NOVEMBER, 1907 NUMBER 56

The University of North Carolina

RECORD

CHAPEL HILL
PUBLISHED BY THE UNIVERSITY
1907

THE UNIVERSITY PRESS
CHAPEL HILL

TABLE OF CONTENTS

THE UNIVERSITY RECORD

Number 56 Fifty Cents a Year November, 1907

THE EDUCATIONAL VALUE OF COLLEGE ATHLETICS

BY FRANCIS P. VENABLE

College athletics, especially intercollegiate contests, have been subjected to such severe criticism and, in some quarters, such untempered abuse has been heaped upon both the games and the college authorities allowing them, that a little quiet study of the matter may not be inappropriate. In the first place, it is noteworthy that the most unsparing condemnation, as a rule, comes from those least fitted by training or temperament to understand the situation or to judge dispassionately. It seldom happens that those intimately connected with the management of college affairs join in decrying this side of student life. Sometimes a college president, grown too old to be in full sympathy with the young men in his charge, and unable to understand them because his own college days were so different, lends the weight of his name and reputation to the opposition. The great majority of the thoughtful and sympathetic men who control these matters are seeking to regulate and correct rather than abolish, as frantic critics are urging them to do. This position is not taken through a weak yielding to undergraduate pressure nor through inability to oppose a hopeless evil. The character of the men forbids such a conclusion. They must see something not ordinarily grasped by the mere onlooker at a football contest, or one who draws his

information, with many a gasp and shudder, from the harrowing exaggerations of the sensational newspapers.

A little thinking, clarified of the obscuring mists which have arisen from the abuses of the games, will convince any one of the really high educational value of athletic sports in general and intercollegiate contests in particular. "Educational value," says one, "how can these prolonged trainings and absorbing contests lead to a higher attainment in classics, or mathematics, or science, or contribute in any way to the education or scholarship for which the young man was sent to college?"

But it is this mistaken view as to the real meaning of education which has caused much of the misunderstanding. The American university is not solely a training place for scholars, nor is it chiefly such. The truth is, however valuable truly learned and productive scholars may be to their communities and in their generations, a comparatively small proportion of them in the annual outflow of youth from our universities would overstock the market, to use a commercial phrase, and the old charge that these schools were unfitting their graduates for life's activities would have grave force. The modern ideal of education is coming to be more and more a preparation and training for service; a high and efficient service in every field of human activity; leaders of men as well as investigators in science and patient plodders in all paths of thought and learning. Visitors at the Bicentennial Anniversary of Yale a few years ago will remember passing underneath the great banners of white and blue inscribed "For God, for Country, and for Yale," and the 6000 alumni gathered there were a splendid proof of how Yale had trained her sons for the service of the nation.

No, my anxious friend, books are not all of it, though very necessary. And this is no modern heresy but more or less a return after long centuries of monastic domination to the sane and beautiful view of the Greeks. "The end of education," says Francis G. Peabody, "is not information but inspiration; not facts, rules, tables; but insight, initiative, grasp, growth, character, power. * * * The object of education to Plato is personal, ethical, spiritual growth; and the ends of education are manliness and self-mastery, balance, soundness of mind."

To the average college graduate, who finds his life-work in the busy mart, the facts, so painfully gathered in his college days, are soon lost in a haze of forgetfulness, but the power of sharp analysis, of logical thought, of concentration of mind, in fact, of general mental control and self-mastery is never lost until old age dims all faculties; and these are the gifts which make him successful and useful. Such self-mastery is gained through the overcoming of difficulties and not through following the line of least resistance, as is so often seen in the widely elective courses of some colleges. The college does not purport to be an educational machine which grinds out only good grist. It depends on the material which is fed into it. As I once heard a noted teacher say, "Of a fool it can only make a more conspicuous fool."

The machinery of education consists of teachers, books, laboratories; but this is not all. To these must be added fellow-students, associations, debating societies, and athletic sports. And it often happens that more is learned from the "living epistle" than from the dry and lifeless printed document. Some of the most forceful teaching is done in laboratories and by object lessons. Herein lies the special merit of athletic sports and intercollegiate contests. There is no laboratory practice for certain essential qualities, outside of these sports — no possible object lessons are to be derived from mathematical problems or Greek roots.

Some of the qualities which are especially cultivated through the medium of college athletics *properly conducted* are quickness of decision, control of temper, concentration of effort toward a definite end, control and direction of the efforts of others, moderation and abstinence, high ideals of honor, honesty, and courtesy. I would add to these, in spite of criticism from certain quarters, that important element of success in all great games, "team play." This means in the truest sense the subordination of self to the common good, the sinking of purely selfish ambition to secure the triumph of a cause. The opposite of this is "grand-stand play" or the effort to draw the attention of the public upon one's self, the willingness to sacrifice the welfare of all for the sake of some striking personal achievement. The so-called sacrifice hit in base ball is an illustration of the subordination of self. A player is

deliberately directed to sacrifice his chances for making a run in order to advance the runner, a stage ahead of him, nearer to that wished-for end. That the college world has come to appreciate and applaud such subordination of self to the success of the cause is an exceedingly valuable lesson for life. Doubtless the criticism of the team play has arisen from the thought that it meant the loss of individuality in the perfection of a machine, but rather it means the perfection of training for one who is to render the highest service to his fellows. Individuality exhibited in selfish ambition can well be spared by the world. There is little in it that promises advancement for the race. Team work means cooperation in all organized effort.

It has seemed to me that in some measure the hero-worship of the athlete, rather than the scholar, on the part of his little world, comes from the fact that it is more apparent that his achievements redound to the glory of all. He is maintaining the superiority of his institution and putting forth all of his skill and strength for the triumph of the beloved colors. In the judgment of his fellow students, who are not apt to think very deeply, his is a more unselfish service than that of the quiet scholar who hides himself away with his books. Of course other things enter into this worship, such as the universal admiration of physical prowess and courage and the spectacular nature of the triumph.

There is no small educational value also in the recognition of thorough, often wearisome, training as a prerequisite to success, and the training entails constant self-denial; indulgences of many kinds must be given up; long formed habits broken off. Implicit obedience is demanded by trainer and captain. Then, too, the player finds that it is best for him to learn to do one thing well, aye, he must learn to do that one thing *better* than any one else in his little world can do it, which is a splendid lesson for him if he would succeed in the big world outside. A general utility man, an "all-round" player is apt to sit on the bench, or side-lines, as substitute, unless he is one of those rare beings who excels in everything that he undertakes.

I have not referred to the physical mastery of muscle and limb and the training of every sense, all a part of the ἀνδρεία, or manli-

ness, of Plato, nor have I exhausted the subject in other lines as a factor in education, but I think that enough has been pointed out to make it clear that there are many lessons which can be taught in this way for which there is no other suitable laboratory or text-book. Of course the proof of the educational value of athletics is to be sought in the character and success of the men who have had the advantage of it. It should be stated first that in institutions where a decent standard of scholarship is insisted upon for all candidates for teams, the players are average students and do not often include in their small number more than one or two of the leading scholars. In the absence of accurate comparative statistics one is dependent upon personal observation and memory for facts. It is easy, however, to point to a large number of successful business men, lawyers, judges, legislators, college presidents, professors, clergymen, and missionaries, who in their day were noted athletes and team captains. A much more telling fact is that repeatedly in business, teaching, and scientific employments I have known the athlete to rise over the heads of and to be placed in charge of his college mates, though sometimes really inferior to them in mental ability and scholarly attainments. Such a result can be confidently predicted where bodies of men are to be dealt with or controlled, or quick decision in case of emergency is necessary. The quality of mixing with men and making friends or "getting along with people" is usually possessed in a high degree by the man who has learned the art through the rough and tumble fellowship of sport, and all know how these things count amid the "world's rude buffetings."

But what about honor and honesty and courtesy? Can it be maintained that athletics ever contribute to the development of these splendid qualities in the truly educated man? I am convinced that we can count upon athletics for this service. In fact, except through athletics, I am at a loss to know how these qualities may be instilled, though the good oldfashioned method of personal example still has its effect. These are not merely virtues of individuals but of communities. It is necessary that the whole college community be honorable and honest and courteous or the individual cannot well develop these qualities there and certainly the honorable man will cease to come, or to live there.

It must be carefully noted that I claimed growth in these qualities in individuals and in colleges only when athletics were properly conducted or controlled. When there is lack of proper control and guidance on the part of honest men, demoralization alone can result and the last state of that institution is worse than the first. The control must come from within, whatever outside machinery of rules and commissions may be devised. I have seen institutions grow in ideals of honor under the training of athletics and often in these days the courtesy shown to fair competitors has in it a touch of old world chivalry.

While athletic rules are arbitrary regulations and do not depend upon great moral principles they make for fair play and honest dealing and these two principles are held as in the lime light before the student body. Soon it is seen that the honor and reputation of the University is at stake and that these things, the very flag of loyalty, depend on the individual sense of honor.

Still, growth in honor and courtesy must be slow at best. After nineteen centuries of practice of the ideals of the founder of Christianity, His church finds itself far from the high plane toward which it aims. But there is growth and no reason for pessimism. There are many lessons which have to be taught line upon line and precept upon precept, and there will always be many failures on the part of weak human nature reaching up toward higher things.

So much for the affirmative side of the question. The negative must, I think, depend chiefly upon excesses and abuses for argument. These abuses are many and serious but surely can be eradicated. And it must be borne in mind, as some one has said, that the very abuses with which we find fault are the grave defects of our American civilization: the sins of our fathers are visited upon the children. Among these are the intensity in the pursuit of an aim and the absorption by it. In the case of some games the training begins before the session opens. A training table is kept at large expense. Sometimes the players are taken away from their college duties for a week or so to rest in a quiet country place, but, eating or sleeping, there is little respite from the all absorbing signals or discussion of tactics or practice games or the dreaming

of it all. That such excess should and can be regulated goes without saying.

Carlyle said of the Englishman of fifty years ago, that his hell was the fear of not succeeding. This is the hell of the American of today and success to him means the getting of wealth, regardless of cost to health and happiness and with scant scruples as to methods, provided detection and its consequences are escaped. To the young American it is the victory, not the sport, upon which he has bent his mind, his hope, his every energy. He jockeys for advantage with his competitor, squabbles over officials, and sometimes dodges the eligibility rules. Sentiment is changing in his college community, however. Pride in a straight team is becoming the common sentiment of all better class institutions and the disgrace attaching to any sharp practice is keenly felt. It is recognized that the whole institution suffers from the dishonorable conduct of any one member of a team. Such training in higher ideals must tell upon the practice of after years. That all games can be played on a high plane of honor and courtesy is shown by the way in which games of tennis are ordinarily conducted. There is no inherent difference between this and other ball games, unless it be in the small number of players and hence the greater prominence and responsibility of each. The same gentlemanly spirit can be infused into the players of other games and it is worth our utmost striving. It means much for the higher ideals of our people. I have never known the man who played a square game of ball, fail to play the big game squarely in after life.

It is not necessary to go into the other abuses, betting, dissipation of those attending games, etc. These are sins of the time and must be combatted. They are not removed by abolishing the games, and I must say that the president and faculty, who, between the alternatives of regulating or abolishing intercollegiate athletics, choose the latter, deliberately give up the most forceful method in their power to teach the higher lessons of life and, by their choice, acknowledge either that they are too weak properly to regulate and control, or that the class of students under them is hopelessly wrong as to ideals of truth and honor.

EDUCATIONAL STATESMANSHIP IN THE SOUTH

BY C. ALPHONSO SMITH

I

The significance of the present educational revival in the South cannot be understood if one confines his study merely to statistics. He must get beneath statistics to certain underlying and outworking forces. He must realize at the outset that the public school in the South is no longer a mere recitation room but has become the arena on which vast civic problems are challenging each other to combat. The public school is the agency through which a newly awakened public consciousness is manifesting itself. Today, as never before, the South is looking to the public school to aid her in the solution of problems which a few years ago were regarded as the exclusive domain not of the school but of the family, the church, the reformatory, the workshop, and the law courts.

I congratulate the teachers of the South on this exaltation of the public school as the touchstone of our progress and the measure of our enlightenment. It lays upon us a constructive duty so wide in its scope, so vital in its relationships, that it is felt less as an imposed duty than as an inspiring opportunity. The intense consciousness of this changed attitude toward the school has heartened the teacher, elevated the teaching profession through all its grades, inspirited the pupil, and given a sense of new and responsible proprietorship to the people at large.

Men are beginning to realize that public education in the South embraces all the varied interests of democracy; that it is the civic will organized for definite progress; that it is the cutting edge of the movement for civic purity, moral orderliness, and economic efficiency. The South of our fathers found self-realization in oratory and statecraft. The South of today is realizing herself in

education, an education vitalized by the prospect of industrial supremacy and by the vision of a returning national leadership.

The leaders in the new movement are the teacher and the legislator. The one makes and organizes public opinion; the other recognizes and codifies it. The last democratic platform of North Carolina, for the first time in the history of our State, so far as I know, acknowledges gratefully the civic service of the teacher: "And we further express our cordial commendation of the work of the teaching profession for the mental, moral, and material advancement of the people, and pledge for the future our best endeavors to strengthen and increase the usefulness and efficiency of our whole educational system."

Ex-Governor Aycock has declared that larger crowds attended his educational addresses than attended his political addresses. These facts are deeply significant. They indicate a new attitude toward public education, a new appraisal of the function of the public school, a heightened valuation of the civic service of the teacher, and a deeper realization of the meaning of democracy.

In other words the last thirty-five years have witnessed in the South the evolution of a new force which I shall call educational statesmanship. It finds its truest exemplars in our public-spirited teachers, seconded by our wisest and most far-sighted statesmen. It believes in childhood as the most potential asset of a state, but it seeks not only to train this childhood but to shape public opinion. It does not believe that democracy is necessarily opportunity but that it may be made opportunity. It has wrought out momentous tasks but has not yet received its merited due. In the imminent future it bids fair to be the strongest single constructive force at work in the South on the problems of American democracy.

II

What has educational statesmanship in the South achieved? Its greatest achievement is that it has moulded public opinion to the conviction that education is a birthright of American citizenship. And this has been done in one generation: it has been done since 1870. The task was to democratize an essentially aristocratic society by means of a changed attitude toward the public

school. That the task was difficult, and that it has been accomplished with astonishing rapidity, may be seen by tracing the slow evolution in other sections of the country of the same idea.

At the meeting of the National Educational Association held at Asbury Park in July, 1905, I was deeply impressed by a statement made in a public address by Dr. Andrew S. Draper, Commissioner of Education of the State of New York. "England and America," said he*, "in the first half of the last century [that is, as late as 1850] were educationally not so very far removed from the times of Elizabeth." The position seemed extreme but further investigation has shown its easy tenability. New York City had no real public school system until after 1850. "It took from 1803 to 1853," says Mr. Seth Low.† "for the City of New York to grow up to a public educational system as distinct from a private school system supplemented by a system of free education for the poor only." It was not until 1837 that Massachusetts organized her first State Board of Education. At that time, "one third of the children within the State were without any school advantages whatsoever, while a large proportion of the remainder attended school but two or three of the winter months, or a few weeks in the summer."‡

There is a widespread belief that our American government was founded on the conviction that education at public expense was an inalienable right of every citizen. It is far from true. This conviction took root tardily and grew slowly. It is true that Washington in his *Farewell Address* had said: "In proportion as the structure of a government gives force to public opinion, it is essential that this should be enlightened." It is true that Jefferson had said: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

But in spite of these personal views of Washington and Jefferson the conception of public education as the only sure foundation

*See Addresses and Proceedings of the National Educational Association, 1905, p. 95.

†See Proceedings of the Eighth Conference for Education in the South, 1905, p. 90.

‡Dexter's *History of Education in the United States*, p. 100.

for a democratic society was far from being generally accepted. The colonists did not bring such a conception with them from England. It did not exist in England, nor was it one of the causes leading to our separation from England. There is no reference to education in the Declaration of Independence or in the Constitution of the United States formed a few years later. The subject is hardly referred to in the congressional discussions of the time, though the disputants were chiefly college men. Only five of the first constitutions of the original thirteen states contain any reference at all to education, the constitution of North Carolina being one of the five.

National independence, then, did not reflect or inaugurate a national educational purpose. That purpose took shape gradually. It did not grow out of the theories of democracy but out of the practical workings of democracy as interpreted and modified by educational statesmanship. Every state had to find out for itself that political security and institutional integrity were directly dependent on the education of all the people.

There is nothing more suggestive in our history than this proved dependence of democracy or public education. Democracy found in education not a luxury but a life-preserver. Freedom from England had not proved the panacea that the more ardent spirits of the time had hoped for. In spite of the church schools and private academies, in spite of the educative influences of law courts and political platforms, liberty was still in imminent danger of becoming license. But in exact proportion as the inner meaning of democracy unfolded, the policy of public schools gained acceptance. The old state constitutions were remodeled, and the constitutions of the newer states made unexampled provision for education. The free school ceased to be an experiment. It had established itself not only as an essential condition but as an organic part of triumphant democracy.

Of course much remains to be done in the South to carry this conception of education into complete realization. But since 1870, a tentative agitation has become a popular movement, and the movement has become a crusade. In the travail of these transitions educational statesmanship was born, and in their assured triumph it has won its first and greatest victory.

III

The next victory won by educational statesmanship in the South was the proffer of the same sort of education to all classes. England, France, and Germany have "peasant schools" for the lower classes, and these schools do not articulate with the schools for the higher classes. The nations that make class distinctions in their systems of public education hold to the theory that leadership is the primal requisite of national well-being and that, inasmuch as leadership is necessarily limited to the few, educational opportunity should be correspondingly limited. But it is precisely on the score of leadership that every system of education which confines its benefits to a class stands self-condemned. Russia predestines a privileged class to leadership, educates that fraction alone, and the result is not only 95 per cent. of illiteracy but a class of leaders whose leadership is most conspicuous in retreats. Japan offers equal opportunities to all, and the result is not only less than 10 per cent. of illiteracy but a class of leaders who, in field and hospital, have re-fashioned the art of war.

The only way to be sure that you have the best leaders in any department of human effort is to give everybody an equal chance through education, to urge everybody to take his chance, and then by fair rivalry, by impartial choice, by the ultimate test of individual worth to see that the best man of all comes to the fore. What right has any nation to presume leadership in a privileged class of men and then to educate that class to the neglect of all others? Education is not meant to fit an individual into a predetermined environment but to develop in him the ability to determine his own environment.

It is this large conception of the function of public education and of the service of the public schools that distinguishes education in our land from that in other lands. America has no nobler achievement to her credit than is written in her public school system. England, it is true, has a lower rate of illiteracy than we have; but neither England, France, nor Germany has anything to compare with the American method of getting at true leadership by a system of public schools in which all classes have the same chance. Englishmen are fond of telling us that leader-

ship is innate, that all cannot lead, that if two men ride a horse one must ride behind. Certainly, one must ride behind, but which one? The question reminds me of the darky who refused to get married because he knew that he and his wife would be always squabbling. "Why, Rastus," said a white minister, "that 's not the way it will be. When you get married you and your wife become one." "Yes, boss," said Rastus, "I knows de two becomes one, but which one?"

In America, wherever the public school system has had fair play, the rear rider rides behind not because he has been trained for that predestined position but because the other man is the better rider. In England, France, and Germany he rides behind because he was born behind and has been educated to do no more than hold his own. Does any man doubt which system in the long run is going to furnish the greater number of capable leaders? If history teaches anything it teaches the inability of nations to prophesy the time and place of their leaders. Read once more the 16th chapter of *I Samuel:* "Again, Jesse made seven of his sons to pass before Samuel. And Samuel said unto Jesse: The Lord hath not chosen these. And Samuel said unto Jesse, Are here all thy children? And he said, There remaineth yet the youngest, and, behold, he keepeth the sheep." Not even the father thought that under the garb of his ruddy faced shepherd-boy there beat the heart of the greatest king that Israel was to know. It is education today that is making the kings of the future out of the country boys of the present.

The service of education in giving an opportunity for leadership is interestingly illustrated by some statistics based on *Who 's Who in America*. These statistics were carefully gone over by government experts and sent out with the endorsement of Dr. W. T. Harris, Commissioner of Education. The results establish the following conclusions:

1. That from 1800 to 1870 the *uneducated boy* in the United States failed entirely to become so notable in any department of usefulness and reputable endeavor as to attract the attention of the *Who 's Who* editors, and that only 24 *self-taught men* succeeded.

2. That a boy with only a *common-school* education had, in round numbers, one chance in 9,000.

3. That a *high-school* training increased this chance nearly twenty-two times.

4. That *college* education added gave the young man about ten times the chance of a high-school boy and two hundred times the chance of the boy whose training stopped with the common school.

5. That the *A. B. graduate* was pre-eminently successful and that the *self-educated man* was inconspicuous.

The more I reflect on Southern leadership before the war, the more astonishing does it seem. There were then four classes: 1. An aristocracy of wealthy planters and slave-owners; 2. small farmers living chiefly in the hills; 3. poor whites of the low country; 4. slaves. The slave-owning class was much smaller than is popularly supposed, but out of that class the leaders were drawn almost exclusively. That the South without a public school system could hold her own so long in national leadership is a splendid prophecy of returning leadership when the rural public school in the South shall have been more clearly recognized as the unit of progress and of power. The North was drawing her leaders from all classes while we were drawing ours chiefly from one class. Albion W. Tourgee declares in his *Fool's Errand* that leadership is innate in the South. I beg you to remember, however, that only education can take an innate quality and make of it an effective force.

Did you ever think of the pathos and tragedy of these lines in Gray's *Elegy*?—

> "Perhaps in this neglected spot is laid
> Some heart once pregnant with celestial fire,
> Hands that the rod of empire might have swayed
> Or waked to ecstasy the living lyre.
>
> But knowledge to their eyes her ample page
> Rich with the spoils of time did ne'er unroll;
> Chill Penury repressed their noble rage
> And froze the genial current of the soul."

As Gray viewed the mounds in old Stoke Poges cemetery the thought came to him that perhaps in those neglected graves there lay men whom education would have made into poets and statesmen. Poverty, however, condemned them to illiteracy, and their latent genius died with them. I never stand in a country cemetery in North Carolina without thinking of the possibilities of leadership in art, literature, statesmanship, and economic progress that have been forever lost to the State and nation. But, please God, the time is coming when such tragedies shall not be enacted on North Carolina soil, when the "chill penury" of the individual shall be met by the enlightened generosity of the State, and when every child born within our borders shall be given the opportunity to develop the plan of God inwoven in his being.

REGULATIONS ADOPTED BY THE FACULTY DURING THE FALL TERM

September 7th. Dr Hamilton was placed in charge of the Department of History.

September 13th. The portion of the catalogue referring to the carrying on of graduate work *in absentia* was ordered stricken out. After the current session no applications for such work to be pursued in absence will be accepted.

October 8th. It was ordered that all examinations for the removal of conditions must be held during the week preceding the beginning of registration in the fall, the definite time for the examinations to be arranged later. No examinations on conditions are to be given after the opening of registration.

November 29th. The regulation with regard to the promotion of the student from the freshman to the sophomore class was so changed as to read that "he must have to his credit work amounting to at least eight hours of recitations." This may be on examination or on credit from other institutions.

The following regulations were adopted concerning the election of ball manager:

1. That the Senior Class elect three members of the faculty to appoint a nominating committee of four Seniors and three Juniors.

2. That these seven men shall select ten Seniors and six Juniors to stand for election as ball managers.

3. That five Seniors and two Juniors be elected by the Seniors and those who pay a stipulated fee. (In regard to this provision it should be said that in the committee resolution Seniors were not allowed to vote free; but the Senior Class asked later that the privilege be extended to them and the faculty granted it. This is also true of 4.)

4. That Freshmen shall not be allowed to vote.

5. That the seven men chosen in the general election shall from their own number elect a Senior chief manager.

6. That the election shall be officered by the Senior Class, and that all fees shall be paid to the Bursar and any surplus shall be held by him as a fund.

7. That the accounts of the chief manager shall be audited by a committee consisting of a sub-ball manager and a member of the faculty.

It was ordered that in the catalogue for this session the entrance requirements be restated, so as to bring about a greater uniformity with the statements made by other institutions. This restatement guards against the lowering of the present standard of the University and does not require higher work than is at present required of the schools, but gives credit for more of the work which they are already doing, this work being regarded as a proper part of the training for college entrance. Under this restatement the uniform requirements for each of the three courses is 15 units, (the units being the same as those adopted by the Carnegie Foundation for the Betterment of Teaching).

Group 1

(Required in full)

English (*a* and *b*)	3. units
History (*a* or *b*)	2. units
Algebra	1.5 units
Plane Geometry	1. unit
Solid Geometry (1909)	.5 unit
Science	1. unit
Foreign Language	2. units

Group 2

(4 units required)

History, Medieval	1. unit
Trigonometry	.5 unit

Botany	1. unit
Chemistry	1. unit
Physics	1. unit
Physiography	.5 unit
Physiology	.5 unit
Zoology	1. unit
Civics	.5 unit
Drawing	1. unit
French, Elementary	2. units
Intermediate	1. unit
German, Elementary	2. units
Intermediate	1. unit
Greek, Grammar and Composition	1. unit
Xenophon	1. unit
Homer	1. unit
Latin, Grammar and Composition	1. unit
Caesar	1. unit
Cicero	.7 unit
Vergil	1. unit
Cornelius Nepos or equivalent	1. unit
Spanish, Elementary	2. units

RECORD OF CURRENT EVENTS

September 12th. Formal opening of the University. Addresses by Professors Smith, Herty and President Venable.

September 15th. Opening of Y. M. C. A. Address by President Venable.

September 16th. Y. M. C. A. "College Night." Speeches by W. P. Stacy, Floyd Simmons, Coach Lamson, J. J. Parker, T. L. Simmons, and Secretary F. B. Rankin.

September 20th. Meeting of General Athletic Association.

September 23rd. Meeting of Elisha Mitchell Scientific Society. Officers elected for the Year—President, W. C. Coker; Vice-President, Prof. J. E. Latta; Dr. A. S. Wheeler, Secretary and Treasurer.

September 24th. Y. M. C. A. Address by Dr. George Worth, '85, Medical Missionary to China.

September 26th. North Carolina-University of Pennsylvania Football game at Philadelphia. Score 0-37.

October 1st. Philological Club meets. Dr. F. H. Royster, President, Prof. Palmer Cobb, Vice-President, Dr. L. R. Wilson, Secretary. The following program was carried out: Hoffman's Influence on Poe, by Mr. Palmer Cobb; The Climax in Corneille's *Le Cid*, by Mr. J. D. Bruner.

October 3rd. Meeting of Modern Literature Club.

October 5th. North Carolina-Washington & Lee Football Game at Newport News, Va. Score 0-0.

October 7th. Meeting of Historical Society. Election of officers and informal addresses by Dr. Battle, Dr. Raper, Dr. Wagstaff, and Dr. Hamilton.

October 11th. Meeting of Odd Number Club.

October 12th. University Day. Address by Hon. St. Clair McKelway. North Carolina-Oak Ridge Footbball Game—Score 39-0. Faculty Reception.

October 14th. 25th Meeting of Economics Society. A Revision of our Tariff System—discussed by T. W. Andrews and P. M. Williams.

October 19th. Star Course Lecture by Hon. Champ Clark. North Carolina-William & Mary Football Game. Score 14-0,

October 20th. University Sermon by Rev. S. S. Bost of Durham, N. C.

October 24-25th. Tennis Meet with Wake Forest. Won by North Carolina.

October 26th. North Carolina-Virginia Football Game at Richmond, Va. Score 4-9.

October 31st. North Carolina-Clemson Football Game at Columbia, S. C. Score 15-6.

November 4. Meeting of Historical Society. The following program was carried out: Kenneth Rayner, Dr. Hamilton; Review of *Reynold's Reconstruction in South Carolina* and Hamilton's *Reconstruction in North Carolina*, Dr. Wagstaff; Review of Hoyt's *Mecklenburg Declaration of Independence*, Dr. Raper.

November 5th. Meeting of Philological Club. The following program was carried out: An Americal Classical Scholar, by Dr. Eben Alexander; On Old English *Leod*, by J. F. Royster.

November 7th. Meeting of Modern Literature Club. The following program was carried out: Bikelas's *The Ugly Sister*: a translation, Dr. Eben Alexander; The Real Bernard Shaw, Dr. Archibald Henderson.

Tennis meet with Guilford College. Won by North Carolina.

November 9th. North Carolina-Georgetown University Football Game. Score 12-5.

November 12th. Meeting of the Elisha Mitchell Scientific Society—173d program meeting—A Trip to Porto Rico, Dr. W. C. Coker.

November 14th. Star Course. Concert by the Schubert Quartette.

November 15th. North Carolina-University of Pennsylvania Debate. Won by Pennsylvania.

November 16th. North Carolina-Richmond College Football Game. Score 13-11.

November 17th. University Sermon by Rev. Melton Clark of Greensboro, N. C.

November 18th. Star Course Lecture by Frederick Warde.

26th Meeting of The Economics Society. The Causes of the Panic of 1907—discussed by R. M. Robinson and W. C. Coughenour.

November 28th. Thanksgiving Day. Holiday.

North-Carolina-Virginia Polytechnic Institute Football game at Richmond, Va. Score 6-20.

December 2nd. Charles Edward Clark Concert Co. (Y. M. C. A. Series).

Meeting of Historical Society. The following program was carried out: Dr. F. L. Hawks, by Dr. Wagstaff; The North Carolina Historical Commission, its organization, purposes and work, by Dr. Hamilton.

December 3rd. Meeting of the Philological Club. The following program was carried out: Notes on the Dialect of Hans Sachs, by Prof. W. D. Toy; Proverbs in *Dona Perfecta*, Mr. Adolph Vermont.

December 5th. Meeting of the Modern Literature Club. The following program was carried out: George Horton and his Verse, Prof. Collier Cobb; The Function of the College Newspaper, H. B. Gunter; The College in American Fiction, D. M. Phillips; David Crockett, J. M. Grainger.

December 8th. Y. M. C. A. Sermon by Dr. Julius W. Millard.

December 11th. Examinations begin.

December 21st. Examinations closed.

NOTICES OF NEW PUBLICATIONS BY ALUMNI

The Nation, New York, in its issue of November 7, 1907, contains the following review of Dr. Battle's book:

"The History of the University of North Carolina", by Kemp P. Battle, is published by The Edwards & Broughton Printing Company of Raleigh. In addition to the interest it has for the alumni of one of the South's largest institutions of learning, Dr. Battle's history will prove both entertaining and instructive to any student of the country's educational growth. Only the first volume has been issued, covering the time from the foundation of the university, in 1795, to its temporary closing in 1868. With great industry the author has collected anecdotes, statistics, and items about collegiate training in America since the days just after the Revolution. While there is included, of course, a vast quantity of information regarding North Carolina and the university town of Chapel Hill, every chapter contains historical sidelights of more or less general interest. It is a curious fact, for instance, that in the beginnings of a college now ranking among the best in the South, there was an announcement of such a curriculum as the following:

For Reading, Writing, Arithmetic, and Bookkeeping, $8 per annum.

For Latin, Greek, French, English Grammar, Geography, History, and Belles Lettres, $12.50 per annum.

Geometry with practical branches, Astronomy, Natural Philosophy, Chemistry, and the principles of Agriculture, $15.00, per annum.

The president of the university in those early days was called "Professor of Humanity", and his salary was $300 a year and two-thirds of the tuition money. In the personal reminiscences the author is at his best. No other man in his State, or in the South perhaps, has so great a store of reminiscences at his call. He was formerly president of the university, besides figuring in North Carolina politics, and more recently he has occupied the chair dealing with the State's history, spending the most of his time, however, at the task of compiling his book. The completed

two volumes will comprise something more than 2,000 pages. Of its comprehensiveness nothing more need be said. Dr. Battle has not left out anything — a fact which undoubtedly will be as much a cause of satisfaction to the North Carolina graduate as an impediment to the stranger searching for the important amidst a mass of detail.

The Hon. Hannis Taylor (U. N. C. 1868), who was minister to Spain 1893-1897, and who is widely known as an able writer on legal and constitutional topics, delivered at the last meeting of the North Carolina State Literary and Historical Association in Raleigh an interesting and scholarly address on Pelatiah Webster, a Revolutionary patriot born in Connecticut. The address is now published in pamphlet form. The title page, which contains a summary of Mr. Taylor's contention, reads as follows:

To the Congress of the United States.

A MEMORIAL

IN BEHALF OF THE ARCHITECT OF OUR

FEDERAL CONSTITUTION,

PELATIAH WEBSTER

OF PHILADELPHIA, PENN.

Herein is reprinted, for the first time in 116 years, the epoch-making paper published by Pelatiah Webster at Philadelphia, February 16th, 1783, and there republished with notes in 1791, in which he announced to the world, *as his invention*, the entire plan of the existing Constitution of the United States, worked out in detail more than four years before the Federal Convention of 1787 met.

Humbly presented by

HANNIS TAYLOR.

Professor William C. Smith (U. N. C. 1896), a former Instructor in English in his *alma mater* and now Professor of English in the North Carolina State Normal and Industrial College, at Greensboro, has just published a sketch and appraisal of Dr. Charles D. McIver. The pamphlet contains thirty pages and is a revised issue of the sketch that Professor Smith prepared for *The Biographical History of North Carolina*.

Intimately associated with Dr. McIver, an unstinted admirer of his character and achievements, and possessing rare powers of insight and expression, Professor Smith has made a contribution to the educational history of the State that will not soon be displaced. That the sketch is admirably written goes without saying. It is based, moreover, on years of first-hand study, contains well chosen selections from authoritative and accurately referenced reports, and shows on every page the ability to interpret the mere facts of biography in terms of larger and more vital import. Professor Smith's sonnet at the close, in memory of Dr. McIver, is well worthy of reproduction:

CHARLES DUNCAN McIVER

Rest, son of Carolina, sweetly rest,
The boon long self-denied now meetly thine;
Obedience yield we to the call Divine,
Our comfort this:—The Master knoweth best.
He knoweth best, yet sore we feel our need:
So great the void, we may not smile nor sing,
But, bowed in grief, our altar-gift we bring
And mid our tears look mutely up and plead.

Grant us with him to see where honor lies,
To build for God and man, and not for self,
To face the future with untroubled eyes
Intent on lasting service, not on pelf.
Thus life lives on its purpose to fulfil
When weary eyelids close and tired hands grow still.

The University feels also a special interest in the Memorial Volume, just issued, containing tributes to Dr. McIver. The

work contains 286 pages, is published by Joseph J. Stone and Co., Greensboro, and is prepared "in accordance with a resolution of the Board of Directors of The North Carolina State Normal and Industrial College and under the direction of the following Committee of the Faculty: William C. Smith, Viola Boddie, and Mary Settle Sharpe." The volume does credit both to editors and publishers.