercises are somewhat impracticable, basket ball furnishes good exercise, whether played in-doors or out-of-doors, and also serves the purpose of arousing college enthusiasm. A series of twelve or fifteen games should always be played.

BASE BALL

It is perhaps right that Guilford should put the emphasis on base ball; but it should not be emphasized when it means that the team representing the institution is composed of men who do not have good college records and who come to college for no other purpose than to play ball. One reason for much pride in the record of the team which has just closed a brilliant season is that every man on the team was a student of merit. In the early part of the year the cry went up from various sources that the team was composed almost altogether of young boys and that certain defeat in almost all games would be the inevitable result. But such was not the case. Although we do not claim that the team made a record as great as the records made by former teams, we do claim that the victories of this year have been productive of more good and of more of the proper spirit that should control the athletic life of the College.

RECORD OF GAMES

A total of fifteen games was played. The scores follow:

March 22—Guilford 2, Atlantic Christian College 0.

March 26—Guilford 5, Elon 2.

March 28—Guilford 7, Davidson 4.

March 30—Guilford 1, Lafayette 2.

- March 31—Guilford 21, Lafayette 7.
April 4—Guilford 5, Bingham 0.
April 6—Guilford 1, A. & M. 1. (Fourteen innings.)
April 7—Guilford 1, Wake Forest 3.
April 11—Guilford 2, Elon 5.
April 14—Guilford 1, University of South Carolina 4.
April 15—Guilford 4, University of North Carolina 3.
April 16—Guilford 6, University of North Carolina 9.
April 19—Guilford 12, Wake Forest 2.
April 23—Guilford 1, Winston League 3.
April 28—Guilford 0, Eastern College 2.

From this record it will be seen that of the fifteen games played, seven were won, seven lost, and one tied with the strongest team in the state and perhaps the strongest team in the South. This gives the team a percentage of 500. Very few other teams in the state can boast of a record as good as this.

TENNIS AND TRACK ATHLETICS

No spectacular work has been done in tennis, but we are glad to report that the College was represented by a team, that, even if it lost, was a credit to the College. It is the desire of the Athletic Committee to encourage tennis tournaments with other colleges. A state tournament in the institution of which Guilford might take the initiative, would be of immense value and interest.

We commend the work of the college authorities in equipping a track. No better work has been done and no money has been better spent. Although the track team this year did very little work and won no victories, still we are glad that an effort was made to put out a team, and we recommend that this phase of athletics receive more attention; that, if at all practicable, a trainer for this kind of work be employed to give some time to the effort to develop this phase of college athletics.

CRITICISMS AND RECOMMENDATIONS

In most instances we commend the careful and conservative management of the various teams representing the college this year. The report of the manager of the base ball team shows that there is a balance in the treasury of \$113.93. This shows ability in managing the finances.

One adverse criticism is that there were not as many games of basket ball as we would like to see, and not as many track meets as might have been arranged.

Princeton University has just begun an innovation that is much

needed in all colleges. Dr. Woodrow Wilson's idea is that athletics should produce not a few athletes, but the development of many strong men. Too few college men get the benefit of athletics under present conditions. President Wilson desires that physical education be made a part of the regular course. "Mens sana in corpore sana" is a good motto, and it should be worked out for every student in the College. We are pleased to note that Guilford has a plan which means that practically all students take some kind of physical training almost every day. This work can only be developed by a physical director.

It is imperative that the selection of managers of the various college teams receive more attention. In almost every case the manager of the base ball team should come from the Senior Class. Of course, there are instances where an under classman might be selected, but in every case the manager should be a man of business ability and social intelligence, selected not because he might represent some college faction, but because he has the desired ability. It might be wise also to select the assistant manager with the idea of making him the manager the following year. In this way he would have some training for the work.

We have been pleased with the athletic records of the year. The next task is preparation for next year's work. Some other colleges have more money than Guilford has, but no better student body can be found anywhere. In the effort to develop the various branches of college athletics let us assist in every way possible.

For the best all round athletic record of the year the prize of \$10.00 was awarded to Chas. G. Doak, June 1, 1910.

On behalf of the Committee,

E. J. Coltrane.

REPORT OF LITERARY COMMITTEE

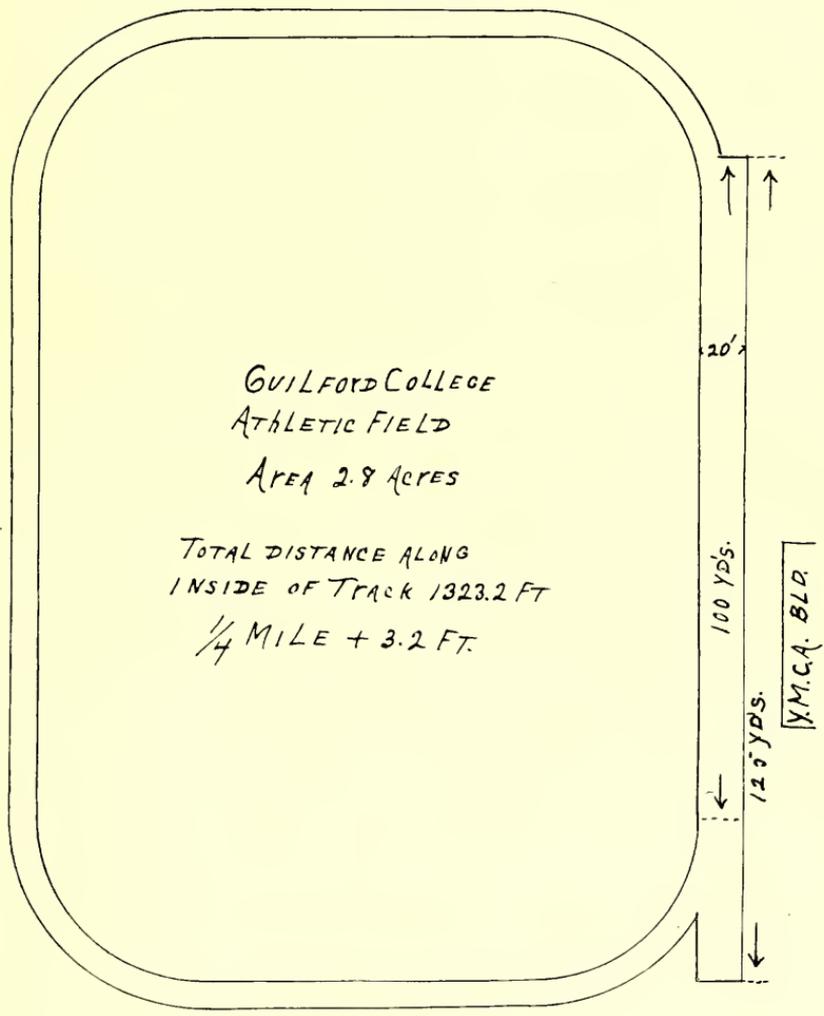
The Literary Committee has made some effort this year to keep in touch with the various literary activities of the College.

In accordance with the instruction of the Association, the committee offered a prize of ten dollars for the best article contributed to *The Collegian* during the year. No papers were submitted in this contest. The committee recommends a continuance of this proposition for next year.

The class debates held during the year have been characterized by an unusual merit. The Seniors won from both Juniors and Sophomores, the Sophomore's having previously won from the Freshmen.

During the winter we were favored with an interpretation of Shakspeare's *Henry IV*, by Mr. Hannibal A. Williams, and a lecture

WORTH PROPERTY

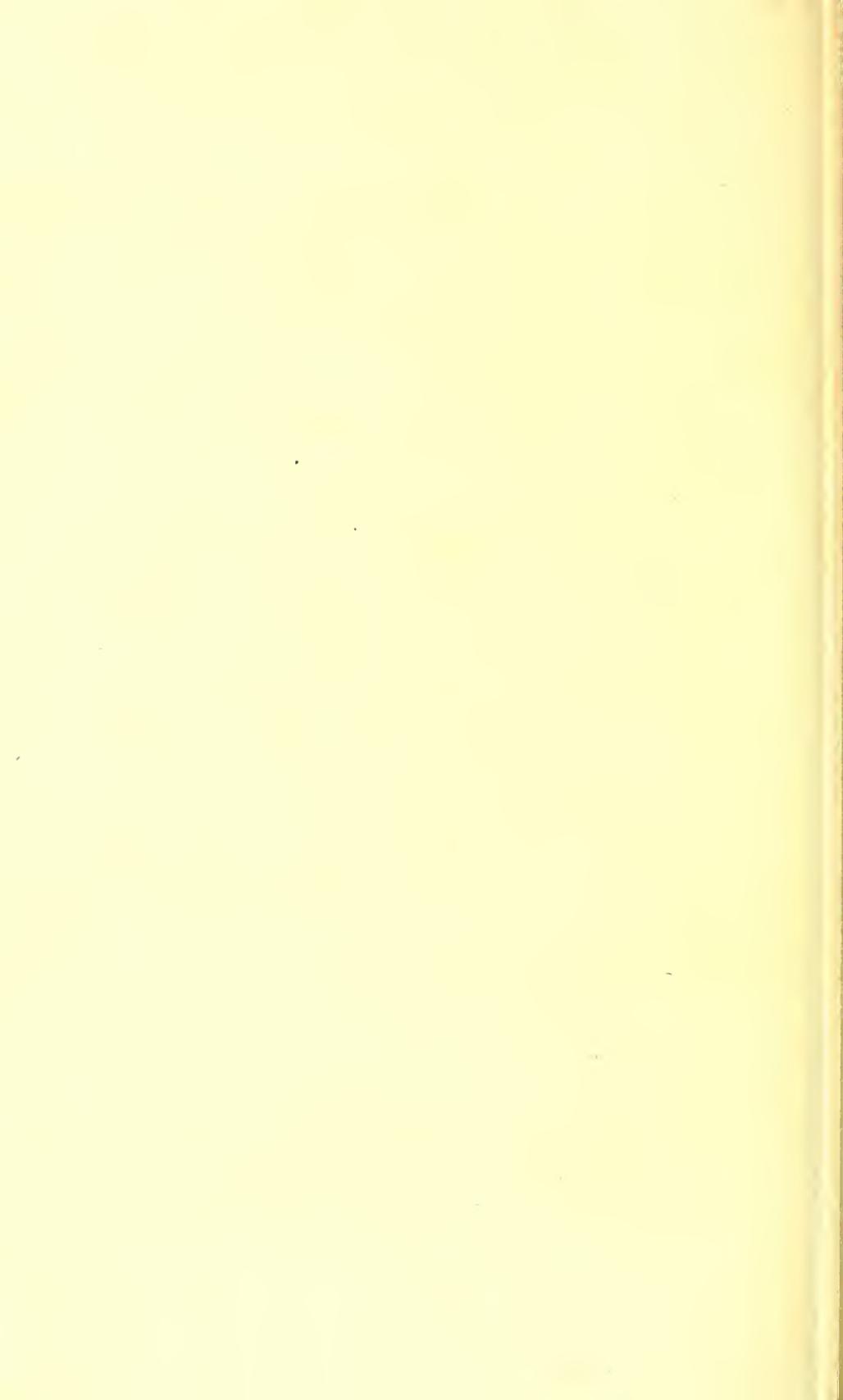


GUILFORD COLLEGE
ATHLETIC FIELD
AREA 2.8 ACRES
TOTAL DISTANCE ALONG
INSIDE OF TRACK 1323.2 FT
1/4 MILE + 3.2 FT.

20'
100 YDS.
120 YDS.

Y.M.C.A. BLDG

" A DREAM ABOUT TO BE REALIZED "



on economics by Dr. C. L. Raper, of the University of North Carolina. The College feels the dearth of such lectures and entertainments.

The College literary club is now three years old. It is doing much to cultivate a wholesome literary spirit among members of the faculty and upper classmen. During this year the club has devoted its entire time to the study of Victorian poetry.

The literary societies have done unusually good work this year. Instead of the Philagorean Society, the girls have organized themselves into two societies, the Philomathean and the Zatasian.

In the contests this year the different societies awarded prizes as follows:

Websterian—Orator's prize, John Woosley; improvement medal, James Allen.

Henry Clay—Orator's prize, Thomas Covington; improvement medal, U. G. White.

Philomathean—Orator's prize, Hazel Harmon; improvement medal, Anna Perisho.

Zatasian—Orator's prize, Jennie Bulla; improvement medal, Mary Bunting.

Class of 1905 prize for oratory, John Chappell.

The Haverford scholarship was awarded to Edward S. King; the Bryn Mawr Scholarship to Alice Louise Dixon; the Marvin Hardin Memorial Scholarship to John B. Woosley. Highest honors were awarded to Alice Louise Dixon.

As a fitting climax to the work of the year was the scholarly address by Dr. Andrew Sledd, on commencement day.

As a whole the literary work of the students is encouraging. We hope another year will see more publications by the students in the college magazine.

Sam'l H. Hodgin, Chairman.

REPORT OF CAMPUS COMMITTEE

The Campus Committee has not been able to accomplish as much this year as was planned. On account of the extra work required at the College on the Library and King Hall it has been impossible to get teams and men to do the work needed on the campus.

Two cinder walks have been made and a privet hedge set from corner of smokehouse to road leading to President's house, also one south and west of power house. A bed of geraniums has been planted east of Founder's Hall and a number of other plants placed. A road has been opened directly west from road leading to barn to road west of New Garden Hall. A number of trees have been filled with

cement to prevent further decay. Grass has been sown on each side of entrance to Library, and peas have been sown around Library and King Hall.

Now the demand for a macadam road from postoffice to Y. M. C. A. building, and the opening and making the new road east of Archdale seems imperative; also the setting of trees on each side of entrance avenue.

There are three new walks that should be made immediately, and the whole front and west of campus should be set in privet hedge. This of course, requires much and constant work. Just here we would express and if possible impress the need of an intelligent man who shall give his whole time to campus work. We believe it is within the power of the Alumni to make such an arrangement possible. One of our members, Prof. Hodgkin, is maturing a plan for such work which he will be glad to explain to the Association.

It is impossible for me at this time to give an itemized report of the finances, as the bills of the past year have not been presented. When these are paid and the architect has been paid in full I think there will be left about \$200 of the \$1000 I have had in my hands. This I hope to put on the roads and walks.

The \$10 appropriated by the Alumni last year for the campus has not yet been called for because the bills have not been received, but it will be needed. We hope the Association will see its way clear to appropriate the same amount this year.

The plans sent us by the architect have been most helpful. We hope that any one who has not seen them will take time to study them.

Respectfully submitted,

Mary E. M. Davis, Chairman.

A motion was carried that a committee of three be appointed to revise the constitution. The following were appointed: Annie F. Petty, H. A. White, Emma King.

It was decided that a special committee of five be appointed to serve as an Advisory Board to the Cabinets of the Y. M. C. A. and Y. W. C. A.

The Membership Committee reported that all the members of the Class of 1910 wish to join the Association.

A motion was carried that the Exchange Editor should have charge of the Alumni Department in The Collegian.

The former Library Committee was continued for the coming year. The chairman reported that a set of books had

been offered by Arthur Lyon, '91, and the Secretary was instructed to write him a note of thanks.

The association expressed its approval of the plan of the Campus Committee and pledged its support of the work of improving the grounds.

D. D. Carroll, '07, was installed as President for the year. The meeting adjourned.

O. V. WOOSLEY, President.

EMMA KING, Secretary

LOLA STANLEY MOORE, '89

Guilford College Alumni Association received with deep grief the intelligence of the death of Lola Stanley Moore. She was Guilford's own child, having received almost her entire education here, and having been one of the first graduates of the College.

The Alumni Association has always found in her one who was ever ready to do her full share in every undertaking that was for the uplift of her Alma Mater. Hers was a steadfast character that never shirked a duty. Whenever possible she was present at the meetings of the Association. Her interest in the College never flagged and her interest in education in general was fully manifested by her years of successful teaching and her continued interest in her pupils, whose development she carefully guarded.

As we look out on the work the Association has before it and realize our loss in her death, we can but exclaim with Tennyson:

“So many worlds, so much to do,
So little done, such things to be,
How know I what had need of thee,
For thou wert strong as thou wert true.”

A calm and quiet nature was hers with power not only to see the needs of those around her, but to plan for their relief and advancement. Cheerful she always was and full of hope to the end.

To her immediate family, her parents and friends, we would say, your loss is ours and in your grief we share.

“Yet we cannot think that thou art far
Since near at need the angels are;
And when the sunset gates unbar
We shall see the waiting stand,
And white against the evening star
The welcome of thy beckoning hand.”

THE OLD STUDENTS' ASSOCIATION

The Old Students' Association of New Garden Boarding School and Guilford College was organized in 1902 for the purpose of keeping the former students in close touch with each other and the College, and at the same time helping in various ways the growth of the College.

The first reunion, held on commencement day in 1902, will be remembered with pleasure by the eight hundred or more old students who gathered at the College. A second reunion was held in 1904, and was also largely attended.

Each year the Association has arranged for an Educational Address to be held during the sessions of the Yearly Meeting, at which time some man of prominence has made an address.

At the last meeting of the organization held August 7th, 1909, during the Yearly Meeting, about fifty of the old students were present. At this time the subject of a card catalogue of the old students was discussed, and it was decided to appropriate \$25.00 toward the expense of establishing the same at the College. With the help of the college authorities the necessary equipment has been purchased and every effort possible is being made to keep on file correct information with regard to all students who have ever attended the College, and we are glad of this opportunity offered us by the Alumni to urge all who can to send in information both with regard to themselves or others who have been students of New Garden Boarding School or Guilford College.

At this meeting, Mary Cartland, who at a previous meeting had been appointed to represent the old students on a joint committee appointed by Trustees and Alumni for the purpose of raising funds for the rebuilding of King Hall and the Library, reported \$214.70 as raised through her efforts.

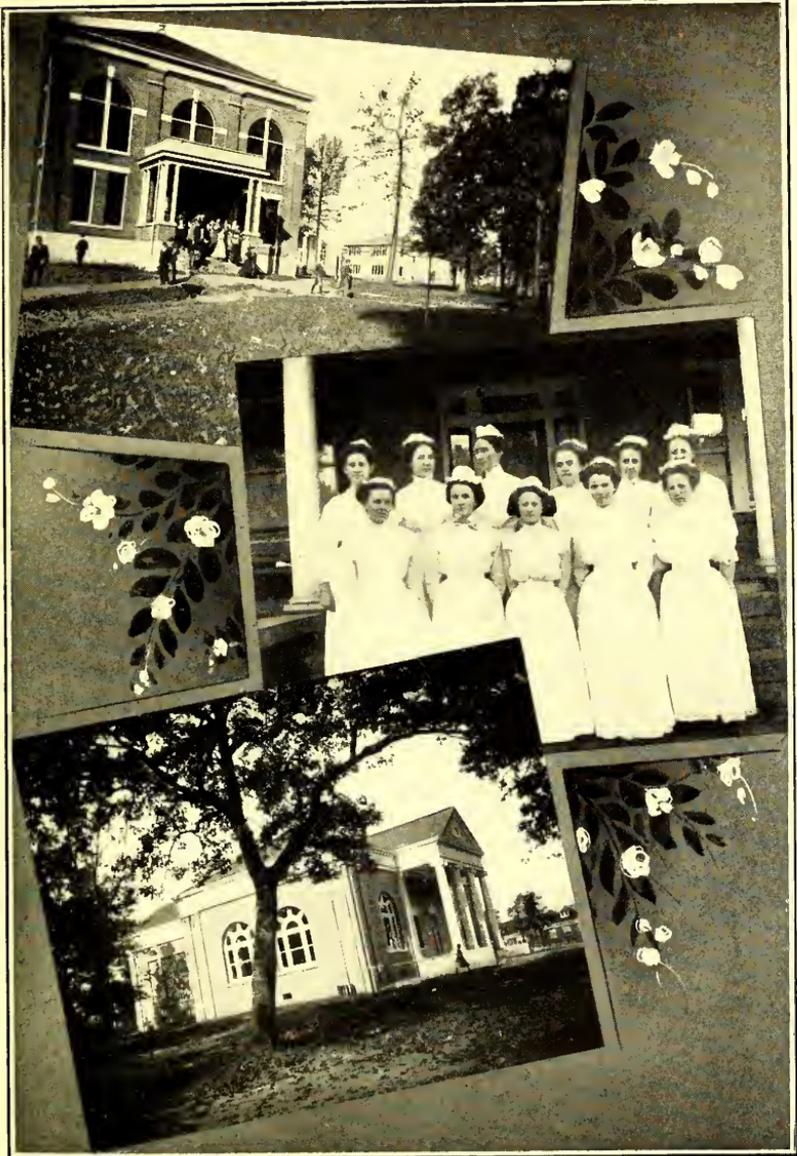
It was further suggested at this meeting that in 1912 we celebrate in some suitable manner the seventy-fifth birthday of the College—this to be undertaken jointly with the Trustees and College Faculty. Mary M. Hobbs, Mary Dixon,

M. E. M. Davis, Adam Hinshaw, Alpheus White, Elmira Foster Wilson and F. S. Blair were appointed, with the Executive Board, to have the matter in charge and arrange for such celebration as may seem suitable.

At this meeting, greetings were sent to Elmira Foster Wilson, Hannah Osborne and B. G. Worth—the oldest students now living who attended the Boarding School during the first year.

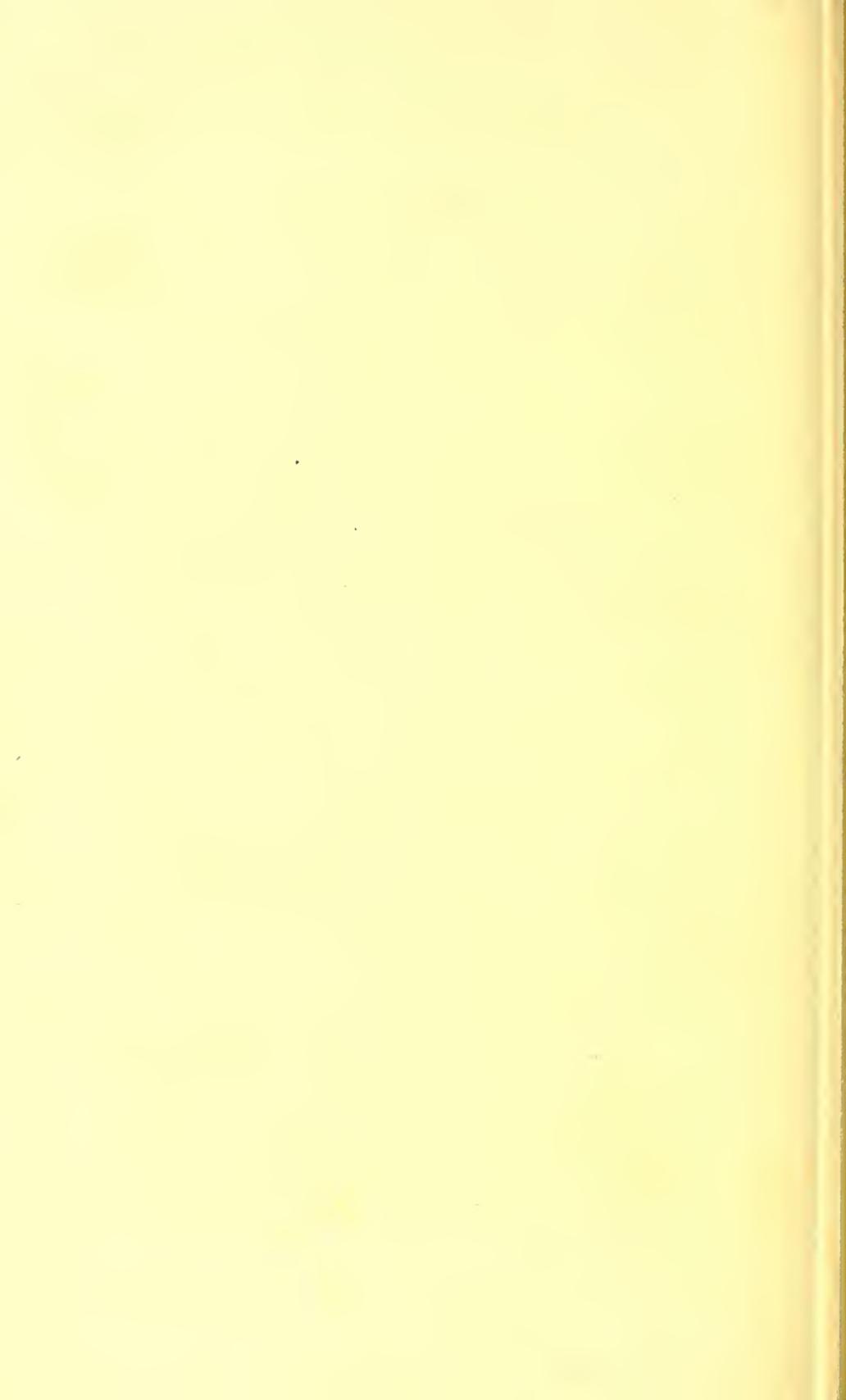
All former students of either the Boarding School or College, who are not members of the Alumni Association, are invited to become members of the old students organization. This may be done by sending the name and annual fee of one dollar to the Registrar, Mrs. Priscilla B. Hackney, Greensboro, N. C.; or to the President, William T. Parker, High Point, N. C.; or to the Secretary, Gertrude W. Mendenhall, Greensboro, N. C.

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CLASS IN
DOMESTIC
SCIENCE

RARY



LIBERTY AND LETTERS

Baccalaureate Address, Commencement 1910, by Dr. Andrew Sledd, Jacksonville, Fla.

The only sure foundation of a free republic is the right education of its citizens. This sentiment is traditional in our country. It is embedded in the Constitution of our States and repeatedly expressed in the public and private utterances of the fathers.

While no specific provision for the education of the people appears in the Federal Constitution, we are informed that "the most influential leaders in the formation of the new government were outspoken advocates of education, and interpreted that clause of the Constitution empowering Congress 'to lay and collect taxes, and provide for the common defense and general welfare of the United States' as authorizing the general government to encourage the establishment of schools." And in Mr. Madison's report on the debates attending the adoption of the Federal Constitution, we find, under date of September 14, 1787, that "Mr. Madison and Mr. Pinkney then moved to insert in the list of powers vested in Congress, a power to establish a University in which no preferences or distinctions should be allowed on account of religion,"—to which motion Mr. Gouverneur Morris objected on the ground that "the exclusive power at the seat of government would reach the objects." When the motion was put, Pennsylvania, Virginia, North Carolina, and South Carolina, voted for it—three Southern and one Northern State—while New Hampshire, Massachusetts, New Jersey, Delaware, Maryland, and Georgia—four Northern, one border, and one Southern State—voted against it. The vote of Connecticut was divided. It might be of interest to remark that this movement for the establishment of a National University in the Federal Constitution was inaugurated by Southern men, and received its main, almost its only, support, from the Southern States; but it is more to our present purpose to call attention to the fact that it was generally agreed that the establishment of schools and the fostering of education were included in the clause of the Constitution which empowers Congress "to provide for the common defense and general welfare of the United States." Indeed, this sentiment had already found expression in the Ordinance for the Northwest Territory, adopted by Congress on the 13th of July, 1787, in the significant words: "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

If we turn to the individual states, we shall find generally in their Constitutions statements similar to that of the Massachusetts Con-

stitution 1780: "Wisdom and knowledge, as well as virtue, diffused generally among the body of the people, are necessary for the preservation of their rights and liberties;"—or of the Texas Constitution of 1845: "A general diffusion of knowledge is essential to the preservation of the rights and liberties of the people." One group of states specifies "virtue" or "morality", in addition to "knowledge", but all of them, so far as I am aware, ground their demand for the education of the people on the proposition that it is necessary for the preservation of their rights and liberties.

This sentiment, so clearly and so generally expressed in our fundamental laws, is no less clear in the public and private utterances of the fathers. Indeed, it is in the fundamental laws because it was the sentiment of the fathers. To the well known public utterances of Washington, Jefferson, Adams, Madison, and others, it may be worth while to add a few conspicuous sentences from Jefferson's Private Correspondence:

In 1786, he wrote to George Wythe: "Preach a crusade against ignorance; establish and improve the law for educating the common people. * * * No other sure foundation can be devised for the preservation of freedom and happiness."

In 1810, he wrote to William Duane: "The information of the people at large can alone make them the safe, as they are the sole, depository of our political and religious freedom."

The same year, he wrote to John Tyler: "I have two great measures at heart, without which no republic can maintain itself in strength.

"1. That of general education, to enable every man to judge for himself what will secure or endanger his freedom.

"2. To divide every county into hundreds, of such size that all the children of each will be within reach of a central school in it."

Six years later, in 1816, he wrote to Charles Yancey: "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

It will thus appear that the fathers regarded the education of the people as the surest guarantee of the perpetuity of the republic. Education had a social root in profound patriotism, and a social object in the preservation of the rights and liberties of a free and independent people.

This, then, is the thought that I bring to you today. If this republic is to endure, education, in whose lap our destiny is cradled, must root in patriotism, and fruit in patriots; and the whole process may be described from the social standpoint as the process of patriotizing the future citizens of the republic. I make no doubt that this proposition would receive general acceptance in the theories of our

school men; but when it comes to its practical application, lions would be found in the way. But in the passage of the lions, whether they be chained or must be slain, lies our only safety and certain road.

The elements involved in the acceptance of this idea are all deducible from the definition of a patriot. In its derivation the word means "fellow-countrymen"; and its fundamental idea is that of collectivism as against individualism, the interests of society as against the interests of one's self. The patriot is a man who loves his country,—how much? "Better than himself." And this measure of degree measures the differences between the patriot and the traitor. He is no patriot who loves his land only when it is convenient or profitable so to do. Real patriotism only begins when self must be sacrificed, and finds its essential and supreme expression only in absolute self-surrender for the land or the cause we love.

This is exemplified in times of crisis, when the souls of men and women are exalted above the dull and dreary levels of selfishness and greed, and their lives are transfigured by the unearthly light of an heroic devotion to a cause, a country, or a creed. I need not tell you that the patriot is the man who loves his country better than himself. The pages of our history are bright with the story and the glory of the lives of men who loved our land, not prudently or with the cold-blooded calculation of self-interest or self-seeking, but with the splendor of a self-sacrificing devotion that has never been surpassed, and shall never be forgotten. From the Old South this is the priceless heritage of the New. From those days of blood and iron this is the lesson for these days of peace. Remember that at the foot of the Mount of Transfiguration is the demoniac boy; and that the same divinity that upon the heights shown with celestial brightness manifested itself less conspicuously, but no less truly, in the work of healing at the foot of the Mount. The quality of patriotism is not changed; but the patriot of the heights is the patriot of the mountain's foot, and the devoted deed of loyal service in the time of peace is as truly patriotic as the splendor of self-sacrifice in the blaze of war.

So, then, the patriot, whether in war or peace the same, is a collectivist rather than an individualist, and an idealist rather than a materialist; and the education of future patriots must take account of these fundamental facts.

It is not difficult to show that, in our country, as Bishop Wescott has recently said relative to the Mother country: "We are suffering on all sides, and we know that we are suffering from a tryannical individualism. This reveals itself in individual life by the pursuit of personal pleasure; in commercial life by the admission of the principle of unlimited competition; in our theories of life by the

acceptance of material standards of prosperity and progress." Individualism and social irresponsibility, an exaggerated sense of rights, and an atrophied sense of duties, too largely characterize our public and private conduct, and penetrate to an alarming extent the most precious and the most sacred institutions of our civilization. The evidence? Any journal of the day, or the proceedings of any body of representatives, from the Town Council of Needhelp to the Senate of the United States. What councilman places the larger interests of the city before the interests of his own ward? What Congressman sees the state as greater than his district? What Senator has a national sweep of vision to see the nation in its international relation as larger and more important than his own single state? A little story from the inside of a college faculty meeting: I was advocating a measure which seemed clearly for the good of the institution as a whole. One of my colleagues, in the same department as myself, leaned over to me: "Don't you see that that will endanger your work?" "Yes; but it is for the good of the school," I replied. "But a man can't act on that principle," was his answer. In all these cases public conduct is the expression of a private attitude which measures duties by their distance from a common center which is generally an emphatic "I". This story, which I find in my edition of Science and Health, marked "anonymous",

"I, I, I, I itself, I,

The inside and the outside, the what and the why,

The when and the where, the low and the high,

All I, I, I, I itself, I"—

seems to me quite intelligible as an expression of the egoistic and individualistic attitude of the times.

It is the peculiar bane of a republic that, arising in a demand for the rights and liberties of the people, it finds it always difficult to distinguish between the rights and liberties of the people as a whole and the rights and liberties of the individual member of that whole. Consequently, a republic tends to disintegrate into self-assertive units; until, by and by, one unit, stronger and more self-assertive than the rest, assumes supreme authority and the republic is no more. It is difficult for the citizens of a republic to believe that, to be permanent and successful, their form of government must make heavier demands upon its citizens, and, consequently, leave them less of personal rights and liberties than is commonly the case in any other form of civilized government short of a tyrannical autocracy. A republic is, in fact, an autocracy "in posse" and no citizen has any rights as an individual as against his rights as a member of society. His individual rights are derived from society, and are determined

and limited by the welfare of society; and the difference between an autocracy and a republic lies, not so much in the extent of the limitation of individual rights, as in the source and object of that limitation. In an autocracy, the citizen's conduct is governed, and his rights are limited, by the irresponsible will of a single other man for his single pleasure, power, or profit: while in a democracy, his conduct is governed by the aggregate will, of which his own is a constituent factor, and his rights are limited for and by the aggregate welfare, in which his own welfare is included. Consequently, as T. H. Green has said, "There is no right to do as one likes, irrespective of society," and, again, "A right to act unsocially is a contradiction." And, again, more fully the same author: "It is on the relation to a society, to other men recognizing a common good, that the individual's rights depend, as much as the gravity of the body depends on relations to other bodies. * * A right against society, in distinction to a right to be treated as a member of society, is a contradiction in terms."

Against this principle of the individual's rights as socially derived and socially determined, which constitutes the very foundation of an efficient and abiding republic, we are generally possessed of some such crazy notion of personal liberty as Ruskin satirizes in "The Queen of the Air": "I believe we can nowhere find a better type of a perfectly free creature," he says, "than in the common house fly. Not free only, but brave; and irreverent to a degree which I think no human republican could by any philosophy exalt himself to. There is no courtesy in him; he does not care whether it is a king or a clown whom he teases; and in every step of his swift mechanical march, and in every pause of his resolute observation, there is one and the same expression of perfect egotism, perfect independence and self-confidence, and the conviction of the world's having been made for flies. * * " Would you recognize the picture, if I should substitute "typical young America" for the word flies? "You cannot terrify him," Ruskin goes on, "nor persuade him, nor convince him. He has his own positive opinion on all matters; not an unwise one, usually, for his own ends; and will ask no advice of yours. Free in the air, free in the chamber, a black incarnation of caprice, wandering, investigating, flitting, flirting, feasting at his will,—what freedom is like his?"

We can have no republic of flies because of this individualism, this unitary existence, this personal independence and personal liberty. And our human republics suffer in efficiency, and invite disaster, exactly in proportion as they substitute for the fundamental principles of serial sympathy and social service, and social supremacy, the emphatic but erratic notions of the free-born flies.

Is it too much to say that our colleges, with a few rare and priceless exceptions, have played, and are playing, a large part in the development and perpetuation of this anti-social spirit of exaggerated individualism? The worthy effort to adapt education to the capacities and needs of the individual, through the elective system and the multiplication of special courses, has carried with its great and manifest good a less manifest, but no less certain, evil. It has revolutionized the relation between the student and the institution. Whereas the problem once was to fit the student to the institution, the present problem is to fit the institution to the student. Allow me to say, in passing, that I believe this change is wise and right. At the same time, you will observe that the change of emphasis from the institution and the system to the individual and his needs tends to foster individualism as against the aggregate interests of the institution and the system of which the individual is a member. This tendency might be controlled, and could certainly be modified, by the tone and teaching of the institution. Let the idea be stressed by precept and example that individual efficiency is not an end in itself, but has its larger relations and its highest sanctions as it contributes to the efficiency of society and the progress of the common weal. And let the larger laws of the institution be asserted clearly and enforced with consistency and vigor, so that the individual, while engaged in self-development, will be taught to realize that the individual, developed as well as developing, is but a constituent member of a larger whole, and subordinate to the interests and welfare of that whole.

This is perhaps a delicate subject; but it demands a plain statement. Our republic today is cursed with a fearful and an ominous lack of respect for constituted authorities and the laws of the land. Many causes doubtless contribute to this end; but its main condition is the lack of the regulative influence of consistent discipline in the home and in the school. In babyhood the child tyrannizes over the family; in its school days it despises and defies its teachers; sometimes with parental countenance and encouragement; and in youth, if it goes to college, it carries an insubordinate spirit and an inflamed sense of self-importance into an atmosphere which is itself vitiated by a mistaken sense of youth's rights and liberties and a hungry greed for patronage and profits. I know of no sounder contribution that can be made to the education of our future patriots than an effective instruction in the law of obedience. It is not only a silly sentiment and an unsound psychological judgment, it is a criminal conspiracy against the welfare of the republic, which would exempt the college boy from wholesome discipline, and allow him the unhappy license to do as he pleases within and without the

college walls. Somebody must assert the limits of liberty, and the pre-eminence of duties over rights.

I do not wish to be misunderstood. I would not carry the discipline of the child or of the elementary pupil over into the college unchanged. And, in fact, if the home and the elementary school have properly done their part, the college student will not need such discipline; while, if they have not done their part, the college cannot make good their error, and it is to my mind doubtful whether their spoiled product has any place in, or can properly appreciate or profit by, the larger life and liberty of the higher institution. In any case the college must be more than an exaggerated kindergarten, and its students must bear greater personal responsibilities and enjoy larger liberties than those of children. The point is that the discipline of obedience to college law,—for the college must have some law, however different it may be from the law of the lower schools,—is of supreme importance for the formation of character, enforcing, as it does, the necessary sense of the subordination of the individual and his personal inclinations to the larger welfare of the institution of which he is but a single member. I raise the point of the rights of the college and the college community as against the whims and freaks and unbridled license of the college boy. And while, from the intellectual standpoint, I should adapt the instruction of the institution to the needs and bent of the individual student, from the social standpoint,—and with greater emphasis because of the individualizing tendency of an elastic curriculum,—I should adapt the student to the institution, and constrain him to obey its laws and regard its larger interests. Such a lesson in obedience and self-subordination will be an inestimable contribution to that loftier patriotism on which alone we can ground our hope of the progress and perpetuity of this republic.

Further, as I have said above, your patriot must be an idealist rather than a materialist. I am not concerned with the definition of philosophic terms. It will suffice for the present purpose to call him an idealist whose supreme values are ethical, and him a materialist whose standards of measurement are physical and sensuous.

It is a generally recognized fact that the materialistic temper is dominant in our land today. We may not pooh-pooh the higher virtues. Indeed, we are rather prone to cultivate them in theory, and discount them in practice: Our attitude is similar to that of Lord Melbourne, who was a familiar figure in his church until one day his minister delivered a rather searching sermon. In the midst of the discourse, his lordship left his pew and, stalking down the aisle, declared in emphatic tones: "Things have come to a pretty pass when religion is made to invade the realm of private life." Any one at all familiar

with the patter of the day will understand that this is a practical age and a practical land, and that the ruling passion is to "get on" in life,—and it is on the face of the situation that "practical" means profit making, and to "get on" means to grow rich: nor must idealism venture to invade the realm of practical affairs nor the higher righteousness presume to assert itself in the face of increasing profits.

But if history teaches any lesson, it teaches unmistakably that no permanent civilization, much less a permanent republic, can be built upon a materialistic foundation. "A civilization," says Ruskin, somewhere, "is measured by the moral energy it generates." And in this moral energy is found not only the measure of its present value, but the sole ground for confidence and hope for its future. So, Mr. Lecky has said: "Its foundation (i. e., the foundation of national prosperity and progress) is laid in pure domestic life, in commercial integrity, in a high standard of moral worth and of public spirit, in simple habits, in courage, uprightness, and a certain soundness and moderation of judgment which springs quite as much from character as from intellect. If you would form a wise judgment of the future of a nation, observe carefully whether these qualities are increasing or decaying. Observe especially what qualities count for most in public life. Is character becoming of greater or less importance? Are the men who obtain the highest posts in the nation, men of whom in private life and irrespective of party competent judges speak with genuine respect? Are they of sincere convictions, consistent lives, indisputable integrity? * * It is by observing this moral current that you can best cast the horoscope of a nation."

On this basis, it is doubtful if the most optimistic prophet could now cast a favorable horoscope of the future of this republic. We are not in danger from external foes. As the old proverb said, "France alone can destroy France;" so we alone, citizens of this republic, can destroy the structure which our fathers have builded with such toil and care. And if that is ever done, which may God forbid, it will be done by our sacrifice of ideal to material interests, virtue to expediency, and men to mammon, which ghastly sacrifice is now in process in the midst of our republic.

I am not a pessimist. Nor would I raise a false alarm. But as Burke said once in the House of Commons: "I am not in sympathy with those gentlemen who are adverse to disturbing the popular repose; I believe in clamor where there is an abuse."

Now our colleges have not only failed to check this dangerous popular drift, but they have, wittingly or unwittingly, contributed to it. Potentially the supreme conservators of idealism, independence,

and lofty patriotism, they have too often been in fact centers of materialism, and exemplars of servility and selfishness.

Several influences have operated in this direction.

1. The unprecedented development of the idea of practical education, or vocational training, has had a strong tendency to over-emphasize the material side and interpret the whole educative process in terms of money value. If, as soon as a youth enters college, all his ideas and efforts are directed towards equipment for making a living, it is not unnatural for him to conclude that education is not a preparation for living, but for making a living, and that he who makes the best living is the highest product of the system, rather than he who, though perhaps in poverty, lives best.

Now I believe in practical education, as I have said repeatedly elsewhere, with a view to producing more efficient workers, thus increasing income and raising the standard of living. But the process cannot stop here. To raise the economic standard of living is a worthy enterprise, and a primary obligation upon educational agencies. But to do so without at the same time giving life a satisfying content would be an educational failure and a social tragedy. Here lies our greatest difficulty and our greatest danger. I cannot regard any purely practical education as ultimate or as an end in itself. It is only preliminary,—a first step in the progress of the larger social progress and richer social life. After we have made better workers, and they have made more money and raised their standard of living,—then what? There is a limit beyond which the economic standard of living cannot be raised to the benefit of society. Merely to fit a man for making money, is not enough either for him or for the republic. The time has come to raise the point that the making of a living is not all in the making of a man; and our colleges, while not neglecting the practical side of education, must consciously and emphatically stand for larger and more patriotic ideals. To fit a man for making a living, however difficult in itself, is comparatively a simple matter; but to make him, at the same time, an intelligent, patriotic, and high-thinking citizen, is the final task, and the supreme test of our education.

2. The dominance of the practical idea tends to the depreciation of literary, historic, and philosophic studies, and so to the limitation of their very wholesome, inspiring and regulative influence. I believe that every college student ought to learn to walk familiarly with the great men of some literature, ancient or modern, that his horizon may be enlarged, and he may catch the glowing inspiration of great and noble thoughts. There is no more potent stimulation to greatness than the company of the great; nor to personal enlargement than the company of those immortals whose work and influence transcend

the narrow bounds of time and space. I believe that every college student ought to know something of the facts and philosophy of history, where great deeds are set for his inspiration and emulation, and ignoble deeds for his just contempt; and where he may see, plain writ upon the tragic records of the past, the immutable progress of the principles of righteousness, and the blazing testimony to the fact that "where there is no vision, the people perish". I believe that every college student should know something of the problems of philosophy, social and other, that he may see at once his littleness in the cosmic plan and so learn a much-needed humility, and at the same time his essential importance for the perfection of the cosmic purpose, and so learn his true place and proper dignity as a man.

Such students as these, with the thoughts and associations they involve, will tend at once to counteract any harmful effect of the ultra-practical movement and at the same time bring to the front the larger social sympathy and loftier patriotism which we must needs have, and which our colleges must somehow help into sturdy and efficient action.

3. The colleges have contributed to the materialism of the day, most of all, by their too common failure to practice the idealism which their theories would approve. Impressionable youth is gathering in their halls views and principles of life and conduct much more diligently and effectively than it is acquiring learning. The student who leaves college is an entirely different creature from the student who entered it, not primarily because he knows more, but because, during a vital period in the formation of his character, he has received countless and potent impulses from the college environment and life to which he has responded as naturally and inevitably as he has grown in stature and advanced in age. It is a process that cannot be obliterated, and should not be ignored.

The period of college life is far more significant for the making of character than for the mere acquisition of information; and it is an essential distortion of values that emphasizes the latter and ignores the former. A man's life, his value as a citizen, is not determined primarily by what he knows, but by what he does; and the springs of action do not lie in knowledge merely, but in emotions, aspirations, ideals. I cannot but feel that the main business of the college is not to inform the intellect, however worthy that enterprise, but so to inspire the man that the informed intellect may express itself in a life of righteousness. The college is a source of inspiration, rather than of information.

It behooves our colleges, therefore, if they are to realize their highest usefulness in the making not merely of scholars or skilled and efficient workers, but of patriots, to surround their students

with an environment which is actually inspired with the spirit and made potent by the practice of that righteousness which they would inculcate. The youths who come up to college are more apt to imbibe the spirit of the college than to heed its preaching except in so far as that consistently expresses its real spirit. It is well nigh useless for the institution to seek to teach them by precept and lofty virtues which, as an institution, it fails to practice. And the eye of the student is generally clear enough to distinguish between the theory which is for others, and the practice which is our own; and in such an atmosphere he is apt himself to become a hypocrite or a cynic.

Here is the main cause for the moral impotence of our schools. They fail to realize the obligations of institutional righteousness; and the determinative influence of institutional tone and conduct upon the character of their students. It is useless for a college to preach independence and the dignity of honest poverty when it practices all servility and moves heaven and earth to win the grudging and contemptuous favor of the rich. It need not preach honesty, when it practices chicanery to gain its own ends; nor extol the truth while its own policy is full of evasion, double-dealing and deceit. Its influence is measured by what it does, and not by what it preaches; and its value to the state as an agency for the development of independent, honest and patriotic citizenship is fairly measured by its institutional practice of the kindred virtues.

So, then, if our colleges are to be schools of patriotism, they must themselves be patriotic. In their teaching they must inculcate the virtues of unselfishness, loyalty and social service; and by their practice they must certify their belief in the feasibility of righteousness. Only thus can they deserve well of the republic, justify the principles on which they are founded, enjoy the confidence of the present, and win the gratitude of future generations.

ALUMNI 1, VARSITY 5

On the afternoon of Alumni Day, at 3:30 o'clock, the Alumni team (the "Grays") lined up against the Varsity team (the "Crimsons") to decide the question: Can those who used to play base ball play better than those who now represent the College?

The "Grays" had in their line up several stars of bygone days and were confident of winning from the youngsters. They started off with a rush. The first man up got a hit and the next man followed suit and thereby hangs the tale of the "Grays" only tally.

The "Crimsons" went one better and scored two runs in their first inning; they added two more in the second and one in the third. Then the "old stagers" settled down and there was no more scoring on either side.

Jones, '08, carried off the pitching honors. He did not allow a hit during the three innings in which he occupied the box and struck out five men. Sam Hodgins' clever work at short, and Dud Carroll's hitting also brought forth much comment. "Moses" Reynolds, the man who never dropped a fly, played left field for the Alumni and showed that he had not forgotten how to hit and to catch flies.

The game was more closely contested than the score would indicate, for several times the "Grays" had the bases full and nobody out, and it looked as if they were sure to score, but owing to lack of team work and poor base running they failed to count these possible runs.

The line up of the teams was as follows:

"Grays"	"Crimsons"
W. Hobbs, '07 1 b.	Thompson e.
H. Doak, '08 2 b.	Shore p.
R. Doak, '09 1 b.	Benbow 3 b.
Carroll, '07 r. f.	Moore s. s.
R. Hodgins, '09 e. f.	Whitaker 2 b.
R. Hobbs, '09 p. and e. f.	Hodgin 1 b.
S. H. Hodgins, '95 s. s.	Woosley 1 f.
Reynolds, '93 1 f.	Otwell c. f.
Jones, '08 p.	Vance r. f.
Perkins e.	

The Alumni should take more interest in this annual game and strive to put out the best team they can get up, which means that everybody who used to play and who can play now should be on hand and ready to do his part toward making the game worth while.

If all those who can play good base ball will come we can win from the Varsity almost every year. This game ought to be a genuine, hard fought battle, especially on the part of the Alumni, for the "Grays" must make good on "the ball field" in order to keep up their reputation which they made in College.

CLASS OF 1910

D. Worth Anderson, A. B.	Charlotte, N. C.
Alexander M. Bonner, A. B.	Aurora, N. C.
Robert E. Dalton, Jr., B. S.	Winston-Salem, N. C.
Alice Louise Dixon, A. B.	Yadkinville, N. C.
Mary Gertrude Frazier, B. S.	Greensboro, N. C.
Pearl Gordon, B. S.	Jamestown, N. C.
William P. Holt, B. S.	Greensboro, N. C.
Mary Esther Ivey, B. S.	Cary, N. C.
Edward S. King, A. B.	High Point, N. C.
Mary Mafie Lambeth, A. B.	Guilford College, N. C.
Leroy Miller, B. S.	Linwood, N. C.
John E. Sawyer, A. B.	Merritt, N. C.
W. Henry Sharpe, B. S.	Greensboro, N. C.
Gertrude Henryanna Spray, A. B.	Canton, N. C.
Mary Ricks White, A. B.	Franklin, Va.
Lucille Bryan Hall, Music	Collinsville, Ala.

FACULTY NOTES

The Alumni will learn with regret that Professor R. N. Wilson has decided to engage in another field of work, at least for a time, and will be stationed at Gainesville, Fla., the coming year as the Supervisor of Farm Demonstration Work of the Florida Department of Agriculture. Prof. Wilson has performed valued and efficient service to Guilford for twelve years. All alumni who have come under his influence realize the intense loyalty of the man to the Guilford's highest interest and welfare and value greatly the scholarly and manly service he has rendered. He has the best wishes of the Association in his new work.

Miss Ada M. Field will have charge of the Department of Chemistry the coming year. She is a young woman of rare ability and has had the best preparation for her work that the country affords. She graduated at Guilford in 1898, winning the Bryn Mawr Scholarship for that year. After spending three unbroken years at Bryn Mawr, she engaged for some years in teaching. Last year she was assistant in Chemistry in the University of Washington, from which institution she received her Master's degree.

Prof. C. O. Meredith, who has spent the past year abroad pursuing work in Latin under the supervision of Johns Hopkins University, will return to the College the coming year and resume his work in the Department of Ancient Languages.

Prof. Raymond Binford has obtained a leave of absence for one year which he will spend at Johns Hopkins University, during which time he hopes to complete his work for the degree of Doctor of Philosophy. Biology and Geology will be taught during his absence by Mr. W. H. Kibler, of the University of North Carolina.

Mr. D. D. Carroll, of the History and Economics Department, will spend the summer in the graduate school of Columbia University.

Mr. A. W. Hobbs will pursue advanced work in mathematics at the University of Chicago during the summer semester.

Miss Craig, of the Music Department, is spending her vacation in the Boston Conservatory of Music.

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B I B L I C A L N U M B E R

THE RELIGIOUS LIFE OF GUILFORD COLLEGE

THE FOUNDERS

Guilford College is the child of religious aims. The motive leading in the minds of the Founders was the motive to provide sound religious teaching and training for the youth. This motive is today the mainspring of desire and action in Guilford College. The sacrifice and faithfulness of the Founders have been deeply cherished by their generations of successors. Men and women of untiring perseverance and benevolence have rallied to the ever advancing needs and opportunities of the school, the result being the possession by North Carolina Yearly Meeting of one of the oldest and best known colleges of the South.

Deeply should it ever be remembered that Guilford College is the child and representative of Quaker life, not only in North Carolina Yearly Meeting, but throughout the Southland; and every member of North Carolina Yearly Meeting is honored in the annals of the state because of the worthy character and reputation borne by their school for now three-quarters of a century.

THE DEVOTIONAL SPIRIT

Reverence and devotion are marks of the true religious spirit; and at Guilford College these traits have accompanied both teacher and pupil in all lines of educational study. It has been a firm conviction of Friends, borne by their history, that thorough educational inquiry is never limited by a pure reverential spirit; nor, vice-versa, an intelligent devotional life is never injured, but only increased, by a careful, reverential study of the subjects that engage human inquiry in the educational world. It would be hard to find a place where a more intense devotional, as well as intellectual, spirit prevails than among the hard-working students and painstaking professors of Christian colleges, such as Guilford is today.

THE MORNING "FAMILY ALTAR"

But aside from the personality of teachers and managers, the devotional spirit of Guilford is fostered by many direct and indirect means. Guilford gives every student the influence of the "family altar". Every morning at the breakfast hour the Scriptures are read and prayer offered. In addition, daily chapel is conducted, where the devotional life of the students is encouraged. These exercises cannot fail of good results upon students' lives, and never can be estimated nor even known except as they are manifested in the stalwart lives of the men and women graduating from the College.

CHRISTIAN FACULTY

There is no greater asset to a student's life than to have been directed through his college course by teachers of professed Christian character. It is by these that he is impressed by the thought that religion is to be incorporated in the character of a person, and as a resource of character should regulate all the details of daily life. Students soon realize the significance of Christianity when they see that all matters

of school work, whether in the class-room, or in matters of discipline, or in the various college affairs of whatever design, are dealt with by men and women who seek always to act from Christian motives and principles. This personal touch is one of the most powerful influences in a college for inculcating genuine religious scruples in the lives of students. The history of Guilford would show how wonderfully the college has been blessed from its founding to the present with teachers and managers of unquestioned Christian integrity and force.

THE BIBLICAL DEPARTMENT

In keeping with the fundamental aims of the Founders of Guilford College, Biblical instruction has always been given a prominent place in the curricula of studies. In general keeping with the progress and advancement of the college courses, equal regard has been paid to the strengthening of the Biblical equipment as has been given to other departments. The logical result was reached when a regular department of Biblical studies was opened in the college and a professor of Biblical Literature elected and maintained to the present time. The results of this step have been beneficial and gratifying to the college and its whole general interest. It has not only opened the way for many who have definitely undertaken a course of preparation for the ministry, but it has fostered the general religious spirit and aided to bring the study of the Bible into the general religious acceptance and appreciation of all students. The sketch of the religious activities of the college, appearing farther on in this Bulletin, give some idea of the scope of influence which the Biblical Department is constantly exercising.

OUR BIBLICAL STANDARDS

It should appear without statement that the sole aim of a college Biblical Department, on the part of both managers and faculty, is to emphasize their intense interest in the

Bible, the church, and all practical religious questions. But on these points the college wishes to withhold no word that may strengthen the constant and abiding trust which Guilford has always shared in her patrons regarding her religious standards. The following statement regarding the Bible, Christ, and the Church, comes directly from Professor J. Edwin Jay, the present head of the Biblical Department, and is commended to all for its unqualified expression affecting some of the vital issues of the present day :

THE BIBLE

In these days of amazing changes, when freedom and the guaranty of human rights form the watchword of humanity; when every institution of the past is being tested for its inherent right to a place in our modern life; we trust it will be a source of gratification to the managers and supporters of Guilford to know that while we are striving to forge abreast of the best scholarship of our times, we have never found the lead of true scholarship constraining us to depart from a single fundamental of the Christian faith, nor is it contemplated that any such departure shall ever take place.

It is a pleasure to reiterate and assert our unwavering acceptance and belief in the Bible of the Old and New Testaments as being the record of God's word handed forth by His specially anointed messengers—prophets, priests, sages, psalmists, and historians—who were specifically moved and inspired by the Holy Spirit to deliver the messages and the works which the Scriptures record of them. The Bible, intelligently studied, is conclusive and convincing that it is a book of supreme and unique value as expressing the exact revelations apprehended from God and made at the times when the Bible was compiled. And, furthermore, it unfolds not only the knowledge of the true God, but the knowledge of His true character and will, and shows and exemplifies by Jesus Christ the perfect and only way of salvation.

The Bible is a book worthy to be studied and investigated, for this it invites for itself in the words of Paul to Timothy: "They are able to make thee wise unto salvation through faith which is in Christ Jesus. Every scripture inspired of God is also profitable for teaching, for reproof, for correction which is in righteousness: that the man of God may be complete, furnished completely unto every good work."

The Bible also is pre-eminently a book for devotional reading and study. It will be owned and indicted in the heart of every reader who approaches its pages with a spirit of reverence and searching for the light. It is a book adapted for all, whether they be of limited learning in books; or be children enrapt in innocence, infancy and supreme faith; or be men of philosophic inquiry.

The permanency of the Bible is built upon the inner ethical quality of divine righteousness, which the Spirit indicted in the hearts of the men who gave it. The extraneous elements, such as literary form and the historical collaborations, are subordinate, but have formed the necessary body of expression for the spokesmen of the Bible, who lived in so varied and so differing ages, times and circumstances. Education should be left free to pursue its course, to discover and to devise everything within its power to show us the nature of the ancient modes of writing, composition, or ancient methods of compiling books and history. This is but the means to the end of intelligent reading of the Scriptures. The inspirational element is as permanent as the "Rock of Ages", and no scholar of reputation and honest character attempts to divest the Bible of this sacred element; for it is this inner spiritual quality of ethical righteousness which runs like a golden chain from Genesis to Revelation, binding all parts of the Bible together into a true spiritual unity and harmony.

JESUS CHRIST

The presentation of Jesus comes to us through the Gospels of the New Testament, supplemented by the apostolic epistles

and some extra-canonical writings. These sources afford us an untiring view of the wonderful life of our Lord and His ministry. The themes most engaging to the Gospel writers are, first, the reality of Jesus' birth into the human race; and, second, the Gospels are specifically engaged in the description of the divine personality of Jesus, asserting that the person and works of Jesus amply manifested a true incarnation of God.

The power of Jesus' life resided in His perfect exemplification of God's loving purpose to reach and save mankind. This loving purpose of God characterized Jesus in the manifold works of His ministry, and in His self-sacrificing nature, which he displayed in a life of unequalled love and tenderness, sympathy and service, majesty and true dignity.

In the ministry of Jesus his promulgation of the Kingdom of God disclosed to the world that the perfect law resides in the conception of the divine fatherhood of God, the brotherhood of mankind, and the rule among men of ethical righteousness inspired in believers by the Spirit of Truth. These principles form the bases of the Kingdom as formulated in the "Sermon on the Mount", Matt. 5-7; the "Lord's Prayer", Matt. 5:9-15; the "Great Commandment", Matt. 22:36-40; and the "Golden Rule", Matt. 7:12.

In essence the true Kingdom is a dominion of God by His immanent Presence in the souls of men; collectively, it is the social fabric in which all genuine disciples of Christ become communicants of the same Spirit, are bound as members of the same household, are subjects of one dominion or king, are heirs of the same glory, are ruled by the same set of faith-principles and precepts.

Jesus, as the author and founder of this spiritual kingdom, must needs exemplify the kingdom in His own person and works. And this is expressly the picture which is drawn of Jesus in the Gospels. His ministry of love and service was attested by mighty works and deeds. Almost innumerable

deeds of healing and providence are accorded to Jesus, and are attributed to His unique power as the Son of God, and are called "miracles". Jesus himself appealed to these as proof of his messiahship, (cf. Matt. 11: 2-6, or John 14: 11).

Jesus' embodiment and promulgation of a spiritual kingdom soon brought Him under the contradiction of the apostate leaders of Judaism, familiarly known as the Scribes and Pharisees. These leaders conceived an intense hatred of the Savior's teaching and determined to thwart the reformation of Israel under any such plan as taught by Jesus, and they laid Him a victim to their hate. This hatred took place in the bitter antagonism which they displayed during the ministry of Christ; in the persecution which they waged afterwards towards the disciples and early Christians; and especially was it shown in their blasphemous resentment of His works of healing; and finally in their determination to destroy the Master in the cruel suffering of the Cross. All these sufferings Jesus bore in the spirit of love, sacrifice and mercy. His life was sanctified in prayer. He exemplified untrammelled communion with God, whom he designated as His Father and our Father. Thrice in his career, according to the Gospels, was He accorded remarkable visions and assurances from Heaven, regarding the faithfulness of His course and the divine approval of His messiahship. These occurred at His baptism, on the "Mount of Transfiguration", and in Gethsemane.

The life of Jesus, in the presence of the sin and evil of this world, entailed not only suffering and sorrow for Himself, but it intensified the divine law of sacrifice as incumbent upon all the true children of God. Love will not falter and goodness will not break down, though the contradiction of sin bring suffering—even death! This is Christ's law of sacrifice. "The good shepherd layeth down his life for the sheep." This was the virtue of Christ's cross: He could not escape it without turning from the goal of righteousness where the mandate of truth propelled Him. "Follow me",

was His call to others,—but spared not to say, “take up thy cross”! “For God so loved the world that he gave his only begotten son, that whosoever believeth in him should not perish, but have eternal life.” Jesus perfectly understood this to be the necessity of His death. By this unfaltering faithfulness of Christ, we have the Gospel of love; understand the heart of God; and adore the suffering, sacrificing, bleeding Savior, dying for us, centralizing every feeling of love, affection, mercy, and goodness upon the Cross.

The power of such love is the supreme appeal of God for reconciliation. The overture of divine mercy is universal, but the election resides in the free action of the heart of man. Hence, there arises out of the life, sufferings and death of Jesus—He being at once the confessed Son of man and Son of God—the complete atonement. The whole fabric of rites and material symbols reduces to a shadow. Altars of wood and stone fall to ashes under their own fires. The plan of redemption is a spiritual regeneration of human souls, after the pattern and law of Christ. The end of such redemption is the glorification of the believer in a kingdom of peace here, and a divinely designed immortality beyond. The pledge for so great hope is the resurrection of Christ from the grave and His ascension to heavenly glory.

Meanwhile we wait, in the earthly life, while the inner hope glows by the presence of the comforting, peaceful spirit of divine love, shed abroad in our hearts.

THE APPEAL OF THE CHURCH

The dying of the Son of God in wonderful atonement cites directly to the fact of human sin and the craving needs of our race. Without the immanent reach and help of God the human life would fall to destruction. But out of the mercies and the grace of God, as displayed in the saviorhood of Jesus Christ, arise all the redemptive means and agencies for man's salvation: for the birth of spiritual life; for the removal

of sin; for the union of holy people in righteous fellowship; for the extension of fraternal service toward one another; and for the combination of organized powers in a waging combat against all forms of evil and weakness.

To such aims our highest appeals go out in behalf of the organized church. The church is the foremost outward agency for the winning of souls to Christ's kingdom. Jesus himself laid the foundations of organized promulgation of the Gospel by his choice and use of his disciples. The church institutions have formed the most beneficent agencies that have wrought in human history throughout the various epochs of the Christian era. And there should be no more centering aim among Christians today than the upbuilding and expanding of the powers of the organized church.

To these aims the Biblical Department of Guilford College is specifically directed. The value of all Protestant denominations is recognized and respected. The particular values of the Friends Church are faithfully emphasized. We have an honest appeal therefore, and extend it to every member of North Carolina Yearly Meeting, and to all others where this message falls, to participate in the opportunities of the College; to lend a sympathetic hand of support and good will, and, above all, to unite in the fellowship of the Spirit for the promulgation of the cause of Him who "loved the church, and gave himself for it".

A SKETCH OF THE RELIGIOUS ACTIVITIES OF GUILFORD COLLEGE

VARIED MEANS FOR VARIED NEEDS

The phases of religious life at Guilford have amply kept pace with the educational expansion and development of the college. The religious influences operating under distinctive organized plans are various and supply a varied means of help for the many-sided needs that are felt in the college community.

THE CHRISTIAN ASSOCIATIONS

Foremost among the religious organizations of the college are the Christian Associations. These are such thorough-going organizations that brief sketches of their activities during the year will be a source of gratification to every patron of the college.

Y. M. C. A.

The year which has just closed was one of the most prosperous in the history of the Guilford Y. M. C. A. Its influence was felt in every corner of the campus.

Last fall a reception committee met all new students at the trains and accompanied them to the college and made them feel that the Y. M. C. A. men were their brothers. On the first Saturday night after the opening, a reception was given by the two Christian Associations, for all new students, to get them acquainted with each other and get a glimpse of college life.

On the following Thursday night a stirring address was given in the Y. M. C. A. Hall. As a result about seventy-five men were enrolled in the Association. One week from this a Bible Study Rally was conducted by Rev. E. K. McLarty, of Greensboro, and as a result about ninety men were enrolled in the Bible Study classes. Also a Mission Study Rally was

held, and about fifty men were enrolled in Mission Study. In October the State Bible Conference was held at Guilford, and presided over by Dr. Wethersford, Interstate Secretary for the South. This gave great impetus to the interest of our local Y. M. C. A. In January a series of decision meetings were conducted, and resulted in many permanent decisions for Christ. The lasting good resulting from these meetings was greater perhaps than any series we have ever had. In the spring, a series of Life Work addresses was given by prominent men, and at commencement time the regular annual address was given by J. Waldo Woody, pastor of the Friends church at Knoxville, Tenn.

Prospectus of 1910-1911

The Y. M. C. A. undertook last spring to lay out the greatest working plans for 1910-11 that have ever been projected by the Guilford Association. Six delegates attended the Southern Student Y. M. C. A. Conference at Montreat, N. C., and there they caught visions of possibilities which they will endeavor to carry out during the coming year. It is being planned this year to enroll every man of the college in Bible study. And in Missions a course is planned which will surely interest all, viz., "A Study of the Negro Problem of the South." In addition to this there will be still other courses conducted in Missions.

This year, again, there will be a series of decision meetings conducted by some minister of note, also a series of Life Work addresses in the spring. Regular religious meetings will be held as usual every Thursday evening, in the Y. M. C. A. Hall. The purpose of these meetings is to foster prayer among the young men and to throw light upon their various problems.

Y. W. C. A.

The Young Women's Christian Association accomplishes among the young women practically the same lines of service

that are carried on in the Y. M. C. A. Regular weekly prayer meetings are held, Bible study and Mission study classes are conducted. Decision meetings and special revival services occur at favorable intervals.

It is the aim to enroll every girl of the College in the Association.

The spiritual and moral tone of the College is largely indebted to the noble, faithful, untiring Christian zeal of the young women.

SUNDAY SCHOOL

Under the auspices of the college faculty a regularly organized Sunday school is held every Sunday morning during the school year, at ten o'clock. The regular college faculty are the teachers, with one of their number elected to the office of superintendent.

The lessons are the regular International Lessons. Every means is taken to cultivate in the minds of students not only a spirit of study but also a spirit of service in this line of religious work, so that when students go back to their homes they will feel disposed to render service to the Sunday schools in their home meetings.

SABBATH MEETINGS

A large and well appointed service for religious worship and preaching is held every Sabbath morning, at eleven o'clock. Again, in the evening, at half past seven, another meeting for prayer and speaking is held. These two services in connection with the numerous Bible study and Mission study classes render the Sabbath a day of spiritual training and worship such as would scarcely be equaled outside a college community.

BIBLICAL RESEARCH SOCIETY

In the fall of 1908, the Guilford College Biblical Research Society was organized, and has held regular meetings fortnightly during the past two years. This society is composed of members of the faculty and advanced students, and devotes itself, as its name suggests, to the study of Biblical subjects of extensive inquiry and research. The society has rendered great benefit in casting a strong Biblical influence in the college. For the past two years it has devoted itself to the study of the following lines: I. The Laws and Institutions of the Hebrews; II. The History and Development of the Messianic Hope.

BIBLICAL SEMINAR

The Biblical Seminar is composed of a group of young men who are interested in Biblical study and the practical preparation for the ministry. The work is directed towards the cultivating of a strong fellowship union among all prospective students of the ministry. It holds meetings fortnightly and discusses practical problems. It promotes a public work department and during the past year the members have contributed much service in the Sunday schools and small meetings within reach of the college.

CHRISTIAN ATMOSPHERE

From the foregoing it may be seen how varied and complete is the entire life of a student enveloped in an atmosphere of Christian influences. It cannot be claimed that all will yield themselves to the professed Christian life, but it is certain that Christian influences prevail at Guilford; and all forms of unchristian activities are suppressed and put under the ban of the Christian spirit. In this way, though personal liberty is guaranteed, the strongest possible forces are at work to constrain young men and young women to follow the path of Christian living.

WHAT SOME GUILFORD STUDENTS ARE DOING

The following item was printed in *The Friends Messenger*, of June, 1910, and was prepared by Professor George W. White, Chairman of the Evangelistic Committee of North Carolina Yearly Meeting:

Clara I. Cox, Dear Friend:

I am glad to see our young Friends, who for several years past have received education at Guilford College, now engaged in teaching or religious work. Some have become ministers of the gospel and have done valiant work for the establishment of Christ's kingdom on earth, and others have held important positions in Y. M. C. A. and Sunday school work.

Recognizing the great work you yourself are doing for the church as editor of *The Friends Messenger* and as home missionary, I remember you finished our course of study in 1902, at the time of the establishment of our Biblical course of study. Since then many others have enlisted in the service of our Master.

C. M. Short, of 1903, is now pastor of a Methodist Church near Salisbury.

Joseph D. Cox, of 1904, is superintendent of the Bible School of High Point Meeting.

R. E. Lewis, of 1905, is secretary of Y. M. C. A., Lockport, N. Y.

J. M. Purdie, of 1906, is pastor of Friends Meeting, Blue Ridge Mission, Virginia.

E. J. Coltrane, of 1907, is organizer of Laymen's Missionary Movement, Randolph County.

A. E. Lindley, of 1908, is secretary of Y. M. C. A., Agricultural College, Miss.

W. T. Boyce, of 1909, was pastor of a Friends Church in New England last summer and will be pastor at the same place this summer.

Edward S. King, of 1910, is appointed secretary of Y. M. C. A. in a college in Alabama.

J. E. Sawyer, of 1910, is a recognized minister in the Baptist Church, and is elected principal of a Baptist Seminary.

W. R. Pritchett, 1907, is pastor of Presbyterian Church in Columbia, S. C.

E. L. Hudson, of 1911, is pastor of Friends Meeting, Unity, Maine, this summer.

Rufus Fitzgerald, of 1911, preached in New England last summer and returned again this summer, as pastor of Friends Meeting at Brooks, Maine.

Dennis Gray, of our Biblical Department, is fitting himself for foreign missions and is secretary of Friends Institute, Philadelphia, for the summer.

Daisy Crow and Kathleen Lindley, both of whom were students in our Bible classes, have done good work in the Dobson mission.

Milner Angel, who finished three years of our Biblical course, has been recorded a minister by New Garden Monthly Meeting and has served as field evangelist in North Carolina Yearly Meeting for the past year very acceptably.

In fact, during the existence of our Biblical Department there have gone out from us at least 27 teachers who have taken active part in our Bible school work and 18 special religious workers who have received instruction at Guilford College. We hope many more such Christian workers will go out from our college walls, fully established in the Christian doctrine of Jesus Christ as our Saviour, and full of appreciation of the sacred truths contained in the Holy Scriptures.

TESTIMONIAL*Unsolicited*

4, Gleason Street, Dorchester, Mass.

July 1st, 1910.

L. L. Hobbs, President,
Guilford College, N. C.

Dear Friend:—I shall be remiss in my duty if I do not express to thee the appreciation which not only I hold personally, but which our Friends in New England hold, toward your college for the help which we have secured and are at present enjoying from the young men who have been prepared under your training, and who are serving us in the gospel in very needy places in our New England territory. I hope that you will be able to continue this special work of training young men for this religious service, which we believe will prove a lasting monument to your institution and bring you many endowments of gratitude, if not something more substantial that will enable you to enlarge and extend your field.

Sincerely thy friend,

THOS. WOOD,

General Superintendent Evangelistic and Church Extension Work of New England Yearly Meeting of Friends.

OUTLINE OF THE COLLEGE BIBLICAL COURSES

The Biblical Department of Guilford College is organized on an equal basis with other departments of the college. Students of the college who elect Biblical subjects for their major work and complete the general requirements in other studies receive the degree of A. B.

This department, however, offers opportunities of study to students who may not wish to pursue a regular course. There are practical courses open at all times of the year which would be very beneficial to anyone who should spend even a brief residence at the college. Students of this class, not expecting a degree, may enter at any time, though it is always best to enter at the beginning of a term.

FIRST YEAR

I. BIBLICAL HISTORY.—This is an introductory course, preparatory to further study in Biblical interpretation and exposition, intended to give the student a comprehensive knowledge of the entire Bible contents. It begins with a study of the earliest centers of civilization, and tracing the development of religion and civilization in the light of modern discovery and exploration, down to the era of the Hebrew conquest and settlement in Palestine. Each period of Hebrew and Jewish history is then studied historically down to the apostolic period of Christian history. The Biblical writings are viewed in the light of their origin and purpose. The aim of this course, aside from an acquaintance with the long and varied history of the Hebrew race, is to present clearly the course of revelation as apprehended and advocated by the inspired Biblical writers and teachers, and to incite an appreciation of the fundamental grounds of Christian belief.

Collateral Subjects: Latin, English, Mathematics.

SECOND YEAR

II. FOUNDATIONS OF CHRISTIANITY.—An advanced course primarily on the history and teaching of Christ, but dealing also with the life and thought of the period in which the Messiah appeared. The chief feature of this course is a constructive study of the methods of Jesus as Savior. Fall term. Three hours a week.

III. THE APOSTOLIC PERIOD.—A study of the rise and progress of Christianity to the close of the first century, A. D., with an examination of the contents of the entire New Testament. Spring term. Three hours a week.

IV. HOMILETICS.—A course on The Work of Preaching, dealing with the principles of preaching.

Collateral Subjects: Greek, History, English Composition and one Elective.

THIRD YEAR

V. PROPHECY.—Primarily an expository course on selected portions of the prophetic writings of the Old Testament. But the field and influence of prophecy in the history of Israel and the nature of true prophecy, together with the changes in the prophetic elements of various epochs, will be studied. Three hours a week. Fall term. Optional.

VI. THEOLOGY OF JUDAISM.—A course examining into the thought and belief of the Jews as exemplified in some of the later Scriptures of the Old Testament, together with some extra-canonical writings which disclose the popular feelings and hopes of Judaism anticipatory to the advent of Messiah. Optional.

VII. CHURCH HISTORY.—A history of the Christian church from the apostolic period to the present time. Four hours a week for a year, except in the last half of the spring term, three hours a week, when two hours a week will be given in Friends History.

VIII. FRIENDS HISTORY.—This course comprises an outline of the history of Friends and examines extensively the writings of Friends on the subjects of doctrine, worship, polity and Christian life. Special attention will be given to the status, problems and opportunities of Friends at the present time. This course is optional. Two hours a week. Last half of spring term.

Collateral Subjects: Greek, German, and one Elective.

FOURTH YEAR

IX. CHRISTIAN DOCTRINE.—This course discusses and examines the various doctrines and tenets of the Christian religion as usually set forth under the title of systematic theology. Three hours a week. Fall term.

X. CHRISTIAN MISSIONS.—A general history of Christian Missions, with special attention to the present fields of missionary activity. Special phases of the missionary work and the lives of great missionaries will be presented by papers and various assignments to members of the class. A seminar course. One hour a week. One year.

XI. PRACTICAL HOMILETICS.—An advanced course, embracing sermonizing and a large amount of exegetical and homiletical work in the Scriptures. Two hours a week. Spring term. Primarily for seniors.

Collateral Subjects: Greek, German, Psychology, Logic, Astronomy, and one Elective.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE

GUILFORD COLLEGE, N. C.

VOLUME 3

ELEVENTH MONTH, 1910

No. 3

THE OUTLOOK FOR THE ATHLETIC FIELD

Guilford has long done considerable good work in the way of encouragement to proper athletic training. Baseball very early made itself felt as a means of outdoor exercise for the young men. Back in 1867 we have some account of lively match games being played with teams in Greensboro, notably with one, "The Big Lazies," of which the famous Judge A. W. Tourgee was a member; and the late distinguished scholar, A. Marshall Elliott, was pitcher for the New Garden nine. It is remarkable, when one comes to think about it, how long a line of noted young men have engaged in the friendly contests from that day to the present time. Yet too little material equipment has been made for the proper accommodation and control of the physical training of the students of Guilford. The many successful contests have been developed with almost no equipment of grounds.

The old baseball field, as former students will remember, lay between the road on the east and the woods on the west, the sturdy post oak at the southeast corner and the two white poplars, one near the first base and one near the third base, being noted outstanding marks.

Some years ago a better field was found to the east and southeast of the Y. M. C. A. building. There it is at the present time; and there is to be its abiding place. Last year, and in fact for several years, a growing interest was awakened in track athletics. Two years ago some noted scores were made

by Guilford runners, and by men in other departments of the track. Last year particularly, work on the grounds assumed definite form, and a running track a quarter of a mile in length was constructed. (See accompanying cut.) The location is around the baseball field. It was necessary to move two cottages to locate the track, as they stood on the circle. This was done; and the running track constructed, the cost being \$275.00. Alumni have shown their interest by contributions towards this expense. There yet remains about \$50.00 to be met in hauling cinders and putting the track in running condition for the contests next spring.

The baseball diamond and field, as stated above, are within the circle of the running track. About two hundred and fifty dollars will be needed to level the ground, remove two cottages which now stand inside the circle, and put the entire field in grass. One hundred dollars of this sum is practically assured.

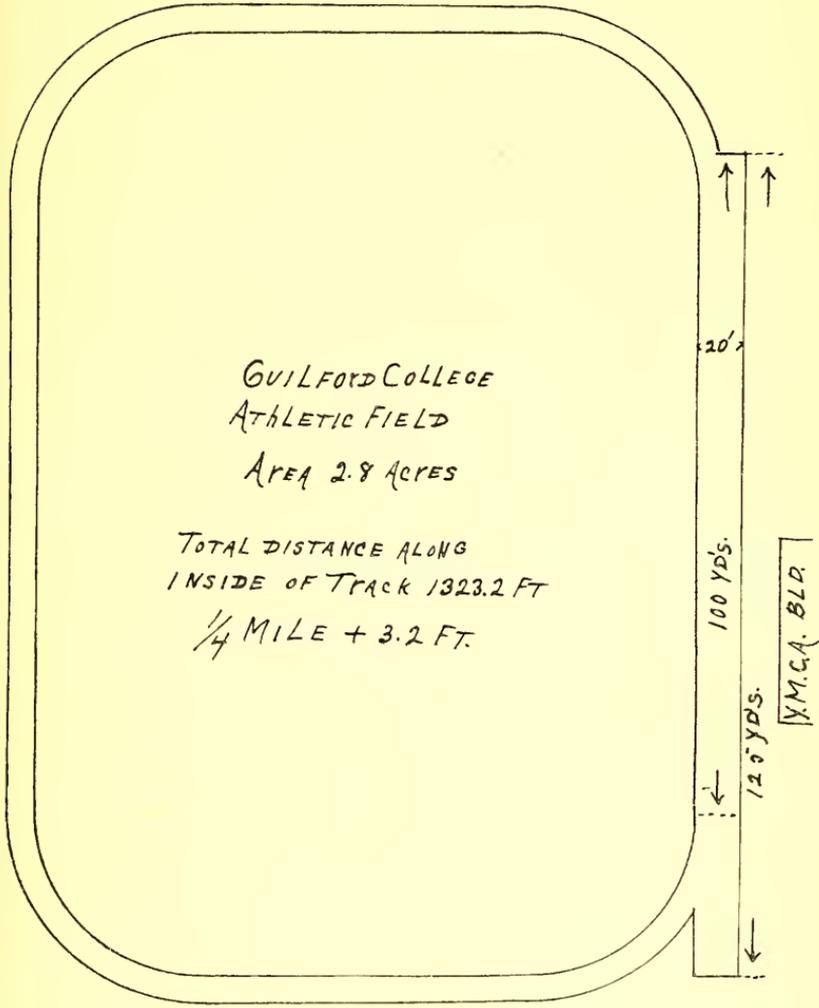
These improvements are so necessary that no argument is needed to enforce the appeal.

These arrangements, the running track and the baseball ground and tennis courts, are needed to give all the boys a chance to take part in athletics. Not all desire to play baseball; nor, if they did, could they do so; but everyone naturally takes to some phase of physical exercise, and it is necessary that one should do so for the sake of health of body and of mind. Some may run on the track, some play tennis, some play basket ball, and some play baseball.

The field, as one who knows the situation may readily see, will be a means of great benefit to Guilford students. The construction of such an athletic field will also attract the attention of young men and visitors, who will understand that proper encouragement will be given at Guilford to foster good health of students, in order that the greatest amount of work may be done in a four years' course.

Several important track meets, it is expected, will take place next spring at Guilford; and we have no time to be

WORTH PROPERTY



GUILFORD COLLEGE
ATHLETIC FIELD
AREA 2.8 ACRES

TOTAL DISTANCE ALONG
INSIDE OF TRACK 1323.2 FT
 $\frac{1}{4}$ MILE + 3.2 FT.

dallying with this great question of Guilford's needs in respect to an athletic field. All who contribute towards the great end in view may know, and will know, that the result will be one of the most attractive and useful athletic fields in the state; and further, that one of the pressing needs of the young men will in this way be met.

While the above account of the track and baseball ground has reference to the needs of the young men, the demands for the girls are equally important. Hitherto tennis courts and basket ball for girls have not had sufficient ground for the best results. Recently space has been selected to the west of New Garden Hall, and arrangements are expected to be made for leveling the ground and putting it in grass. This will require an outlay of about two hundred and fifty dollars. The situation is all that could be desired; but the work to be done is great, and appeal must be made for sufficient means to put the grounds in good condition by next spring. Room will be found here for tennis and basket ball, and the location is such as to invite the girls to outdoor exercise.

These improvements for the better physical care of students are such as will add to the general attractiveness of the campus. The added care recently extended to the campus has resulted in the adoption of a plan of improvements devised by Warren H. Manning, of Boston. Therefore, whatever changes are hereafter made will be in accord with this design. It is expected that all the space between the library and the meeting house and the road to the west will be prepared this winter for grass in the spring.

These improvements now being made for the encouragement of physical training are intended to help the students in their studies and in the final outcome of a college course.

It is not possible any longer to consider a boy or girl all intellect, or all spirit; a considerable portion is body, and a good physical or bodily basis is essential to sound mental and moral life. The improved methods of living which are seen in good homes in many parts of our country have resulted from

a clearer comprehension than people had in earlier times of the claims which have grown out of the natural sciences.

It is the duty of educational centers to keep abreast of every increase in scholarship in every field; and to apply all the new methods that are sound to increasing the power of a college as a source of service to mankind.

The opportunity which Guilford now has to erect a dormitory that will be strictly up to date in equipment should stimulate every friend of the college to contribute to the proposed boys' dormitory. All the buildings on the campus are now heated by steam, except Archdale and the Y. M. C. A. halls. These dormitories being insufficient for the accommodation of the young men who come to Guilford, no other argument is needed to show a just cause of appeal for funds to erect a building to meet this need. With a new dormitory on the campus, the cottages now used for the young men's club can be disposed of to the improvement of the appearance of the campus, and to the very great advantage of the athletic field. The cottages have served a good purpose, but the day for such buildings on our grounds is passed; and the changes above named with respect to athletic needs and the proper accommodation of young men in the way of dormitory and study rooms, all work together in creating the demand for the earliest possible action.

THE FARM AND CAMPUS

Scarcely anyone who knew New Garden Boarding School thirty or forty years ago and who has not recently visited the old foundation made new by buildings and improved farm and campus, could picture the changed condition.

When twenty-five years ago David Petty, of Archdale, N. C., took charge of the farm, there was little to induce one to expect in the future such results as recent years have shown. Mr. Petty was a farmer ahead of his time, and believed the red lands of Guilford could be improved by deep plowing and frequent cultivation. He inaugurated a system of land culture which immediately began to bear fruit. He dug up stumps, built the first silo in this part of the country, and began improvement on the land to the east of Founders Hall, which up to that time was almost worthless. Now one may see the five-acre field in alfalfa.

The dairy was developed under his management, and the dairy products became an important part of table supply and have remained so ever since. The herd of Jersey cattle thus gathered together have helped to enrich the soil, and the enriched soil has added to the crops of hay and corn. The present prospect is towards the stocking a large part of the farm in grass which will not only yield feed for cattle, but will prevent loss of soil by washing rains, and combine more pleasingly with the campus and thus add to the general appearance of the location.

The aim now is to unify all the resources of the college and turn them to the greatest educational effect. Good farming is a product of better education; and the resources of our state in an agricultural way are to a large extent dormant, awaiting intelligence and energy to bring forth all the supplies needed by our people for consumption, and thus to be the means of vast wealth. Better farming will follow better education and more wealth will ensue, and in turn add more means to education which will begin another circle of improvement and service.

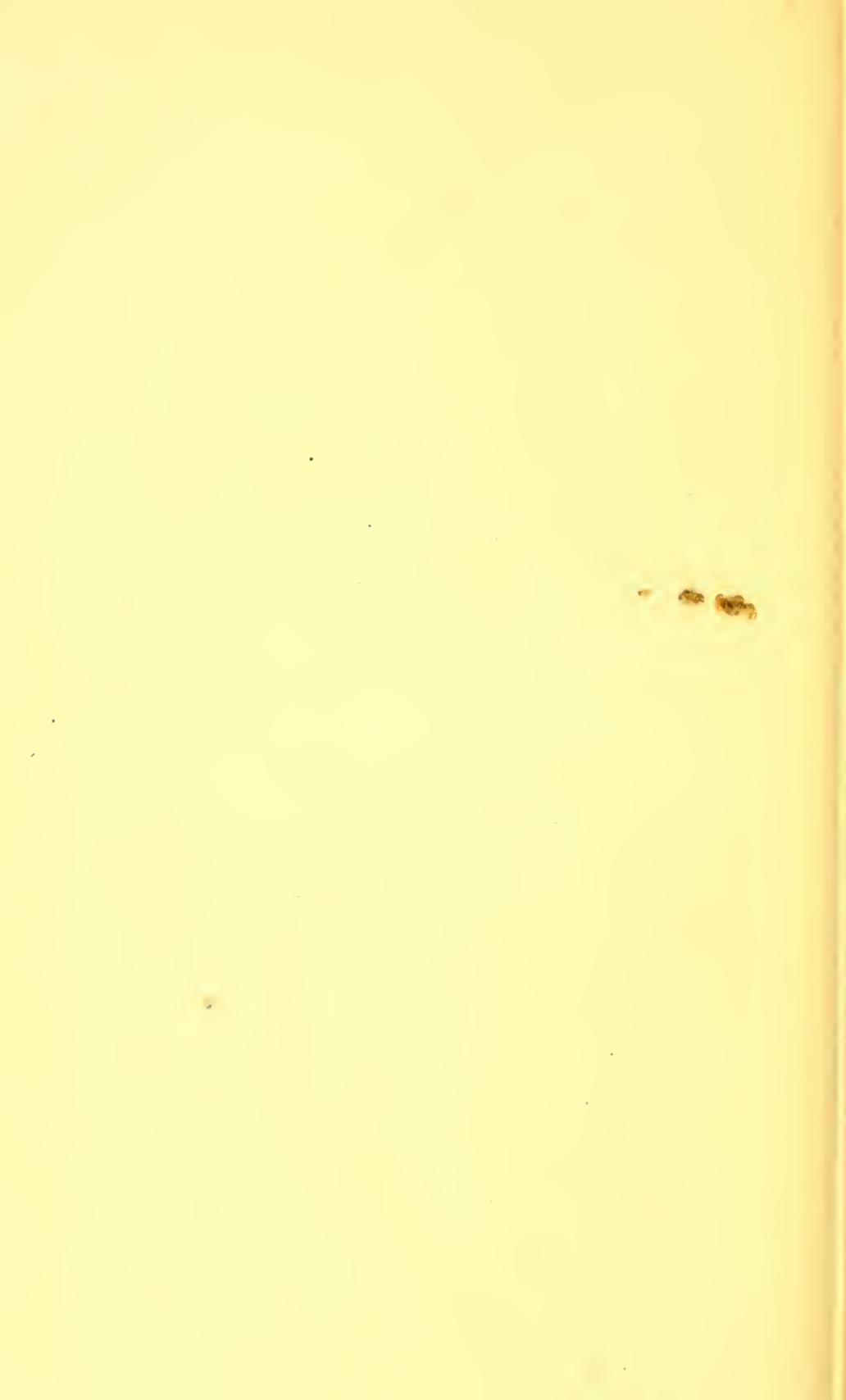
GUILFORD COLLEGE BULLETIN



SUMMER SCHOOL NUMBER

A Six Weeks Term Beginning June 5th, and Closing
July 14th, 1911.

PUBLISHED QUARTERLY BY GUILFORD COLLEGE



GUILFORD COLLEGE BULLETIN

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GUILFORD COLLEGE, N. C.

VOLUME 3

THIRD MONTH, 1911

No. 4

SUMMER SCHOOL NUMBER

A SIX WEEKS TERM

BEGINNING JUNE 5th, AND CLOSING JULY 14th, 1911

THE SUMMER SCHOOL

The Guilford College Summer School is organized under the auspices of the faculty. For several successive summers a few students have pursued courses of study by special arrangement with members of the faculty. In response to a growing demand each year for a regular school, arrangements have been made to conduct, this year, a short term course, beginning on June 5th and continuing six weeks.

It is the intent to offer any courses that may be in demand on the part of students. Students will not be expected to pursue more than two courses, although the amount of work which a student will be allowed to take will be a matter to be arranged with the Dean. Students must expect to do a large amount of work in one or two subjects rather than to pursue several different subjects.

It is the aim of the Summer School to be of special benefit to two classes of students in particular. First, those who are irregular in their work and wish to make up some of the courses in which they are deficient will find this opportunity in the Summer School. Second, the decided advance made in the college entrance requirements will make it necessary for some to do additional preparatory work in order to enter the

Freshman Class in the fall. While the faculty are not obliged to conduct classes unless there is a reasonable number desiring the subject, yet all possible means will be extended to aid students in the work most needful for them to have.

FOR TEACHERS

Public school teachers—both in the high schools and in the common schools, will find many courses from which they may select those that will be most helpful to them. It is especially the aim of the school to meet the needs of teachers who wish to devote a short term in preparation for the work they are engaged to do in their respective schools.

REGISTRATION

Students may make their registration with the Dean as soon as this Bulletin is published. All should register not later than June 1st, and it is desirable that those expecting to attend the summer term should notify the Dean of their intentions as early as possible, and specify the subjects that they will wish to pursue. Address, Dean of Guilford College, Guilford College, N. C.

ACCOMMODATIONS AND EXPENSES

The beautiful surroundings of Guilford College during the early summer are ideal for an enjoyable short term of school. The College will use its excellent equipment for the benefit of the school, and seek to make those in attendance comfortable and their progress in every way satisfactory.

Board and lodging for the term of six weeks	\$25.00
Tuition in two subjects	15.00
Tuition in one subject only	10.00

Payable in advance at the Treasurer's office.

Students are requested to furnish their own white linen for bed, pillow-cases, towels, soap, and table napkins.

REQUIREMENTS FOR COLLEGE ENTRANCE

Beginning with the Fall of 1911, the Guilford College entrance requirements will be raised to fifteen *units*.

Generally speaking, a *unit* will correspond to the amount of work done in a subject pursued for one year, daily recitations, in the high schools of North Carolina.

The *units* required for admission to the Freshman Class are as follows:

English Grammar	One-half Unit
Arithmetic	One Unit
English Language and Literature	Three Units
* Latin Language	Three Units
American History	One Unit
Ancient History	One Unit
Physiology	One-half Unit
Physiography	One Unit
Physics	One Unit
Algebra	Two Units
Plane Geometry	One Unit

* Through Cicero's Orations and Virgil's *Æneid*.

COURSES OF INSTRUCTION IN SUMMER SCHOOL

LATIN

1. (a) Latin Lessons and Grammar. Equivalent to one-half year's work. First half.
- (b) Latin Lessons and Grammar. Equivalent to one-half year's work. Second half. Prepares for Cæsar.
2. Cæsar. Four books.
3. Cicero and Composition. Includes four of Cicero's Orations against Catiline, with Composition.
4. Virgil and Composition. Includes four books of Virgil's Æneid.

GERMAN

Classes in German according to demand.

ENGLISH

1. English Literature, equivalent to Course "C" in Preparatory Department.
2. Rhetoric and Composition.
3. Literature, equivalent to English Ib.

HISTORY

1. Ancient History.
 - (a) A study of Oriental History, covering the first half of Ancient History, Preparatory Department.
 - (b) Roman and Greek History, covering the second half of Ancient History, Preparatory Department.
2. Medieval and Modern History. A study of the History of Western Europe. Sophomore Course.
3. Advanced United States History, with special reference to development and form of government and to civic life.

MATHEMATICS

1. Algebra.
 - (a) A course covering High School Algebra, with special reference to graphing, equivalent to Course "B," Preparatory Department.
 - (b) A course equivalent to Course "A," Preparatory Department.

2. College Algebra. Freshman Course.
3. Plane Geometry.
4. Solid Geometry.

SCIENCE

Courses in Physics, Chemistry and Biology.

OUTLINE OF COLLEGE COURSES FOR 1911-1912

SCIENCE GROUPS

FRESHMAN

Chemistry Physics—Chemistry English Sol. Geometry—Algebra <i>* German</i>	Physics Physics—Chemistry English Sol. Geometry—Algebra <i>German</i>	Biology Physics—Chemistry English Sol. Geometry—Algebra <i>German</i>	Sol. Geometry—Algebra English Physics—Chemistry <i>German</i>
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SOPHOMORE

Chemistry History English Composition † Trigonom.—Analytics <i>German</i>	Physics History English Composition Trigonom.—Analytics <i>German</i>	Biology—Physiology History English Composition † Trigonom.—Math. <i>German</i>	Trigonom.—Analytics History English Composition <i>Physics</i> <i>German</i>
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JUNIOR

Chemistry <i>* German</i> Biblical History Biology—Physiology	Physics Mathematics Biblical History Biology—Physiology	Biology <i>* German</i> Biblical History <i>Geology</i>	Mathematics <i>* German</i> Biblical History French
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SENIOR

Chemistry— <i>Chemistry</i> Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> French	Physics Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> <i>* French</i>	Biology Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> French	Mathematics Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> French
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** Elective if taken in previous years.*

† Spherical Trigonometry is elective with Methods of Teaching.

Subjects printed in *italics* are elective.

OUTLINE OF COLLEGE COURSES FOR 1911-1912

CLASSICAL GROUPS

FRESHMAN

Ancient Classics Latin English Sol. Geometry—Algebra <i>Greek</i>	Classical English English Latin Sol. Geometry—Algebra <i>German</i>	Modern Language German English Sol. Geometry—Algebra <i>Latin</i>	Biblical History English Sol. Geometry—Algebra <i>Greek</i>
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SOPHOMORE

Latin History English Composition † Trigonom.—Chemistry Greek	History English Composition † Trigonom.—Chemistry German <i>Biblical History</i>	German History † Trigonom.—Chemistry <i>Biblical History</i> English Composition	Foundations of Christianity—Apostolic Age History English Composition Greek † Trigonom.—Chemistry
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JUNIOR

Ancient Language Biology—Physiology German Biblical History	English Biology—Physiology <i>German History</i>	German French Biology—Physiology <i>English</i>	History of Christian Church Missions Biology—Physiology Greek German
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SENIOR

Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> German <i>Ancient Language</i>	English Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> <i>French</i>	French Psychology—Logic <i>Sociology—Ethics</i> <i>Economics—Astronomy</i> <i>Science</i>	Christian Doc.—Homiletics Psychology—Logic Sociology— <i>Ethics</i> <i>English—Astronomy</i> <i>French</i>
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† Spherical Trigonometry is elective with Methods of Teaching.

Entered at Guilford College, N. C., as second-class matter, under act of Congress of
July 16, 1894.



FOUNDERS HALL — SOUTHEAST VIEW

GUILFORD COLLEGE BULLETIN

CATALOGUE NUMBER
1910-1911

PUBLISHED QUARTERLY AT GUILFORD COLLEGE, N. C.

1911							1912													
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	..	..	..	..	1	..	1	2	3	4	5	6	..	1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31	..	..	..	28	29	30	31	..	..	..
30	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
AUGUST							FEBRUARY							AUGUST						
..	..	1	2	3	4	5	..	..	..	..	1	2	3	..	..	..	..	1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24	18	19	20	21	22	23	24
27	28	29	30	31	..	..	25	26	27	28	29	..	..	25	26	27	28	29	30	31
SEPTEMBER							MARCH							SEPTEMBER						
..	..	..	..	..	1	2	..	..	..	..	1	2	1	2	3	4	5	6	7	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	8	9	10	11	12	13	14
10	11	12	13	14	15	16	10	11	12	13	14	15	16	15	16	17	18	19	20	21
17	18	19	20	21	22	23	17	18	19	20	21	22	23	22	23	24	25	26	27	28
24	25	26	27	28	29	30	24	25	26	27	28	29	30	29	30	..	..	..	..	..
..	..	..	..	..	..	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..
OCTOBER							APRIL							OCTOBER						
1	2	3	4	5	6	7	..	1	2	3	4	5	6	..	..	1	2	3	4	5
8	9	10	11	12	13	14	7	8	9	10	11	12	13	6	7	8	9	10	11	12
15	16	17	18	19	20	21	14	15	16	17	18	19	20	13	14	15	16	17	18	19
22	23	24	25	26	27	28	21	22	23	24	25	26	27	20	21	22	23	24	25	26
29	30	31	..	..	..	..	28	29	30	..	..	..	..	27	28	29	30	31	..	..
NOVEMBER							MAY							NOVEMBER						
..	..	..	1	2	3	4	..	..	..	1	2	3	4	..	..	..	..	..	1	2
5	6	7	8	9	10	11	5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30	..	..	26	27	28	29	30	31	..	24	25	26	27	28	29	30
DECEMBER							JUNE							DECEMBER						
..	..	..	..	..	1	2	..	..	..	..	..	1	1	2	3	4	5	6	7	
3	4	5	6	7	8	9	2	3	4	5	6	7	8	8	9	10	11	12	13	14
10	11	12	13	14	15	16	9	10	11	12	13	14	15	15	16	17	18	19	20	21
17	18	19	20	21	22	23	16	17	18	19	20	21	22	22	23	24	25	26	27	28
24	25	26	27	28	29	30	23	24	25	26	27	28	29	29	30	31	..	..	..	..
31	..	..	..	..	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..	..

CALENDAR 1911-12

1911. April 22—Saturday, 8 p. m.,
Oratorical Contest—Zatasian Society.
May 6—Saturday, 8 p. m.,
Oratorical Contest—Websterian Society.
May 20—Saturday, 8 p. m.,
Oratorical Contest—Philomathean Society.
May 27—Saturday, 8 p. m.,
Music Recital.
May 29—Monday, 8 p. m.,
Oratorical Contest—Henry Clay Society.
May 30—Tuesday, 8 p. m.,
Alumni Address and Reception.
May 31—Wednesday,
Commencement Day.
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SEVENTY-FIFTH ACADEMIC YEAR

1911. September 5—Tuesday,
Entrance Examinations, 9 a. m. and 2 p. m.
September 6—Wednesday, 9 a. m.,
Fall term begins.
November 4—Saturday,
Midterm Examinations.
November 30—Thursday,
Thanksgiving Holiday.
December 16—Saturday, 7:30 p. m.,
Junior Orations.
December 21 to
1912. January 3, inclusive, } Christmas Vacation.
January 17 to 20—Wednesday to Saturday,
Midyear Examinations.
January 20—Saturday,
Fall Term closes and Spring Term begins.
March 23—Saturday,
Midterm Examinations.
April 8—Monday,
Easter Holiday.
May 28—Tuesday,
Commencement.

BOARD OF TRUSTEES

Josiah Nicholson	Belvidere, N. C.
E. C. Mendenhall	High Point, N. C.
J. Van Lindley	Pomona, N. C.
C. P. Frazier	Greensboro, N. C.
Henry A. White	High Point, N. C.
J. Elwood Cox	High Point, N. C.
Wm. T. Parker	High Point, N. C.
Jeremiah S. Cox	Greensboro, N. C.
W. H. Worth	Greensboro, N. C.
David White	Greensboro, N. C.
N. C. English	Trinity, N. C.
Charles F. Tomlinson	High Point, N. C.

J. Elwood Cox, *Chairman*

David White, *Secretary*

ADVISORY COMMITTEE

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Eunice Worth	Guilford College, N. C.
Mary M. Petty	Greensboro, N. C.
Mary D. Cox	High Point, N. C.
Mary E. M. Davis	Guilford College, N. C.
Priscilla B. Hackney	Greensboro, N. C.
Sandia Lindley	Pomona, N. C.
Gertrude W. Mendenhall	Greensboro, N. C.

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- On Literary Department* . . C. F. Tomlinson, David White, H. A. White
- On Boarding Department* C. P. Frazier, Wm. H. Worth, E. C. Mendenhall.
- On Farm* E. C. Mendenhall, J. Van Lindley, N. C. English
- On Auditing and Finance* J. S. Cox, David White, W. T. Parker
- On Campus and Forestry* . . J. Van Lindley, Wm. H. Worth, W. T. Parker
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- Endowment Fund* N. C. English, Chairman; J. Elwood Cox, Treasurer; J. S. Cox, C. P. Frazier, H. A. White.
- On Committee to Confer with Committee from Yearly Meeting,*
J. S. Cox, N. C. English, C. P. Frazier

FACULTY

LEWIS LYNDON HOBBS, A. M., LL. D., LATIN AND PSYCHOLOGY.

A. B., Haverford College, 1876; A. M., Haverford College, 1883; LL. D., University of North Carolina and Haverford College, 1908. Principal New Garden Boarding School, 1878-1884; President Guilford College since 1888.

JOHN EDWIN JAY, A. M., BIBLICAL LITERATURE.

Ph. B., Earlham College, 1895; Principal of Damascus, O., Academy, 1892-1894; Superintendent of Carthage, Ind., Joint Graded Schools, 1895-1898; Professor of Mathematics, Friends University, Wichita, Kan., 1898-1900; Professor of Biblical Literature, *ibid.*, 1900-1907; Student University of Chicago Divinity School, 1901; Vice-President of Friends University, 1905-1907; Graduate Student and A. M., Yale University, 1905-1906; Professor of Biblical Literature and Dean of Guilford College since 1907.

JAMES FRANKLIN DAVIS, A. M., GREEK AND GERMAN.

A. B., Haverford College, 1875; A. M., Haverford College, 1879; Graduate student Johns Hopkins University in German and Greek, 1877; Student in Germanic Philology, Universities Leipzig and Strasburg, 1879-1880; Assistant Professor Haverford College, 1877-1879; Professor of Greek and German Languages, Guilford College, since 1888.

GEORGE WILSON WHITE, A. B., MATHEMATICS.

A. B., Haverford College, 1878; Principal Sunbury Academy, N. C., 1878-1880; Principal Belvidere Academy, 1880-1883; Principal New London High School, Ind., 1883-1884; Principal Central Academy, Ind., 1885-1892; Professor of Mathematics, Guilford College, since 1893.

H. LOUISA OSBORNE, A. B., LATIN AND MATHEMATICS.

A. B., Earlham College, 1887; Student State Normal of Indiana, 1887-1888; Student Chautauqua, New York, Summers, 1888-1895, 1902-1904, 1909; Teacher Vermillion Academy, Ill., and Bloomingdale Academy, Ind., 1888-1892; Assistant in Latin and Mathematics, Guilford College, since 1892.

ADA MARTITIA FIELD, A. M., CHEMISTRY.

A. B., Guilford College, 1898; A. M., University of Washington, 1909; Student in Biology and Chemistry, Bryn Mawr College, 1898-1899, 1900-1902; Teacher of Science, Idaho Industrial Institute, Weiser, Idaho, 1904-1907; Graduate Instructor in Chemistry, University of Washington, 1908-1909.

CLEMENT ORESTES MEREDITH, A. B.,

LATIN.

A. B., Guilford College, 1900; A. B., Haverford College, 1901; Chautauqua, New York, Summer, 1901; Principal Guilford Graded School, North Carolina, 1901-1902; Professor of Latin, Guilford College, 1902-1906; Scholar in Latin, Greek, and French, Johns Hopkins University, 1906-1908; Professor of Latin, Guilford College, 1908-1909; Student of Classical Philology in University of Berlin, 1909-1910; American School at Rome, Spring, 1910; Professor of Latin, Guilford College, 1910-1911.

SAMUEL HORACE HODGIN, A. B.,

ENGLISH.

A. B., Guilford College, 1895; A. B., Haverford College, 1898; A. B., Harvard University, 1902; Professor of English Literature, Guilford College, 1898-1901; Student Cornell University, Summer, 1899; Superintendent City Schools, Oxford, N. C., 1902-1903; Principal Oakwood Seminary, N. Y., 1903-1905; Professor English Literature, Guilford College, since 1906.

WILLIAM HERBERT KIBLER, A. B.,

BIOLOGY.

A. B., University of North Carolina, 1906; Assistant in Zoology, University of North Carolina, 1904-1907; Teacher of Science, Durham High School, 1907-1910; Student at United States Fisheries Laboratory, Summers, 1909-1910.

DUDLEY DEWITT CARROLL, A. B.,

HISTORY AND ECONOMICS.

A. B., Guilford, 1907; A. B., Haverford, 1908; Principal Mountain View Institute, 1908-1909; Graduate Student in Columbia University, Summer, 1910; History and Economics, Guilford College, 1909.

ALLAN WILSON HOBBS, A. B.,

PHYSICAL DIRECTOR AND ASSISTANT IN MATHEMATICS.

A. B., Guilford College, 1907; A. B., Haverford College, 1908; Graduate Student Columbia University, Summer Session, 1909; Graduate Student University of Chicago, Summer Quarter, 1910.

MARIAN BRIGHAM RUSTEDT, PH. B.,

FRENCH AND ASSISTANT IN HISTORY.

Ph. B., University of Vermont, 1898; Student in Latin, Harvard Summer School, 1906; Student in French, Institut Feller, Grande Ligne, Quebec, 1906-1907; Student in French, Paris, France, Summer, 1910; Teacher of Language in Vermont, New York and Massachusetts.

BERNICE VIVIAN CRAIG,

MUSIC.

Graduate of the Depauw University School of Music, Indiana, 1907; Graduate of Sherwood Music School, Chicago, 1908; in charge of the Department of Music of the University of Chattanooga, Athens and Chattanooga, Tenn., 1908-1909; New England Conservatory, Summer, 1910.

OFFICERS

LEWIS LYNDON HOBBS, A. M., LL. D.,
PRESIDENT.

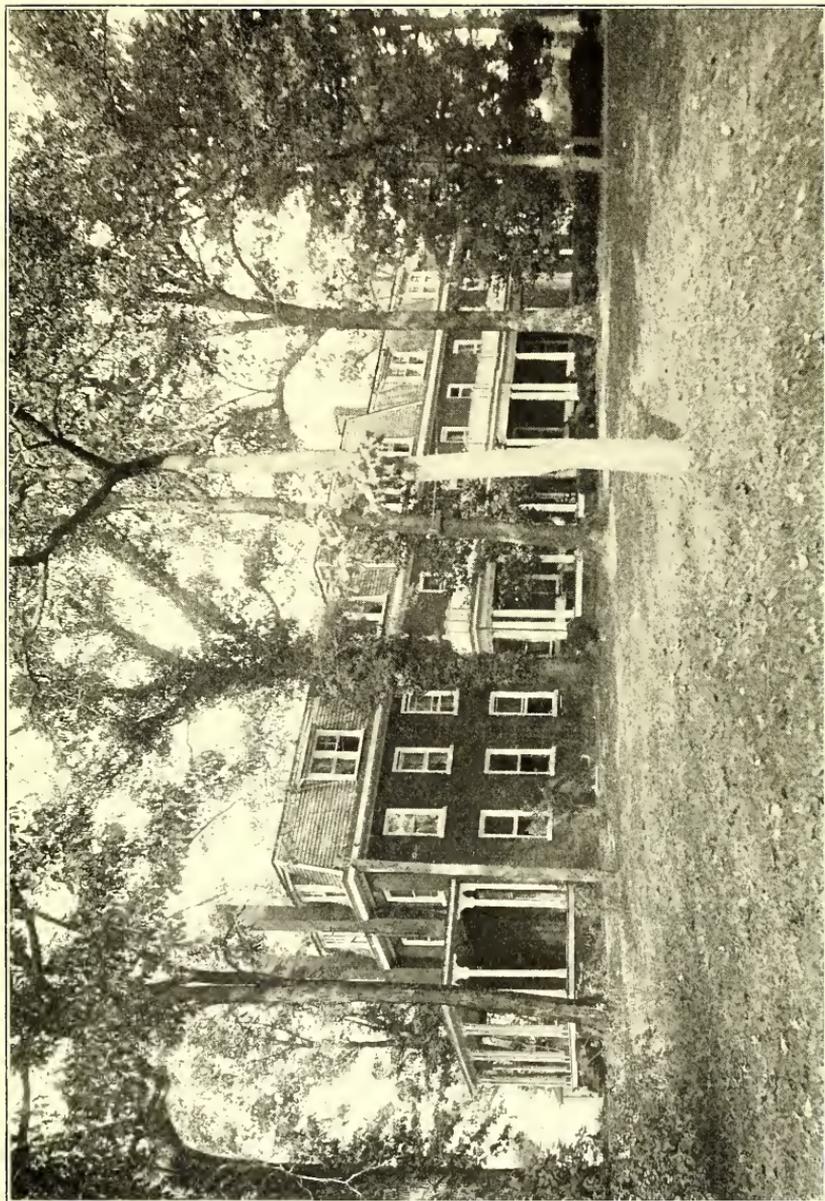
JOHN EDWIN JAY, A. M.,
DEAN.

GEORGE W. WHITE, A. B.,
TREASURER.

JULIA S. WHITE, B. S.,
LIBRARIAN.

SARAH E. BENBOW,
MATRON.

MAUD L. GAINNEY,
SECRETARY TO THE PRESIDENT.



FOUNDERS HALL—SOUTHWEST VIEW

STUDENTS

SENIORS

Benbow, Annie Bethea
 Briggs, John Gurney
 Brown, Janie Peele
 Bulla, Lillie Elliotte
 Bulla, Jennie Pumroy
 Bulla, Thomas Fletcher
 Covington, Thomas Jefferson
 Farlow, Lucy Gertrude
 Fitzgerald, Rufus Henry
 Howard, William Herbert
 Hudson, Elvannah Lancelot

Moore, Arthur Kirby
 Otwell, Addison Grant
 Raiford, Lillie Maie
 Rutledge, Margaret Virginia
 Smithdeal, Charles Cleveland
 Snipes, Elizabeth Eleanor
 Stratford, Annie Brower
 Welch, William Hamilton
 White, Flora Wilson
 Winslow, Elizabeth Ann
 Winslow, John Elias

JUNIORS

Harmon, Hazel Irene
 Lamb, Adna Prudence
 Lamb, Mamie Ruth
 Lassiter, John Hal
 Mendenhall, Cassie Corina
 Sawyer, Herbert Smith

Smith, Henry Watterson
 Strickland, Elva Virginia
 White, Mary Isabella
 Woosley, John Brooks
 Young, Geno Atkinson
 Zachary, Alpheus Folger

SOPHOMORES

Archer, Vincent William
 Allen, Walker Elmore
 Beaman, Tecy Gladys
 Benbow, Edward Perry
 Briggs, Mary Hazel
 Chappell, John Thomas
 Chappell, Leora Alice
 Collier, Probert Smith
 Cox, Mary Elizabeth
 Davis, Anna Laura
 Davis, Clara Louisa
 Davis, James Madison
 Dees, George Columbus
 Edgerton, Paul Clifton
 Foust, Lizabel
 Frei, Mary Arilla
 Futrell, Kinnie Thayer
 Gilchrist, William Graham
 Hartman, George Alexander

Hughes, Grace
 Jackson, Henry Crawford
 Johnson, Harris Guthrie
 Johnston, Julius, Jr.
 Kennett, Paul Strayer
 King, Annabella
 Lasley, Nancy Era
 Marley, Eugene Harris
 McClean, Annie Hope
 Mendenhall, Mary
 Nance, Callie Irene
 Perkins, John Theodore, Jr.
 Perkins, George Thaddeus
 Richardson, Baxter Key
 Stewart, Hugh Archibald, Jr.
 Taylor, William Comfort
 White, Ulysses Grant
 Young, Ella Davis

FRESHMEN

Barber, John Wade	Lewis, Eileen
Benbow, Charles Frank	Lindley, Silas Jerome
Benbow, Kyle Cannon	McBane, Edgar Holt
Braxton, Willis	Moore, Mabel Clara
Carroll, Hardy Abram	Nelson, Samuel Snow
Charles, Lillian Lena	Nelson, William Hoskins
Coble, Kathleen Irma	Nunn, Paul Schoolfield
Collier, Caroline Elizabeth	Osborne, Elsie Louise
Cox, Elizabeth Margaret	Pearson, Earl Whittier
Crews, Norman Clyde	Phoenix, Rebecca Christina
Crutchfield, Mary Alma	Pike, Marian Cathline
Dalton, Rufus Walter	Pugh, Lillie Maie
Dix, Burtie Ellen	Sellars, Baxter Scales
Doughton, Mattie	Shore, Ernest Grady
Edgerton, Mabel	Short, George Asa
Edgerton, Roland Ottis	Smith, Bertha
Finch, Alfred Brown	Smith, Frances Roberta
Fox, Eleanor Louise	Smith, Sarah Olive
Fox, Mary Willard	Stewart, William Henry
Futrell, Maude Blanche	Stuart, Roy Branson
Freeman, James Southgate	Tuten, Lola Wade
Galdo, Alberto	Wagoner, James Pleasant
Hayworth, Gustavus Wade	Webb, Calvin Holman
Henley, David Elias	Webster, William Dampier
Henley, Fred Murdock	White, Mary Mendenhall
Hockett, Earl Bryson	White, Mary Newby
Holt, Duncan Waldo	White, William Alpheus, Jr.
Johnson, Jeremiah Robert	Whittington, Kenneth Lavine
Körner, Estelle Gertrude	Worth, Clara Louise
Lambeth, Ione Perkins	Woody, Tracy Jane
Latham, James Edward	Younts, Pearl Annie
Laughlin, Bessie	

IRREGULARS

Doak, Charles Glenn	Riddick, Annie Nicholson
Fairley, Henry Norden	Taylor, Mary Anna
Henley, Frank Russell	Tomlinson, Allen Gray
Pegram, Jones Wright	

PREPARATORY

Albright, Lonnie Glenn	Galdo, Dolores
Allred, Jennie Lelia	Galdo, Gustavo Brigido
Amieva, Manuel, Jr.	Garrett, Vance Stockard
Anderson, Mamie Lydia	Garrett, Vera Lilly
Andrew, Ethel Zenobia	Garrett, Wistar Cleveland
Angel, Coy Cecil	Gray, Lake Hattie
Ball, Minnie Moning	Haworth, Bessie Isabella
Ballinger, Eula	Henley, Annie May
Barker, Claud Prather	Hinshaw, Clifford Reginald
Barker, Mary Louise	Hodgin, Ezra Clay
Beeson, Louis Elmer	Hodgin, Willard Scott
Benbow, Annie Maude	Hopkins, Kate Field
Blackburn, Mildred Hill	Hopkins, Thomas Doughton
Blalock, Balfour Cowan	Hoyos, Candido
Blue, Neill Bonnie	Huffines, Mabel Annie
Boren, Charles Kemp	Huffines, Robert Lee
Bowman, Roy Luren	Hughes, William Howard
Braxton, Bessie	Hurdle, Walter
Bridgers, David Henderson	Johnson, Ora Elizabeth
Brittain, Maurine	Kendall, Commodore DeWitt
Caddelle, John Ray	Kitching, Josephine Sarah
Coble, Mamie Leola	Knight, James Samuel
Coggins, Willis Lester	Knight, Josie Ethel
Coltrane, Mamie Gertrude	Knight, Louetta Ellen
Cotten, Howard Lea	Lamb, Ernest Eugene
Cox, Henry Pinkney	Lane, Martha Jane
Cranford, Hubert Himelius	Lassiter, Floy Catharine
Cranford, Ivey Newton	Laughlin, Edna Leigh
Crump, Carleton Argyle	Lee, Katie
Crutchfield, James Gladstone	Lewallen, Thaddeus Alveus
Davis, Elva Josephine	Lindley, Jesse Owen
Davis, James Coltrane	Long, Hattie Odosia
Davis, Laura Etta	Martin, Ross
Dawson, Sedalia Maude	Mastin, Philip Olin
Dawson, Ulela Pearle	Millikan, Roy Cecil
Dunn, Francis Edward	Mitchell, Colonel Robert
Edwards, Robert Lee	Moore, George Ernest
English, John Roland, Jr.	Morgan, Carrie Belle
Farlow, Beatrice Beulah	Morgan, Georgia Jackson
Faulkner, Lester	Morton, Iona Melissa
Fike, Isaac Stone	Murrow, Edgar Joshua
Fox, Bertha Browning	Neece, Pearle Estelle
Frazier, Gracett	Nelson, James Lewis

PREPARATORY—Continued

Norwood, John Thomas	Stuart, Ralph Blake
Pegram, Eva	Swan, George Atmore
Perry, Thomas Gray	Taylor, Paul Talbert
Price, Henry Winfield	Thompson, Lucy Estella
Scott, Penn Carrigan	Thompson, Ralph Small
Sexton, Shuford Hayden	Thompson, Redding Aycock
Shore, Hellen Gazelle	Thompson, Wilbur
Smith, Hugh	Warner, Daniel Eugene
Smithdeal, Ethel Sue	Watson, William Allison
Smithdeal, Fred Alexander	Winbourne, Wayland
Stewart, Daniel Chalmers	Winningham, Isabelle Nora
Stewart, John Dougal	Woody, Edith Elizabeth
Stout, Flora Blanche	Wright, James Lineberry
Stuart, Paulina	

GUILFORD COLLEGE

HISTORY

“New Garden Boarding School,” the name by which this institution was originally chartered, was founded by North Carolina Yearly Meeting of Friends, and was opened in the year 1837.

From the outset, equal facilities were offered to both sexes, and the school was the pioneer in co-education in the South. It is noteworthy as illustrating this fact, that, at the opening of the school, seventy-four years ago, there were present fifty students—twenty-five of each sex.

Co-education is no experiment with us. The advantages of the system to both sexes are very great in respect to intellectual development, good order in and out of school, and in respect to purity and refinement of manners.

When it was under consideration to extend the course of study, add new buildings, and increase the teaching force of the original school, it seemed only just to our students and to the public to apply to the legislature for a charter under the name of Guilford College, with authority to confer degrees. A charter was accordingly granted in 1888.

The thoroughness and breadth of our instruction—a characteristic of the school from its foundation—the superior advantages in equipments, library, museum of natural history, and the rank taken by our alumni in the various professions and fields of usefulness, have fully shown the wisdom of this advanced step in the institution’s history.

The advantages of careful training, and the healthful surroundings which are offered to young people of either sex at Guilford College, can scarcely be overstated. The farm is one of the best cultivated in the state, and the income there-

from is offered to our students in excellent milk and butter of our own production. One effect of this supply of good food is to be found in the robust health of our students.

We are sufficiently remote from Greensboro, one of the most flourishing cities in the state, to be beyond the reach of the allurements of city life, and yet near enough for all the advantages of easy communication with the outside world.

LOCATION

Guilford College buildings are located on a well-cultivated farm of three hundred acres, six miles west of Greensboro, Guilford County, near the railroad leading to Winston-Salem.

The elevation above the sea is about one thousand feet, and the locality has long been known as one of the most healthful in the state. Great care was taken by the founders to select a neighborhood as free as possible from immoral influences. Time has proved the wisdom of their choice—the freedom of the place from allurements to idleness and vice being proverbial, and the entire surroundings being healthful and invigorating to both body and mind.

RELIGIOUS CULTURE

While under the control of the denomination of Friends, Guilford College is non-sectarian. In accordance with the purposes of the founders, the religious life of the institution has ever been fostered with earnest solicitude, and its religious influence has been positive and in harmony with evangelical Christianity.

Aside from Christian character, no amount of intellectual training can prepare young men and women for usefulness in life. The College, therefore, regards it of the utmost importance that a positive, healthy, religious life be maintained.

Each school day is entered upon with devotional exercises, in which, by reading from the Bible or other suitable works,

or by brief talks and such other exercises as seem most appropriate, special effort is made to promote holiness of life.

All students are required to attend the regular meetings for worship held once a week. Prayer meetings are held each week.

The Young Men's Christian Association, and also the Young Women's, have a large active membership, and exercise a strong and wholesome religious influence. These associations conduct Bible classes, missionary study classes and hold religious meetings; all of which are helpful in maintaining an active religious interest throughout the student body.

All students are required to attend Sabbath school.

MATERIAL EQUIPMENT

CAMPUS

The campus contains about fifteen acres, much of it being well shaded by native forest trees and well set in grass. The grounds are constantly receiving care, the roads and walks being improved in order to add to the great natural beauty of the surroundings, and to present a pleasing, restful place, congenial to study and promotive of good order and of development of character.

The income from the bequest of our benefactor, Francis T. King, is applied, in accordance with his will, to keeping King Hall in good condition, and to improving the grounds on which the buildings are located.

Besides this there is ample room for lawn tennis, base ball, and track athletics.

BUILDINGS

The attention of parents and others who are seeking the best opportunity for the education of their children and those under their charge, is called to our buildings and to other material equipments.

The institution has developed under a long course of wise management, based on careful observation. Such additions

have been made in buildings, and changes in courses of study and government, as experience has proved desirable, and the generosity of friends and patrons has placed it within the power of the managers to carry out.

FOUNDERS HALL

Founders Hall, 126 x 40 feet, is arranged for the personal comfort and guardianship of young women. In it they have their study and dormitory rooms and are under the oversight of the lady principal and matron.

In this building the lady teachers and matron have their rooms. All the rooms are neatly furnished with single beds and hardwood furniture, and much care is taken to secure health, comfort and good order. Steam heat and electric light.

ARCHDALE HALL

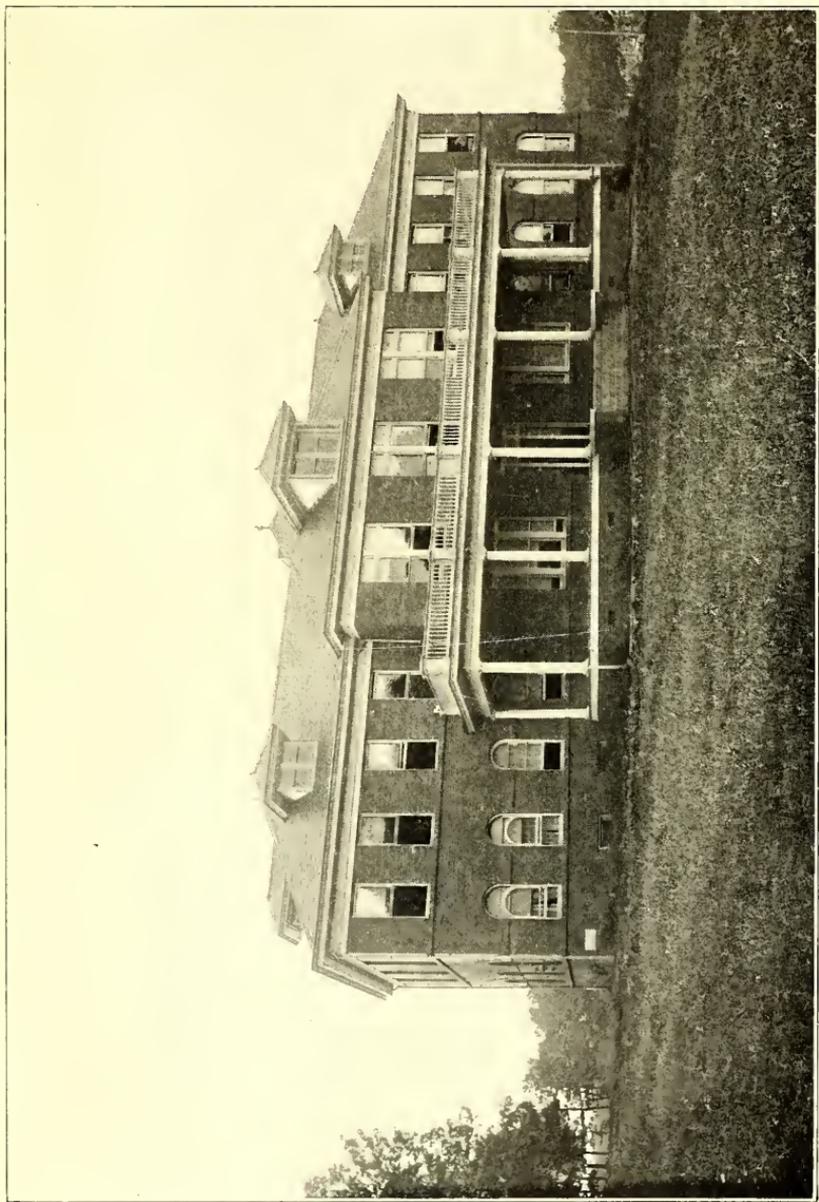
This building, named in honor of the Quaker Governor, John Archdale, of colonial times, was erected in 1885. It is a substantial brick building, 91 x 42 feet, two stories high, and contains twenty-three rooms for young men, a teacher's room and bath rooms, and is lighted with electricity.

The professor in charge of this building takes great care to make all young men lodged there comfortable, giving much time to their assistance in and out of school hours.

Students take their meals together at Founders Hall, in company with and under the oversight of several members of the faculty.

MEMORIAL HALL

Memorial Hall, 110 x 60 feet, two stories, donated by our friends and former students, B. N. and J. B. Duke, and named in honor of their sister, gives excellent accommodation for the chemical and biological laboratories, together with class rooms for the science department and rooms for the museum, the President's office, and the auditorium.



NEW GARDEN HALL

Y. M. C. A. HALL

This building contains a suitable room for Y. M. C. A. meetings and ten dormitory rooms for young men.

NEW GARDEN HALL

New Garden Hall was erected during the summer and fall of 1907, and was built by the Girls' Aid Committee of North Carolina Yearly Meeting to meet the needs of girls who desire an education and are willing to help themselves by lessening the expense of living.

New Garden Hall has every convenience of a modern home—steam heat, well furnished rooms, large dining-room and well equipped kitchen. By doing their own work in caring for their rooms and in cooking by turns, the girls in this building live in much comfort and at a comparatively small expense. There are twenty-five rooms that will accommodate fifty girls. Besides, there are two rooms, one for a nursery and one for a nurse, and living rooms for a matron, and a reception room, all well furnished, supplied with water and lighted by electricity.

THE LIBRARY

The new library building was completed in December of 1909, and is in every respect suited to our needs. The reading room is large, well lighted and attractive. The stack room is fireproof; and so is the vault made for the safe keeping of records and documents.

GYMNASIUM

Situated on the campus, also, is a large gymnasium, a well lighted and airy room, 50 x 76 feet, with gallery. It is supplied with apparatus, and is much used for athletic training.

WATER AND ELECTRIC LIGHTS

The college is equipped with a power-house, containing an 80-horsepower engine and 100-horsepower boiler. This furnishes power for electricity with which all the buildings on

the campus are lighted, and also runs the electric pump at the well. Our water supply is a never-failing spring, yielding about 12,000 gallons per day. An abundance of good pure water, an excellent system of electric lights, and a safe sewerage system make the sanitary conditions unexcelled.

THE COTTAGES

The college owns and equips four cottages for boys, where they may board in the club system as explained elsewhere in this catalogue.

THE MUSEUM

The Cabinet of Natural History Specimens is one of the most interesting features of the institution. The collection has been formed more especially with reference to giving assistance in class room work than to making a display of peculiar relics. It is a working cabinet rather than a collection of curiosities. We find it indispensable as a means of furnishing examples and illustrations for the various branches of natural history.

Among the most valuable specimens may be mentioned:

The collection of minerals, containing more than two hundred varieties.

Specimens of limestone, including stalactites, stalagmites, and other formations from the Mammoth, Luray, and Wyandot Caves.

A number of rocks, representing igneous, metamorphic, stratified, and glaciated specimens.

A collection of fossils, numbering several hundred, giving a good idea of both animal and vegetable life in the Paleozoic, Mesozoic, and Cenozoic eras.

Volcanic Specimens.—The best of which are from the Sandwich Islands and Mount Vesuvius.

Corals.—More than one hundred specimens from the islands of the Pacific, and Florida.

Shells.—Comprising more than one hundred and fifty land and water species.

Marine Animals.—Consisting of fishes, star-fishes, sea urchins, crabs, etc.

Archaeological Specimens.—More than one thousand in number.

A collection of casts of prehistoric implements, numbering over one hundred specimens, a donation from the Smithsonian Institute. The collection illustrates the development of man through the stone, polished stone, and bronze ages.

Mounted Animals.—One hundred and seventy-five mounted birds and animals. Among them are eleven species of hawks and owls, thirteen species of wild duck taken in North Carolina, a pair of wild turkeys, a buffalo head, a large beaver, a wild cat, two minks, an alligator, and other animals. Also one hundred skins of birds and mammals used in class work.

In collecting for the cabinet great care has been taken to obtain such specimens as will aid in the study of zoology and kindred subjects.

Our cabinet contains more than two hundred varieties of bird's eggs, numbering over 1,200 individuals. This collection includes not only the eggs of our North American birds, but the most prominent orders of South America, Europe, Asia, and Africa. The eggs of the guillimots from the Faroe Islands, and the gulls and auks of Labrador and Iceland are perhaps the most rare. There are also eggs of more than thirty species of raptores from the United States, Canada, Mexico, Europe, and Asia.

The ostrich eggs from Africa and the penguin from South America are among the most valuable.

We would take this occasion to request any friends of the college, who have material to spare for a cabinet, to donate or deposit it. In either case they will be duly credited, and the specimens will be well cared for and freely used in different departments.

REQUIREMENTS FOR ADMISSION

All students must furnish evidence of good moral character, and students coming from other schools or colleges must furnish certificates of dismissal in good standing.

Unless admitted on certificate, every student desiring to enter the freshman class will be examined on the subjects here set forth:

I. MATHEMATICS.—Higher arithmetic, including commercial forms and mensuration.

Algebra, as much as is included in any good high school algebra, including quadratics.

Plane Geometry, five books, with original exercises.

II. ENGLISH.—English grammar, composition, and literature. Candidates for the freshman class are expected to give evidence of a careful study of the works marked "For Study", page 53. They must also give evidence of a general knowledge of the works marked "For Reading", page 53.

No student will be admitted to the freshman class who is deficient in reading, spelling, punctuation, the use of capitals, and the division of paragraphs.

III. LATIN.—As much as is contained in any good First Latin book and four books of Cæsar, Cicero's Orations against Catiline, and four books of Virgil, together with exercises in Latin prose composition.

IV. HISTORY.—American history as is given in any good high school text-book, such as Fiske's. The Eastern Nations, and Greek and Roman history to the time of Charlemagne.

V. SCIENCE.—Physiology, including anatomy and hygiene, geography, both political and physical, as is contained in good text-books on these subjects.

Students wishing to be admitted to Guilford College with credit for previous work are requested to have the principal or superintendent of the school in which the work was done, fill out a blank similar to the following. Separate blanks will be furnished on application. Such certificates will be accepted only from well-accredited high schools, and for preparatory work only.

FORM OF CERTIFICATE

SUBJECTS	WEEKS OR YEARS	TEXT-BOOK	GRADE
Arithmetic			
Algebra			
Common School Georgraphy.			
Physical Geography			
English Grammar			
Composition			
English Literature			
United States History			
Ancient History			
Latin (Primary)			
Physiology			
Plane Geometry			
Cæsar			
Virgil			
Cicero			
.....			
.....			
.....			

The above is a correct statement of work done by.....

.....in our school.

.....Superintendent,

Date.....School.

Students not having certificates will be examined on all studies for which they expect credits.

Examinations for admission and for higher class standing will be held at 9 a. m. and 2 p. m. on the day preceding the opening of each term, and on Monday preceding commencement.

THE GROUPING OF THE STUDIES

The groups following are constructed in accordance with (1) the *required studies* and (2) *electives*. Besides fulfilling the requisite in *required studies* the student, in any group, must take at least three years work in a single subject, known as the *major subject*. The student will select his group according to the major subject which he prefers. The selection of a group should be determined upon entrance into the sophomore year. *Electives* entitle the student to select any studies which he may choose, not in conflict with the authorized program of recitations, provided always that *required studies* must take precedence of *electives* in classification. The program of recitations will conform to the groups as outlined.

It should be noted that all students are required to take one year of Biblical instruction, the groups being so arranged that this may be done either in the sophomore or the junior year or part in each year.

Piano music and the course in Banking also stand as electives in any year except the freshman. But the maximum amount of music which a student may elect shall be two courses of not less than one year of either the intermediate or the advanced grades.

The courses are evaluated by the *term hour*, which equals one recitation hour a week for a term (half year).

HOURS REQUISITE FOR GRADUATION

In each of the eight groups of studies the requisite *hours* for graduation shall be determined by the sum of all the required studies and the electives, as prescribed in the groups respectively.

CLASSICAL GROUPS

Italics Indicate Electives

GROUP AI—ANCIENT CLASSICAL

FRESHMAN

Livy	4	Tacitus	4
English	4	English	4
Solid Geometry	4	College Algebra	4
<i>Greek</i>	4	<i>Greek</i>	4

SOPHOMORE

Latin	4	Latin	4
History	4	History	4
English Composition	1	English Composition	1
† Trigonom., Pl. and Spher.	4	Chemistry A	4
<i>Greek</i>	4	<i>Greek</i>	4

JUNIOR

Ancient Language	4	Ancient Language	4
Biology	4	Physiology	4
German	4	German	4
Biblical History	4	Biblical History	4

SENIOR

Psychology	3	Logic	2
<i>French</i>	4	<i>French</i>	4
<i>Economics</i>	4	Astronomy	2
<i>German</i>	3	<i>German</i>	3
<i>Ancient Language</i>	3	<i>Ancient Language</i>	3

† Spherical Trigonometry is elective with Methods of Teaching.

GROUP AII—ENGLISH CLASSICAL

FRESHMAN

English	4	English	4
Livy	4	Tacitus	4
Solid Geometry	4	College Algebra	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

SOPHOMORE

History	4	History	4
English Composition	1	English Composition	1
† Trigonom., Pl. and Spher. .	4	Chemistry A	4
German	4	German	4
* <i>Biblical History</i>	4	<i>Biblical History</i>	4

JUNIOR

English	3	English	3
Biology	4	Physiology	4
<i>German</i>	4	<i>German</i>	4
<i>History</i>	4	<i>History</i>	4

SENIOR

English	3	English	3
Psychology	3	Logic	2
<i>Sociology</i>	4	<i>Ethics</i>	4
<i>Economics</i>	4	Astronomy	2
<i>French</i>	4	<i>French</i>	4

† Spherical Trigonometry is elective with Methods of Teaching.

* Biblical History is a required subject, but may be taken either in the Sophomore or in the Junior year.

GROUP AIII—BIBLICAL

FRESHMAN

Biblical History	4	Biblical History	4
English	4	English	4
Solid Geometry	4	College Algebra	4
<i>Greek</i>	4	<i>Greek</i>	4

SOPHOMORE

Foundations of Christianity. 4	Apostolic Age	4
History	History	4
English Composition	English Composition	1
Greek	Greek	4
† Trigonom., Pl. and Spher.. 4	Chemistry A	4

JUNIOR

History of Christian Church. 4	History of Christian Church. 4
Biology	Physiology
Greek	Greek
German	German

SENIOR

Christian Doctrine	4	Homiletics	3
Psychology	3	Logic	2
Sociology	3	<i>Ethics</i>	3
<i>English</i>	3	Astronomy	2
<i>French</i>	4	<i>French</i>	4

† Spherical Trigonometry is elective with Methods of Teaching.

SCIENCE GROUPS

GROUP BI—CHEMISTRY

FRESHMAN

Physics 4	Physics 4
English 4	English 4
Solid Geometry 4	College Algebra 4
<i>Modern Language</i> 4	<i>Modern Language</i> 4

SOPHOMORE

Chemistry 4	Chemistry 4
History 4	History 4
English Composition 1	English Composition 1
† Trigonom., Pl. and Spher. 4	<i>Analytics</i> 4
<i>Modern Language</i> 4	<i>Modern Language</i> 4

JUNIOR

Chemistry 4	Chemistry 4
* German 4	* German 4
Biblical History 4	Biblical History 4
Biology 4	Physiology 4

SENIOR

Chemistry 4	Chemistry 4
Psychology 3	Logic 2
<i>Sociology</i> 3	<i>Ethics</i> 3
<i>Economics</i> 4	Astronomy 2
French 4	French 3

† Spherical Trigonometry is elective with Methods of Teaching.

* Elective if taken in previous years.

GROUP BII—PHYSICS

FRESHMAN

Physics	4	Physics	4
English	4	English	4
Solid Geometry	4	College Algebra	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

SOPHOMORE

Chemistry	4	Chemistry	4
History	4	History	4
English Composition	1	English Composition	1
Trigonometry, Pl. and Spher. 4		Analytics	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

JUNIOR

Physics	4	Physics	4
Mathematics	5	Mathematics	4
Biblical History	4	Biblical History	4
Biology	4	Physiology	4

SENIOR

Physics	4	<i>Mathematics</i>	4
Psychology	3	Logic	2
<i>Sociology</i>	3	<i>Ethics</i>	3
<i>Economics</i>	4	Astronomy	2
*French	3	* French	3

* Elective if taken in previous years.

GROUP BIII—BIOLOGY

FRESHMAN

Physics	4	Physics	4
English	4	English	4
Solid Geometry	4	College Algebra	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

SOPHOMORE

Biology	4	Physiology	4
History	4	History	4
English Composition	1	English Composition	1
† Trigonometry	4	Chemistry A	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

JUNIOR

Biology	4	Biology	4
*German	4	*German	4
Biblical History	4	Biblical History	4
Geology	4	Geology	4

SENIOR

Biology	4	Biology	4
Psychology	3	Logic	2
<i>Sociology</i>	3	<i>Ethics</i>	3
<i>Economics</i>	4	Astronomy	2
French	3	French	3

† Spherical Trigonometry is elective with Methods of Teaching.

* Elective if taken in previous years.

GROUP BIV—MATHEMATICS

FRESHMAN

Solid Geometry	4	College Algebra	4
English	4	English	4
Physics	4	Physics	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

SOPHOMORE

Trigonometry, Pl. and Spher.	4	Analytics	4
History	4	History	4
English Composition	1	English Composition	1
<i>Physics</i>	4	<i>Chemistry A</i>	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

JUNIOR

Mathematics	5	Mathematics	4
* German	4	* German	4
Biblical History	4	Biblical History	4
Biology	4	Physiology	4

SENIOR

Mathematics	4	Mathematics	4
Psychology	3	Logic	2
<i>Sociology</i>	3	<i>Ethics</i>	3
<i>Economics</i>	4	Astronomy	2
French	3	French	3

* Elective if taken in previous years.

GROUP BV — POLITICAL SCIENCE

FRESHMAN

<i>Livy</i>	4	<i>Tacitus</i>	4
English	4	English	4
Physics	4	Physics	4
Solid Geometry	4	College Algebra	4

SOPHOMORE

History	4	History	4
† Trigonom., Pl. and Spher.	4	Banking	4
English Composition	1	English Composition	1
Biology	4	Physiology	4
<i>Modern Language</i>	4	<i>Modern Language</i>	4

JUNIOR

History	4	History	4
English	3	English	3
Biblical History	4	Biblical History	4
* German	4	* German	4

SENIOR

Economics	4	Economics	3
Psychology	3	Logic	2
Sociology	3	Ethics	3
French	3	French	3
<i>English</i>	3	Astronomy	2
		<i>English</i>	3

* Elective if taken in previous years.

Subjects printed in italics are elective.

† Spherical Trigonometry is elective with Methods of Teaching.

DEGREES

The degree of Bachelor of Arts will be conferred on any student who satisfactorily completes Group AI, AII, or AIII; and the degree of Bachelor of Science on any student who satisfactorily completes Group BI, BII, BIII, BIV or BV, provided in either case said student sustains a good moral character.

DEPARTMENTS OF INSTRUCTION

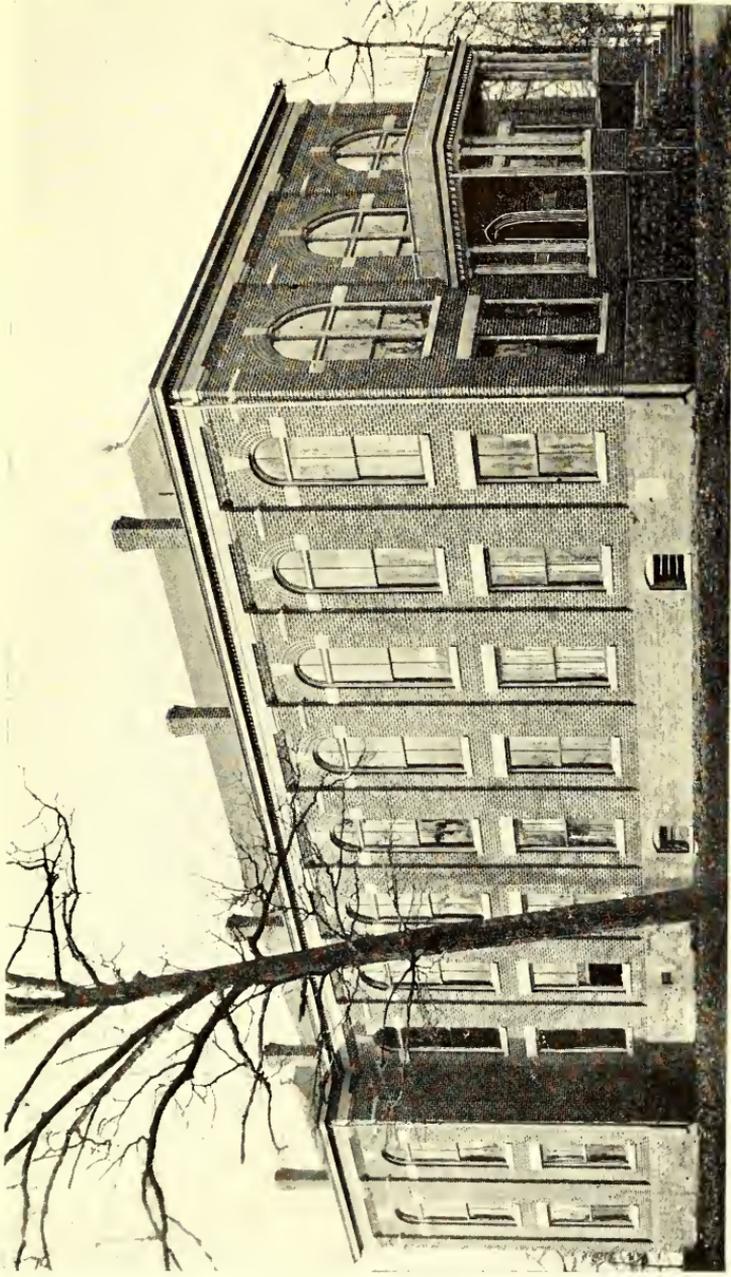
LATIN LANGUAGE AND LITERATURE

I. LIVY.—This course embraces two books of Livy and composition weekly. Rapid reading and sight reading on easy passages are employed as tests. Points in history and syntax, together with Livy's style, are emphasized. Four hours a week. Fall term. Freshman.

II. TACITUS.—This course embraces the *Germania* and *Agricola*. Also either the *Poet Archias* of Cicero, or composition, as the case demands, is required. The *Germania* is studied for its intrinsic value as history; the *Agricola* is studied as history and as a biography. The *Agricola* of Tacitus and the *Poet Archias* of Cicero are studied as masterpieces in Latin literature. Four hours a week. Spring term. Freshman.

III. SELECTIONS FROM VIRGIL.—This course embraces *Georgics* I and IV, and selections from the *Æneid*. In this course it is intended to set forth the principles upon which Latin poetry is based, the hexameter being the simplest and best representative of Latin verse. The selections are made with a view to illustrate Virgil's method of developing a National Epic for the Romans. Virgil's style and syntax are an essential part of the course. Four hours a week. Fall term. Sophomore.

IV. SELECTIONS FROM OVID AND PROPERTIUS.—This course embraces selections from the *Elegies* of Ovid and Propertius illustrative of this department of Latin poetry. The selections from the *Metamorphoses* of Ovid are very valuable from the mythology which they contain treated in epic form. Four hours a week. Spring term. Sophomore.



MEMORIAL HALL

V. HORACE.—Many of the Odes, of the Satires and Epistles, and the *Ars Poetica* constitute this course. Poetic peculiarities, sentiment, and elegance of expression in Latin verse are among the things studied. Prosody is an essential part of the work. Four hours a week. Fall term. Junior.

VI. CICERO'S TUSCULAN DISPUTATIONS I. AND SELECTIONS FROM LUCRETIUS.—This course is given as a study in Roman philosophy. Special attention is called to philosophical thought as expressed by these two authors. The technical meaning of words, and a thorough drill in syntax are emphasized. Four hours a week. Spring term. Junior.

VII. ROMAN COMEDY.—This course embraces the *Captivi* and *Trinummus* of Plautus, the *Andria* and *Adelphoe* of Terence. It is the intention of this course to give the student an idea of the fundamental qualities of Roman comedy. It is in the comedy that one finds daily life depicted, and it is in comedy that the daily speech is used,—two very essential elements toward a correct understanding of the literature of a people. Three hours a week. Fall term. Senior.

VIII. TRAGEDY.—This course embraces three Tragedies of Seneca and selections at sight from Gudeman's Latin Literature. Three hours a week. Spring term. Senior.

THE GREEK LANGUAGE

I. The first term in the study of Greek is devoted to learning the forms of the language, and doing easy exercises from Frost's Greek Primer. In the second term, two books of Xenophon's *Anabasis* are read.

II. In the second year, the third book of the *Anabasis*, and about an equal amount of Herodotus are read in the first term. The second term is given to Homer's *Iliad*.

III. During the first term of the third year Plato's *Apology*, *Crito*, and Thucydides are read. The last term is given to New Testament Greek.

For students electing a fourth year in Greek additional reading matter will be furnished according to the wish and efficiency of the class.

GERMAN

Students may take three years of German by election. In that time they can obtain a good knowledge of the German language, and acquire facility in speaking it.

FRENCH

One year of French is required in Groups BI, BII, BIII, BIV, and BV; and it is elective in Groups AI, AII, and AIII. The course aims to develop facility in speaking French, as well as to enable the student to read and write the language rapidly and correctly. A strong foundation is laid by the study of forms, syntax, and spelling, and by dictation and conversation.

ENGLISH

Ia. RHETORIC, COMPOSITION, AND LITERATURE. — This course furnishes instruction in both composition and literature. The work for the term consists of the study of some standard text on rhetoric, the reading and careful analysis of selections from the best English and American prose writers, and twice a week themes which are discussed in personal conference between the writers and the instructor. In addition to the above, each member of the class must also choose one of several elective courses of private reading on which he may expect to be examined at the end of the term. Four hours a week.

Ib. In the second half year is given a general course in literature from Chaucer to the present time. Readings in class, outside readings, lectures, and reports. Four hours a week.

IIa. ELIZABETHAN LITERATURE.—This course is intended to acquaint the student with the literature of the age of Elizabeth. A reading of the playwrights immediately preceding

Shakspere, a study of Elizabethan society and play houses, and a few of Shakspere's plays. Elective. Three hours a week, first term.

II*b*. This course is a continuation of II*a*. Most of the time is devoted to the study and analysis of half a dozen of Shakspere's plays. Other plays are read less critically outside the class. Elective. Three hours a week, second term.

III*a*. NINETEENTH CENTURY PROSE.—During the first half year attention is given to the nineteenth century masters of prose, and a more or less critical examination of some of their works. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

III*b*. NINETEENTH CENTURY POETRY.—The second half year representative selections from nineteenth century poets are studied. Lectures, readings in class, outside readings, and reports. Elective. Three hours a week.

*IV*a*. EIGHTEENTH CENTURY PROSE.—This course is a study of the prose writers of the eighteenth century. Special attention is given to subject matter and style. Elective. Three hours a week, first term.

*IV*b*. EIGHTEENTH CENTURY POETRY.—A study of representative poets of the eighteenth century, literary movements, and standards of literary criticism. Elective. Three hours a week, second term.

V. ADVANCED COMPOSITION AND RHETORIC.—A study of formal rhetoric and composition. Personal conferences and criticisms. Required of all sophomores. One hour a week, throughout the year.

Students in upper classes who are deficient in English composition will be required to do special work in that subject.

No student will be graduated who has not attained a considerable degree of accuracy and skill in English prose composition.

*Not given in 1911-1912.

GUILFORD COLLEGE LITERARY CLUB

For the purpose of stimulating interest in literary matters outside the curriculum proper, there is an organization known as the Guilford College Literary Club, which meets every second week during the school year. The meetings are informal, and are participated in by both students and members of the faculty.

BIBLICAL

The Biblical department of Guilford College is organized on an equal basis with other departments of the college. Students of the college who elect Biblical subjects for their major work and complete the general requirements in other studies receive the degree of A. B.

This department, however, offers opportunities of study to students who may not wish to pursue a regular course. There are practical courses open at all times of the year which would be very beneficial to anyone who should spend even a brief residence at the college. Students of this class, not expecting a degree, may enter at any time, though it is always best to enter at the beginning of a term.

I. **BIBLICAL HISTORY.**—This is an introductory course, preparatory to further study in Biblical interpretation and exposition, intended to give the student a comprehensive knowledge of the entire Bible contents. It begins with a study of the earliest centers of civilization, and tracing the development of religion and civilization in the light of modern discovery and exploration, down to the era of the Hebrew conquest and settlement in Palestine. Each period of Hebrew and Jewish history is then studied historically down to the apostolic period of Christian history. The Biblical writings are viewed in the light of their origin and purpose. The aim of this course, aside from an acquaintance with the long and varied history of the Hebrew race, is to present clearly the course of revelation as apprehended and advocated by the inspired Biblical writers and teachers, and to incite an appreciation of the fundamental grounds of Christian belief.

Required of all college students in the sophomore or junior year. Four hours a week. One year.

II. FOUNDATIONS OF CHRISTIANITY.—An advanced course primarily on the history and teaching of Christ, but dealing also with the life and thought of the period in which the Messiah appeared. The chief feature of this course is a constructive study of the methods of Jesus as Savior. Fall term. Three hours a week.

III. THE APOSTOLIC PERIOD.—A study of the rise and progress of Christianity to the close of the first century, A. D., with an examination of the contents of the entire New Testament. Spring term. Three hours a week.

IV. HOMILETICS.—The work in Homiletics comprises two courses.

a. THE WORK OF PREACHING.—An elementary course dealing with the principles of preaching. One hour a week for a year.

b. PRACTICAL HOMILETICS.—An advanced course, embracing sermonizing and a large amount of exegetical and homiletical work in the Scriptures. Two hours a week. Spring term. Primarily for seniors.

V. PROPHECY.—Primarily an expository course on selected portions of the prophetic writings of the Old Testament. But the field and influence of prophecy in the history of Israel and the nature of true prophecy, together with the changes in the prophetic elements of various epochs, will be studied. Three hours a week. Fall term.

VI. THEOLOGY OF JUDAISM.—A course examining into the thought and belief of the Jews as exemplified in some of the later Scriptures of the Old Testament, together with some extra-canonical writings which disclose the popular feelings and hopes of Judaism anticipatory to the advent of Messiah.

VII. CHURCH HISTORY.—A history of the Christian church from the apostolic period to the present time. Four hours a week for a year, except in the last half of the spring

term, three hours a week, when two hours a week will be given in Friends History.

VIII. FRIENDS HISTORY.—This course comprises an outline of the history of Friends and examines extensively the writings of Friends on the subjects of doctrine, worship, polity, and Christian life. Special attention will be given to the status, problems and opportunities of Friends at the present time. This course is optional. Two hours a week. Last half of spring term.

IX. CHRISTIAN DOCTRINE.—This course discusses and examines the various doctrines and tenets of the Christian religion as usually set forth under the title of systematic theology. Three hours a week. Fall term.

X. CHRISTIAN MISSIONS.—A general history of Christian Missions, with special attention to the present fields of missionary activity. Special phases of the missionary work and the lives of great missionaries will be presented by papers and various assignments to members of the class. A seminar course. One hour a week. One year.

BIBLICAL RESEARCH SOCIETY

The Biblical Research Society is composed of members of the faculty and advanced students. The society meets bi-weekly, when papers are read and discussion held on Biblical topics.

BIBLICAL SEMINAR

The Biblical Seminar is an organization of young men, who hold bi-weekly meetings and devote themselves to discussion of topics relating to the work of the Christian ministry.

HISTORY AND ECONOMICS

I. MEDIEVAL AND MODERN HISTORY.—In this course the history of Western Europe is studied, outlining the Rise of the Papacy, Feudalism, the Crusades, the Reformation and the Rise and Development of the Modern State in Europe. Four hours a week. Fall term. Sophomore.

II. ENGLISH HISTORY.—The political and constitutional development of England from the earliest period to the present time. Special attention will be given to the State, the English Church, the Puritan Movement, and the Colonial System. Four hours a week. Spring term. Sophomore.

III. AMERICAN HISTORY.—This is a course in civics from the historical standpoint, and is intended to show our political development, our historical development, and the actual workings of our government, showing the growth of nationality and democracy, and our special American problems. It is introductory to economics. Four hours a week. Fall term. Junior.

IV. CONSTITUTIONAL HISTORY.—The nature and origin of the state will be traced, together with the development of the modern state, especially England. Careful attention will be given to the legislative, administrative, and judicial functions of the modern nations. Four hours a week. Spring term. Junior.

V. ECONOMICS.—This is a general introduction to the principles of political economy. Its purpose is to give a general understanding of current American economic problems and of the forces underlying our industrial life, thus preparing students for more advanced study and the duties of citizenship. The course consists of text-book, collateral reference work and a theme by each student based on a study of some practical economic problem. Three hours a week. Fall term. Junior and Senior.

VI. ECONOMICS.—This course is a continuation of Economics V. In it a more thorough study is made of certain phases of political economy, including money and banking, transportation, corporations and the tariff. Three hours a week. Spring term. Senior.

VI. SOCIOLOGY.—This course strives to explain the basis of society, the social institutions, social pathology and the remedies, and social psychology and progress. Four hours a week. Fall term. Senior.

PHILOSOPHY

I. **PSYCHOLOGY.**—A course in general psychology, seeking to cover the field of mental facts and processes, supplemented by readings and lectures. Three hours a week. Fall term. Senior.

II. **ETHICS.**—In this course the trend of Christian ethics will be considered historically, and an attempt is made to find a fundamental basis of moral conduct. Four hours a week. Spring term. Senior.

III. **LOGIC.**—Careful attention is given in this course to definitions and explanations of the terms, and much practice in processes of reasoning. Two hours a week. Spring term. Senior.

IV. **METHODS OF TEACHING.**—A practical study of the psychology and methods involved in the teaching of the common school subjects. Last eight weeks. Spring term. Elective.

MATHEMATICS

Ia. **SOLID GEOMETRY.**—Properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids, of cylinders, cones, and spheres, of spherical triangles, and the practical measurements of surfaces and solids. Dissected sphere, truncated cones, prisms, and pyramids with other solids are used in illustration of practical work. Four hours a week. Fall term. Freshman.

Ib. **COLLEGE ALGEBRA.**—Rapid review of quadratics, careful study of theory of exponents, binomial theorem, ratio, progressions, logarithms, graphs, partial fractions. Four hours a week. Spring term. Freshman.

Iia. **TRIGONOMETRY.**—The definitions and relations of the six trigonometric functions as ratios; circular measurement of angles; proofs of the principal formulas, especially those for the sine, cosine, and tangent of the sum or difference

of any two angles whatever, and of double angles and half angles; also the product expressions for the sum of two sines or of two cosines, etc.; the transformation of trigonometric expressions by means of these formulas, the use of inverse functions, and the solution of plane and spherical triangles, together with simple applications in navigation. Four hours a week. Fall term. Sophomore.

IIb. PLANE ANALYTIC GEOMETRY.—Line, circle, and conics, with graphs and problems in loci. Four hours a week. Spring term. Sophomore.

IIIa. DRAWING AND DESCRIPTIVE GEOMETRY, AND SOLID ANALYTIC GEOMETRY.—*Drawing and Descriptive Geometry*.—A study of the representation of lines, planes, surfaces, and solids and their inter-relations. A text-book is used and recitations are held upon the problems there stated or explained. A drawing period serves to allow the student to make drawings of original problems which are illustrations and applications of the problems in the book. Intersections, shades and shadows, perspective. The intersections include various forms of the intersections of planes with surfaces and solids, of surfaces with solids, and of solids with solids. Geometrical problems, which include the drawing of the problem in pencil and ink; also a study of simple forms of projection in plane, elevation and section. Cross Sections, which includes practice in using drawing instruments in making the conventional signs of sections through different materials. Tracing Details, which includes the use of tracing cloth in making tracings from blue prints of standard drawings, and from pencil drawings; also making blue prints from tracings.

Solid Analytic Geometry.—This is an elementary course in three—dimensional geometry, including the plane, straight line and quadratic surfaces. Five hours a week. Fall term. Junior. (Analytics, 3 hours a week. Drawing and Descriptive Geometry, 2.)

IIIb. ENGINEERING, TOPOGRAPHIC AND GEODETIC.—Plane Surveying. The recitations cover the construction, use and

adjustment of the compass, transit and level, the use of chains, tapes, rods and other instruments; land surveying computations, including balancing, supplying omissions, finding areas and dividing land; and United States public land surveys. The field work and computations afford practice chiefly in making a traverse with transit and chain, in leveling, in adjustments of transit and level, and in the computations required to balance and map the traverse. Field work, computations and mapping.

GEODETIC SURVEYING.—Preparation required, Course IIa. The lectures and recitations cover the fundamental geodetic problems of latitude, longitude, time and azimuth with the engineer's solar transit. Practical work in astronomy by use of mariner's compass and sextant; also stadia and plane table work. Four hours. Spring term. Junior.

IVa. DIFFERENTIAL CALCULUS.—An elementary course, with applications, including maxima and minima, rates, and infinite series. Four hours a week. Spring term. Junior.

IVb. INTEGRAL CALCULUS.—This course is devoted mainly to the integral calculus of functions of one variable and covers the following subjects: differentials; methods of integration; definite integrals; applications to areas and lengths of plane curves; volumes of solids of revolution; and mechanical applications to work, pressure, etc. Four hours a week. Fall term. Senior.

V. DESCRIPTIVE ASTRONOMY.—This course aims to give such information concerning the heavenly bodies and the laws by which they are governed as must be secured by every one who aspires to the possession of a liberal education. The student learns the method of determining the figure, dimensions, distances, motions, physical character, and telescopic appearances of the bodies constituting the solar system, nature of comets, meteors, stars, nebulae.

A small telescope, a solar transit, a student's spectrometer, sextant, clinometer, and sundial enable students to supple-

ment their work with interesting observations and graphs of such observations as are required. (Text-book, Young's Astronomy.) Two hours a week. Spring term. Senior.

BIOLOGY AND GEOLOGY

I. GENERAL ZOOLOGY.—The object of this course is to give the student a familiarity with the structure and life processes of selected types of protozoa and metazoa, including vertebrates and invertebrates. The work includes a study of the gross anatomy, histology, physiology, and something of the development of each type of the metazoa. Lectures, text-book and laboratory work. Four hours a week. Text-book, Parker's Practical Zoology. Required of biological science students in the sophomore year. Required of all other students in the Junior year.

II. COMPARATIVE ANATOMY AND EMBRYOLOGY OF VERTEBRATES.—The course consists of (1) The dissection of types of vertebrates; (2) The early development of the frog; (3) The embryology of the chick. Lectures, text-book and laboratory work. Four hours a week. Text-book, Lillie's "The Development of the Chick."

III. THE MORPHOLOGY AND PHYSIOLOGY OF PLANTS.—In this course a careful study is made of the morphology of one or two of the four groups of the plant kingdom. This is followed by a study of plant physiology. Four hours a week.

IV. GEOLOGY.—Recitations, laboratory and field work. The common rocks and minerals are studied and identified, their dynamic, structural and historical geology is studied in connection with field trips, stereopticon illustrations, and the examination of fossils, in the laboratory. Four hours a week.

THE BIOLOGICAL LABORATORY

The biological laboratory is a well lighted room in Memorial Hall. It is 19 x 30 feet and is provided with desk-room and lockers for twenty-two students working at a time. It

is supplied with water and large sink, part of which can be used for an aquarium. There are also some small glass aquaria and dishes in which to keep material. The laboratory is provided with eleven compound microscopes, eight dissecting microscopes, a rocking microtome, a sliding microtome, a large paraffin imbedding oven, dissecting tools and pans, various re-agents, and stains and staining jars. The department has a college bench lantern with arc light and with attachments for reflection of opaque objects and the projection of microscopic slides. There are at hand for illustrating the various subjects taught, 150 lantern slides and 800 microscopic slides. This collection is constantly growing. The museum, which is a very valuable one, is open for the use of the department.

CHEMISTRY

I. GENERAL CHEMISTRY.—This course comprises a study of the principal elements, their simple compounds, chemical theory, nomenclature, equations, and an introduction to the compounds of carbon. Instruction is given by means of recitations, lectures, excursions and laboratory work. This course is continuous throughout the year and may not be divided. Four hours. Sophomore year.

IIa. QUALITATIVE ANALYSIS.—The work in this course includes the separation of bases, the detection of acids, the analysis of simple inorganic salts, mixed salts, oxides and the more common organic compounds. Requisite, Course I. Four hours. First half year.

IIb. QUANTITATIVE ANALYSIS.—In this course, analysis of pure salts is made by use of both gravimetric and volumetric methods. Complete analysis of samples of limestone, dolomite, clays, iron, copper, and zinc ores is required. Requisite, I and IIa. Four hours. First or second half year.

III. ORGANIC.—An introductory course dealing with the most important compounds in both aliphatic and aromatic

series, with especial attention to those of industrial and physiological importance. Requisite, I and IIa. Four hours. Second half year.

IV. ADVANCED COURSES.—Students who have completed I, IIa, and b, and III may, on consultation, take either of the following:

IVa, Analysis of water, milk, fertilizers, ores, etc. Hours to be arranged.

IVb. ORGANIC.—If a sufficient number desire it, a course dealing with nutrition, the chemical characteristics and nutritive value of foods and the chemical and legal control of food industries will be given. Four hours. Half year.

IVc. PHYSICAL CHEMISTRY.—A brief study of gases, solutions, molecular weights, equilibrium, electrolytic constants, etc. Text, Morgan's Physical Chemistry for Electrical Engineers. Four hours. Half year.

Not more than two of these courses will be given in the same year.

CHEMISTRY A.—In view of the wide application of chemistry in modern life, at least a half year's work in this subject is required of candidates for a degree in all courses except BV. Course A is arranged primarily for students in the classical and literary courses and deals in a very general way with the principles of the subject and with the most important elements and compounds, attention being given chiefly to practical applications of chemistry in manufacturing processes, fertilizers, fuels, sanitation and foods. This course is necessarily limited and is not recommended to anyone whose program of work will permit his taking Course I. Half of course I is not, however, the equivalent of this and may not be substituted for it. Four hours. Second half year.

In most courses there are three recitations and four hours laboratory work per week. Where this order is changed two and one-half hours laboratory work are considered the equivalent of one recitation hour.

THE CHEMICAL LABORATORY

The department is equipped with water, gas, electric current, balances, and all apparatus necessary to carry on the courses outlined. It has at its disposal an excellent spectrometer, microscopes, and the projection lantern of the biology department. The college museum furnishes an excellent line of rocks and minerals for illustration, and the department itself has a steadily growing exhibit of chemical and industrial products for use with its courses.

PHYSICS

The physics laboratory is in the basement of new King Hall. The room is 24 x 70 feet and is well equipped for the following courses.

I. An elementary general course, including text-book work, individual laboratory measurements, lecture experiments, collateral reading and mathematical work, making use of algebra and plane geometry. Four hours a week the entire year. Elective. Millikan and Gale's text and manual. Laboratory fee, \$3.00 a term.

II. A laboratory course of exact measurement in mechanics, molecular physics and heat, seeking to establish an immediate and vital connection between theory and experiment. This course includes a study of uniformly accelerated motion; the relation of force and matter; composition and resolution of forces; principle of work; energy and efficiency; the laws of impact; Hooke's Law and Young's Modulus; moment of inertia; simple harmonic motion; determination of "g"; law of centripetal force; Boyle's Law; temperature measurement; Avagadro's Law; hygrometry; Archimede's Principle; capillarity, calorimetry and expansion. Prerequisites: Course I, plane trigonometry, and the elements of graphing. Four hours a week. Fall term. Elective. Text, Millikan's Mechanics, Molecular Physics and Heat. Laboratory fee, \$5.00.

III. A laboratory course of exact measurement in Electricity, Light and Sound. This course includes a study of electric and magnetic fields; constants of earth's field; strength of current by means of tangent galvanometer and copper and silver voltameter; calibration of a voltameter; laws of series and parallel connections; temperature coefficient of resistance; constant for moving coil galvanometer; measurement of quantity and capacity; E. M. F. and internal resistance of a Daniel cell; E. M. F. curve of an ideal dynamo; determination of "H." by means of the earth inductor; angle of dip; coefficient of self-induction of a coil; curve of magnetization and hysteresis loop; distribution of magnetism in a bar magnet; velocity of sound in air; overtones in open and closed pipes; velocity of compressional waves in steel; wave length of a tone; wave length of light; index of refraction; angle of minimum deviation; efficiency curve of an incandescent lamp. Prerequisites: Plane trigonometry and the elements of graphing. Four hours a week. Spring term. Elective. Laboratory fee, \$5.00.

IV. Advanced Physics. Four hours a week, one term.

THE JOSEPH MOORE SCIENCE CLUB

The Joseph Moore Science Club was organized a few years ago to offer opportunity to students and members of the faculty who may wish to do special work in science. Meetings are held every two weeks, at which lectures are given or discussions held on important phases of modern science.

BOOKKEEPING AND BANKING

MODERN ILLUSTRATIVE BANKING AND MODERN ILLUSTRATIVE BOOKKEEPING.—A short course in practical work with checks, drafts, notes, deposits, discounts, and other commercial papers and vouchers.

The extra charge of \$10.00 per term includes blanks and vouchers.

Required in Course BV, and can be elected in any course.

DEPARTMENT OF MUSIC

It will be the aim of the department to give such technical and aesthetic training as will enable students to continue their studies independently and also to impart their knowledge. To this end courses have been arranged along those lines which will tend to cultivate the taste, develop the mind, and elevate the ideals.

The time required for the completion of these courses will vary, according to the native talent, the previous training, and industry of the student.

Pupils will be taught with reference to their peculiar needs, and aided from the beginning to form habits of attention and thoughtful practice.

COURSES OF STUDY

COURSE I.

Pianoforte, Theory, two years, History of Music, one year, German, History and English Literature equivalent of High School course.

COURSE II.

Voice Culture, Pianoforte through the Freshman year, Theory, one year, History of Music, one year, French, German, Italian, equivalent of High School course.

PIANOFORTE

Studies: Kühner, Löschhorn, Lemime, Streabbog, Gurlitt, Smith, Concone, Lambert, Burgmüller and others.

Duets and Trios.

Pieces: Suitable pieces selected with a view to the most rapid advancement of the pupil. Sonitinas by Kullak, Clementi, Haydn and Mozart.

Scales and arpeggios introduced. Memory work.

FRESHMAN

Studies: Czerny-Germer, LeCompey, Berens Velocity exercises, Bach's "Little Preludes and Fugues," Czerny Octaves, op. 553, etc.

Pieces by Bohm, Bachman, Lack, Wachs, Haydn, Merkel, Schumann.

Easier Sonatas by Haydn, Mozart and Beethoven.

Scales and Arpeggios, major and minor, parallel motion. Memory Work.

SOPHOMORE

Studies: Czerny, op. 299. Czerny-Liebling studies, Löw Octaves, op. 281, Bach French Suites, and Two-part Inventions.

Pieces: Mendelssohn, Chaminade, Godard, Meyer-Helmurard, Karganoff, Reinhold, Dreyschock.

Duets, quartettes, two piano pieces. Sonatas, Mozart, Beethoven.

Scales and arpeggios, major and minor scales in tenths and contrary motion, arpeggios inverted and contrary.

Memory work.

JUNIOR

Studies: Czerny, op. 740, Czerny "Staccato and Legato," Kullak Octaves, Pischna Progressive Exercises, Clementi-Taussig, "Gradus", Bach Three-Part Inventions. Quartettes and Two Piano Pieces.

Pieces: Schumann, Schubert-Liszt, Raff, MacDowell, Moszkowski, Chopin, Weber, Leschetizky, etc.

Sonatas: Beethoven, Mozart.

Scales, major and minor in thirds and sixths and contrary, arpeggios, inverted and contrary.

Memory work.

SENIOR

Technical work of preceding grades continued.

Pieces: Liszt, Brahms, Weber, Chopin, Vogrich, Schumann, Rubenstein, Rochmaninoff.

Bach Well-Tempered Clavichord.

Candidates for admission into the Senior class will be required to pass the following examination at the beginning of the year in which they intend to graduate.

I. Major and minor scales parallel in octaves, thirds, tenths and sixths.

II. Sonata by Mozart.

III. Three-part Bach Invention from memory.

IV. Two pieces from memory by any composer studied in the Junior year.

VOCAL

Careful attention will be given to correct breathing, voice placing, tone production; the use of the lips, tongue and palate with reference to distinct articulation; all tending toward the development of a natural and easy manner of singing.

Vocalises and Solfeggio: Studies selected from Concione, Panofka, Marchesi, Sieber, Bordogni.

Songs of the best English and American composers, beside those of Mozart, Schubert, Schumann, Franz, Grieg.

French, German and Italian songs in the original text.

Arias from the Oratorios of Handel, Haydn, Mendelssohn.

HARMONY

The difficulties in the study of harmony will be lessened by learning that the rules are derived from certain principles, i. e., the natural tendencies in harmonic and melodic progressions. The study will involve a thorough knowledge of musical notation, intervals, signatures, keys, formation of scales, triads of major and minor scales and their inversions. Simple four-part writing from given basses and sopranos.

Harmonies of the Seventh and their inversions, secondary harmonies of the Seventh and their inversions.

Chords of the Seventh in connection with chords of other tone degrees.

Chords of Ninth, Eleventh and Thirteenth.

Chromatic alterations of the Fundamental Harmonies, Modulations, Suspensions, Organ-Point, Passing-Notes, Passing Chords, Harmonizing Melodies. Text-book, Emery's Elements of Harmony.

HISTORY OF MUSIC

Music before the twelfth century.

Development as an independent art.

Evolution of Folk-Songs: Troubadours, Minnesingers, Meistersingers.

Evolution of Music Forms: Choral, Oratorios, Sacred Cantata, Sonata, Symphony.

Schools of Music: The Netherlands, Flemish, Italian, French, German.

Masters of Music: Palestrina, Handel, Bach, Gluck, Haydn, Mozart, Beethoven.

Lesser Lights: Schubert, Van Weber, Spohr, Mendelssohn, Schumann, Cherubini, Wagner.

FREE CLASSES

HARMONY.—This class is open to such music students as are sufficiently advanced.

SIGHT SINGING.—For those desiring to fit themselves for music teaching in schools, or for chorus singing. Text-book, Root's "Methodical Sight-Singing," Part II.

CHORUS CLASSES.—In these classes students receive training in part-singing.

RECITALS

Realizing that ease and confidence in playing for others can be acquired only by doing so, pupils' recitals will occur at regular intervals, at which pupils will perform studies and pieces in the presence of all the pupils, the numbers given being explained and analyzed.

Two public pupils' recitals will be given during each term.

Pupils will have the opportunity of hearing the best works of the different epochs performed and analyzed.

DIPLOMAS

Candidates for graduation in music, besides completing the prescribed course, will be required to give a finished and satisfactory public recital.

Students who are candidates for a degree will be permitted to substitute a maximum of two courses of not less than one year each, satisfactorily completed, in either the intermediate or advanced grades in music for any two electives in the regular academic courses.

Instruction in any branch of music, including use of piano for one practice period per day, two lessons per week, is charged extra \$20 per term; one practice period per day, one lesson per week, \$12.50 per term.

Students are charged regular tuition besides the music whether they take other studies or not, and when entering the class in music at the beginning of the term, they are charged the full rate for the term, with no rebate, except in case of protracted sickness.

THE PREPARATORY SCHOOL

A course of training for students who come to us unprepared for college classes has been arranged and embraces the following subjects:

FALL TERM	SPRING TERM
English A 5	English A 5
English B 4	English B 4
English C 4	English C 4
Arithmetic 5	Arithmetic 5
Algebra 5	Algebra 5
Primary Latin 5	Primary Latin 5
Cæsar 5	Cæsar 5
Ancient History 4	Ancient History 4
Physiology 4	Physiography 4
Plane Geometry 5	Virgil 5
Cicero 5	Bible 1
Bible 1	Bookkeeping (Elective) 3

ENGLISH

A. The work in English for the first year in the preparatory course consists of grammar, composition, and literature. Masterpieces in literature are carefully studied and made to serve as topics for drill in composition. Short selections are memorized. Outside reading is also required.

B. Pupils are required in the second year preparatory to study technical English grammar, Elementary Rhetoric, masterpieces in English and American Literature, and composition. Memory work and outside reading are both required.

C. The third year in English prepares for entrance to the Freshman class in college. For the year 1911-1912 the following will be required:

FOR STUDY.—Shakspeare's *Macbeth*; Milton's *L'Allegro* *Il Penseroso*, *Comus*, *Lycidas*, and some of his *Sonnets*; Washington's *Farewell Address*; Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*; Scott's *Lady of the Lake*; Arnold's *Sohrab and Rustum*.

FOR READING.—(Two must be selected from each group.)

I. *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, *Daniel*, *Ruth*, *Esther*; Homer's *Iliad*; Vergil's *Æneid*.

II. *Merchant of Venice*; *As You Like It*; *Twelfth Night*; *Henry V*; *Julius Cæsar*.

III. *Robinson Crusoe*; *Vicar of Wakefield*; *Ivanhoe*; *House of Seven Gables*; *David Copperfield*; *Henry Esmond*; *Silas Marner*; *Treasure Island*.

IV. *Pilgrim's Progress*; *Franklin's Autobiography*; *Irving's Sketch Book*; *Macaulay's Essay on Warren Hastings*.

V. *Gray's Elegy* and *Goldsmith's Deserted Village*; *Cole-ridge's Ancient Mariner* and *Lowell's Vision of Sir Launfal*; *Scott's Lay of the Last Minstrel*; *All of Wordsworth*, *Shelley*, and *Keats* in *Palgrave's Golden Treasury*; *Longfellow's Miles Standish* and *Whittier's Snowbound*; *Tennyson's Gareth and Lynette*, *Lancelot and Elaine*, and *Passing of Arthur*.

LATIN

Three years in Latin are given in the Preparatory School.

I. PRIMARY LATIN.—This is a five-hour course throughout the first year, and embraces all the essentials preparatory to a study of higher Latin.

II. CÆSAR'S GALLIC WAR AND LATIN COMPOSITION.—This course extends through the second year, embracing four books, I-IV. Composition weekly. An effort is made to develop a ready reading knowledge of Latin. Attention is given to pronunciation, word-forms, case-syntax, moods, tenses, and indirect discourse. Military matters and the geography of the text are emphasized. Five hours a week.

III. CICERO AND COMPOSITION.—This course embraces the four orations against Catiline. Composition weekly. Thorough grounding in prose construction is aimed at on the linguistic side. Oratorical style, historical and biographical setting are considered.

IV. VIRGIL AND COMPOSITION.—This course embraces four books of Virgil. Composition weekly. Thorough drill in syntax, poetic peculiarities, and prosody are aimed at.

SCIENCE

PHYSIOLOGY.—Physiology is required of preparatory students, or those who enter college conditioned on the subject.

Four recitations a week are given throughout the fall term of the second year of the preparatory course. Besides a general outline of human anatomy, the course deals with the study of the properties, uses and actions of the various parts of the body. The influence of narcotics and alcoholic stimulants upon the various organs is carefully explained. The subject is made interesting and attractive by laboratory experiments, microscopic slides, anatomical models, charts, and projections.

PHYSIOGRAPHY.—An elementary course for preparatory students. Recites four times per week. Besides the text-

book work, the class makes a special study of weather conditions, the weathering of rocks, and the development of drainage systems.

HISTORY

One year of History is required of all preparatory students. This is a course in Ancient History, including Oriental, Greek and Roman. Botsford's "Ancient History for Beginners" is the text-book that is used.

MATHEMATICS

ARITHMETIC

COURSE A. This course is designed to enable the student to acquire a practical knowledge of current business methods as well as skill in numerical calculation. The course includes a study of practical measurements, commercial discounts, gain and loss, commission and brokerage, insurance, taxes, duties and customs, interest and banking, equations and cash balance, dividends and investments, and partnership and storage. Five hours a week. Given each term. Text-book, Moore and Miner's Practical Business Arithmetic.

ALGEBRA

COURSE B.—This course includes factoring, common divisors, common multiples, fractions, simple equations and simultaneous equations. Five hours a week. Fall and Spring terms. Text-book, Milne's High School Algebra.

COURSE A.—Elementary graphing, simultaneous equations, zero, fractional and negative exponents, surd quantities, imaginaries, quadratic equations. Five hours a week. Given each term. Text-book, Stone and Millis.

PLANE GEOMETRY.—Besides the demonstrations of the theorems, the student is required to apply the principles learned in the solution of the original propositions and problems.

SCHOLARSHIPS

Bryn Mawr College offers yearly to the young woman of the graduating class making the highest average grade a scholarship of the value of four hundred dollars. The candidate is selected on the ground of excellence in scholarship, and must have been a student of Guilford at least two years.

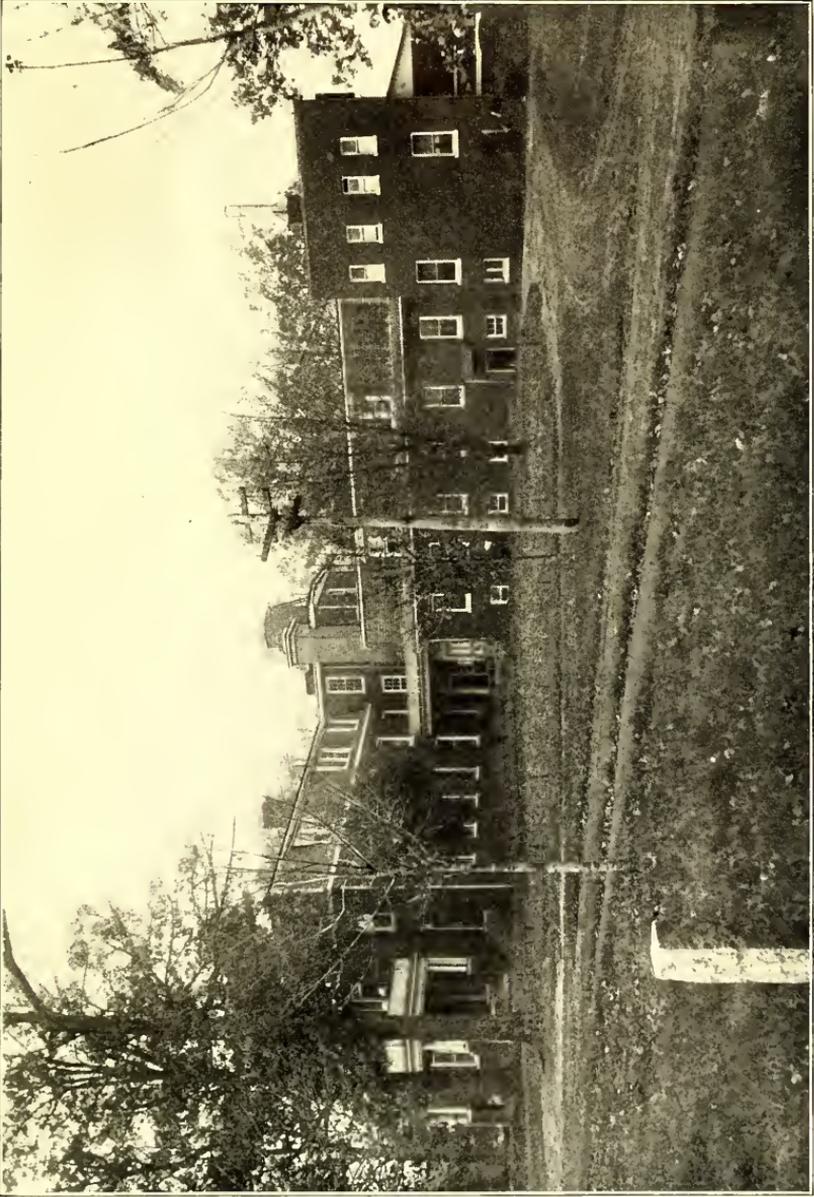
Haverford College offers annually to the young man of the graduating class making the highest average grade a scholarship of three hundred dollars. No one will be considered eligible as a candidate who has not been a student at Guilford College at least two years.

PRIZES

The four literary societies, the Websterian, the Henry Clay, the Philomathean, and the Zatasian, each award two prizes every year—an orator's prize and a prize for improvement. These incentives to improvement in debate and composition serve a good purpose in promoting the literary interests of the membership.

PRIZE ESTABLISHED BY THE CLASS OF 1904

The class of 1904 some years ago established a fund in memory of the distinguished member of said class, Marvin Hardin, and known as the Marvin Hardin Scholarship Fund. This fund yields an annual income equal to the amount of a year's tuition. It is awarded, in accordance with the wishes of the class of 1904, to the student in the sophomore class making the best record in said year. The same, however, is not available until the senior year and only on condition that the student winning the prize spend his junior and senior years at Guilford. The class of 1904 have sought to encourage work by students competing for this prize in debate in the literary societies and in composition writing for the Guilford Collegian and in work in public debates. Meritorious work done in these various fields is to receive a certain per cent. of merit in connection with the regular required studies of the sophomore year.



FOUNDERS HALL AND KITCHEN

FRESHMAN PRIZE

The Class of 1905 have established a prize to be awarded each year to the member of the freshman class who delivers the best oration at a contest held near the close of the year. Besides the style of delivery, the composition and literary scholarship evinced by the writer will be considered in determining the successful contestant.

COLLEGE HONORS

Members of the freshman and of the sophomore classes, pursuing a regular amount of work, whose grades do not fall below 90 per cent. in any subject, shall be entitled to "Honors."

Members of the junior class who receive an average grade of 95 per cent. in their major work and do not receive a grade below 90 per cent. in any subject, shall be entitled to "Special Honors."

Those members of the senior class who have received "Special Honors" in their junior year, and whose average grade in the senior year does not fall below 95 per cent., shall be entitled to "Highest Honors."

No honors shall be bestowed upon a student whose deportment is unsatisfactory.

LITERARY SOCIETIES

The Henry Clay and Websterian are composed of young men, and the Philomathean and the Zatasian of the young ladies. These societies afford an opportunity for the development of the power of extemporaneous speaking, for training in parliamentary rules, and general culture. The efforts which have been made for improvement during the year are worthy of praise.

COLLEGE JOURNAL

In addition to the regular literary work the societies of the college have for the past twenty-two years sustained the

“GUILFORD COLLEGIAN,” a journal that occupies a creditable position among college publications.

The COLLEGIAN gives its readers some insight into the student life at the college. It is also a means of developing a taste for literary work and facility in composition on the part of those engaged in its editing.

PUBLIC LECTURES

Arrangements are made to have popular lectures from time to time on the literary, scientific and historical questions of the day.

EXPENSES

The statement below embraces the entire necessary cost of attendance at Guilford College, except for books and stationery. No attempt is made to make a student's expenses appear less than they will actually be.

I. IN COLLEGE STUDIES—See Pages 23-30

For board and tuition, fuel, lights, and laundry, each term	\$97.50
Payable in advance as follows:	
September 5th	\$ 48.75
November 4th	48.75
January 20th	48.75
March 23rd	48.75

These figures, \$195.00, cover all charges for comfortably furnished rooms—two students in a room, single beds—electric lights, fuel, board, use of bath rooms, laundry, use of nursery in case of sickness, library, museum, laboratories, professional service of our attending physician, M. F. Fox, M. D., and tuition in all regular courses.

Students who have washing done at home and are absent from college each week from Friday evening to Monday morning are allowed ten dollars reduction each term.

II. IN PREPARATORY STUDIES—See Page 52

For board and tuition, fuel, lights, and laundry, each term\$91.50

Payable in advance as follows:

September 5th	\$ 45.75
November 4th	45.75
January 20th	45.75
March 23rd	45.75

III. TUITION

Tuition for college studies for year\$ 60.00

Tuition for preparatory studies for year. 48.00

No reduction will be made for absence for the first two weeks at the beginning or for the last two weeks at the close of a term.

EXTRA CHARGES

(1) Students in certain science classes are charged for use of laboratory materials and instruments, plus breakage, as follows:

Chemistry, I, IVc, and A, \$5.00 per term.

Other courses in chemistry, \$7.50 per term.

Biology, \$2.50 per term.

Astronomy and surveying, \$1.00 each per term.

Physiology, 50 cents per term.

Freshman physics, \$2.00 per term.

Sophomore physics, \$3.00 per term.

Advanced physics, \$5.00 per term.

Bookkeeping and banking, \$10.00 per term.

Book store account deposit, \$5.00 per term.

(2) Meals to the sick in rooms, except in the nursery, will be charged extra.

(3) A graduation fee of \$5.00 is charged at the close of the college course.

For extra for music, see page 52.

CLUB RATES FOR BOARD

To meet the demands for cheaper living, arrangement has been made by which young men can furnish their own provisions and board at cost. A dining hall has been prepared for this purpose. The rooms in cottages are furnished with stoves, bedsteads, mattresses, chairs, tables, and electric lights. The charge of **THREE DOLLARS PER MONTH** for each student covers room rent and wages of a cook in charge of dining-room and kitchen, and wood sawed right length for stove, electric lights and use of bath. The club must meet expense of splitting wood and bringing in wood and water for cook room, and each boy must keep his room swept with no rebate from charges. Provisions may be brought from home and their market value received in credit.

Under this plan of boarding, expense for board need not exceed \$6.00 per month for each student. Students who avail themselves of this system live well, and have the same advantages and regulations as those who board in the college.

Girls may enter New Garden Hall on the following terms: Each girl agrees to perform cheerfully and satisfactorily her allotted part of the household duties, to pay to the Treasurer of the college \$12.00 per term room rent and to the Matron of New Garden Hall \$1.00 per week monthly, in advance, for board. Board may be paid in provisions at market prices or in money.

PAYMENT OF BILLS

Payment of all bills for each term must be made in advance—one-half at the beginning and one-half at the middle of the term.

Students, when they enter at mid-term, will be charged from the time of entering until the close of the term, except by special arrangement. In case a student is absent from the college on account of protracted sickness of ten days or more a pro rata part of the money paid will be refunded on presentation of a physician's certificate that he is not able to return. If any student should leave the institution for any other cause or be expelled or suspended, he will forfeit the money advanced.

All communications relating to financial matters should be addressed to the Treasurer, George W. White.

MISCELLANEOUS

Within twenty-four hours after arrival at the college all students are required to meet the Treasurer and make satisfactory arrangements for the settlement of bills, and procure a registration card.

At the beginning of the term, students are expected to observe all the regulations of the college from the time of their arrival. Before taking meals in the dining-room they must enroll their names upon the register in the Treasurer's office. A strict observance of this regulation is expected.

Students who prefer to do so may board and lodge elsewhere than in the college buildings, at such places as are satisfactory to the faculty, and under such regulations and restrictions as may be prescribed.

Students engaging rooms at the beginning of any term are *not at liberty to withdraw* to any other boarding place during that term.

The privilege of the bath-rooms is not open to students who do not board in the college.

The fact that students board outside the college gives them no exemption from attendance upon study hours, morning collection, meetings for worship, Scripture classes, or lectures.

If any student wishes to have an open account for books, it is requested that a deposit of five dollars be made to his or her credit in the book and stationery department. A full statement of purchase can be secured at any time and balance due remitted by Mary E. W. White, who has charge of this department. The book store is open Monday, Wednesday, and Friday of each week, 8:00 to 9:00 a. m., and 1:00 to 2.00 p. m.

Boarders furnish the white linen and one blanket for their beds, also their own soap, towels, and table napkins. One pair

of pillow cases and three single bed sheets will be needed for exchange for each boarder.

Great care in all the household arrangements is taken by the Matron for the accommodation and comfort of the students.

Each boarding student is allowed three meals each term free for his visiting friends.

Every student entering the college thereby pledges himself to obey faithfully its laws and regulations.

Special care should be taken to comply with the requirement that all articles of apparel be plainly marked with the name of the owner in full with indelible ink.

No student can have more than a reasonable amount of washing done without extra charge.

It is desirable that all students should be provided with overshoes and umbrellas.

Students upon arrival are expected to report at the President's office. For classification they will consult the Dean, Professor John Edwin Jay.

Rooms in the dormitories will be under the careful daily inspection and supervision of the Matron of the college.

Each occupant is held responsible for the condition of his room, and is required to keep it in decent order.

Occupants are held responsible for disorders occurring in or issuing from a room, and any misappropriation, damage, or defacement of furniture or buildings beyond necessary wear and tear will be paid out of the Athletic Association Contingent Fund, unless settled by the person doing the damage as required.

Students are met at Guilford College station, on railroad leading from Greensboro to Winston-Salem, at the opening of each term, and conveyed to the college. For conveyance to and from the station, a moderate charge will be made to students, teachers, or visitors.

TO PARENTS

In order to secure safe and prompt delivery, express packages or postoffice money orders for students should be sent in care of Guilford College.

Telegraph and express offices are established at Guilford College railroad station.

The college has telephone connection with Greensboro and other points on the long distance line.

All students sustain a great loss who are not present at the opening of the term.

Applications for leave of absence, or for removal from college, should be made by the parent or guardian directly to the President. Parents who consult the highest interest of their children will not call them out of school without some urgent reason.

While the management of the college will cordially provide for and encourage every kind of physical training, intercollegiate contests when permitted will be subject to such rules and regulations as the Advisory Board of Athletics may provide.

DISCIPLINE

It is taken for granted that any student who enters the institution does so for the purpose of persistent work, and that he will render due respect to the regulations, all of which are designed to promote the general welfare of the college, and to give to each member thereof full opportunity to use the many advantages for study here offered.

Students are put upon their honor, and great pains taken to maintain with all a friendly and helpful relation. The co-operation of all is sought.

If a student shows little or no inclination to study, or fails to co-operate with the faculty in maintaining good order, or engages in practices which are harmful in their influence over others, or to the reputation of the college, his parents or

guardians will be informed of the facts, and, unless amendment be promptly made, he will be dismissed, or his parents requested to withdraw him.

The reading of pernicious literature, the use of intoxicating drinks, habitual indulgence in profane language, carrying pistols or other dangerous weapons, would be considered grave offenses, and treated accordingly. Gunning is not allowed.

The effect of tobacco on the minds and bodies of the young is so injurious that the college desires to take all proper means to discourage its use, and will not allow it on the grounds or around the buildings. If any students persist in using it elsewhere, their standing will thereby be lowered and so entered on their records.

DONATIONS AND BEQUESTS

Any friends of Guilford College wishing to make donations for Special or General Endowment or to leave any bequest to the Trustees of Guilford College, are invited to correspond with President Hobbs.

FORMS OF BEQUESTS

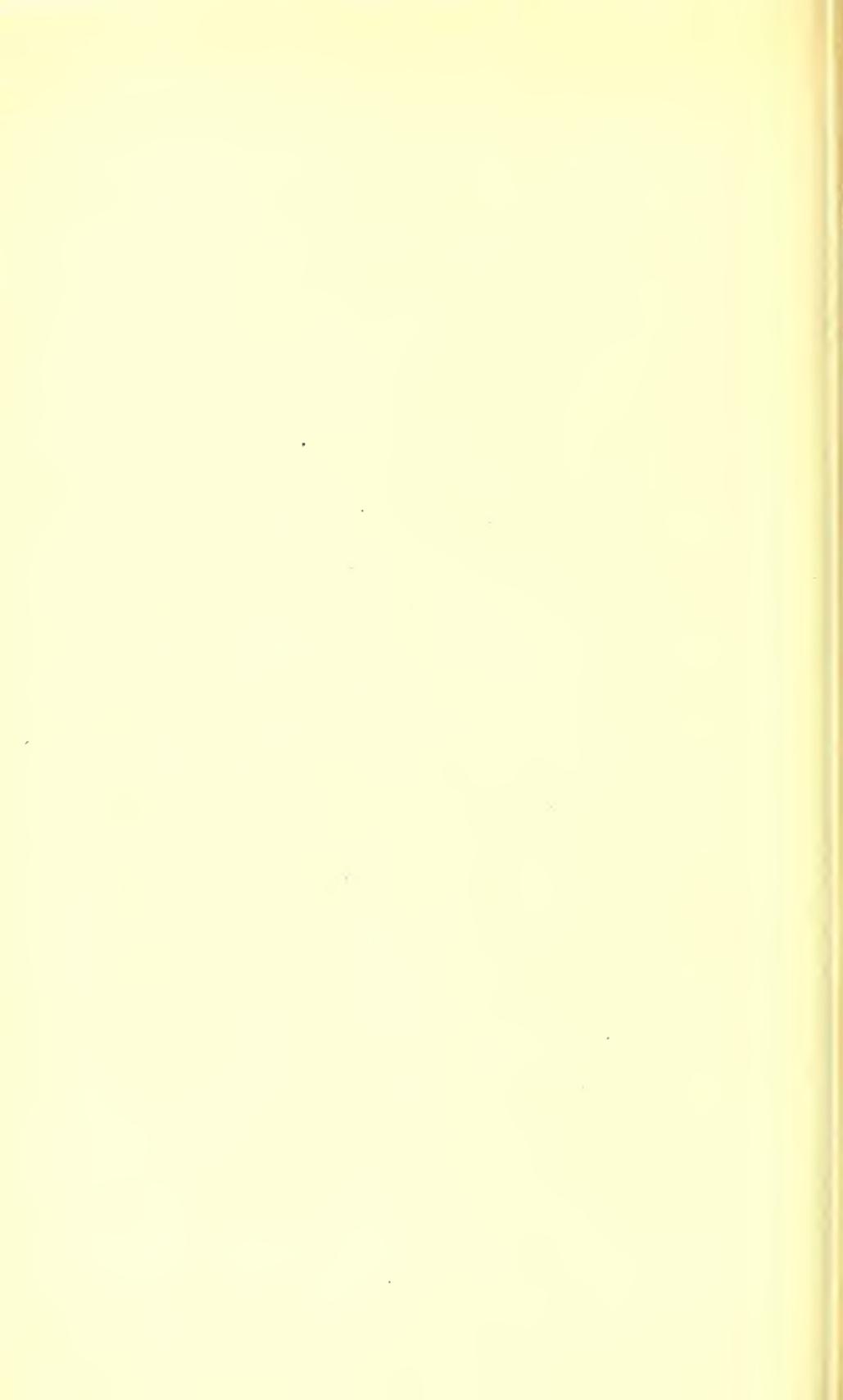
I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be applied at the discretion of its trustees for the general purposes of said college.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college and called the.....Scholarship Fund. The interest on this fund shall be applied, at the discretion of the trustees of said college, to the aid of deserving students.

I give and bequeath to the Trustees of Guilford College, Guilford County, North Carolina, the sum of..... dollars, to be safely invested by the trustees of said college as an endowment for the support of Professorship forin said college.



LIBRARY READING ROOM



MEMORIAL FUNDS

- The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$1,300.00.
The Ezra Murray Meader Fund, \$1,000.00.
The Andrew Carnegie Fund, \$45,000.00.

ALUMNI

CLASS OF '89

Robert H. Cronk, B. S.	Pickering, Ont.
Joseph Moore Dixon, B. S.	Washington, D. C.
Edward B. Moore, B. S.	303 Pearl St., Richmond, Ind.
Robert Cromwell Root, B. S., 619 O. T. Johnson Bldg., Los Angeles, Cal.	
*Lola Stanley Moore, A. B.	_____
*Lucius A. Ward, B. S.	_____
*Campbell White, B. S.	_____
Florina W. John, B. S.	Fayetteville, N. C.

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Jessica Johnson Dickson, B. S.	Kimberlin Heights, Tenn.
Genevieve Mendenhall Blair, B. S.	Gainesville, Fla.
*Susuanna Osborne, B. S.	_____
Leonard C. Van Noppen, A. B.	Riverside, Conn.
David White, A. B.	Greensboro, N. C.
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CLASS OF '91

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S. Addison Hodgin, B. S.	Greensboro, N. C.
Arthur Lyon, B. S.	High Point, N. C.
Joseph H. Peele, B. S.	Guilford College, N. C.
Elisha D. Stanford, B. S.	East Bend, N. C.
Mary Mendenhall Davis, B. S.	Guilford College, N. C.
Julia S. White, B. S.	Guilford College, N. C.

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*M. Edna Farlow, B. S.	_____
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Walter W. Mendenhall, B. S.	10707 Bryant Ave., Cleveland, O.
Virginia Ragsdale, B. S.	Jamestown, N. C.
William Jasper Thompson, B. S.	Eagletown, N. C.
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Edwin M. Wilson, A. B.	Haverford, Pa.
Laura D. Worth, B. S.	Guilford College, N. C.

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Annie F. Petty, B. S.	Greensboro, N. C.
Henry A. White, B. S.	High Point, N. C.
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Hiram B. Worth, B. S.	Greensboro, N. C.

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G. Raymond Allen, A. B.	27 William St., New York N. Y.
Cecil A. Boren, B. S.	Pomona, N. C.
Dora Bradshaw Clark, B. S.	1124 Park Road, Washington, D. C.
Eunice Darden Meader, B. S.	Tamworth, N. H.
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Army Manila, P. I.

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 John Waldo Woody, A. B. Knoxville, Tenn.

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 A. Homer Ragan, B. S. Thomasville, N. C.

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 R. William McCulloch, A. B. Atlanta, Ga.
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 Edgar Thomas Snipes, B. S. Ahsoskie, N. C.

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C. Gordon Gainey, B. S.	Fayetteville, N. C.
*Marvin Hardin, A. B.	_____
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D. Ralph Parker, B. S.	High Point, N. C.
Katharine C. Ricks, B. S.	113 North 3rd St., Richmond, Va.
L. Lea White, A. B.	Winston-Salem, N. C.

CLASS OF '05

Bessie W. Benbow, A. B.	Oak Ridge, N. C.
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Mary D. Holmes, A. B.	Woodland, N. C.
R. Ernest Lewis, A. B.	Lockport, N. Y.
William G. Lindsay, A. B.	Madison, N. C.
Richard E. Martin, B. S.	East Bend, N. C.
James Hoge Ricks, A. B.	Richmond, Va.
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Oscar V. Woosley, A. B.	Asheboro, N. C.

CLASS OF '06

David H. Couch, B. S.	Guilford College, N. C.
R. Cabell Lindsay, A. B.	Madison, N. C.
Joseph Moore Purdie, A. B.	Ararat, Va.
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* Florence Roberson Woosley, B. S.	_____
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John Anderson, B. S.	Charlotte, N. C.
Dudley D. Carroll, A. B.	Guilford College, N. C.
Eugene Jarvis Coltrane, A. B.	Jamestown, N. C.
Alma Taylor Edwards, A. B.	Salemburg, N. C.
Clifford C. Frazier, A. B.	Greensboro, N. C.
Annie Lois Henley Coltrane, A. B.	Jamestown, N. C.
Louis Lyndon Hobbs, Jr., A. B.	Guilford College, N. C.

Allan Wilson Hobbs, A. B.	Guilford College, N. C.
Ida Hutehens, A. B.	Yadkinville, N. C.
Lillian L. Jinnett, A. B.	Guilford College, N. C.
Waller S. Nicholson, A. B.	Y. M. C. A., Nashville, Tenn.
David Milton Petty, B. S.	Archdale, N. C.
Wiley Rankin Pritchett, A. B.	Greensboro, N. C.
C. Linnie Shamberger, A. B.	Jamestown, N. C.

CLASS OF '08

George Washington Bradshaw, B. S.	Farmer, N. C.
Henry Andrew Doak, A. B.	Guilford College, N. C.
Annie Elizabeth Gordon, B. S.	Jamestown, N. C.
Kittie McNeill John, B. S.	Lumber Bridge, N. C.
Ovid Winfield Jones, A. B.	Winston-Salem, N. C.
Alva Edwin Lindley, A. B.	Agricultural College, Miss.
Mabelle Vira Raiford, B. S.	Ivor, Va.
Sallie Thomasene Raiford, A. B.	Ivor, Va.
Alice Everett White, B. S.	High Point, N. C.
William Ernest Younts, B. S.	Guilford College, N. C.
Marguerite W. Cartland, Music	Greensboro, N. C.

CLASS OF '09

James Anderson, B. S.	Charlotte, N. C.
Charles David Benbow, Jr., B. S.	Greensboro, N. C.
Eugene Leroy Briggs, B. S.	High Point, N. C.
William Thomas Boyce, A. B.	Tyner, N. C.
Henry Davis, A. B.	Guilford College, N. C.
Margaret Davis, A. B.	Guilford College, N. C.
Alfred Alexander Dixon, B. S.	Snow Camp, N. C.
Robert Sydens Doak, A. B.	Guilford College, N. C.
Richard Junius M. Hobbs, A. B.	Guilford College, N. C.
Ethel Hodgkin White, B. S.	Raleigh, N. C.
Norris Rush Hodgkin, A. B.	Greensboro, N. C.
Annie Everet Holland, A. B.	Holland, Va.
Agnes Rowena King, A. B.	Lane City, Texas.
Annie Viola Mendenhall, B. S.	High Point, N. C.
Leslie Winston Pearson, A. B.	Dudley, N. C.
Margaret Edith Peele, A. B.	Guilford College, N. C.
Amanda B. Richardson, B. S.	High Point, N. C.
Hugh D. White, B. S.	Guilford College, N. C.
Julian Elder White, B. S.	Raleigh, N. C.
Lucy O'Brien White, B. S.	Belvidere, N. C.
Laura Alice Woody, A. B.	Guilford College, N. C.

CLASS OF '10

Daniel Worth Anderson	Charlotte, N. C.
Alexander Montague Bonner	Aurora, N. C.
Robert Edward Dalton, Jr.	Pomona, N. C.
Alice Louise Dixon	Yadkinville, N. C.
Mary Gertrude Frazier	Greensboro, N. C.
Pearl Gordon	High Point, N. C.
William Patterson Holt	Greensboro, N. C.
Mary Esther Ivey	Cary, N. C.
Edward Seull King	High Point, N. C.
Mary Mafie Lambeth	Guilford College, N. C.
Leroy Miller	Linwood, N. C.
John Ephraim Sawyer	Ayden, N. C.
William Henry Sharpe	Greensboro, N. C.
Gertrude Henryanna Spray	Canton, N. C.
Mary Ricks White	Franklin, Va.
Lucile Bryan Hall, Music	Collinsville, Ala.

* Deceased.

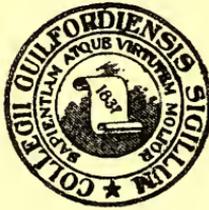


PRISCILLA BENBOW HACKNEY

Matron of Guilford College 1886-1903.

"A Woman abounding in good works." Elected to honorary membership in the Alumni Association.

Guilford College Bulletin



ALUMNI NUMBER

GUILFORD COLLEGE, N. C.

OFFICERS AND COMMITTEES OF THE ALUMNI ASSOCIATION FOR 1911-1912

President—D. D. Carroll Guilford College, N. C.
Vice-President—Jos. D. Cox High Point, N. C.
Secretary—L. Gertrude Wilson Asheboro, N. C.
Treasurer—A. A. Dixon Guilford College, N. C.
Registrar—Annie F. Petty Greensboro, N. C.

TRUSTEES OF LOAN FUND

The Treasurer, ex-officio; David White, term expires 1912; Otis E. Mendenhall, term expires 1913; Clement O. Meredith, term expires 1914.

EXECUTIVE COMMITTEE

L. L. White, Chairman, term expires 1912; H. A. White, term expires 1912; Henryanna H. White, term expires 1913; Robert E. Dalton, Jr., term expires 1913; Emma G. King, term expires 1914; J. Gurney Briggs, term expires 1914.

LITERARY COMMITTEE

Clement O. Meredith, Chairman; Richard J. M. Hobbs, Alice L. Dixon.

ATHLETIC COMMITTEE

W. P. Henley, Chairman; William G. Lindsay, A. W. Hobbs, N. Rush Hodgin, Julian E. White.

CAMPUS COMMITTEE

Mary E. M. Davis, Chairman; Samuel H. Hodgin, Virginia Ragsdale.

RECEPTION COMMITTEE

O. V. Woosley, Chairman; Chas. D. Benbow, Jr., Margaret Davis, Ovid W. Jones, Ada M. Field.

CHRISTIAN WORK COMMITTEE

Eugene J. Coltrane, Chairman; Alva E. Lindley, Edward S. King, Clara I. Cox, Margaret V. Rutledge.

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME 4

EIGHTH MONTH, 1911

No. 2

ALUMNI NUMBER

PRISCILLA B. HACKNEY

Perhaps no woman in North Carolina Yearly Meeting is better known or more universally loved than Priscilla Benbow Hackney. She was the daughter of Jesse and Annie Benbow, born at Oak Ridge the 11th of 5th mo., 1840. She was the eldest of seven children and early learned that thoughtfulness for others which has been such a striking characteristic of her maturer life.

She was educated at New Garden Boarding School. Entering at the age of eleven, she remained only part of the year. In 1855 she returned to the Boarding School during the administration of Aaron Stalker as superintendent and John Hubbard as teacher and remained four years. During the latter part of this time Nereus Mendenhall and Mary Harris were teachers.

Most of her subsequent life has been spent in connection with schools, and she has been almost constantly in charge of young people, which may account, in part, for the youthfulness of her spirit at seventy-one.

In 1862 and 1863 she was teacher in the Boarding School. She also taught at Oak Ridge in a monthly meeting school under the superintendence of Joseph Moore. In 1871 she was called to Friendsville, Tenn., as matron of the "Foster Home", where she remained with little intermission for fifteen years. During this time, on the 3rd of November, 1875,

she was married to Henry C. Hackney, who died in October of the next year. Her daughter, Henryanna C. Hackney, was so named in memory of her father.

In 1886 she was again called to New Garden School as governess and teacher and afterward accepted the position of matron of the institution and remained in connection with the school seventeen years.

From childhood, Priscilla B. Hackney was a devoted Christian and has been largely used in the church. For many years she was clerk of the Yearly Meeting of Women Friends, when the men and women met in separate sessions, and afterward assistant clerk of the joint sessions. She has served long and well as elder in the church, having the gift of caring for the flock in a very effectual way. She has been an active member of the Woman's Christian Temperance Union since its organization in North Carolina, all the time having had some department of the work under her direction. Her presence as a teacher in the Bible school is an inspiration to many who are younger in the work. She allows no slight matter to hinder her from meeting her class.

Notwithstanding her retiring disposition, her excellent equipment brought her work to her with little seeking. Before the public she is always cheerful, because she has learned to bear her own burdens and because she believes with all her heart that "God is in His Heaven and all is right with the world." She is optimistic, but most painstaking. To the student she was a mother, and everyone knew that in her they could confide and that her sympathy and love were unbounded. Ingratitude only aroused her pity and not her resentment.

The Alumni Association of Guilford College is glad to welcome her into its organization as an honorary member: her work as a member of the Girls' Aid Committee and as Chairman of the Advisory Committee of the College is most helpful. Indeed, wherever her lot has been cast her influence has been for the conservation of forces, the strengthening of the weak, and the building up of waste places.

AUGUST MEETING OF ALUMNI ASSOCIATION

A meeting of the Guilford Alumni Association was held in King Hall, August 6th, 1910, at 4:30 o'clock, Vice-President D. Ralph Parker, '04, presiding. Twenty-one members were present.

The members present heartily expressed their approval of exerting more interest in the great cause of education.

Mrs. L. L. Hobbs and Mrs. J. F. Davis, '91, a committee from the Old Students' Association, asked that the Alumni Association join with them in the celebration of the seventy-fifth anniversary of Guilford College in 1912. A motion was carried that the Association join in this celebration, and the following committee was appointed to cooperate with the Old Students' Committee: Joseph D. Cox, '04; Richard M. Hobbs, '09, and Ida E. Millis, '03.

A motion was also carried that the Athletic Committee of the Alumni Association be instructed to look into the matter of the work to be done on the athletic field, and to lay the matter before the Alumni Association.

The Association then adjourned.

D. RALPH PARKER, '04, *Vice-President*,

FLORENCE ROBERSON WOOSLEY, '06,

Secretary pro tem.

MAY MEETING OF ALUMNI ASSOCIATION

The annual public meeting of the Guilford College Alumni Association was held in Memorial Hall, May 30th, 1911, 8:00 p. m., Prof. D. D. Carroll, '07, presiding.

Minutes of August (1910) meeting were read and approved.

Roll call by classes showed 36 present, representing 12 classes.

President Carroll, in a brief way, spoke of the progress of work about the College, and the part the Alumni should and do take in this new life and the improvements.

He then introduced the speaker of the evening, Jas. Hoge Ricks, '05, of the Richmond, Va., bar, who gave us an excellent address on "American Citizenship."

On the motion of Mary E. M. Davis, '91, Priscilla B. Hackney, of Greensboro, N. C., was made an honorary member of the Alumni Association, in recognition of her long and invaluable services to the institution and its students.

The Alumni Athletic Prize of \$10.00 for 1910-11 resulted in a tie, and was divided equally and awarded to Chas. Frank Benbow, '14, and John E. Winslow, '11.

The meeting then adjourned to meet in King Hall May 31st, at 2:30 p. m.

D. D. CARROLL, '07, *President*,
LAURA D. WORTH, '92, *Secretary pro tem*.

May 31st, 1911.

The Association met according to adjournment, in King Hall, at 2:30 p. m.

Roll call of members of the Association was read from the Treasurer's list, with thirty-two present, out of eighty-one who had paid the membership fee.

Minutes of the meeting of the previous evening were read and accepted.

Annual reports of the following officers and committees were read and accepted:

PRESIDENT'S REPORT

Fellow Members of the Alumni Association:

When you conferred the honor of this office upon me a year ago, it was a case of a one talent servant for a ten talent position. This fact became evident as soon as the work of arousing and maintaining interest in the affairs of the Association was begun. However, with alternate seasons of burial and resurrection of the meager supply of talent I possessed, I have performed the routine demanded of your agent in a manner undeserving of praise.

The publication of the Alumni Bulletin was the first duty to present itself. With the effective aid of the Secretary and the Chairman of the Executive Committee, the Bulletin appeared in due time and copies were mailed to all graduates and various friends of Guilford College. The Old Students' Association contributed a report of its work to this issue.

The members of the various committees were appointed and duly notified by the Secretary. Certain ones have done some real work and deserve the thanks of the Association, while others on account of distance, or lack of interest, have not been of much service. I would recommend that the chairman of each committee get in touch with his co-workers and arrange for a meeting of the committee. If it is impossible or inconvenient to meet, some course of action might be decided upon through correspondence alone.

Owing to unavoidable absence, I was not present at the August meeting of the Association. Vice-President Parker was present and an interesting meeting resulted. As the minutes will show, the celebration of the seventy-fifth anniversary in 1912 was gotten under way by the appointment of a committee to co-operate with other committees from the faculty, trustees and Old Students' Association in the formation of plans for this event. It is hoped that all graduates will have the celebration as a burden upon their minds the coming year and make it a glorious culmination of three quarters of a century's work.

The preparations for Alumni Day and the reception were not so elaborate as some might wish, but the simplicity and ease of these occasions seem more in harmony with Guilford ideals.

The mercy of an easy taskmaster is evinced in my re-election by you for a second term. I shall try to serve you faithfully.

Respectfully submitted,

D. D. Carroll, President.

REPORT OF TREASURER OF GUILFORD COLLEGE ALUMNI
ASSOCIATION FOR THE YEAR ENDING MAY 31, 1911

Cash on hand, June 1, 1910		\$137.54
Received from back fees		13.00
Received from G. W. White on Bulletins		26.00
Received from fees for year 1910-11		158.00
Received from interest on deposit		4.35
		<hr/>
Total receipts		\$338.89
Paid expenses of reception and Executive Committee.	\$41.41	
Paid loan	30.00	
Paid Stone for printing Bulletin	78.00	
Paid postage	4.26	
Paid W. Craig for printing	5.25	
Paid for two balls used in Alumni game	2.00	
Paid athletic prize	10.00	
		<hr/>
Total paid out	\$170.92	\$170.92
		<hr/>
Balance on hand		\$167.97

Respectfully submitted,

A. W. Hobbs, '07, Treasurer.

Audited and found correct, May 31, 1907.

W. P. Henley, J. Hoge Ricks,
Committee.

REPORT OF REGISTRAR 1910-1911

Since the last report of your Registrar (May, 1910), 132 blanks have been mailed to the graduates of the College and to date 43 replies have been received. The total number of blanks on file are 137 out of a total of 216 graduates. Of the 79 who have not responded, 30 live within 15 miles of the college campus.

The files are not complete for any one class, though several have greatly reduced the number of missing names since the last report. The class of 1906, out of a membership of six, has only one name missing. It is earnestly desired that the classes complete their files the coming year in order that we may begin on our permanent records.

During the past year your Registrar spent some time at the College examining the records of the three Societies, Websterian, Henry Clay and Philagorean.

The dates of the Oratorical Contests and names of the contestants have been collected and recorded, also the receivers of the Improvement Prizes in each society.

In the Henry Clay Society, 22 Improvement Prizes have been

awarded. Seven of this number graduated in the College. Twenty-three Oratorical Contests were held, and 15 of the winners have graduated.

In the Websterian Society, 22 Improvement Prizes have been awarded and 8 of the students thus honored have graduated. Twenty-three Oratorical Contests have been held, and 20 of those who were the winners have graduated.

The Philagorean awarded 9 Improvement Prizes and of this number 4 have graduated. They have held 13 Oratorical Contests, and 9 who received the prize graduated.

Of the two societies, the Zatasian and Philomathean, which succeeded the Philagorean, they have each held 3 Oratorical Contests and awarded 3 Improvement Prizes. Of the Zatasian 1 has graduated who received the Oratorical Prize.

The Philomathean contributed 1 of their number who has received the Oratorical Prize to the Alumni Association.

A file has also been made of the students who have received the Bryn Mawr and Haverford scholarships. These scholarships have been awarded every year since 1892, therefore 19 young men and 19 young women have received a year's supplemental education at these two leading colleges.

Your Registrar would appreciate the assistance of a member from each of the classes to secure a more perfect file of the graduates. Any suggestions will be gladly received as to how this may be accomplished.

Annie F. Petty, Registrar.

EXECUTIVE COMMITTEE'S REPORT

There have been four meetings of the Executive Committee this year.

The Alumni number of the Bulletin was issued as usual and a copy sent to each graduate of the College. This work was done by President Carroll and reflects credit upon his genius as a publisher. The new feature was the printing in full of the Baccalaureate Address, which was recommended as a permanent feature, thus making the editions especially deserving of preservation.

Ballots for officers were sent out as usual and eighty votes received and the result is as follows:

D. D. Carroll, '07, President; Jos. D. Cox, '04, Vice-President; L. Gertrude Wilson, '06, Secretary; W. E. Blair, '98, Treasurer; Annie F. Petty, '94, Registrar; C. O. Meredith, '00, Trustee of Loan Fund; Emma G. King, '01, Executive Committee.

James Hoge Ricks, of the Class of '05, was invited to deliver the address this year. He accepted the call and his address given last

evening on "American Citizenship" was timely. His theme was handled in an able manner and to an attentive audience.

(A copy of this address appeared in the Commencement issue of the Collegian.)

Upon unanimous consent of the Committee it was agreed that we nominate this year to honorary membership, Mrs. Priscilla Benbow Hackney, as a fitting tribute to her long and useful service to New Garden Boarding School and Guilford College. Her ministrations have been very influential in the molding of character in the lives of hundreds of young men and women who have found a home here as well as an educational institution.

We recommend the following appropriations be made from the funds in the Treasury:

For addition to the Loan Fund	\$60.00
For Reception Committee	25.00
For Campus Improvement	10.00
For Athletic Prize	10.00
For printing	40.00
For general expense	20.00

\$165.00

Reports of the various officers and committees show that some good work has been done. Previous efforts of the Campus Committee are now quite apparent and deserve commendation. We are still in hope that more notice will be given to the Alumni Department in the college magazine. This year has shown some improvement along this line.

We desire to express our appreciation of the very efficient administration of President Carroll and pledge renewed loyalty to his second term.

The work of Treasurer A. W. Hobbs and Recorder Miss Annie Petty for the past two years has been very satisfactory and deserving of special thanks. It is hoped that statistical work of our organization shall always be considered important.

With a loan fund steadily increasing and carefully managed and safeguarded; an annual reception that is possibly more enjoyed than any other feature of Commencement week; with the printing of the Bulletin annually that puts us into the very life of the college, and with the work of the various committees growing more efficient, we have reason for encouragement and new life.

The seventy-fifth anniversary to be held in 1912 should make this year the most fruitful of any in the conservation of the loyalty and energy of the Alumni to the College.

Your committee desires instruction in regard to the putting in force the amended by-law IV which has just passed.

(Signed)

H. A. White, '94, Chairman.

REPORT OF LOAN FUND COMMITTEE

This year there was only thirty dollars available as a part of the Loan Fund. The thirty dollars was loaned and a great deal more could have been used had it been on hand.

The fund at the present time, counting interest on notes, is about \$430, but \$400 of this is loaned, leaving \$30 for the coming year.

A. W. Hobbs, '07, Treasurer.

REPORT OF LITERARY COMMITTEE

There have been three inter-class debates, resulting in a final victory for the Juniors. The debates were above the average. The Freshman Class is much to be commended for having engaged in two of the three debates, doing credit to the College and themselves.

The Literary Club has been studying Shakespeare with much benefit to all the members. This club could be much improved if all the members would realize a deeper sense of responsibility in regard to duties assigned. As a very valuable supplement to our work, we were favored with a reading of "Julius Caesar" by Hannibal Williams, also "As You Like It", by his wife.

The Biblical Club has studied with much benefit the Book of Revelations.

The College is making an effort to stimulate the study of the modern languages, so a few members of the faculty have been reading together at sight some classic German. Toward the close of the year other duties crowded out this club. Such organizations can be of telling value and it is to be hoped that this work may be continued.

The Literary Societies have been doing good work, as is evinced by the high grade contests of each society for this year.

Clement O. Meredith, '00,
Chairman of Committee.

REPORT OF ADVISORY BOARD TO THE CHRISTIAN ASSOCIATIONS OF GUILFORD COLLEGE

One year ago the first committee of this kind was appointed. No particular line of work was suggested, and the committee has not been able to be of any great service to the Christian Associations of the College. However, some members of the committee have been study-

ing conditions the past year, and we hope to be able to render more specific service as the way opens.

We realize keenly that these Christian Associations must have the moral and financial support of the Alumni, if they are to fill the place they should occupy in the life of the College. And let it be emphasized just here that there is no more important phase of college life than that presented by the Christian Associations. This is one organization in which the mental, physical and spiritual needs of students are cared for. Other college organizations could be replaced by the Christian Associations, but the work of these Associations could not be done by any other organization in college life.

During the past year we have noted the increased interest among the students in systematic Bible study. It is believed that the record for enrollment in Bible classes in the South has been broken by the Associations of Guilford College. Reports show that every student was enrolled, and almost 90 per cent. were in actual attendance. It is impossible to estimate the value of such study upon the students themselves and also upon every phase of life in the College.

Almost equal interest has been shown in Mission Study Classes, and the other religious exercises. Through the agency of the regular religious meetings, classes in Bible study and Mission study, and by special services among the students under the direction of the Associations, many students have been led to live better lives. Serious consideration has led to complete consecration to the solution of the problems of life.

Surely the Alumni Association has a fine opportunity to render efficient service to Guilford College by encouraging the work of the Christian Associations.

E. J. Coltrane, '07,
Chairman of Board.

REPORT OF ATHLETIC COMMITTEE

If success in athletics at Guilford were measured solely by the number of base ball games won, the year 1910-11 would not rank so high perhaps as some years of the past. But, happily, success does not depend upon base ball alone, nor upon winning alone in any department of athletics.

A college stands primarily for intellectual development, but the time of life which most of us spend in school and college is certainly the one time of all when we must have a great deal of physical exercise if we hope to become useful men and women. From this point of view we consider that season the most successful in athletics in

which the greatest number of students take an active part in some form of out-door sport.

Guilford is striving to have the greatest possible diversity of athletics. It is the intention that every student shall have the opportunity to take part in some form of vigorous out-door exercise every day, and a certain amount of exercise will be required of each student.

With this end in view a thoroughly up-to-date athletic field is being constructed. The base ball ground is being leveled this summer and a field back of New Garden Hall will be leveled for the girls. In grading the track two good tennis courts were destroyed, but two others have been made to take their place and others still are needed. In the basement of the new dormitory which is to be built soon we hope to have plenty of room for shower baths and locker rooms.

With this broader outlook upon athletics, we can safely say that the present year has been one of the most successful in our history.

A. W. Hobbs, '07, for Committee.

REPORT OF CAMPUS COMMITTEE

Next to actual teaching equipment, perhaps the development of no part of Guilford College appeals more strongly to the old students of New Garden and Guilford College than that of the campus. Beautiful by nature, there are the possibilities of great improvements with comparatively small outlay.

Just now the lawn is green and velvety in spite of the hot dry weather, because a one-horse lawn mower has made it possible to keep the grass evenly clipped.

A few dollars from a friend has leveled the irregularities of the hillside west of King Hall and planted it in peas in preparation for grass. Grass has been sown around the Library, King Hall, and in the old unused walks.

A number of the stately oaks which were badly decayed have had the care of expert tree surgeons, so that we hope they may wave green branches many years yet for the pleasure and protection of Guilford's boys and girls.

Prof. G. W. White's cottage has been remodeled and re-covered so that it gives an added grace to the surroundings.

The boys are rejoicing in a running track that is nearing completion, and when it is added the appearance will be greatly improved. We hope the development of the girls' athletic field is in the near future.

An underground tile drain from the front walk opposite Archdale,

extending through the ravine northwest, is in process of construction, so that in case of a flood the walk will not be submerged with water.

Some of the hedges are growing nicely and we hope to get more set next autumn.

Now, if some one will suggest some sure method for the eradication of wild onions, the campus will be well on the way to successful development.

Any contribution for work on the grounds will be greatly appreciated and will also increase the attractiveness of the College.

Mary E. M. Davis, '91,
Chairman of Campus Committee.

REPORT OF COMMITTEE ON AMENDMENT OF CONSTITUTION

Your committee formulated certain amendments to the Constitution and submitted them to every member of the Association. A tabulation of the vote shows the following amendments adopted:

Add to Article III, Section 5:

Christian Work Committee of five members.

Strike out the following from Article III, Section 5:

Association Work Committee of one member from each class, same to be elected in the future by the respective graduating classes. In the event of no selection the president shall appoint.

Strike out Section 8, Article V, which reads as follows:

Duties of the Association Work Committee—This Committee shall upon application assist the Registrar and Treasurer in their duties, and endeavor to enlist and hold the interest of the members of the respective classes in their work of the Association.

Add to Article IV, Section 4:

The Treasurer shall also furnish to the Business Manager of the College Journal annually a list of all members of the Association who are eligible to receive the College Journal together with a check to cover the amount of subscriptions as agreed upon.

Add to Article V, Section 5—Duties of Literary Committee:

The chairman shall act as Alumni Editor of the College Journal and see that each issue contains items of interest especially to members of the Association.

Add to Article V, Section 9.—Duties of the Christian Work Committee:

This Committee shall keep in touch with the Christian work of the College and by their sympathy and co-operation encourage the efforts of the students in deepening their religious life.

Amend Article VI, Section 2, to read as follows:

Any officer may be re-elected to succeed himself, but shall not serve in the same office more than three terms in succession, except the Registrar and Treasurer who may be elected for any number of successive terms.

Amend By-Law IV, to read as follows:

The annual fee for active membership shall be \$2.00, payment of which will entitle a member to one year's subscription to the College Journal and to vote for officers nominated by the Executive Committee to serve for the ensuing year. In lieu of payment of annual fees an alumnus may, in consideration of \$25.00 cash paid in the treasury, obtain a life membership, with all rights and privileges pertaining to active membership except subscription to the College Journal.

The following was rejected:

Add the following to Article II, Section 1:

All former students of Guilford College and New Garden Boarding School are eligible to active membership in the Association upon the recommendation of the Executive Committee.

Annie F. Petty,
Emma G. King,
Henry A. White,

Committee.

In recording minutes of our meetings, the Secretary was instructed to give class numeral when any name is given.

Geo. W. Bradshaw, '08, for the committee reported that the entire graduating class, numbering 22, had made application to join the Association, and they were so received and welcomed into the Alumni Association of Guilford College.

On motion of J. Hoge Ricks, '05, a vote of thanks was tendered A. Wilson Hobbs, '07, Treasurer, and Annie F. Petty, '94, Registrar, for their efficient services and work accomplished for the Association.

President Carroll, being re-elected returned to the chair for another year.

The Association then adjourned.

D. D. CARROLL, '07, *President*,
LAURA D. WORTH, '92, *Secretary pro tem*.

FLORENCE ROBERSON WOOSLEY, '06

We need print no reminders of dear friends who have left us for the world beyond, for we miss them at every turn and instinctively search for their faces and forms as the days go by. It is a relief to the disappointment to give a little tribute of loving remembrance to one who filled such a large space in the lives of so many.

It was on Friday, June 2nd, that Florence Roberson Woosley left us for her heavenly home. It seems only yesterday that she was so happy among us, the bride of Oscar V. Woosley, of the class of 1905. We can scarcely realize that the book of her life is closed forever. But its pages assure us that-

“Not years, but actions tell
Of noble things truly done each day,
She liveth long who liveth well,
All else is life but thrown away.”

Though the calendar gives only a score and seven annals, yet the pages are full to the margin of deeds of kindness and words of good cheer, for she had a kind word for every one whom she met. Even the humblest enjoyed her greeting and felt the kindness of her true heart.

The news of her death has brought a great sadness to her host of friends, and especially to the faculty and students of Guilford College, of which institution she was a graduate in 1906. Throughout her college days she held an enviable place of esteem among her classmates and friends. Her whole life has been spent under the sound of the college bell and she was always loyal and ever ready to uphold any activity and enter into any organization that stood for the betterment of her Alma Mater.

After her graduation she entered the profession of teaching and here her real self was shown more fully, for she had unusual skill in reaching and developing courage and hope in her pupils. Through her three years of teaching her scholars were devoted to their teacher and the teacher to their every interest. Nor did she cease with winning the interest and affection of her pupils, but won the confidence and coöperation of their parents also. Her visits to the families of the mill district were like rays of sunlight to the humblest homes.

But her life of sunshine was not all for her many friends, and our sympathy goes to her devoted husband and mother, sister and brother who are so greatly bereft.

For sixteen weeks she resisted bravely the encroachment of disease which baffled the skill of all physicians, and continued her courage to the very last. After the brief funeral service, which was too impressive for words, the bereaved relatives and hosts of friends, who seemed to be "chief mourners" also, accompanied the casket to New Garden Cemetery where her body was given its final resting place, "asleep beneath a wilderness of flowers."

"The light of her young life went down,
As sinks behind the hill
The glory of a setting star—
Clear, suddenly, and still.

There seems a shadow on the day,
Her smile no longer cheers;
A dimness on the stars of night,
Like eyes that look through tears.

Alone unto our Father's will
One thought hath reconciled,
That He whose love exceedeth ours
Hath taken home His child."

THE NEW DORMITORY

The plans for the boys' dormitory have been submitted by Messrs. Hook & Rogers, of Charlotte, and approved by the Board of Trustees. Before next term opens work will begin, and the building be completed if possible by the Christmas vacation. Accommodation will be provided for fifty-six occupants, and the dormitory is so planned as to admit of addition in sections from time to time as occasion demands. Each section or unit will accommodate sixteen students, eight in the four rooms below, and eight in the rooms above.

The erection of this building is made possible by the foresight and benevolence of Jeremiah S. Cox, of Greensboro, a member of the Board of Trustees.

The removal of the two cottages that were left standing in the circle included in the running track has added much to the appearance of the athletic field and prepared the way for leveling the base ball ground and preparing it for grass. The work of leveling will soon begin.

CLASS OF 1911

Annie B. Benbow, A. B.	Greensboro, N. C.
J. Gurney Briggs, A. B.	High Point, N. C.
Janie Peele Brown, A. B.	Woodland, N. C.
Thos. Fletcher Bulla, A. B.	Asheboro, N. C.
Jennie Pumroy Bulla, A. B.	Burlington, N. C.
Lillie Eliotte Bulla, A. B.	Burlington, N. C.
Thomas J. Covington, A. B.	Pinnacle, N. C.
Lucy Gertrude Farlow, A. B.	Sophia, N. C.
Rufus H. Fitzgerald, A. B.	Pelham, N. C.
Elvannah L. Hudson, A. B.	Tyner, N. C.
W. Herbert Howard, A. B.	Mechanic, N. C.
Arthur K. Moore, B. S.	Guilford, N. C.
A. Grant Atwell, B. S.	Greensboro, N. C.
Lillie Maie Raiford, A. B.	Ivor, Va.
Margaret V. Rutledge, B. S.	Knightstown, Ind.
Charles C. Smithdeal, A. B.	Advance, N. C.
Elizabeth E. Snipes, A. B.	Woodland, N. C.
Annie B. Stratford, B. S.	Greensboro, N. C.
Wililam H. Welch, B. S.	Tyner, N. C.
Flora W. White, B. S.	Guilford College, N. C.
Elizabeth A. Winslow, A. B.	Belvidere, N. C.
John E. Winslow, A. B.	Belvidere, N. C.
Mary A. Taylor, Music	Danbury, N. C.

HONORARY MEMBERS

Lewis Lyndon Hobbs, elected 1910	Guilford College, N. C.
Mary Mendenhall Hobbs, elected 1910	Guilford College, N. C.
Priscilla Benbow Hackney, elected 1911	Greensboro, N. C.

Guilford College Bulletin



SEVENTY-FIFTH ANNIVERSARY NUMBER

GUILFORD COLLEGE, N. C.



YEARLY MEETING HOUSE, ERECTED ABOUT 1791

GUILFORD COLLEGE BULLETIN

PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

VOLUME 4

ELEVENTH MONTH, 1911

No. 3

SEVENTY-FIFTH ANNIVERSARY NUMBER

NEW GARDEN BOARDING SCHOOL 1837-1888
GUILFORD COLLEGE 1888-1912

FOUNDATION

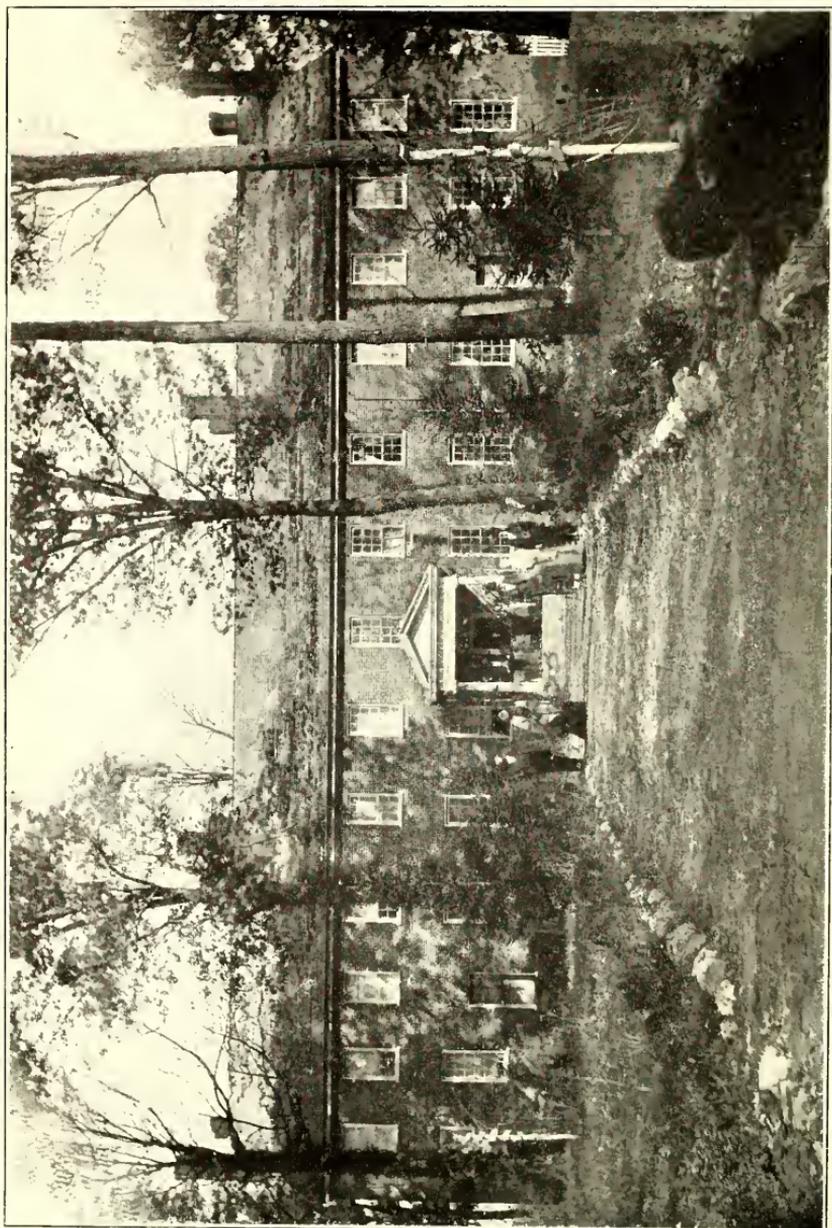
The history of New Garden Boarding School and Guilford College is closely linked not only with the establishment of the Friends Church in North Carolina, but with its planting in the American colonies.

“THE SOCIETY OF FRIENDS”

as the founders of the denomination termed themselves, originated in England during the middle of the seventeenth century. It was one of the many protests in that turbulent and even riotous age against the formalism and deadening effect of a purely ritualistic worship and was a part of the forward movement known as the English Reformation.

GEORGE FOX

Between the years 1643 and 1647 the founder of the denomination entered upon his public work as a preacher of righteousness and a teacher and exponent of the possibility and



FOUNDERS HALL, ERECTED IN 1836-7

necessity of an individual vital spiritual relation to God, which would lead to obedience to His law and devotion to truth.

SPREAD OF QUAKERISM

Great numbers were convinced and many began at once to preach the glad tidings all over England, Scotland and Ireland. The very foundation doctrines of the new denomination made the Friends zealous missionaries, and soon their ministers were preaching not only in Europe, but they crossed the ocean and invaded the domains of Puritan and Cavalier in America.

RECEPTION IN NEW ENGLAND

The persecutions they endured in New England form an interesting chapter in their records, but are a dark blot upon the pages of our national history. As is usual with such drastic religious efforts, it only served to spread the truth thus attacked and the Quakers appeared in every colony and many meetings were established and the denomination grew in numbers and influence.

RECEPTION IN CAROLINA

If in Massachusetts the Friends were branded as heretics and had their ears cut off and were even put to death, in the South they found an open door.

The charter to that part of the country known as Albemarle granted religious freedom to settlers; and while it is by no means likely that Friends came hither as refugees, the favorable attitude encouraged the promulgation of their principles and the growth of the denomination.

EARLY PREACHERS

Only one family of Friends is known to have lived in these parts previous to the visit of William Edmundson in 1672. Through his ministry several persons were convinced and meetings established, so that when George Fox himself visited



GEORGE HOWLAND

A BENEFACTOR TO THE FOUNDING OF THE SCHOOL

there in 1676-1677, he found "Friends finely settled". He spent about eighteen days in visiting the Friends, preaching to settlers and Indians and undergoing many hardships. He strengthened the church and in an epistle written in 1689, he speaks of the Quarterly and Yearly Meetings in the colonies, including Carolina in the list. Consequently there must have been at that early date a gathering of somewhat the same nature as our present Yearly Meeting.

NORTH CAROLINA YEARLY MEETING

From actual record the date of founding North Carolina Yearly Meeting was 1698. From this it is evident that Friends were not only "finely settled", but were an aggressive and rapidly growing church. Their part in the political development of the colony is well known; and Governor Archdale is not only a credit to the denomination to which he belonged, but to the colonial government which he faithfully administered.

EDUCATION AMONGST FRIENDS

George Fox believed in the freedom of the human mind. He was himself a keen student of nature and he knew that there was no other avenue of freedom of spirit except through the truth. Open-minded himself, he desired the fullest opportunity for all people; he, therefore, advocated the establishment of schools for both boys and girls where they might be taught "everything useful in creation". In accordance with this advanced standard, wherever Friends secured a foothold they at once established schools, and when they became well settled and meetings were prosperous, they built schools for more advanced pupils and a higher grade of instruction.

FRIENDS SCHOOL

Early in the last century the Friends of North Carolina Yearly Meeting began agitating the subject of a school of this character "for the youth of both sexes" within the limits of



NATHAN HUNT

their own Yearly Meeting. Jeremiah Hubbard, who was conducting a school at New Garden, was a prime mover in this effort. In any account of the educational efforts of Friends in North Carolina mention should be made of "the little brick schoolhouse" belonging to New Garden Monthly Meeting. It was built with a large fireplace at each end and would accommodate about fifty pupils. In it the father of Joseph G. Cannon taught school; also Lewis Hobbs, father of President L. L. Hobbs. In 1830 the Yearly Meeting appointed the following persons as a committee: Nathan Hunt, Jesse Hinshaw, George Swain, and Isaac Hammer.

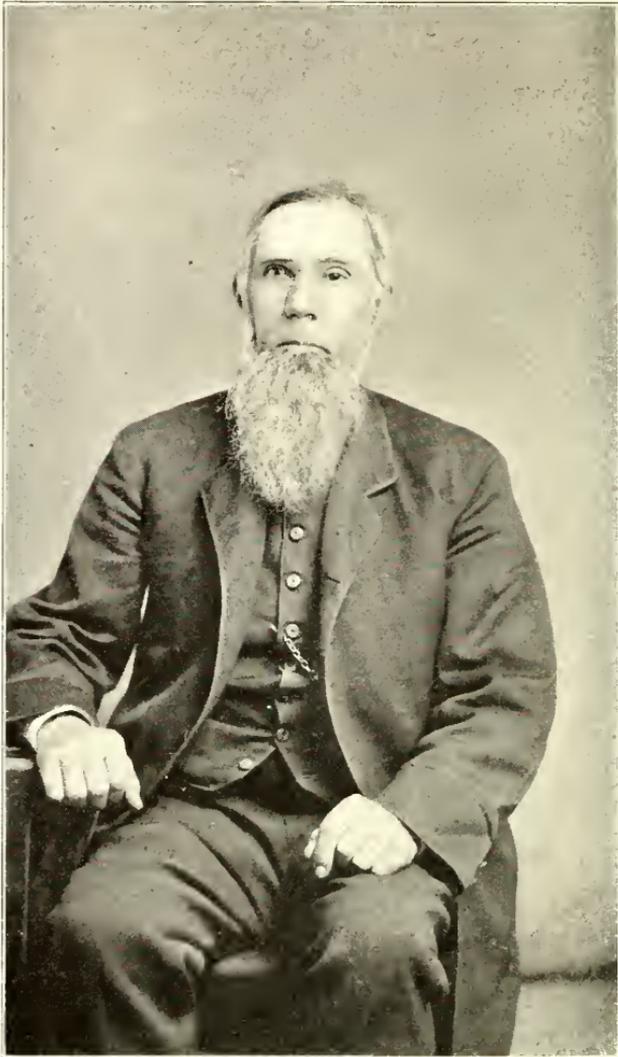
After great effort and triumph over many difficulties funds were secured sufficient to erect and equip a building. This work had not been accomplished without the assistance of Friends of other Yearly Meetings.

GEORGE HOWLAND

The aid extended by George Howland of New Bedford deserves special mention. This was given at a critical time in the development of the undertaking and gave an immediate impetus which carried the faith of the founders to glad fruition and the school was assured.

NATHAN HUNT

Of all those whose labors were thus rewarded, Nathan Hunt was pre-eminent. His faith and works went hand in hand: for he was indefatigable in his efforts to secure the money. The story of his experience in connection with the donation of George Howland is an interesting psychic experience, of which he had many, but which never caused him to release his hold upon the actual every day facts of life. A great preacher, a safe and trusted leader in every good word and work, his memory is held in the loving reverence with which his contemporaries honored his living presence. His efforts were not relaxed after the building was completed, but he gave his personal attention to the welfare of the school and the young people gathered within its walls.



JONATHAN E. COX

SCHOOL OPENED

On August 1st, 1837, the building, which is still standing, and is now known as Founders Hall, while not entirely done, was sufficiently near completion to allow of its being opened to students, and twenty-five boys and twenty-five girls gained admittance the first year.

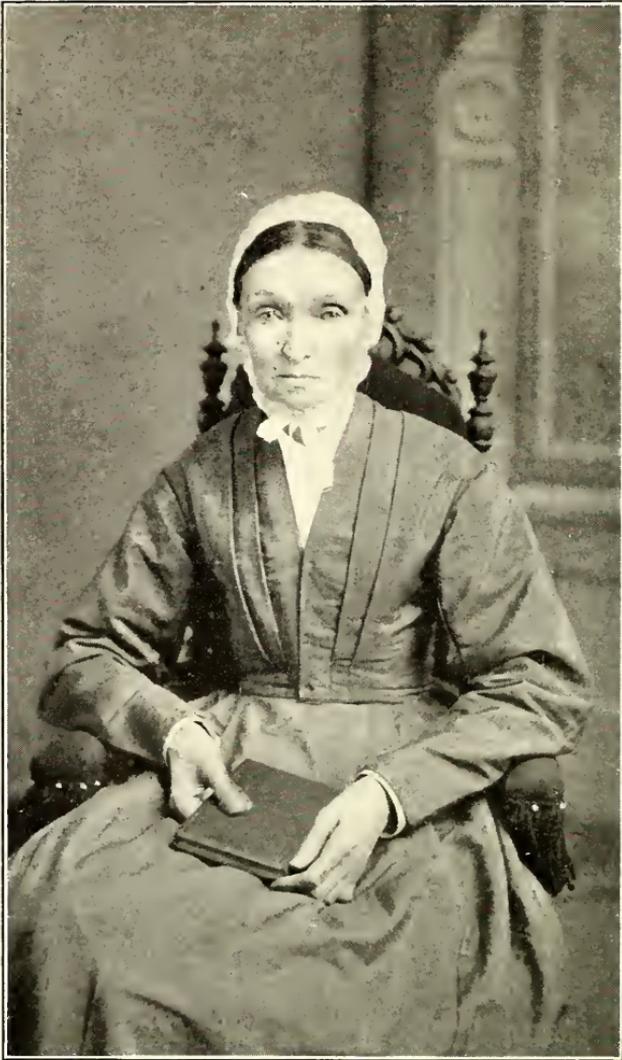
Dougan and Aseneth Clark were appointed Superintendent and Matron and the school was launched upon its beneficent career. It was the child of the Yearly Meeting and was the result of faith and earnest prayer and consecrated effort.

THOROUGH WORK

Those early Friends did not see the result of their labors nor imagined for what a work they were laying the foundation, but they did know their present duty and unhesitatingly performed it. Their work in establishing the school was as thoroughly done as the work in building the house was substantial. Those walls were thick and strong, so strong that in the great improvements of the hall recently made, they have been used as a base of operations. So in the enlargement of the scope and aim of the institution the noble idea of Fox has been more fully realized.

The object and aim of the whole effort was beautifully expressed by an eminent Irish Friend, Jacob Greene, who on a visit to Carolina, said: "This institution is the Lord's work and will prosper in your hands and be a blessing to your children's children."

Those employed as teachers for the first year were Jonathan L. Slocum and Nathan B. Hill for the boys, and Catharine Cornell and Harriet Peck for the girls. From the outset the pupils were well taught and the institution gained a reputation for thoroughness, which it has continued to maintain. Those not Friends sought to have their children admitted and in 1846 non-members were received.



ELIZABETH COX

STAY OF CAROLINA QUAKERISM

The permanence of the Yearly Meeting is in no small way due to the establishment of this school. During the disturbed period prior to the Civil War, when Friends were leaving the state by hundreds, and throughout the dark days of that fratricidal strife, the school never closed its doors, but remained as a kind of oasis of refuge in the midst of the bloodshed and fear and perplexity which surrounded it. With Jonathan E. Cox and his wife, Elizabeth, as Superintendent and Matron, and that distinguished scholar and teacher, Dr. Nereus Mendenhall as Principal, the school was kept in operation; and not only so, but it was well attended. Many young men found in it a safe shelter from the conscript law; only one having been taken away and he had volunteered previous to entering school. A work was done for the continuance of Quakerism on Southern soil which it would be difficult to overestimate.

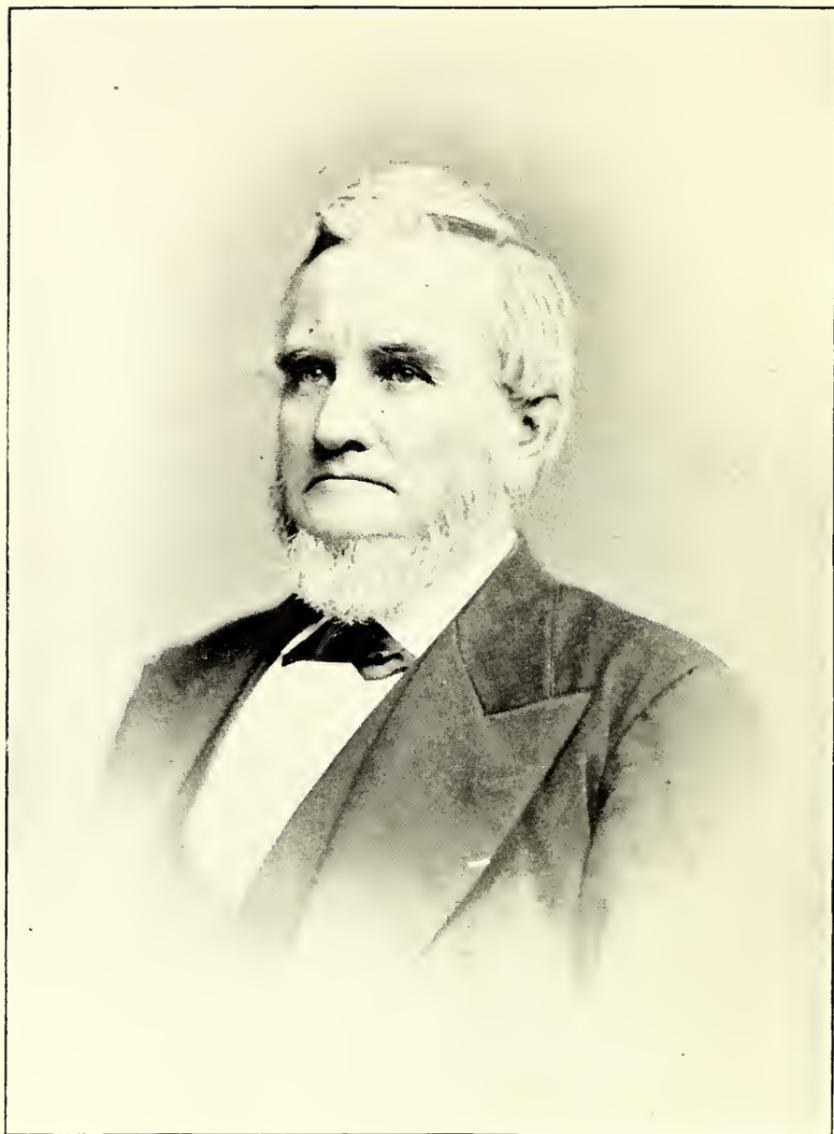
BALTIMORE ASSOCIATION

Notwithstanding the devotion of those who stood by their posts at the school, it could scarcely have survived the very depressed conditions immediately after the war had not noble men and women of other Yearly Meetings come to the aid of those who had borne the burden and the heat of the day.

The Baltimore Association was formed for the express purpose of staying the tide of emigration which was literally depopulating many of the meetings and to succor the Boarding School and enable it to right itself after the storm. Francis T. King, Dr. James Carey Thomas, Francis White and James Carey were leaders amongst those who thus banded themselves together. Through this association funds were secured not only to aid in the pressing emergencies, but to form the nucleus of an endowment fund, which is still yielding an income.

KING HALL

Largely through the efforts of Francis T. King the buildings were improved, and the large Yearly Meeting house



DR. NEREUS MENDENHALL



FRANCIS T. KING

donated by the Yearly Meeting was converted into a convenient school building and the course of study extended.

These improvements were scarcely completed when the new building, King Hall, was destroyed by fire. This was in 1885. Two new buildings were at once erected—a new King Hall, on the site of the old one, and Archdale Hall, so named by Francis T. King in commemoration of the distinguished Quaker, John Archdale, the Governor of the Carolinas in 1696-1698.

GUILFORD COLLEGE

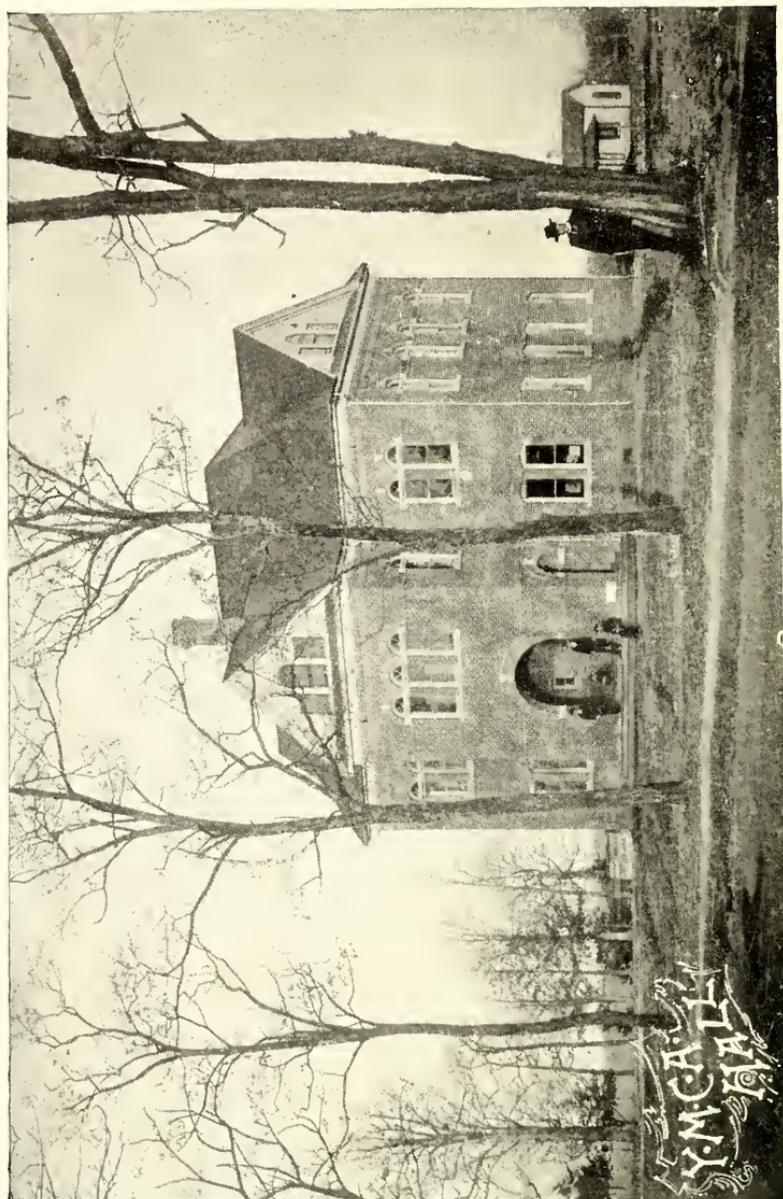
As conditions improved it was evident both to the Board of Trustees and to the Friends in Baltimore who had never relaxed their efforts to further the advancement of the school, that the time had fully come to establish a college for the training of the young people who were desirous of such opportunity. The change from school to college was effected in 1888, the course having been correspondingly raised and a sufficient corps of instructors placed in charge.

Y. M. C. A. HALL

In 1891 the Young Men's Christian Association of the college erected a building to be used as an association hall. Sufficient funds were contributed by the college to secure space for dormitory rooms for a number of the young men students. This hall is equipped with bath room and makes a convenient residence hall besides furnishing the Y. M. C. A. its needed quarters.

MEMORIAL HALL

It was soon evident that more room would be required in order to supply well arranged classrooms, laboratories and accommodate the museum. To meet these needs and provide for an auditorium Memorial Hall was built in 1897. It is the gift of B. N. and J. B. Duke, built in memory of their sister, Mary Duke Lyon, all of whom were pupils at New Garden Boarding School.



ELECTRIC PLANT

In 1903 an electric light plant was installed and the water supply system improved, which greatly facilitated the general management.

NEW GARDEN HALL

was built in 1907 as a residence for such girls as may wish by doing their own housekeeping to reduce the expense of college life. It is a spacious, well planned, thoroughly modern building, with every convenience for rendering it easy for the young women to perform all of the household duties.

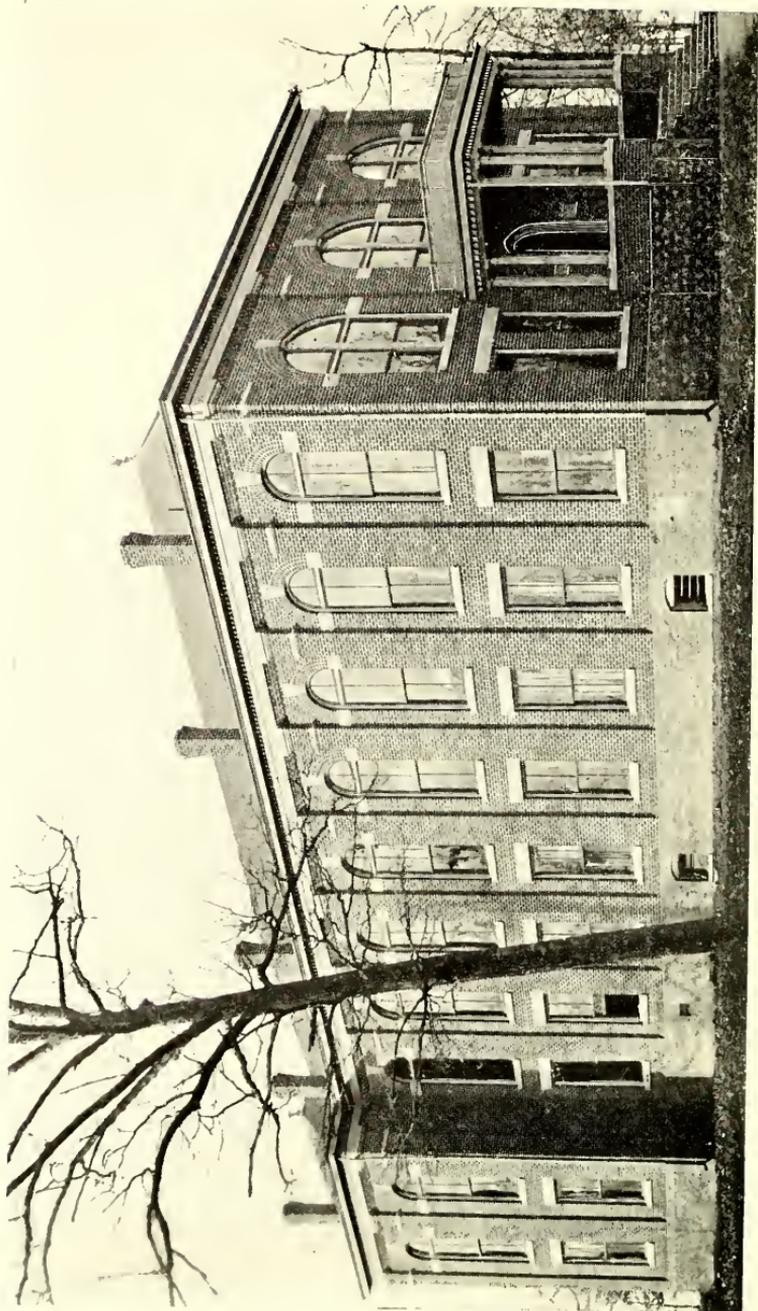
INDEBTEDNESS CLEARED

For several years a debt had been hanging over the institution and the growing needs of the young college demanded larger permanent funds upon which to draw. To meet the exigencies of these two needs the Board of Trustees decided first to pay off the debt and then appeal to various philanthropic people to secure endowment.

Allen Jay was earnestly requested to aid them in this endeavor, and he with his invariable devotion to every cause which had the uplift of humanity as its aim, gave himself to the task of paying off the debt. Success crowned his efforts and on April 5th, 1904, a jubilee was held, at which time the board, the faculty, and the friends of the college rejoiced in the accomplishment of the undertaking.

ENDOWMENT FUND

As soon as the college was clear of debt efforts were at once made to secure additional endowment. Dr. D. K. Parsons of Chicago offered to give the college \$25,000, provided \$75,000 should be raised elsewhere. Of this amount Andrew Carnegie gave \$45,000, and the remainder was secured in smaller amounts from many benevolent men and women; and the endowment was raised to \$177,000, and the college was placed upon a more secure basis.



MEMORIAL HALL.

SECOND KING HALL BURNED

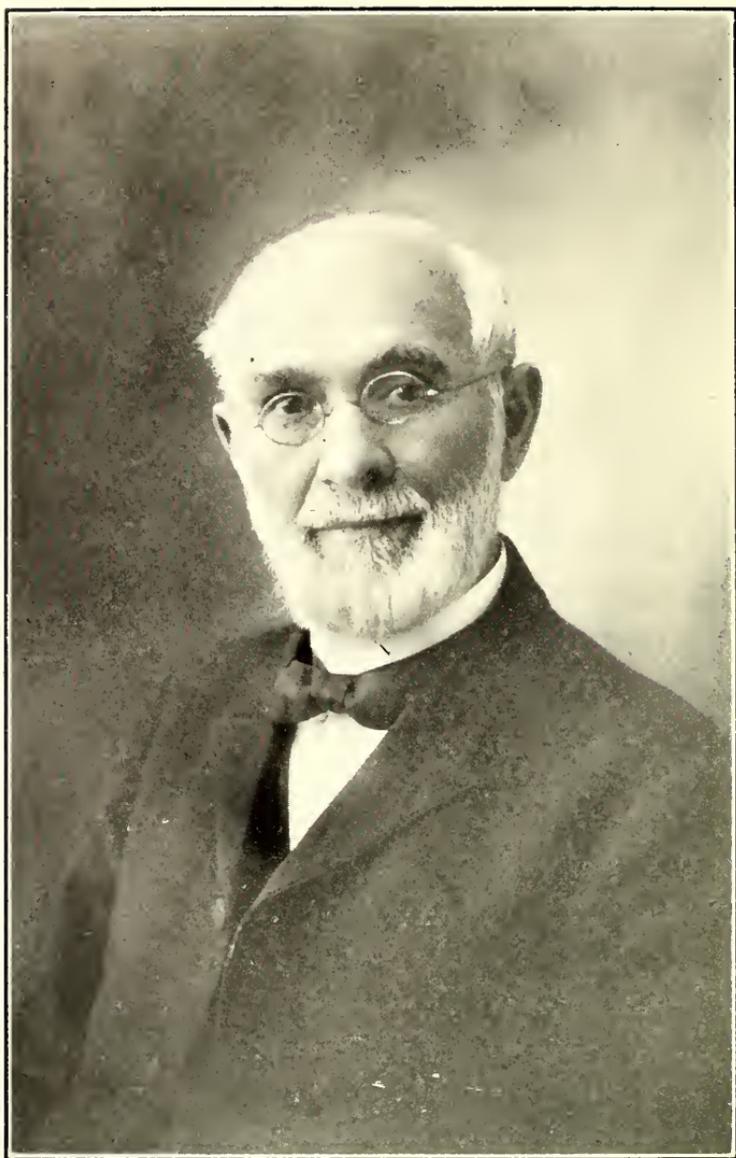
All of the foregoing improvements had scarcely been made when a second fire destroyed King Hall. The library had been placed in this building and it too was almost destroyed. A little of the furniture and about one thousand volumes out of the ten thousand which it contained were saved. By this loss the college was greatly crippled, and it became necessary to supply the deficiency as soon as possible.

NEW BUILDINGS

To build and furnish a library was the first necessity and accordingly the funds for this purpose were secured. Andrew Carnegie gave \$9,000 upon condition that \$9,000 more should be raised elsewhere. This was quickly done and a beautiful building erected, which contains, besides the fireproof stack room, a private room for the use of the librarian, the vault for the valuable records of the Yearly and the Monthly Meetings, and a large finely lighted reading room supplied with tables and racks for magazines and papers, and is in every way a commodious and convenient place for literary research.

KING HALL NUMBER 3

King Hall No. 2 had contained classrooms and a study hall for preparatory pupils, and halls for the young men's literary societies. These rooms were necessities, and as there were none which could be devoted to these purposes, the erection of another building was imperative. Ten thousand dollars with the insurance on the old building provided most of the funds necessary to erect the rear extension of what is to be King Hall, leaving the front and main part of the building for the future to provide. This house contains six large well lighted classrooms, a study hall and a physics laboratory. It is heated by steam from a boiler in the basement, which also heats the library.



ALLEN JAY

*From the Autobiography of Allen Jay.
The John C. Winston Company, Publishers*

IMPROVEMENT OF FOUNDERS HALL

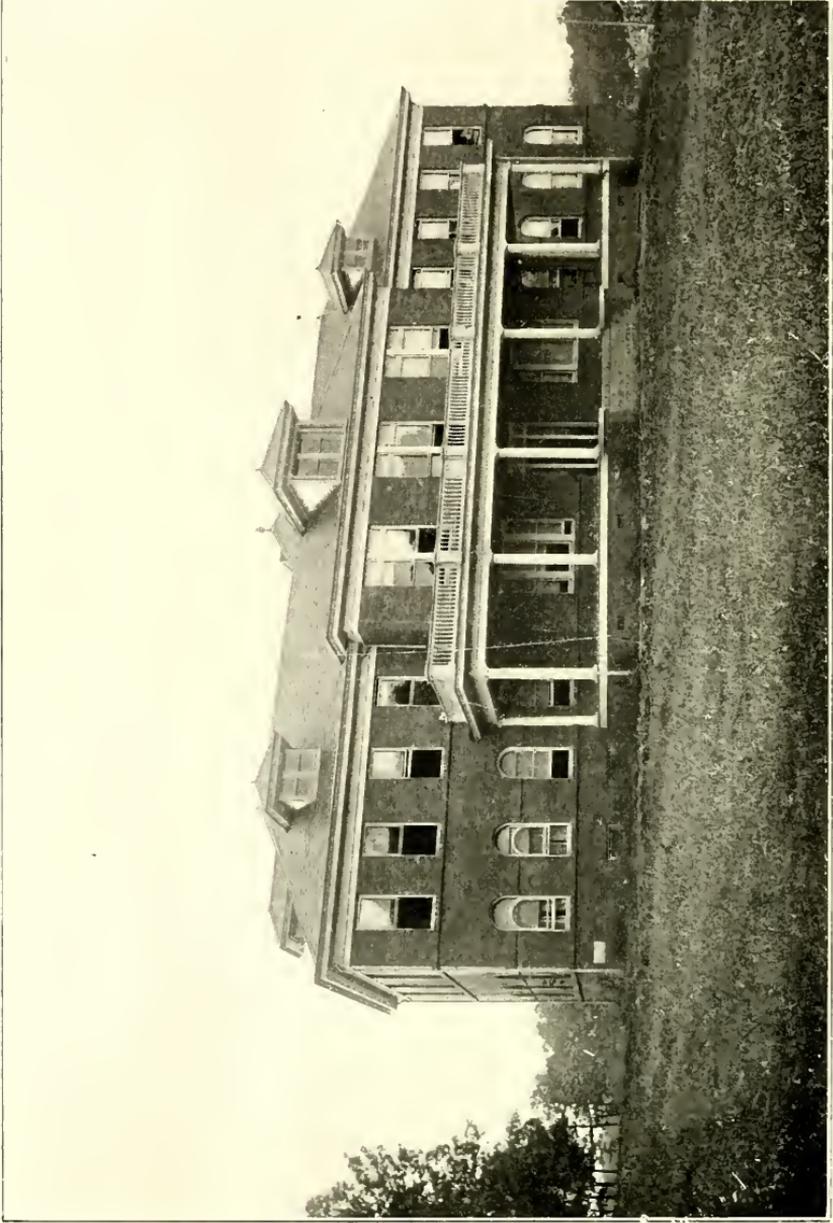
With all of the other buildings arranged in an up-to-date and thoroughly modern manner, the interior of Founders Hall was decidedly out of harmony. The fact that it was heated by stoves caused it to be constantly in danger of fire. In order to repair it sufficiently it was necessary to tear out the whole of the inside of the building, as well as to renew windows, build porches and provide an entrance from the driveway. This was done and the house heated by steam from the power house. The dining room, kitchen and pantries were also enlarged and arranged for comfort and convenience. This cost was in round numbers \$20,000.

Although the college possessed no funds for this work, it was necessary in order to save the building and render it a suitable residence hall for girls. This outlay with the expenses for heating and water supply brought on a debt of \$23,000. To offset this the college possesses as a result of the buildings erected since the fire, King Hall, the Library, and Founders renewed, representing an outlay of about \$50,000.

It may be of interest to state that since and including 1907, when New Garden Hall was built, there has been an outlay for buildings of \$65,000, and that within six years more than \$115,000 have been added to the endowment. Funds have also been provided for the erection next spring of a dormitory for boys, which building will cost \$15,000.

CAMPUS IMPROVEMENT

Nothing has added more to the attractiveness of Guilford than the improvement which has been made upon the grounds. Through the liberality of Samuel Hill of Seattle, it was possible to have the distinguished landscape architect, Mr. Warren H. Manning, of Boston, come to the college and make a study of the possibilities of the place. He made a plan for the development of the entire campus which is being carried out as opportunity allows. The trees have had the attention of tree experts and many shrubs and plants have been set out.



NEW GARDEN HALL

BAILY HILL

This is the new name for the old hill behind the three buildings, King Hall, the Library and Memorial Hall. It has hitherto been in a neglected condition. It is, however, a beautiful slope covered with trees. Through the kindness of Joshua Baily, who has been one of the constant benefactors of Guilford, it has been transformed into a grassy lawn which adds greatly to the beauty of that part of the campus.

MACADAM ROAD

The county has just completed a fine macadam road to the Guilford College station, one mile south of the college. This is of the greatest possible benefit in the transportation not only of persons, but of coal and such other commodities as must be brought from the railroad.

COLLEGE FARM

The college owns besides its buildings and equipment a farm of three hundred acres: about two-thirds of this in woodland, the remainder in a high state of cultivation producing abundant harvests. There is a large orchard, a vineyard, and numerous garden spaces for vegetables, potatoes, etc., which are grown as supplies for the table. A fine herd of Jersey cows furnish milk, cream and butter.

ATHLETIC FIELDS

An improvement which gives great satisfaction to old students and friends of the college is that made in the athletic fields. Through the kindness of a friend of Guilford the athletic association has been able to construct for the young men a fine track a quarter of a mile in length, which surrounds a nicely graded field which serves as a diamond for baseball. Tennis courts have also been constructed.

The girls' athletic field is situated directly west of New Garden Hall. Two tennis courts have been graded and are



FOUNDERS HALL—SOUTHEAST VIEW

being made ready for use. The hockey field has also been graded and would have been seeded in grass had the very unusual weather permitted.

SEVENTY-FIFTH ANNIVERSARY

As the seventy-fifth anniversary of the founding of the school will occur in 1912, it has been decided to celebrate the event with appropriate exercises. It may be noted that since the school was changed into a college in 1888 this will be the twenty-fourth anniversary of the college.

COMMITTEES APPOINTED

Since this anniversary interests several organizations connected with the college, such have appointed committees to co-operate in making arrangements for the exercises of that day.

From the Board of Trustees: J. Elwood Cox, David White, W. T. Parker, E. C. Mendenhall, Henry A. White.

From the Advisory Board: Mary E. M. Davis, Gertrude W. Mendenhall, Priscilla B. Hackney, Mary M. Petty.

From the Alumni Association: Joseph D. Cox, Richard J. M. Hobbs, Ida Millis.

From the Old Students' Association: Mary M. Hobbs, Mary Dixon, Mary E. M. Davis, Adam Hinshaw, W. Alpheus White, Elmina H. Wilson.

From the Faculty: L. L. Hobbs, Geo. W. White, C. O. Meredith, Sarah E. Benbow, D. D. Carroll.

Executive Committee: At a meeting of said committees an executive committee was formed consisting of the chairmen of the several committees, and the officers of said committee constitute the officers of the whole.

The executive committee met on November 5th and elected J. Elwood Cox Chairman, and David White Secretary and Treasurer. The following committees were appointed and



FOUNDERS HALL AND KITCHEN

it was determined to hold the anniversary at Commencement time next year:

On Publication: C. O. Meredith, L. L. Hobbs, Clara I. Cox, Mary M. Hobbs.

On Correspondence: Mary E. M. Davis, Mary M. Hobbs, Priscilla B. Hackney, David White, Elmina H. Wilson.

On Funds: L. L. Hobbs, J. Elwood Cox, Wm. P. Henley, Henry A. White, Joseph D. Cox, David White, Annie F. Petty, Wm. C. Hammond, Geo. W. White, E. C. Mendenhall, C. D. Benbow, Mary E. M. Davis.

On Program: L. L. Hobbs, Mary M. Petty, W. T. Parker, D. D. Carroll.

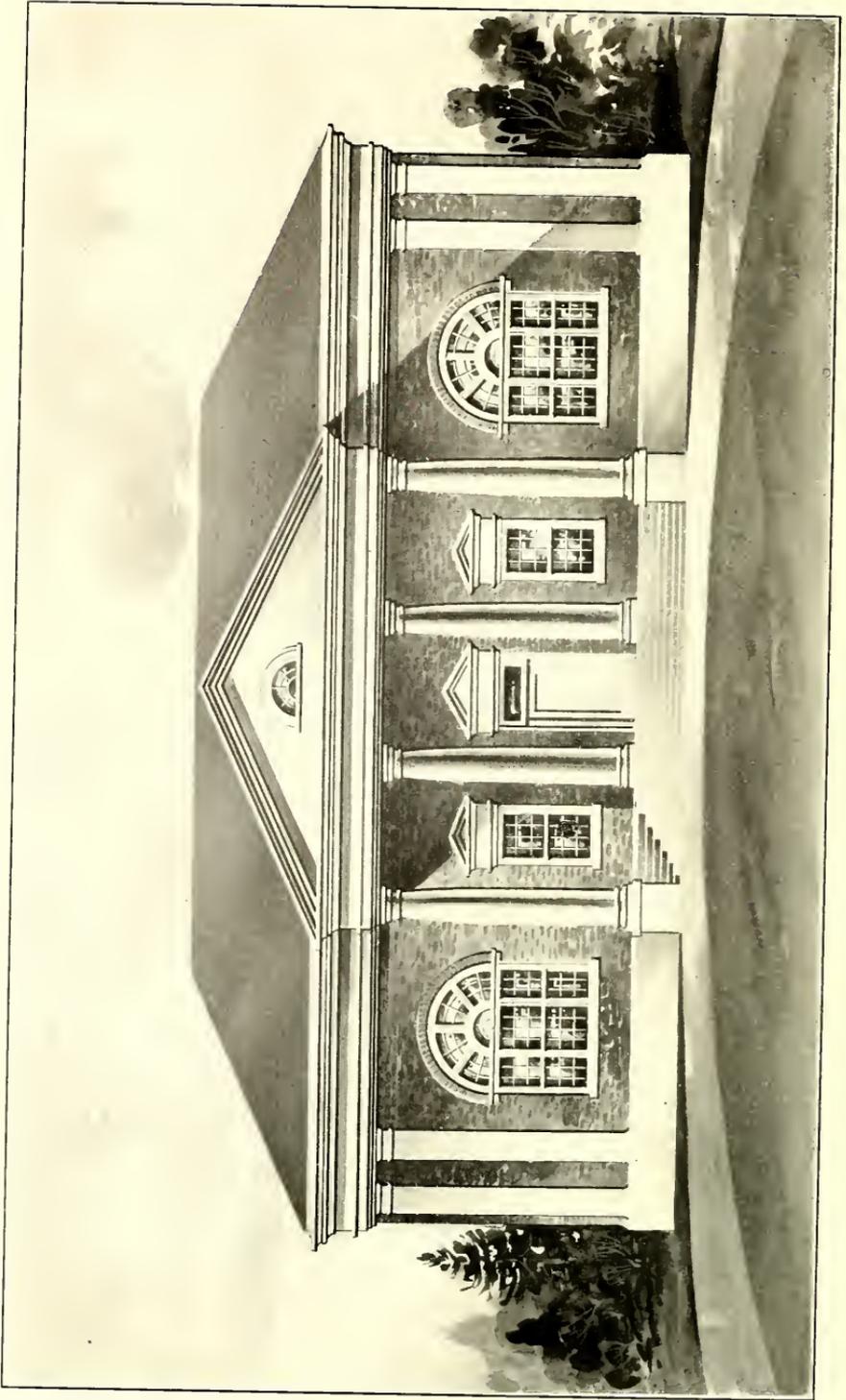
On Entertainment: Sarah E. Benbow, Geo. W. White, Priscilla B. Hackney.

On Reception: Gertrude W. Mendenhall, Roxie D. White, W. Alpheus White, Henry Davis.

Soliciting Committee: It will be noted that a committee on collecting funds is named. The fund which it is desired to raise between the present time and next May, is for the purpose of paying off the present indebtedness of the college. This debt was incurred in the renewing of Founders Hall, in erecting the rear extension of King Hall, and in meeting the expense of improving the heating system and water supply.

It is eminently desirable that the college begin its twenty-fifth year free from debt, and to this end every friend of Guilford, whether old student or the descendant of those who have studied within her walls, and all who desire the upbuilding of the State through education are earnestly invited to participate in this effort. Every member of North Carolina Yearly Meeting should have some share in freeing our college, and all of our fellow citizens may thus have an opportunity to express their appreciation of the good work which the institution has done during its long career of service.

A canvasser will at once be put into the field and as he calls upon one and another we bespeak for him a kindly hearing and ready assistance.



LIBRARY

MEMORIAL FUNDS

- The Doctor Oliver Woodson Nixon Fund, \$25,000.00.
The Harriett Green Fund, \$12,000.00.
The Doctor Nathan B. Hill Fund, \$5,000.00.
The Ella Lindley Fund, \$5,000.00.
The Jonathan E. Cox Fund, \$3,000.00.
The Francis White Fund, \$5,000.00.
The Wells Fund, \$1,000.00.
The Richardson Fund, \$2,758.00.
The William Johnson Fund, \$1,500.00.
The Fowell B. Hill Fund, \$1,000.00.
The Marvin Hardin Fund, \$1,300.00.
The Ezra Murray Meader Fund, \$1,000.00.
The Andrew Carnegie Fund, \$45,000.00.



THE FLAG

GUILFORD COLLEGE BULLETIN



PUBLISHED QUARTERLY BY GUILFORD COLLEGE
GUILFORD COLLEGE, N. C.

Volume 4

SECOND MONTH, 1912

No. 4

MATERIAL EQUIPMENT

Guilford College is making far-reaching improvements in the way of material equipment. Two new buildings are in process of erection—one a dormitory that will be in every sense an up-to-date building and will accommodate fifty-four young men. According to contract, this dormitory will be ready for students to occupy on the first of next September. The second building, while not belonging to the college, will be very helpful in accommodating the students as well as the community in all public religious meetings. Those who have observed the insufficiency of the present arrangement will be greatly interested in this new building, the yearly meeting house, not only for the community but for the sake of the college as well. It will be placed opposite the Y. M. C. A. Hall, that is, west—and south of Memorial Hall, thus forming one of the group of college buildings.

In all, after these additions, we shall have on the campus nine brick buildings: Founders, erected in 1836-1837; Archdale in 1885; Y. M. C. A. in 1891; Memorial in 1897; New Garden in 1907; the Library and King Hall in 1909, and the new dormitory and yearly meeting house in 1912.

Attention should be called to these well planned buildings as an indication of the growth and expansion of the college

in the way of suitable accommodation for young people, and in making the place homelike as well as useful.

For young men we shall have three dormitories, and also the cottages for those who desire to lessen living expenses; and for girls, Founders Hall and New Garden. Founders has recently been renewed entirely except the walls and roof and made a comfortable, up-to-date home for young women, the expense for which, including heat, has been nearly as great as would be required to erect a new building. New Garden was well planned from the start, and combines many attractive features as well as the conveniences of a modern dormitory.

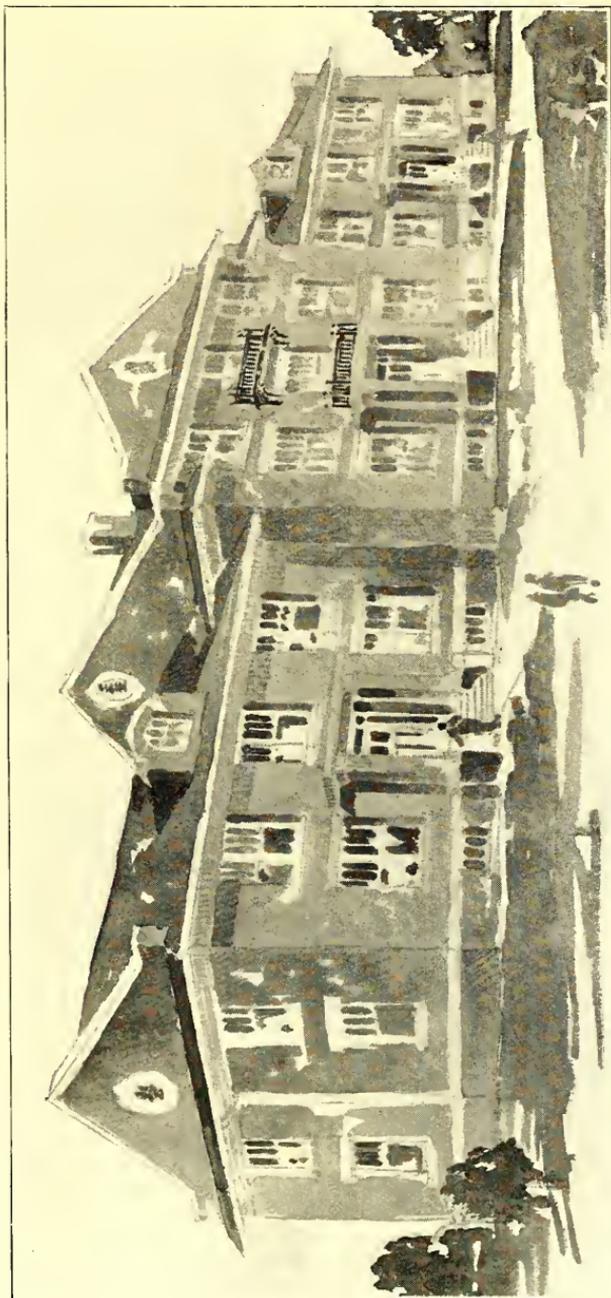
Our present gymnasium is a frame building and should soon give place to a brick building large enough to contain a swimming pool.

For academic work, Memorial, containing two laboratories—the chemical and biological—the museum of natural history, auditorium, music rooms, two class rooms and the president's office, and the two buildings, the Library and King Hall, the last named containing a study hall, physics laboratory and six class rooms, afford good facilities for instruction and study.

To any one who will take time to think about it the large outlay here represented will reveal a fine equipment for doing good work in the field of education; and these buildings will also show a remarkable expansion and a corresponding improvement made at Guilford College in recent years.

One should also take into consideration the location of these buildings, the large farm owned by the college and the athletic fields, especially the very recent work done on the baseball ground, the making of a running track and the leveling of the inclosed circle to be used as a baseball field; and also the work done during the summer for the girls' athletic grounds in the way of leveling and terracing their field west of New Garden Hall. Much more work is to be done in laying out tennis courts for the girls and in leveling the grounds and putting the same in grass, especially the terracing.

The farm has been conducted with a view to supply the boarding department with milk and butter, and the dairy has in this way served a very useful purpose. The improve-



THE NEW DORMITORY

ment of the soil has gone on from year to year. The electric plant and system of water supply give the place the conveniences of a city with the advantages of quiet surroundings conducive to study and simplicity of living.

These various and excellent arrangements have been made possible by the generosity and helpfulness of a large circle of friends of Guilford College, and everything has been done with a view to giving young people, girls as well as young men, a healthful and stimulating place at which to spend a few years in substantial educational work and training.

These material equipments represent a pretty large outlay of money and thought, and show that the management has in mind the development and maintenance of an education center that shall stand for all that is best in physical, intellectual and moral training. These buildings and their furnishings are intended to be a solid basis for genuine and thorough educational work, and to show to students and to the public that those who are most vitally responsible for the outcome and general effect of Guilford believe nothing is too good or too expensive that is to go into the moulding of the minds and character of the young people of our country; that these people deserve the best possible opportunity to become all they are capable of becoming for their own sakes and for the sake of all those whose lives they will in any way affect.

The location of the college may be considered a part of the material equipment, because nothing is more important in the production of strength of body, of mind and of character than environment. The air we breathe, the water we drink, and the food we consume and the total outlay of energy, thought and money should be so co-ordinated as to exert the greatest possible beneficial effect upon the body of young people whose immediate and future interests are at stake.

Every one needs a comfortable and safe place to live, a place in which the very atmosphere, figuratively speaking, will call the mind to the true and the beautiful and the good, and thus tend, in a very powerful way, to bodily and mental vigor, and to that ideal of religious activity in which one by losing one's life shall find it.





