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# WAKE FOREST COLLEGE

## CERTIFICATE OF ADMISSION

To WAKE FOREST COLLEGE,  
WAKE FOREST, N. C.

This is to certify, that

(Full Name)

of No. \_\_\_\_\_

Street,  
(Town or City and State)

is a person of good moral character;

that he was in regular attendance at

(Name of High School, Academy or College)

located in \_\_\_\_\_  
(City and State)

\_\_\_\_\_ during the years \_\_\_\_\_  
(Kindly specify school session, e. g., 1901-2, 1902-3, 1903-4, etc.)

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

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

Dated at \_\_\_\_\_  
(Town or City and State)

Signed \_\_\_\_\_

Date \_\_\_\_\_ 192 \_\_\_\_\_

Official Position \_\_\_\_\_

BRANCHES OF STUDY	TEXT-BOOK USED	AMOUNT COVERED (Please state definitely)	Session of 19 ..	Number of Weeks Passed	Number of Periods a Week	Length of Periods in Minutes	Grade Given
English Grammar.....							
Composition and Rhetoric.....							
History of English Literature.....							
English Classics. (Indicate on accompanying sheet, which gives the list of classics for reading and study, the work completed by the applicant).....							
Latin Grammar and Reader.....							
Cæsar..... Books.....							
Cicero..... Books.....							
Vergil..... Books.....							
Composition..... Pages.....							
German Grammar and Reader.....							
Second Year German.....							
Third Year German.....							
Fourth Year German.....							
French, First Year.....							
Second Year.....							
Third Year.....							
Fourth Year.....							



BRANCHES OF STUDY	TEXT-BOOK USED	AMOUNT COVERED (Please state definitely)	Session of 19....	Number of Weeks Pursued	Number of Periods a Week	Length of Periods in Minutes	Grade Given
<i>Mathematics, Algebra</i> .....							
(Through Quadratics)							
Algebra, through Logarithms							
Geometry, Plane .....							
Geometry, Solid .....							
Plane Trigonometry .....							
Conic Sections .....							
<i>History, United States</i> .....							
General History .....							
Ancient History .....							
Medieval and Modern .....							
History of England .....							
History of France .....							
Civics .....							
<i>Science: Physics</i> .....							
Laboratory Note Book .....							
Chemistry .....							
Laboratory Note Book .....							
Zoology .....							
Botany .....							
Physical Geography .....							
Biology .....							
Physiology .....							
Geology .....							
Astronomy .....							
Economics .....							
Psychology .....							
Ethics .....							
Logic .....							
<i>Other Subjects</i> .....							

Before returning this certificate see to it that:

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

No credit will be given except for properly certified work.

Return to G. W. PASCIAL, *Examiner*,  
WAKE FOREST, N. C.

# WAKE FOREST COLLEGE

## HIGH SCHOOL PREPARATION IN ENGLISH

Name..... School.....

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

Number of recitations per week .....

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

Underscore once the names of classics read but not studied.

### CLASSICS FOR STUDY AND PRACTICE IN CLASS

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

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

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

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

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

### CLASSICS FOR READING

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

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

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

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

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

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

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

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

\* If not chosen for study.

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BULLETIN  
OF  
**WAKE FOREST COLLEGE**



**CATALOGUE**  
**EIGHTY-FIFTH SESSION**  
**1919-1920**

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1920-1922

# 1920

JANUARY							APRIL							JULY							OCTOBER										
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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# 1921

JANUARY							APRIL							JULY							OCTOBER						
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9	10	11	12	13	14	15	10	11	12	13	14	15	16	10	11	12	13	14	15	16	9	10	11	12	13	14	15
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FEBRUARY							MAY							AUGUST							NOVEMBER							
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27	28						29	30	31					28	29	30	31				27	28	29	30				

MARCH							JUNE							SEPTEMBER							DECEMBER						
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27	28	29	30	31			26	27	28	29	30			25	26	27	28	29	30	25	26	27	28	29	30	31	

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# College Calendar

For Session 1920-1921

September 7—Beginning of the Session.

September 18—Applications for degrees submitted.

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

November 1—Society Day.

October 16—Removal of entrance conditions.

Thanksgiving Day—Holiday.

December 16-22—Fall Term Examinations.

December 22-January 4—Christmas Holidays.

January 4—Beginning of Spring Term.

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

February 11—Anniversary Celebration of Literary Societies.

March 5—Examination for removal of conditions by applicants for degrees.

March 12—Removal of entrance conditions.

April 2—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 18-25—Spring Term Examinations.

May 25—Wednesday, 3:30 p. m., Annual Meeting of the Board of Trustees. 8:30 p. m., Baccalaureate Sermon.

May 26—Thursday, 11 a. m., Annual Literary Address; 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Reception.

May 27—Friday, 11 a. m., Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, Baccalaureate Address, and Closing Exercises of the Session.

## History

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

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

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

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

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

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

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

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

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

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

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

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

The total endowment of the College, according to the report of the Treasurer, May, 1919, was \$534,564.81.

The grounds and buildings of the College are valued at \$259,115.

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

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

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

## Board of Trustees

### Terms Expire January 1, 1922

EDWIN F. AYDLETT, M.A., Elizabeth City.	REV. ROBERT H. MARSH, D.D., Oxford.
REV. JAMES A. CAMPBELL, B.A., Buies Creek.	PRESIDENT ROBERT L. MOORE, B.A., Mars Hill.
M. LESLIE DAVIS, B.A., LL.B., Beaufort.	W. C. PETERSON, Wilmington, N. C.
WILLIAM J. FERRELL, B.A., Raleigh.	GILBERT T. STEPHENSON, M.A., LL.D., Winston-Salem.
REV. JAMES D. HUFHAM, M.A., D.D., Mebane.	A. E. TATE, High Point.
G. E. LINEBERRY, B.A., Raleigh.	JUDGE E. W. TIMBERLAKE, B. A., Wake Forest.

### Terms Expire January 1, 1924

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

### Terms Expire January 1, 1926

THOMAS H. BRIGGS, Raleigh.	CLINGMAN W. MITCHELL, Aulander.
J. L. GRIFFIN, Pittsboro, N. C.	GEORGE A. NORWOOD, Goldsboro.
PRESIDENT F. P. HOBGOOD, M. A., LL.D., Oxford.	V. O. PARKER, B.A., Raleigh.
REV. LIVINGSTON JOHNSON, D.D., Raleigh.	JAMES M. PARROTT, M.D., Kinston.
REV. M. L. KESLER, B.A., D.D., Thomasville.	CLARENCE POE, LL.D., Raleigh.
STEPHEN McINTYRE, B.A., Lumberton.	ROBERT E. ROYALL, B. A., Wake Forest.
	C. W. WILSON, B.A., Greenville, N. C.

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\*Deceased.



### Officers of the Board of Trustees

GILBERT T. STEPHENSON, Winston-Salem, *President.*

J. T. J. BATTLE, Greensboro, *Vice-President.*

TALCOTT W. BREWER, Raleigh, *Treasurer.*

CAREY J. HUNTER, Raleigh, *Secretary.*

E. B. EARNSHAW, Wake Forest, *Bursar and Assistant Secretary.*

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

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

R. E. ROYALL, *Auditor of Bursar's Accounts.*

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### Committees

#### *Executive Committee:*

CAREY J. HUNTER, Raleigh, *Chairman.*

T. H. BRIGGS.

J. A. CAMPBELL.

L. JOHNSON.

J. A. OATES.

W. S. RANKIN.

R. E. ROYALL.

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CAREY J. HUNTER, Raleigh, *Chairman.*

T. H. BRIGGS.

W. J. FERRELL.

G. A. NORWOOD.

V. O. PARKER.

A. D. WARD.

## Faculty

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

*Professor of Biology.*

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

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

*Professor of Greek Language and Literature.*

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

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

*Professor of English Language and Literature.*

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Traveling Fellow of the Albert Kahn Foundation, 1914-1915; Lecturer, Summer School, University of N. C., 1916; Professor of English, University of Virginia Summer School, 1917-1920; Professor of English, Wake Forest College, 1894.

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

*Professor of Applied Mathematics and Astronomy.*

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; LL.D., Furman University, 1915; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

**NEEDHAM Y. GULLEY, M.A., LL.D., Dean of Law,**

*Professor of Law.*

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894; Dean, *ibid.*, 1916-1919.

**J. HENDREN GORBELL, M.A., Ph.D.,**

*Professor of Modern Languages.*

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

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

*Professor of the Bible.*

M.A., Wake Forest College, 1892; Assistant Professor, Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896; D.D., Richmond College, 1915.

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\*Absent on leave.

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

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

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

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909; Dean *ibid.*, 1919.

**GEORGE W. PASCHAL, B.A., Ph.D.,***Professor of Latin and Greek.*

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago, 1893-1896; Fellow in Greek, *ibid.*, 1899-1900; Ph.D., *ibid.*, 1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

**HUBERT McNEILL POTEAT, M.A., Ph.D.,***Professor of Latin Language and Literature.*

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

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

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student, University of Chicago, 1910-1911; Graduate Student, Columbia University, 1913; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911; Professor of Mathematics, 1915; Graduate Student, Columbia University, 1916.

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

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1907; Instructor in Chemistry, Wake Forest College, 1909-1910; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-1914; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

**C. CHILTON PEARSON, M.A., Ph.D.,***Professor of Political Science.*

M.A., Richmond College, 1904; Head of Department of History, Richmond High School, Graduate Student, Columbia University, 1908-1909; Farnam Fellow in History, Yale University, 1910-1911; Instructor in History, *ibid.*, 1911-1912; Ph.D., *ibid.*, 1913; Acting Professor of History, Washington and Lee University, 1913-1914; Associate Professor of Political Science, Wake Forest College, 1916; Professor of Political Science, *ibid.*, 1917.

ROBERT BRUCE WHITE, M.A.,

*Professor of Law.*

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

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

*Professor of Education and Philosophy.*

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

THURMAN D. KITCHIN, B.A., M.D., Dean of Medicine,

*Professor of Physiology and Pharmacology.*

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

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

*Professor of Pathology, Bacteriology, and Histology.*

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

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

*Acting Professor of the Bible.*

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

HERBERT M. VANN, B.S., M.A., M.D.,

*Professor of Anatomy.*

B.S., Wake Forest College, 1915; M.A., Wake Forest College, 1916; M.D., Jefferson Medical College, Philadelphia, 1917; Interne, The Methodist Episcopal Hospital, Brooklyn, N. Y., 1917-1918; Medical Reserve Corps, U. S. Army, 1918-1919; Professor of Anatomy, Wake Forest College, 1919.

WALTER F. TAYLOR, B.S., M.A.,

*Associate Professor of Bacteriology and Physiological Chemistry.*

B.S., Wake Forest College, 1916; M.A., *ibid.*, 1917; Instructor in Biology, Wake Forest College, 1916-1917; Bacteriologist and Serologist, U. S. Army, 1917-1918 (Lieutenant Sanitary Corps); Student Yale Army Laboratory School, 1918; Instructor in Physiological Chemistry and Toxicology, Wake Forest College, Spring 1919; Associate Professor of Bacteriology and Physiological Chemistry, Wake Forest College, 1919-1920.

CHARLES A. ROUSE,

*Associate Professor of English.*

Ph.B., University of Chicago, 1910; Professor of English, Simmons College, Abilene, Texas, 1910-1915; A.M., University of Chicago, 1913; Graduate Student, *ibid.*, 1915-1917; Substitute-Instructor in English, University of Colorado, 1917-1918; Instructor in English, University of Illinois, 1918-1919; Associate Professor of English, Wake Forest College, 1919.

ELLIOTT E. EARNSHAW, M.A.,

*Bursar and Secretary, Superintendent of College Hospital.*

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

MRS. ETHEL T. CRITTENDEN,

*Librarian.*

HENRY L. LANGSTON,

*Director of Physical Education.*

ARTHUR P. SLEDD, B.S., M.A.,

*Assistant Professor of Chemistry.*

CHARLES S. BLACK, B. A.,

*Instructor in Chemistry.*

H. T. SHANKS, B.A.

*Instructor in Mathematics.*

R. P. BURNS, B.A.,

*Instructor in Political Science.*

I. K. STAFFORD,

*Instructor in Mathematics.*

PERCY H. WILSON,

*Instructor in French.*

*Assistants:* S. B. WILSON (Biology); R. W. SULLIVAN (Chemistry); G. N. THOMAS (Education); T. E. WALTERS (English); R. C. BROWN (English); E. F. POPE (Physical Culture); A. H. PERRY (Physics); W. M. LOVELACE (Law); H. W. LEE (Physiology); R. T. LILES (Pathology and Bacteriology); W. H. WOODY (Anatomy); R. D. POE (Library); J. R. SHERRILL (Library); T. T. HAMILTON (Library); R. S. AVERITT (Library); W. O. KELLEY (Library); R. K. CHARLES (Library); O. T. GLENN (Library).



### Officers

WILLIAM L. POTEAT, *President.*

EDGAR W. TIMBERLAKE, JR., *Dean.*

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

GEORGE W. PASCHAL, *Examiner.*

CLARENCE D. GRAVES, *Chaplain.*

MRS. ETHEL T. CRITTENDEN, *Librarian.*

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

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

### Committees

#### *Appointments—*

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

#### *Athletics—*

Professors PASCHAL and POTEAT, and Director LANGSTON.

#### *Budget—*

Bursar EARNSHAW and Professors GORRELL and LANNEAU.

#### *Buildings and Grounds—*

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

#### *Degrees—*

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

#### *Examinations—*

Professors JONES, GULLEY, and COCHRAN.

#### *Executive—*

President, Dean, Professors GORRELL and WHITE.

#### *Graduate Studies—*

Professors PEARSON, NOWELL, SLEDD, and Examiner.

#### *Lectures—*

Professors POTEAT, SLEDD, VANN and POOL.

#### *Library—*

Professors PEARSON, PASCHAL, LAKE, and KITCHIN.

#### *Publications—*

Professors SLEDD, TIMBERLAKE, POOL, and Bursar EARNSHAW.

## Catalogue of Students

### GRADUATE

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Black, Charles Spurgeon, B. A. (Wake Forest)	<i>Stanly</i>	4
Blackstock, Clarence Ernest, B.A. (U. of N. C.)	<i>Buncombe</i>	1
Britt, Luther J., B.A. (Wake Forest)	<i>Robeson</i>	5
Burden, Henry Vernon, B.A. (Wake Forest)	<i>Bertie</i>	5
Burns, Robert Paschal, B.A. (Wake Forest)	<i>Person</i>	5
Dawes, Lellon Barnes, B.A. (Wake Forest)	<i>Wilson</i>	5
Eagle, James Carr, B.A. (Wake Forest)	<i>Rowan</i>	5
Floyd, John Hamilton, B.A. (Wake Forest)	<i>Cleveland</i>	4
Franklin, Andrew J., Jr., B.A. (Wake Forest)	<i>Swain</i>	4
McCurry, Charles Myron, B.A. (Wake Forest)	<i>Florence, S. C.</i>	5
Milton, Carl Yeomans, B.A. (Wake Forest)	<i>Stanly</i>	5
Olive, Hubert Ethridge, B.A. (Wake Forest)	<i>Johnston</i>	4
Pool, Frank Kenneth, B.A. (Wake Forest)	<i>Wake</i>	5
Ragland, Carl Howell, B.A. (Wake Forest)	<i>Granville</i>	5
Rudisill, Justus Coyte, B.A. (Lenoir College)	<i>Catawba</i>	1
Shanks, Henry Thomas, B.A. (Wake Forest)	<i>Vance</i>	5
Sowers, Roy Gerodd, B.A., M.A. (Wake Forest)	<i>Davidson</i>	5
Spurling, Lee Spurgeon, B.A. (Wake Forest)	<i>Cleveland</i>	5
Tolar, Marion B., B.A. (Wake Forest)	<i>Brunson, S. C.</i>	5
Ward, Benjamin Thomas, B.A. (Wake Forest)	<i>Perquimans</i>	5
Washburn, George Fred, B.A. (Wake Forest)	<i>Mitchell</i>	5
Woltz, Claude Bernard, B.A. (Univ. of N. C.)	<i>Surry</i>	1

### UNDERGRADUATE

#### Seniors—Class of 1920

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Arledge, Roone	<i>Columbus</i>	4
Banks, Exum Duval	<i>Wake</i>	4
Blackmon, John Morris	<i>Lancaster, S. C.</i>	4
Blanchard, Charles Wingate	<i>Craven</i>	4
Brewer, Henry Clay	<i>Lenoir</i>	4
Bryan, John William, Jr.	<i>Pitt</i>	4
Bunn, Bonnie David	<i>Franklin</i>	4
Camp, William Gaston	<i>Wake</i>	4

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Carswell, Macky Kenion.....	<i>Burke</i> .....	4
Chaplin, Alfred L.....	<i>Tyrrell</i> .....	4
Clark, Levi Spurgeon.....	<i>Buncombe</i> .....	4
Clonts, Forrest William.....	<i>Polk, Fla.</i> .....	3
Cullom, Edward Farmer.....	<i>Wake</i> .....	5
Dawkins, Lester James.....	<i>Anson</i> .....	4
Earp, Guthrie Jack.....	<i>Wake</i> .....	4
Feezor, Forrest Chalmer.....	<i>Davidson</i> .....	4
Fouts, Dover Reece.....	<i>Macon</i> .....	4
Glenn, Onslow Talmage.....	<i>Person</i> .....	4
Glosson, Spurgeon Cade.....	<i>Chatham</i> .....	4
Greaves, Carl Paschal.....	<i>Warren, Ky.</i> .....	3
Green, Jesse Smith.....	<i>Davidson</i> .....	4
Gresham, Newton Ernest.....	<i>Duplin</i> .....	4
Griffin, Raleigh Hiram.....	<i>Northampton</i> .....	4
Hamrick, Charles Raymond.....	<i>Rutherford</i> .....	4
Helms, Henry Arthur.....	<i>Union</i> .....	3
Langston, Henry L.....	<i>Greenville, S. C.</i> .....	3
LeRoy, John Henry, Jr.....	<i>Pasquotank</i> .....	4
Lovelace, William Monroe.....	<i>Cleveland</i> .....	4
Marshall, Roger Powell.....	<i>Wake</i> .....	3
Mitchell, Elton Morgan.....	<i>Franklin</i> .....	4
Morris, B. Ellis.....	<i>Wake</i> .....	4
Pittman, William Gladstone.....	<i>Nansemond, Va.</i> .....	4
Poe, Ralph Durham.....	<i>Wake</i> .....	4
Potts, Erwin Henderson.....	<i>Mecklenburg</i> .....	4
Powers, Hanson Durham.....	<i>Pender</i> .....	3
Price, J. Louis.....	<i>Wilson</i> .....	4
Rhodes, Guy Blaisdell.....	<i>Tyrrell</i> .....	4
Roland, Herrick Milton.....	<i>Yancey</i> .....	3
Smith, Hugh Preston.....	<i>Wake</i> .....	4
Staton, Ennis Calvin.....	<i>Stanly</i> .....	3
Stephens, Alford Pope.....	<i>Columbus</i> .....	3
Sullivan, Roy W.....	<i>Stokes</i> .....	4
Thompson, Hughes Meacham.....	<i>Wake</i> .....	4
Trueblood, Elwyn Judson.....	<i>Pasquotank</i> .....	4
Wiggs, John Clyde.....	<i>Towns, Ga.</i> .....	4
Walters, Tom Edward.....	<i>Guilford</i> .....	3
Warren, Casper Carl.....	<i>Harnett</i> .....	4
Weathers, Curtis Linville.....	<i>Franklin</i> .....	4
West, Bryan Clinton.....	<i>Lenoir</i> .....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Wharton, Clarke Lewis.....	<i>Haywood</i> .....	4
Williams, Wayne William.....	<i>Swain</i> .....	4
Williford, Lonnie Rousseau.....	<i>Cumberland</i> .....	3
Wilson, Percy Hocutt.....	<i>Robeson</i> .....	4
Yearby, Ira Luther.....	<i>Wake</i> .....	4

### Juniors—Class of 1921

Ayers, Sanford Emmett.....	<i>Calhoun, Ala.</i> .....	3
Ballentine, Lynton Yates.....	<i>Wake</i> .....	3
Black, Alfred M.....	<i>Buncombe</i> .....	2
Briggs, Gaither Arcemas.....	<i>Henderson</i> .....	3
Brown, Clarence Fleetwood.....	<i>Anderson, S. C.</i> .....	3
Brown, King David.....	<i>Surry</i> .....	2
Brown, Roy Conrad.....	<i>Henderson</i> .....	2
Crittenden, Christopher .....	<i>Wake</i> .....	5
Crowell, Oscar Bernard.....	<i>Person</i> .....	3
Crutchfield, Kenneth Hume.....	<i>Davidson</i> .....	3
Dorsett, Harry K.....	<i>Chatham</i> .....	3
Draughan, John Palmer.....	<i>Harnett</i> .....	3
Duncan, Herman Henry.....	<i>Johnston</i> .....	3
Everett, James Redding.....	<i>Edgecombe</i> .....	2
Folk, Edgar E.....	<i>Davidson, Tenn.</i> .....	3
Harris, Clyde Peebles, Jr.....	<i>Franklin</i> .....	3
Herring, Ralph Alderman.....	<i>New Hanover</i> .....	3
Hipps, Ferdie Lorenzo.....	<i>Madison</i> .....	3
Hurley, Dan T.....	<i>Randolph</i> .....	3
Kelly, William Olive.....	<i>Wake</i> .....	2
Kesler, James Courtney.....	<i>Davidson</i> .....	3
Maynard, Belvin Womble.....	<i>Nassau, N. Y.</i> .....	3
Mullinax, Burgin Lee.....	<i>Cleveland</i> .....	2
Murray, Elwyn G.....	<i>Duplin</i> .....	3
Nixon, James Richard.....	<i>Chowan</i> .....	3
Norwood, Evan Wilkins.....	<i>Wayne</i> .....	2
Pangle, Thomas Ora.....	<i>Jackson</i> .....	3
Perry, Clarence Cecil.....	<i>Union</i> .....	3
Pope, Elbert Norwood.....	<i>Harnett</i> .....	3
Rankin, Manly Whitfield, Jr.....	<i>Barnwell, S. C.</i> .....	3
Rhodes, Jesse Franklin.....	<i>Catawba</i> .....	3
Sherrill, George Raymond.....	<i>Watauga</i> .....	3
Smith, Arlie R.....	<i>Union</i> .....	3
Stafford, Ivy Kenyon.....	<i>Pasquotank</i> .....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Stephen, Edgar Green.....	<i>Northampton</i>	2
Stroup, Holcomb McClain.....	<i>Mecklenburg</i>	3
Teague, Loyd Washington.....	<i>Alexander</i>	3
Whitehurst, Arthur Renard.....	<i>Pitt</i>	2
Wilson, Chapell.....	<i>Robeson</i>	3
Woodward, Frank Tennyson.....	<i>Davie</i>	3

### Sophomores—Class of 1922

Allen, Carlos Matthew.....	<i>Harnett</i>	2
Allen, Thomas Cheek.....	<i>Mecklenburg, Va.</i>	2
Allsbrook, Ogden Olmstead.....	<i>Horry, S. C.</i>	2
Averitt, Ransom Stringfield.....	<i>Johnston</i>	2
Bain, Terry Reid.....	<i>Sampson</i>	2
Bazemore, Edgar Perry.....	<i>Bertie</i>	2
Beck, Asa Lawrence.....	<i>Buncombe</i>	2
Bell, Berdon Manly.....	<i>Wake</i>	2
Best, DeLeon E.....	<i>Duplin</i>	2
Bowden, Sam Allen, Jr.....	<i>Duplin</i>	2
Boyette, Edgar Thomas.....	<i>Johnston</i>	2
Braswell, Albert Hurley.....	<i>Nash</i>	2
Bristow, E. Burton.....	<i>Marlboro, S. C.</i>	2
Buck, Charles G.....	<i>Yancey</i>	2
Buck, David M., Jr.....	<i>Yancey</i>	2
Burnette, Thad Clarence.....	<i>Buncombe</i>	2
Calton, Aubrey Lolan.....	<i>Cleveland</i>	2
Carlyle, John Bethune.....	<i>Wake</i>	2
Carpenter, Coy Cornelius.....	<i>Wake</i>	2
Council, Esmond Ensley.....	<i>Wake</i>	2
Dawes, Redmond Blanford.....	<i>Wake</i>	2
Dicks, Preston Brooks.....	<i>Barnwell, S. C.</i>	2
Doster, James Thomas, Jr.....	<i>Jefferson, Ala.</i>	2
Edwards, George Loren.....	<i>Pitt</i>	2
Ellis, William Astron.....	<i>Johnston</i>	2
Evans, Winborne Dewey.....	<i>Chowan</i>	2
Falls, Tilden Bryan.....	<i>Cleveland</i>	2
Gaddy, Claude Fisher.....	<i>Union</i>	2
Graham, Thomas Settle, Jr.....	<i>Guilford</i>	2
Graves, Clarence Bate.....	<i>Wake</i>	3
Green, Charles Sylvester.....	<i>Durham</i>	2
Greene, James Young.....	<i>Cleveland</i>	2
Gulley, Julius Paul.....	<i>Nash</i>	3



<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hall, Alton Carlyle.....	<i>Johnston</i> .....	2
Hall, Locksley Samuel.....	<i>Forsyth</i> .....	2
Hamilton, Thomas Tristram, Jr.....	<i>Catawba</i> .....	2
Hamrick, Charles Oren.....	<i>Cleveland</i> .....	2
Harris, Thomas Frederick.....	<i>Rutherford</i> .....	2
Harte, Nelson Norfleet.....	<i>Granville</i> .....	2
Hauser, Oscar H.....	<i>Forsyth</i> .....	2
Hayes, Dallas .....	<i>Robeson</i> .....	2
Hinds, Everett Lee.....	<i>Williamsburg, S. C.</i> ...	2
Hollowell, Asa Baker.....	<i>Bertie</i> .....	1
Hough, Joseph Carl.....	<i>Stanly</i> .....	2
Howard, Charles Barrett.....	<i>Wake</i> .....	2
Howard, John Richard.....	<i>Robeson</i> .....	2
Hudson, Henry Noel.....	<i>Wilson</i> .....	2
Hudson, James Alcus.....	<i>Anson</i> .....	2
Hunter, John Everett.....	<i>Northampton</i> .....	3
Huntley, Benjamin F., Jr.....	<i>Forsyth</i> .....	2
Ingram, Stanton B.....	<i>Calhoun, Ala.</i> .....	2
Israel, Frank Lewis.....	<i>Robeson</i> .....	2
Jones, Junius Linwood.....	<i>Wake</i> .....	3
Kinnett, Albert Daniel.....	<i>Spartanburg, S. C.</i> ...	3
Lee, Ralph Marion.....	<i>Wayne</i> .....	2
McCallum, William Roger.....	<i>Marlboro, S. C.</i> .....	3
McCourry, Landon C.....	<i>Buncombe</i> .....	2
Mallory, Lowry .....	<i>Calhoun, Ala.</i> .....	2
Matthews, Walter Johnson, Jr.....	<i>Scotland</i> .....	2
Medlock, Lawrence Carleton.....	<i>Anderson, S. C.</i> ....	1
Memory, Jasper Livingston, Jr.....	<i>Columbus</i> .....	2
Mills, John Garland, Jr.....	<i>Wake</i> .....	2
Monteith, Hugh Ednie.....	<i>Jackson</i> .....	2
Moore, Truman E.....	<i>Cleveland</i> .....	2
Moore, William Dewey.....	<i>Iredell</i> .....	2
Moses, Talmage Owen.....	<i>Franklin</i> .....	2
Moss, Thomas J.....	<i>Rutherford</i> .....	2
Murray, Jackson Gray.....	<i>Burke</i> .....	3
Neal, William Mills.....	<i>Halifax, Va.</i> .....	2
Nelson, John Raymond.....	<i>Vance</i> .....	2
Newton, Paul Calvin.....	<i>Davidson</i> .....	2
Old, James Young.....	<i>Camden</i> .....	3
Pearce, Warren White.....	<i>Norfolk, Va.</i> .....	2
Pearson, Hugh Oliver.....	<i>Wilson</i> .....	2

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Peele, Curtis Davern.....	<i>Bertie</i> .....	2
Perry, Arch Howell.....	<i>Franklin</i> .....	2
Pollock, Alfred LaFayette.....	<i>Duplin</i> .....	2
Poplin, Raymond Lester.....	<i>Stanly</i> .....	2
Ramseur, David Summy, Jr.....	<i>Cherokee, S. C.</i> .....	2
Riddle, Eugene Neese.....	<i>Alamance</i> .....	2
Roberts, Eugene Leslie.....	<i>Wayne</i> .....	2
Rogers, Alexander Paul.....	<i>Columbus</i> .....	2
Royal, Charles Nixon.....	<i>Sampson</i> .....	2
Simons, John David.....	<i>Bertie</i> .....	2
Slattery, John J.....	<i>Henderson</i> .....	2
Smith, Haddon Brady.....	<i>Mecklenburg</i> .....	2
Smith, Robert Lester.....	<i>Gaston</i> .....	2
Smith, William Grady.....	<i>Mecklenburg</i> .....	2
Smithson, Clyde S.....	<i>Washington</i> .....	2
Sowers, Wade Andrew.....	<i>Davidson</i> .....	2
Stephens, Rex G.....	<i>Wake</i> .....	3
Stephenson, Charles Henry, Jr.....	<i>Wake</i> .....	2
Straughan, John William.....	<i>Chatham</i> .....	2
Stroud, Cecil Nixon.....	<i>Lenoir</i> .....	2
Todd, Nehemiah Jackson.....	<i>Wake</i> .....	2
Wagoner, Jennings Lee.....	<i>Forsyth</i> .....	2
Wall, Fletcher Hobson.....	<i>Davidson</i> .....	2
Ward, William Titus.....	<i>Chowan</i> .....	2
Watson, Duncan McNeill.....	<i>Scotland</i> .....	2
Weathers, Carroll Wayland.....	<i>Wake</i> .....	2
West, Edgar Paul.....	<i>Duplin</i> .....	2
Whitley, Willard W.....	<i>Carteret</i> .....	2
Willis, Elijah Glover.....	<i>Carteret</i> .....	2
Wilson, Horace R.....	<i>Sampson</i> .....	2
Wilson, Ross Bynum.....	<i>Carter, Tenn.</i> .....	2
Wright, George Henry, Jr.....	<i>Wake</i> .....	2

#### Freshman—Class of 1923

Adams, Paul Yates.....	<i>Haywood</i> .....	1
Andrews, Robert Lee.....	<i>Orange</i> .....	1
Austin, William Bennett.....	<i>Anderson, S. C.</i> .....	1
Bailey, Clarence Whitfield.....	<i>Washington</i> .....	1
Barnes, Dempsey .....	<i>Robeson</i> .....	1
Barnes, Tiffany .....	<i>Robeson</i> .....	1
Barton, Eugene Hamilton.....	<i>Anderson</i> .....	1
Bennett, Ernest Claxton.....	<i>Sampson</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Benton, Robert Bunion.....	<i>E. Baton Rouge, La.</i>	1
Berry, Corum Gaither.....	<i>Burke</i>	1
Blackmon, Junius Fulton.....	<i>Harnett</i>	1
Blount, George Wood.....	<i>Wilson</i>	1
Booe, William Bryan.....	<i>Davie</i>	1
Boone, William Joseph.....	<i>Southampton, Va.</i>	1
Bostic, William Chivous, Jr.....	<i>Rutherford</i>	1
Boylin, John Park.....	<i>Anson</i>	1
Bridger, Roy Hynes.....	<i>Bertie</i>	1
Brittain, Marshall Sylvester.....	<i>Catawba</i>	1
Britton, Bernard	<i>Columbus</i>	1
Broughton, Joseph Otis.....	<i>Wake</i>	1
Brown, Camillus Elmo.....	<i>Mecklenburg</i>	1
Brown, James Richard.....	<i>Mecklenburg</i>	1
Brown, William Dexter.....	<i>Anderson, S. C.</i>	1
Browning, Henry Donaldson, Jr.....	<i>Union</i>	1
Bunn, Roger Holmes.....	<i>Wake</i>	2
Burgin, Robert Flemming.....	<i>Chattahooche, Ga.</i>	1
Burns, Augustus Merrimon, Jr.....	<i>Person</i>	1
Byerly, Earlie W.....	<i>Davidson</i>	1
Byrd, William Enoch.....	<i>Wayne</i>	1
Cantrell, John Rowland.....	<i>Wake</i>	1
Carroll, George Davis.....	<i>Mecklenberg</i>	1
Carroll, Stephen Scenter, Jr.....	<i>Florence, S. C.</i>	1
Carswell, Guy Thomas.....	<i>Burke</i>	1
Carter, Foster Piercy.....	<i>Buncombe</i>	1
Cash, Wilbur Joseph.....	<i>Cleveland</i>	1
Castelloe, Dwight M.....	<i>Bertie</i>	1
Chamblee, Hubert Royster.....	<i>Wake</i>	1
Chamblee, Travis B.....	<i>Granville</i>	1
Charles, Edgar Davidson.....	<i>Florence, S. C.</i>	1
Charles, Roland Keith, Jr.....	<i>Florence, S. C.</i>	1
Cheves, Willie Grey.....	<i>Franklin</i>	1
Coley, Gabie Franklin.....	<i>Catawba</i>	1
Crawford, Basil Manly.....	<i>Gates</i>	1
Crowder, Sidney Melvin.....	<i>Rutherford</i>	1
Davis, William Luther, Jr.....	<i>Washington</i>	1
Deaton, Hobart Obie.....	<i>Moore</i>	1
Dempsey, Dancy Spurgeon.....	<i>Bertie</i>	1
DeShazo, Benjamin Willard.....	<i>Johnston</i>	1
Duncan, Bower H.....	<i>Ashe</i>	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Elliott, Edward Sylvester.....	<i>Cleveland</i> .....	1
Evans, Thaddeus Woody.....	<i>Vance</i> .....	1
Faggart, Clyde Leslie.....	<i>Effingham, Ga.</i> .....	1
Galloway, Philip Nutt.....	<i>Surry</i> .....	1
Gardner, Ernest Alvah.....	<i>Cleveland</i> .....	1
Gilbert, Judson Rowland.....	<i>Wake</i> .....	3
Gill, Everett Thomas.....	<i>Wake</i> .....	2
Gill, Irby D.....	<i>Wake</i> .....	2
Gilmore, Clyde Manly.....	<i>Chatham</i> .....	1
Glosson, Jesse A.....	<i>Chatham</i> .....	1
Goode, Cecil C.....	<i>Cleveland</i> .....	1
Greason, Murray Crossley.....	<i>Wake</i> .....	1
Green, Haywood Elbert.....	<i>Martin</i> .....	1
Griffin, James Thomas.....	<i>Nash</i> .....	1
Hamrick, Howard Pinkney.....	<i>Cleveland</i> .....	1
Hamrick, Phacion Vines.....	<i>Cleveland</i> .....	1
Harrell, James Blount.....	<i>Wayne</i> .....	1
Harris, Ollie Augusta.....	<i>Franklin</i> .....	1
Havner, Vance Houston.....	<i>Catawba</i> .....	1
Hawkins, Albert T.....	<i>Anderson, S. C.</i> .....	1
Hawkins, Dan R.....	<i>Rutherford</i> .....	1
Heckman, George Bowers.....	<i>Cumberland, Pa.</i> .....	1
Hedgepeth, Romulus Augustus.....	<i>Robeson</i> .....	1
Hilburn, John Elmer.....	<i>Bladen</i> .....	1
Hobson, Tolbert Francis.....	<i>Duval, Fla.</i> .....	1
Hodge, Richard .....	<i>Wake</i> .....	1
Hogan, Alexander .....	<i>Richmond</i> .....	1
Howell, Vance Cyrus.....	<i>Watauga</i> .....	1
Hunt, Astor .....	<i>Cleveland</i> .....	1
Hunter, Charles Cree.....	<i>Northampton</i> .....	1
Johnson, William Amos.....	<i>Wake</i> .....	1
Johnstone, Clement B.....	<i>New Hanover</i> .....	1
Jones, Edward B.....	<i>Wake</i> .....	1
Jones, William Martin.....	<i>Wake</i> .....	3
Lake, John Caldwell.....	<i>Wake</i> .....	1
Ledbetter, John Clarence.....	<i>Rutherford</i> .....	1
Lee, Early Gaither.....	<i>Lincoln</i> .....	1
Lewis, Francis Adolph.....	<i>Halifax</i> .....	1
Lewis, Joseph Earl.....	<i>Darlington, S. C.</i> .....	1
Lott, Kenneth O'Neal.....	<i>Barnwell, S. C.</i> .....	1
Lovelace, James Lovis.....	<i>Cleveland</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Luther, Martin .....	<i>Cumberland</i> .....	1
Lynch, William Crawford.....	<i>Rutherford</i> .....	1
McDowell, Roy Hendrix.....	<i>Gaston</i> .....	1
Magee, Edwin Drake.....	<i>Wake</i> .....	1
Meigs, John Collie.....	<i>Union</i> .....	1
Mills, Oscar Dewey.....	<i>Chatham</i> .....	1
Mills, Ralph Tyree.....	<i>Chatham</i> .....	1
Mitchell, Luther Carl.....	<i>Anderson, S. C.</i> .....	1
Moore, D. Forrest.....	<i>Cleveland</i> .....	1
Morgan, Francis G.....	<i>Alamance</i> .....	1
Morton, Garret Hobart.....	<i>Stanly</i> .....	1
Moseley, Albert Meredith.....	<i>Wake</i> .....	1
Naylor, Herbert Pulman.....	<i>Sampson</i> .....	1
Nowell, Cecil Holley.....	<i>Bertie</i> .....	1
O'Kelley, Thomas Washington, Jr.....	<i>Wake</i> .....	2
Oldham, Lewis Bayard.....	<i>Chatham</i> .....	1
Page, Walton McArthur.....	<i>Harnett</i> .....	1
Pait, Ippie Clark.....	<i>Bladen</i> .....	1
Parker, James Mayon.....	<i>Hertford</i> .....	1
Parker, Joseph Yates.....	<i>Wake</i> .....	1
Peele, Robert McNair.....	<i>Hoke</i> .....	1
Pinner, Charles Harlan.....	<i>Henderson</i> .....	1
Poole, Charles Glenn.....	<i>Wake</i> .....	2
Pool, James Robert.....	<i>Robeson</i> .....	1
Powers, Frank Poydras, Jr.....	<i>Duplin</i> .....	1
Powers, John F.....	<i>Pender</i> .....	1
Proctor, Thomas Gilmer, Jr.....	<i>Guilford</i> .....	1
Quinn, Aaron Borders.....	<i>Cleveland</i> .....	1
Ragsdale, Forest Wales.....	<i>Alamance</i> .....	1
Ratliffe, Gadye Cox.....	<i>Richmond</i> .....	1
Regester, Rolland Florin.....	<i>Roane, Tenn.</i> .....	1
Riffe, Harold Montgomery.....	<i>Montgomery</i> .....	1
Sanders, William P.....	<i>Johnston</i> .....	1
Sawyer, Jerry .....	<i>Tyrrell</i> .....	1
Slate, Ralph Waldo.....	<i>Stokes</i> .....	1
Smith, Henry Carroll.....	<i>Roane, Tenn.</i> .....	1
Smith, Horace L.....	<i>Burke</i> .....	1
Spivey, Edward Lowell.....	<i>Bertie</i> .....	1
Stephens, William R.....	<i>Cumberland</i> .....	4
Stringfield, Vann Bernard.....	<i>Madison</i> .....	1



<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Tapp, Ralph B.....	<i>Person</i> .....	1
Tayloe, Gordon Bennett.....	<i>Bertie</i> .....	1
Teague, Grover Cleveland.....	<i>Alexander</i> .....	1
Turner, Fred Charles.....	<i>Florence, S. C.</i> .....	1
Underwood, George Dewey.....	<i>Franklin</i> .....	1
Wallace, William R.....	<i>Edgecombe</i> .....	1
Ward, William Thomas.....	<i>Hampton, S. C.</i> .....	1
Washburn, Seaton Max.....	<i>Cleveland</i> .....	1
Weathers, Rupert R.....	<i>Wake</i> .....	1
Wheless, James Albert.....	<i>Franklin</i> .....	1
Whicker, Guy Lorraine.....	<i>Davidson</i> .....	1
Whitley, Alexander Hines, Jr.....	<i>Nash</i> .....	1
Wilde, Sim Ownbey.....	<i>Buncombe</i> .....	2
Williams, Herbert Taylor, Jr.....	<i>Mecklenburg, Va.</i> ....	1
Wilson, Ossie William.....	<i>Yancey</i> .....	1
Young, John Calhoun.....	<i>Buncombe</i> .....	1
Young, James Linwood.....	<i>Florence, S. C.</i> .....	1

### Unclassified Students

Britt, Norley F.....	<i>Robeson</i> .....	1
Cashwell, Charley Hayes.....	<i>Onslow</i> .....	2
Collins, William Keslar.....	<i>Rutherford</i> .....	2
Fogleman, Thomas Walter.....	<i>Guilford</i> .....	2
Graves, Victor Morse.....	<i>Wake</i> .....	1
McGregor, Staley Spurgeon.....	<i>Nash</i> .....	1
Nanney, Thomas Grady.....	<i>Rutherford</i> .....	2
Pickering, Charles Wilson.....	<i>Wake</i> .....	1
Pool, Calvin Parker.....	<i>Wake</i> .....	1

### LAW

#### First Year—Class of 1922

Allen, Thomas Whitmell.....	<i>Wake</i> .....	1
Armstrong, Francis Alton.....	<i>Halifax</i> .....	2
Barnes, Saxe .....	<i>Johnston</i> .....	2
Bennett, Robert Lee.....	<i>Sampson</i> .....	1
Blackwell, Hector Clifton.....	<i>Robeson</i> .....	2
Bradley, Ernest LaFayette.....	<i>Halifax</i> .....	1
Boyette, Mosley Graham.....	<i>Duplin</i> .....	1
Bridger, Levie Clayton.....	<i>Bladen</i> .....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Butler, Lacy McDonald.....	<i>Swain</i> .....	2
Carter, Rufus Roy.....	<i>Wake</i> .....	2
Critcher, Titus Samuel.....	<i>Martin</i> .....	3
Fortune, Charles Merriwether.....	<i>Buncombe</i> .....	1
Fulton, Fitzhugh Lee.....	<i>New Hanover</i> .....	3
Goodson, William Carl.....	<i>Duplin</i> .....	2
Hester, William Fred.....	<i>Robeson</i> .....	1
Holman, Edwin F.....	<i>Wilkes</i> .....	2
Hudson, Isham Barney.....	<i>Sampson</i> .....	2
Ingram, Odie D.....	<i>Guilford</i> .....	1
Jordan, James Floyd.....	<i>Wilkes</i> .....	1
Kearney, Henry Crawford.....	<i>Franklin</i> .....	1
Lewis, David James.....	<i>Pender</i> .....	1
Lewis, Guido M.....	<i>Pender</i> .....	1
Middleton, James G.....	<i>Duplin</i> .....	2
Morgan, Zebulon Vance.....	<i>Union</i> .....	1
Nicholson, William Moore, Jr.....	<i>Cleveland</i> .....	1
Odum, William Henry.....	<i>Beacon, Ga.</i> .....	1
Page, Linton .....	<i>Robeson</i> .....	2
Pearce, Fred Marvin.....	<i>Wake</i> .....	1
Pendergrass, Alva Wesley.....	<i>Elbert, Ga.</i> .....	1
Purser, Phineas Oscar.....	<i>Union</i> .....	1
Rabenhorst, Harry Aldrich.....	<i>E. Baton Rouge, La.</i> ..	3
Rawls, Hal C.....	<i>Bertie</i> .....	1
Rhodes, Hughes Jennings.....	<i>Craven</i> .....	3
Robinson, Conley Eason.....	<i>Cherokee, S. C.</i> .....	2
Shields, Robert Cecil.....	<i>Halifax</i> .....	1
Sledge, Clarence Ferdinand.....	<i>Franklin</i> .....	1
Taylor, James Loyd, Jr.....	<i>Rutherford</i> .....	2
Turner, William Ellis.....	<i>Mecklenburg</i> .....	1
Vann, Aaron Frank.....	<i>Northampton</i> .....	2
West, Paul Caleb.....	<i>Currituck</i> .....	1
Williams, Edwin Thompson.....	<i>Robeson</i> .....	1
Williford, David McHenry.....	<i>Sampson</i> .....	1
Young, Lowry LeRoy.....	<i>Buncombe</i> .....	1

### Second Year—Class of 1921

Austin, Horace Vernon.....	<i>Stanly</i> .....	3
Buie, Clifford Bennette.....	<i>Bladen</i> .....	2
Benthall, Wilton Patrick.....	<i>Northampton</i> .....	3
Bone, Walter James.....	<i>Nash</i> .....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Burgess, John Robert.....	<i>Polk</i> .....	1
Butler, Roscoe C.....	<i>Sampson</i> .....	2
Cannady, Everett H.....	<i>Sampson</i> .....	3
Dickens, Wade Hampton.....	<i>Halifax</i> .....	2
Edwards, William Jordan.....	<i>Halifax</i> .....	2
Felts, William Roy.....	<i>Surry</i> .....	2
Frazier, June Ernest.....	<i>Randolph</i> , .....	2
Gordon, Martin Luther.....	<i>Nash</i> .....	2
Hall, Avalon Evan.....	<i>Forsyth</i> .....	2
Hoge, James Fulton.....	<i>Raleigh, W. Va.</i> .....	2
Lance, Hubert H.....	<i>Buncombe</i> .....	2
McLean, Charles Blount.....	<i>Wilson</i> .....	2
Madry, William Leon.....	<i>Halifax</i> .....	2
Mann, William Marion.....	<i>Halifax</i> .....	2
Marsh, George Alexis, Jr.....	<i>Mecklenburg</i> .....	2
Mauney, Theron Burt.....	<i>Stanly</i> .....	3
Morrison, Thomas Benton.....	<i>Marlboro, S. C.</i> .....	3
Robertson, George Thomas, Jr.....	<i>Vance</i> .....	2
White, Rufus Jennings.....	<i>Northampton</i> .....	3

### Third Year—Class of 1920

Austin, Clarence Moore.....	<i>Mecklenburg</i> .....	3
Banks, Veston C.....	<i>Pamlico</i> .....	3
Brewer, Charles Edward.....	<i>Rockingham</i> .....	4
Bridger, James Albert.....	<i>Bladen</i> .....	3
Britt, Luther J.....	<i>Robeson</i> .....	5
Burns, Robert Paschal.....	<i>Person</i> .....	5
Dawes, Lellon Barnes.....	<i>Wilson</i> .....	5
DeShazo, Charles B.....	<i>Johnston</i> .....	4
Edwards, William McKinley.....	<i>Buncombe</i> .....	3
Johnson, David Bryan.....	<i>Bladen</i> .....	3
McIntyre, Robert Allen.....	<i>Robeson</i> .....	4
Mills, Eugene .....	<i>Wake</i> .....	3
Odom, Archie David.....	<i>Nash</i> .....	5
Odum, John Bunyan.....	<i>Beacon, Ga.</i> .....	3
Olive, Hubert Ethridge.....	<i>Johnston</i> .....	4
Pruette, Shaw McDade.....	<i>Mecklenburg</i> .....	3
Scarboro, Jetter McKinley.....	<i>Mecklenburg</i> .....	3
Spurling, Lee Spurgeon.....	<i>Cleveland</i> .....	5
Taylor, Richard Hardy.....	<i>Greene</i> .....	3
Ward, Benjamin Thomas.....	<i>Perquimans</i> .....	5

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Washburn, George Fred.....	<i>Mitchell</i> .....	5
Watson, Henry Milton.....	<i>Oconee, S. C.</i> .....	3
Wilson, Elbert Ezra.....	<i>Duplin</i> .....	4

### Special Students

Allen, Carlos Matthew.....	<i>Harnett</i> .....	2
Ball, Jesse Griffin, Jr.....	<i>Wake</i> .....	1
Ballentine, Lynton Yates.....	<i>Wake</i> .....	3
Banks, Exum Duval.....	<i>Wake</i> .....	4
Benton, Robert Bunion.....	<i>E. Baton Rouge, La.</i> ..	1
Blackmon, John Morris.....	<i>Lancaster, S. C.</i> .....	4
Blackstock, Clarence Ernest.....	<i>Buncombe</i> .....	1
Blanchard, Charles Wingate.....	<i>Craven</i> .....	4
Booe, William Bryan.....	<i>Davie</i> .....	1
Brewer, Charles Edward.....	<i>Rockingham</i> .....	4
Brown, Clarence Fleetwood.....	<i>Anderson, S. C.</i> .....	3
Burden, Henry Vernon.....	<i>Bertie</i> .....	5
Byerly, Earlie W.....	<i>Davidson</i> .....	1
Camp, William Gaston.....	<i>Wake</i> .....	3
Cash, Wilbur Joseph.....	<i>Cleveland</i> .....	1
Cashwell, Charley Hayes.....	<i>Onslow</i> .....	2
Chamblee, Hubert Royster.....	<i>Wake</i> .....	1
Clonts, Forrest William.....	<i>Polk, Fla.</i> .....	3
Crowell, Oscar Bernard.....	<i>Person</i> .....	3
Crumpler, Perry George.....	<i>Sampson</i> .....	2
Cullom, Edward Farmer.....	<i>Wake</i> .....	5
Dorsett, Harry K.....	<i>Chatham</i> .....	3
Draughan, John Palmer.....	<i>Harnett</i> .....	3
Ellis, William Astron.....	<i>Johnston</i> .....	2
Fogleman, Thomas Walter.....	<i>Guilford</i> .....	2
Fouts, Dover Reese.....	<i>Macon</i> .....	4
Gilbert, Judson Rowland.....	<i>Wake</i> .....	3
Gill, Everett Thomas.....	<i>Wake</i> .....	3
Grady, Charles Howard.....	<i>Johnston</i> .....	1
Graham, Thomas Settle, Jr.....	<i>Guilford</i> .....	2
Green, Jesse Smith.....	<i>Davidson</i> .....	4
Hall, Alton Carlyle.....	<i>Johnston</i> .....	2
Hamrick, Charles Raymond.....	<i>Rutherford</i> .....	4
Hauser, Oscar H.....	<i>Forsyth</i> .....	2
Hipps, Ferdie Lorenzo.....	<i>Madison</i> .....	3
Hollowell, Asa Baker.....	<i>Bertie</i> .....	1
Howell, Willard B.....	<i>Erie, Pa.</i> .....	1
Hunter, Charles Cree.....	<i>Northampton</i> .....	1

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Hunter, John Everett.....	<i>Northampton</i> .....	3
Ingram, Stanton B.....	<i>Calhoun, Ala.</i> .....	2
Jones, Junius Linwood.....	<i>Wake</i> .....	3
Jones, William Martin .....	<i>Wake</i> .....	3
LeRoy, John Henry, Jr.....	<i>Pasquotank</i> .....	4
Lovelace, William Monroe.....	<i>Cleveland</i> .....	4
Mallory, Lowry .....	<i>Calhoun, Ala.</i> .....	2
Moses, Talmage Owen.....	<i>Franklin</i> .....	2
Moss, Thomas J.....	<i>Rutherford</i> .....	2
Newton, Paul Calvin.....	<i>Davidson</i> .....	2
Nowell, Cecil H.....	<i>Bertie</i> .....	1
Pangle, Thomas Ora.....	<i>Jackson</i> .....	3
Poe, Ralph Durham.....	<i>Wake</i> .....	4
Ragland, Carl Howell.....	<i>Granville</i> .....	5
Ragsdale, Forest Wales.....	<i>Alamance</i> .....	1
Rankin, Manly Whitfield, Jr.....	<i>Barnwell, S. C.</i> .....	3
Roland, Herrick Milton.....	<i>Yancey</i> .....	3
Rudisill, Justus Coyte.....	<i>Catawba</i> .....	1
Spivey, Alfred Eugene.....	<i>Bertie</i> .....	1
Stephens, Rex Garland.....	<i>Wake</i> .....	3
Stroud, Cecil Nixon.....	<i>Lenoir</i> .....	2
Trueblood, Elwyn Judson.....	<i>Pasquotank</i> .....	4
Wall, Fletcher Hobson.....	<i>Davidson</i> .....	2
Ward, William Titus.....	<i>Chowan</i> .....	2
Warren, Casper Carl.....	<i>Harnett</i> .....	4
Watkins, Irvine Buford.....	<i>Vance</i> .....	1
Weathers, Curtis Linville.....	<i>Franklin</i> .....	4
West, Edgar Paul.....	<i>Duplin</i> .....	2
Whitley, Willard W.....	<i>Stanly</i> .....	3
Williams, Wayne William.....	<i>Swain</i> .....	4
Wilson, Chapell .....	<i>Robeson</i> .....	3
Woltz, Claude-Bernard.....	<i>Surry</i> .....	1

## MEDICINE

### First Year—Class of 1921

Adams, Edward Everard.....	<i>Cherokee</i> .....	3
Barefoot, Graham Ballard.....	<i>Columbus</i> .....	3
Blackshear, Gill Wyeth.....	<i>Bay, Fla.</i> .....	1
Bowers, Thaddeus Roy, Jr.....	<i>Halifax</i> .....	3
Bundy, John L.....	<i>Marlboro, S. C.</i> .....	3

<i>Name.</i>	<i>Residence.</i>	<i>Session.</i>
Burrows, Dudley Asahel.....	<i>Halifax</i> .....	3
Byrd, William Carey.....	<i>Chatham</i> .....	3
Dodd, Benjamin R.....	<i>Wake</i> .....	3
Duncan, Stacy Allen.....	<i>Cumberland</i> .....	3
Eagle, James Carr.....	<i>Rowan</i> .....	5
Furr, William Charles.....	<i>Wake</i> .....	3
Futrell, Julian Linwood, Jr.....	<i>Northampton</i> .....	5
Grose, Robert Glenn .....	<i>Iredell</i> .....	3
Groves, Robert Burwell.....	<i>Gaston</i> .....	3
Hunt, William Bryce, Jr.....	<i>Davidson</i> .....	3
Jennette, William Carl.....	<i>Wayne</i> .....	1
Outlaw, Jackson Kent.....	<i>Lenoir</i> .....	3
Parker, Alan Phares.....	<i>Wake</i> .....	3
Parker, Herman Richard.....	<i>Halifax</i> .....	3
Pool, Bennette Baucom.....	<i>Johnston</i> .....	3
Rivenbark, Matthews James.....	<i>Wake</i> .....	3
Simpson, Henry Hardy.....	<i>Caswell</i> .....	3
Sowers, Roy Gerodd.....	<i>Davidson</i> .....	5
Thomas, George Norfleet.....	<i>Granville</i> .....	2
Tyson, John Joyner.....	<i>Pitt</i> .....	3
Watkins, William Merritt.....	<i>Wayne</i> .....	3
White, Francis Willard.....	<i>Bertie</i> .....	3
Williams, William Norman.....	<i>Jefferson, Ark.</i> .....	3

### Second Year—Class of 1920

Blackmon, Heyward James.....	<i>Lancaster, S. C.</i> .....	2
Bridger, Dewey Herbert.....	<i>Bladen</i> .....	4
Chaplin, Steenie .....	<i>Tyrrell</i> .....	4
Culler, Baxter Clyde.....	<i>Forsyth</i> .....	2
Lancaster, Forrest Jackson.....	<i>Davidson</i> .....	4
Lee, Harry Wooten.....	<i>Lenoir</i> .....	4
Liles, Royall Thomas.....	<i>Union</i> .....	4
Mitchell, George Cree.....	<i>Wake</i> .....	4
Robbins, John D.....	<i>Nash</i> .....	4
Stout, Philip D.....	<i>Washington, Tenn.</i> ..	4
Tatum, Walter Low.....	<i>Rowan</i> .....	4
Warrick, Luby Albert.....	<i>Wayne</i> .....	4
Wilkinson, Charles Tolbert.....	<i>Wake</i> .....	4
Wilkinson, Robert Watson, Jr.....	<i>Wake</i> .....	4
Woody, William Hobson.....	<i>Person</i> .....	4
Wright, Merrell Paul.....	<i>Wake</i> .....	4
Wyatt, Tyree Cheatham.....	<i>Pitt</i> .....	4



## SUMMER SCHOOL

<i>Name.</i>	<i>Course.</i>	<i>Residence.</i>	<i>Session.</i>
Aiken, John Will.....	Law.....	Catawba.....	1.....
Allen, Joel I., Jr.....	Law.....	Dillon, S. C.....	5.....
Bailey, Carl LeRoy.....	Law.....	Washington.....	4.....
Carlyle, John Bethune.....	Mathematics.....	Wake.....	2.....
Chaplin, Alfred L.....	Spanish, French.....	Tyrrell.....	4.....
Clark, Levi Spurgeon.....	Mathematics.....	Buncombe.....	4.....
Croom, Phinnehas D.....	Law.....	Lenoir.....	3.....
Cullom, Edward Farmer.....	Law.....	Wake.....	5.....
Dodd, Benjamin R.....	Mathematics.....	Wake.....	3.....
Edwards, William McKinley.....	Law.....	Buncombe.....	3.....
Finlater, John Hayward.....	Law.....	Wake.....	1.....
Franklin, Andrew Jackson, Jr.....	Law.....	Swain.....	4.....
Gilbert, Judson Rowland.....	Mathematics.....	Wake.....	3.....
Glenn, Onslow Talmage.....	Law.....	Person.....	4.....
Helms, Henry Arthur.....	French, Spanish.....	Union.....	3.....
Holland, Ravenal Carlisle.....	Law.....	Chowan.....	3.....
Ivey, Walton Bert.....	Law.....	Robeson.....	4.....
Jackson, James Troy.....	Law.....	Cumberland.....	2.....
Jones, John Craige.....	Law.....	Wake.....	3.....
Keller, Walter W.....	Law.....	Shenandoah, Va.....	1.....
Kinnett, Albert Daniel.....	Mathematics.....	Spartanburg, S. C.....	3.....
Lee, Joseph Ira.....	Law.....	Johnston.....	1.....
Leiby, Elias B.....	Law.....	Catawba.....	1.....

Lewis, M. L.	Law	Edgecombe	1
McMillan, Robert LeRoy	Law	Scotland	6
Manuel, James William	Law	Rockingham	1
Milton, Carl Yeomans	Law	Stanly	5
Mitchell, Elton Morgan	Mathematics	Franklin	3
Moose, George Kelly	Law	Cabarrus	1
Nance, Harry Leslie	Law	Forsyth	1
Nettles, Zebulon Vance	Law	Buncombe	1
Odom, Archie David	Law	Nash	3
Privott, Wood	Law	Chowan	6
Sams, Edward Emmett	Law	Wake	1
Scott, Lorenzo	Law	Pender	3
Simons, John David	Mathematics, Spanish	Bertie	2
Stephens, Alford Pope	Mathematics	Columbus	3
Spurling, Lee Spurgeon	Law	Cleveland	5
Sudderth, George Murray	Law	Watanga	1
Thompson, Hughes Meacham	Mathematics	Wake	4
White, William Preston, Jr.	Law	Halifax	3
Williams, Thomas Henry	Law	Watanga	1
Yearby, Ira Luther	Mathematics	Wake	4
Young, Don Columbus	Law	Buncombe	2

457 dead

### Summary

Graduate Student .....	21
Undergraduates:	
Seniors—Class of 1920.....	54
Juniors—Class of 1921.....	41
Sophomore—Class of 1922.....	104
Freshmen—Class of 1923.....	149
Unclassified .....	9
	— 357
Law:	
First Year .....	44
Second Year .....	22
Third Year .....	22
Special Students .....	70
	— 158
Medicine:	
First Year Medicine.....	28
Second Year Medicine.....	17
	— 45
Summer School .....	43
	—
Grand Total .....	581
Names occurring twice.....	47
	—
Total enrolled attendance.....	534

#### RECAPITULATION BY STATES AND FOREIGN COUNTRIES.

North Carolina .....	471
South Carolina .....	31
Alabama .....	4
Virginia .....	6
Georgia .....	7
Arkansas .....	1
Louisiana .....	2
Florida .....	3
Tennessee .....	5
Pennsylvania .....	2
Kentucky .....	1
New York .....	1
	—

## RECAPITULATION OF STUDENTS BY SCHOOLS

SESSION OF 1919-'20

*Individuals Aggregate*

Latin .....	43	43
Greek .....	79	87
English .....	272	277
Modern Languages .....	153	176
Mathematics .....	127	127
Applied Mathematics and Astronomy.....	15	15
Chemistry .....	198	206
Physics .....	58	58
Biology .....	211	211
Philosophy .....	72	72
History .....	111	111
Political Economy .....	71	71
Government .....	22	22
Bible .....	60	91
Education .....	65	70
Physical Culture .....	315	313
Medicine .....	46	46
Law .....	181	355

## Commencement, 1919

### Wednesday Evening, June 11

- 8:30 p. m. The Baccalaureate Sermon.  
REV. JOHN HERMAN RANDALL, D.D., New York City.

### Thursday Morning, June 12

- 11:00 a. m. The Baccalaureate Address.  
REV. JOHN HERMAN RANDALL, D.D., New York City.  
Presentation of Medals.

#### *Euzelian:*

- Thomas Dixon Senior Orator's Medal, to W. E. HONEYCUTT.  
Euzelian Society Orator's Medal, to F. C. FEEZOR.  
Junior Orator's Medal, to A. B. WOOD.  
Sophomore Improvement Medal, to W. M. EDWARDS.  
Freshman Improvement Medal, to R. B. DAWES.

#### *Philomathesian:*

- The John E. White Medal, to J. I. ALLEN.  
The Senior Orator's Medal, to L. J. BRITT.  
Junior Orator's Medal, to L. S. CLARK.  
Sophomore Debater's Medal, to C. P. GREAVES.  
Freshman Improvement Medal, to R. S. AVERITT.

#### *Open to All Students:*

- Hubert A. Royster Scholarship and Athletic Medal, to  
F. A. BLANCHARD.  
Wake Forest Student Essay Medal, to N. E. GRESHAM.  
Wake Forest Student Fiction Medal, to P. Y. JACKSON.

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

- Wake Forest-Baylor Debate, to F. C. FEEZOR, L. J. BRITT,  
and D. T. HURLEY.  
Wake Forest-Randolph-Macon Debate, to I. L. YEARBY,  
B. T. WARD, and A. B. WOOD.  
Wake Forest-Emory and Henry Debate, to R. R. MALLARD,  
O. T. GLENN, and W. E. HONEYCUTT.

**Thursday Afternoon, June 12**

3:30 p. m. Class Day Exercises.

President, W. E. HONEYCUTT; Vice-President,  
R. P. BURNS; Secretary, G. B. NANCE; Treas-  
urer, C. F. LAMBERT; Historian, J. L. SOWERS;  
Orator, J. I. ALLEN, JR.; Poet, S. E. TEAGUE;  
Prophet, W. B. HAIR.

**Thursday Evening, June 12**

8:30 p. m. Alumni Address.

A. T. ROBERTSON, D.D., Louisville, Ky.

Memorial Service.

Alumni Meeting.

**Friday Morning, June 13**

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

L. B. DAWES: "Carry On."

R. P. BURNS: "The Dominion of Man."

R. R. MALLARD: "The Southern Soldier."

W. E. HONEYCUTT: "Guarding the Deposit."

B. T. WARD: "The Unfinished Task."

J. I. ALLEN, JR.: "Woman and the New World."

A. D. Ward Medal presented to

R. R. MALLARD.

Baccalaureate Address.

PRESIDENT WILLIAM LOUIS POTEAT.



## Degrees

## Academic

## MASTER OF ARTS

R. L. HUMBER, JR.	C. E. McBRAYER	JOSEPH PAGE
W. C. POWELL, JR.		R. G. SOWERS

## BACHELOR OF ARTS

J. I. ALLEN, JR.	B. H. HARRILL	E. L. PONDER
B. F. BRAY	G. R. HERRING	W. A. QUEEN
L. J. BRITT	D. E. HILL	W. C. RAINES
ENNIS BRYAN	W. E. HONEYCUTT	G. T. ROGERS
R. P. BURNS	S. F. HUDSON	LONNIE SASSER
R. N. CHILDRESS	E. M. JACKSON	L. S. SPURLING
J. D. COWAN	R. W. JAMES	J. F. STIMSON
L. B. DAWES	C. M. McCURRY, JR.	M. B. TOLAR
J. C. EAGLE	R. R. MALLARD	B. T. WARD
P. L. ELLIOTT	G. B. NANCE	P. E. WHITE
J. H. FLOYD	P. H. NEAL	A. B. WOOD
H. L. GRIFFIN	A. V. NOLAN	

## BACHELOR OF SCIENCE

P. Y. JACKSON	J. R. BRITT
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## BACHELOR OF SCIENCE IN MEDICINE

G. E. BELL	C. F. LAMBERT	J. E. SNOW
F. A. BLANCHARD	J. O. NOLAN	J. L. SOWERS
T. C. BRITT	H. M. PAPAZIAN	B. T. TALLY
J. A. FLEETWOOD	M. A. PITTMAN	S. E. TEAGUE
W. S. HADLEY	F. L. RAY	S. L. WHITEHEAD
W. B. HAIR	C. F. RIDGE	W. H. WHITMORE

## BACHELOR OF LAWS

C. LER. BAILEY	L. T. GIBSON	MAX MEYER
H. J. DAVIS	C. E. GOOCH	JOSEPH PAGE
G. E. EDDINS	N. B. HEDGEPEETH	EARLE PREVETTE
A. J. FRANKLIN, JR.	J. A. JONES	W. F. TATUM

**Honorary***Doctor of Laws*

HON. CLAUDE KITCHIN, Washington, D. C.

*Doctor of Letters*

GAMALIEL BRADFORD, Wellesley Hills, Mass.

PROFESSOR THOMAS H. BRIGGS, New York City.

PROFESSOR A. T. ROBERTSON, Louisville, Ky.

*Doctor of Divinity*

REV. WALTER N. JOHNSON, Raleigh, N. C.

## Society Day, 1919

Society Day, the autumnal celebration of the Philomathesian and Euzelian Literary Societies, occurred on November 3, with the following program :

JUNIOR-SOPHOMORE DEBATE, 2:30 P. M.

W. G. PITTMAN, Eu., *President*.

C. P. GREAVES, Phi., *Secretary*.

QUERY: *Resolved*, That the United States Senate should ratify the Covenant of the League of Nations as proposed in the Treaty of Peace with Germany.

(Any decision of the Senate to be waived.)

*Affirmative:*

R. G. STEPHENS, Phi., Wake County.

H. E. MONTEITH, Eu., Jackson County.

*Negative:*

T. O. PANGLE, Eu., Jackson County.

W. W. PEARCE, Phi., Norfolk, Va.

ORATIONS, 8:00 P. M.

O. T. GLENN, Phi., Person County: "The American Leader."

R. T. LILES, Eu., Union County: "The Present Unrest."

J. B. ODUM, Phi., Robeson County: "Rural Education, the Supreme Need of North Carolina."

E. H. POTTS, Eu., Mecklenburg County: "The American of Tomorrow."

Reception in Gymnasium, 10:00 p. m.

*Marshals:*

H. M. THOMPSON, Eu., *Chief*; C. P. HARRIS, T. J. MOSS.

J. L. JONES, Phi., *Chief*; W. A. ELLIS, H. O. DEATON.

## Anniversary of the Literary Societies, 1920

On February 13 the Literary Societies held their annual celebration with the following program:

DEBATE, 2:30 P. M.

N. E. GRESHAM, Phi., *President*.

C. R. HAMRICK, Eu., *Secretary*.

QUERY: *Resolved*, That Labor through representatives of its own choice should have a voice in the management of Industry.

*Affirmative:*

C. M. AUSTIN, Eu., Mecklenburg County.

A. P. STEPHENS, Phi., Columbus County.

*Negative:*

L. R. WILLIFORD, Phi., Cumberland County.

J. C. KESLER, Eu., Davidson County.

ORATIONS AND RECEPTION, 7:30 P. M.

W. M. EDWARDS, Eu., Buncombe County: "Roosevelt, the American."

I. L. YEARBY, Phi., Wake County: "World Citizenship."

*Marshals:*

H. H. DUNCAN, Phi., *Chief*; C. N. STROUD, A. M. BURNS, JR.

B. E. MORRIS, Eu., *Chief*; J. G. MURRAY, J. F. HOGE.

## SUBJECTS ACCEPTED FOR ADMISSION

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

## Matriculation

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

In matriculating the following order must be observed:

1. Consultation with the Examiner.
2. Payment of fees in the Bursar's office the first day of the term.

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

## Requirements for Admission

Applicants for admission to courses in the College, leading to a degree, must have, in addition to the pre-academic or grammar school studies, four years of high school preparation, or a full equivalent, including all subjects specifically required for entrance in the several courses.

Credit for preparatory work is allowed upon presentation of Certificates of Admission from accredited academies and high schools. These certificates must be duly made out and signed by the proper officials of the schools from which the applicants come, and should show in detail, (1) the text-book used in each subject, (2) the amount completed, (3) the number of weeks spent thereon, (4) the length in minutes of the recitation period, and (5) the mark or grade secured. *Blanks for this purpose will be found inside the front cover of this catalogue.* When the applicant has received his preparation at two or more schools, he must present a certificate from each school. He must see to it that his certificate is full and correct before he presents it, for credits will be allowed only for properly certified work.



Examinations, the scope of which is indicated below, will be required at entrance of all applicants who do not present certificates.

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

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

English, 3 units;

Mathematics, 3 units;

Languages other than English, 4 units;

History, 2 units;

Science, 1 unit;

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

### Conditions

Students are urged to complete their preparation before coming to the College. An applicant with a minimum of 13 units may be admitted to the Freshman Class on condition that he take work to remove his deficiencies before the beginning of his Sophomore year. For this purpose he may use the courses designated by letters in French, German, Greek, and Latin.

For the B.A. degree, except in Group 5, the four units of Language other than English may be Latin; for the B.A. degree, Group 5, two of the units must be Latin and two Modern Languages.

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

### English

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

1. *Grammar and Rhetoric.* One unit.

This course is required for admission into any college class. The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence structure; and familiarity with the elementary principles of rhetoric, including paragraph structure, narration, and description.

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

2. *Reading.* Two units.

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

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

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, and to answer simple questions on the lives of the authors. He should also show some knowledge of the principles underlying the structure of verse and of the play, the essay, and the novel. The form of examination will usually be the writing of a paragraph or two on each of several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

## For 1920-1921

## \*REQUIRED FOR STUDY

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

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

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

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

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

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

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

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

## REQUIRED FOR READING.

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

GROUP I. (Two to be selected.)

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

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

GROUP II. (Two to be selected.)

†Shakespeare's *Merchant of Venice*; Shakespeare's *Midsummer-Night's Dream*; Shakespeare's *As You Like It*; Shakespeare's *Twelfth Night*; Shakespeare's *Henry V*; †Shakespeare's *Julius Cæsar*; Shakespeare's *King John*; Shakespeare's *Richard II*; Shakespeare's *Richard III*; Shakespeare's *Coriolanus*; †Shakespeare's *Macbeth*.

\*Works in italics are preferred.

†If not chosen for study.

## GROUP III. (Two to be selected.)

George Eliot's *Silas Marner*; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Dickens' *Tale of Two Cities*; Stevenson's *Treasure Island*; Swift's *Gulliver's Travels*; Cooper's *Last of the Mohicans*; Defoe's *Robinson Crusoe*. Part I; Hawthorne's *House of the Seven Gables*, *Twice Told Tales*, or *Mosses from an Old Manse*; Thackeray's *Novels*, any one; Mrs. Gaskell's *Cranford*; Malory's *Morte d'Arthur*; Bunyan's *Pilgrim's Progress*, Part I; Frances Burney's *Evelina*; Jane Austen's *Novels*, any one; Miss Mitford's *Our Village*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *The Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's School Days*; Poe's *Selected Tales*; A Collection of *Short Stories* by various writers.

## GROUP IV. (Two to be selected.)

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

## GROUP V. (Two to be selected.)

Goldsmith's *Deserted Village* and *The Traveler*; Coleridge's *Ancient Mariner*, *Christabel*, and *Kubla Khan*; Scott's *Lady of the Lake*; Macaulay's *Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*; Tennyson's *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur*; Browning's *Select Poems*; Arnold's *Sohrab and Rustum* and *The Forsaken Mermaid*; Byron's *Childe Harold*, *Canto III* or *IV*, and *Prisoner of Chillon*; Palgrave's *Golden Treasury* (*First Series*),

Books II and III; Pope's *The Rape of the Lock*; English and Scottish Ballads; Selections from American Poetry; Palgrave's *Golden Treasury* (First Series), Book IV (if not chosen for study).

### Latin

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

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than Cæsar, *Gallic War*, I-IV; Cicero, the orations against Catiline, for the Manilian Law, and for Archias; Vergil, *Æneid*, I-VI.

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

The following credits are given:

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

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

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

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

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

(f) VERGIL.—*Æneid*, five or six books, with prosody, composition, and grammar. The *Bucolics* and the *Georgics* in whole or in

part may be substituted for an equivalent amount of the *Æneid*. 1 complete year, 5 recitations a week. 1 unit.

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

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

## II. Subjects and Scope of the Examinations

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

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

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

### Suggestions Concerning Preparation

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur and should continue throughout the course with sufficient frequency



to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should, finally, be expressed in clear and natural English.

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

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

### Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms, construction and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek I.

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

**Mathematics**1. *Algebra.* 2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binomial theorem.

2. *Geometry.* 1 unit.

Five Books of Plane Geometry.

**Modern Languages***German.* 1 or 2 units.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy German prose and verse. 1 unit.

Second Year. (1) Reading of from 300 to 400 pages of literature in form of stories and plays; (2) grammar and composition continued. 1 unit.

*French.* 1 or 2 units.

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

Second Year. (1) Reading of from 400 to 500 pages of French literature, including readings from Molière, Corneille, and Racine; (2) grammar and composition continued. 1 unit.

*Spanish.* 1 or 2 units.

(1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy Spanish prose. 1 unit.

Second Year. (1) Reading of from 200 to 250 pages of Spanish literature; (2) grammar and composition continued. 1 unit.

### Political Science

*General History.* 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Mediæval and Modern History: Myers' "Mediæval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

*English History.*  $\frac{1}{2}$  unit.

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

*United States History.*  $\frac{1}{2}$  unit.

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

### Science

*Physical Geography.*  $\frac{1}{2}$  unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurry's "New Physical Geography."

*Physiology.*  $\frac{1}{2}$  unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

*Zoölogy.* ½ unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

*Botany.* ½ unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

*Physics.* ½ unit.

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

**Admission to Advanced Standing**

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

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

## Schools

Instruction is given in the following Schools:

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

XII. EDUCATION.

XIII. PHILOSOPHY.

XIV. LAW.

XV. MEDICINE.

1. Anatomy.
2. Physiology and Bio-chemistry.
3. Pathology and Bacteriology.

XVI. PHYSICAL EDUCATION.

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I. SCHOOL OF LATIN LANGUAGE AND LITERATURE.

*Professor H. McN. Poteat.*

*Professor Paschal.*

COURSE A.—Five hours weekly.

VERGIL.—Æneid (Knapp). Grammar and Composition. May be counted towards credits for a degree only when taken in college by students who have offered four units of foreign languages on entrance requirements.

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

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Gildersleeve-Lodge, Latin Composition, Part I; Allen and Greenough's Grammar; original exercises.

LIVY.—Selections (Burton). Fall Term.

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

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

COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Gildersleeve-Lodge, Latin Composition, Part II; Allen and Greenough's Grammar.

TACITUS.—*Germania and Agricola* (Stuart). Fall Term.

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

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

Lectures and papers on Roman Life.

COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with collateral reading.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—See Education and Philosophy 19.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

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

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## II. SCHOOL OF GREEK LANGUAGE AND LITERATURE.

*Professor Royall.*

*Professor Paschal.*

COURSE A.—Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's *Anabasis*. May be counted towards credit for a degree only when taken in college by students who have offered four units of Language on entrance requirements.

COURSE 1.—Five hours weekly. Elective.

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



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

Botsford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

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

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

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

COURSE 3.—Two hours weekly. Elective.

DRAMA.—One drama of Sophocles, one drama of Æschylus, one drama of Euripides, and one drama Aristophanes; lectures on the Drama; Rhythmic and Metric.

ATTIC ORATORS.—Demosthenes, Lysias, and Isocrates.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

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

PLATO.—The Republic—the whole work being carefully read. Ten plays from Æschylus, Sophocles, and Euripides.

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

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

### III. SCHOOL OF MODERN LANGUAGES.

*Professor Gorrell.*

*Instructor Wilson.*

The subjects taught in this School are the German, French, and Spanish languages and literatures. Courses A and B in German, French, and Spanish may be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign language on entrance requirements.

#### **German**

GERMAN A.—Five hours a week in the Fall term.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar. Oral and written exercises.

GERMAN B.—Five hours a week in the Spring term.

READING.—Hewett's German Reader, Schiller's Wilhelm Tell, Goethe's Hermann und Dorothea, Lessing's Minna von Barnhelm.

GERMAN 1.—Five hours a week in the Fall term.

COMPOSITION.—Harris' German Composition.

CLASSICAL LITERATURE.—Lectures on German Literature, followed by extensive readings from the works of Goethe.

GERMAN 2.—Five hours a week in the Spring term.

ADVANCED COMPOSITION.—A study of the works of Schiller, Lessing, Heine, and modern authors.

#### **French**

FRENCH A.—Five hours a week in the Fall term.

GRAMMAR AND COMPOSITION.—Fraser & Squair's French Grammar. Blackboard drill and written exercises.

FRENCH B.—Five hours a week in the Spring term.

GRAMMAR.—Fraser & Squair's French Grammar completed.

READING.—Halévy's L'Abbé Constantin, Dumas' La Tulipe Noire and other stories.

FRENCH 1.—Five hours a week in the Fall Term.

COMPOSITION.—Grandgent's French Composition.

LITERATURE.—Lectures on French Literature and readings in the seventeenth century literature.

FRENCH 2.—Five hours a week in the Spring Term.

COMPOSITION.—Grandgent's French Composition.

LITERATURE.—A study of the principal authors of the eighteenth and nineteenth centuries.

### Spanish

SPANISH A.—Five hours a week in the Fall term.

COMPOSITION.—Hills & Ford's First Spanish Course completed.

SPANISH B.—Five hours a week in the Spring term.

PROSE.—Ernesto Nelson's Spanish-American Reader, Lewis's Spanish Correspondence, Alarcon's Capitan Veneno, Valera's Pepita Jimenez.

SPANISH 1.—Five hours a week in the Fall term.

COMPOSITION.—Whittem and Andrade's Spanish Commercial Correspondence.

Continuation of drill in the writing and speaking of Spanish.

SPANISH 2.—Five hours a week in the Spring term.

Study and practice of Commercial Spanish. Lectures on Spanish Literature. Readings from Cervantes, Galdos, Alarcon, Valera, and other writers.

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### IV. SCHOOL OF ENGLISH.

*Professor Sledd.*

*Associate Professor Rouse.*

Requirements for admission to this department are given on page 43.

*Students admitted on certificate to Course 1, whose work falls below the grade of 80 in the month of September, will be required to take a supplementary course of two hours a week under an instructor until the deficiency is made good.*

COURSE 1.—Three hours a week. Prescribed for the B.A. and the LL.B. degree.

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

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

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

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students admitted to this course on certificate from other institutions, whose work falls below the grade of 80 in the month of September, will be required to take English 1.

SHAKESPEARE.—The first half-session. Critical study of six plays in the classroom. Ten other plays are assigned for private reading and examination. The New Hudson Shakespeare and Neilson and Thorndike's Facts about Shakespeare. A set of Furness' Variorum Edition is accessible to students.

MILTON.—Rapid review of the Minor Poems and their mythology; careful study of the first six books of Paradise Lost, with readings from the remaining books. The Cambridge Milton. A good classical dictionary is necessary. Ten weeks during the second half-session.

WORDSWORTH AND TENNYSON.—During the last ten weeks of the session the Modern Period of English Literature is studied, with special attention to Wordsworth and Tennyson.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2.

FALL TERM.—American Prose Writers, with special study of the Novel and the Short Story.

SPRING TERM.—American Poets, in Page's Chief American Poets.

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

4a.—The purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

THE FALL TERM.—Argumentation. Foster's Argumentation and Debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate. Written and oral exercises with parallel reading in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

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

4b.—This is essentially a course in Higher Composition. An effort is made to develop in the student a sense of style, and to enable him to write not only clearly but with some distinction. The study of masterpieces goes hand in hand with the practice in composition. The best current magazines and newspapers are freely used for material.

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

THE ESSAY.—Bronson's English Essays.

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

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

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

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

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

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

COURSE 6.—Three hours a week. Elective to those who have completed Course 2.

THE FALL TERM.—The Contemporary Drama.

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

## V. SCHOOL OF MATHEMATICS.

*Professor Jones.*

*Professor Lake.*

*Professor Lanneau.*

*Instructor Stafford.*

*Instructor Shanks.*

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. To take this course the student must show that he has completed at least one year's work of Elementary Algebra and one year's work of Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binomial Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

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

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

**COURSE 2.**—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

**FALL TERM.**—Analytic Geometry—Loci, the Line, the Circle, Systems of Coördinates.

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

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

**FALL TERM.**—Differential Calculus.

**SPRING TERM.**—Integral Calculus.

**TEXT-BOOK.**—Osborne's Calculus.

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

**FALL AND SPRING TERMS.**—Advanced Algebra.

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

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## VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY.

*Professor Lanneau.*

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

### THE OBSERVATORY

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



## THE FIELD OUTFIT

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

## THE DRAFTING ROOM

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

COURSE 1.—*Surveying*.—Three hours a week in recitation, the entire session, and four hours a week in field practice. Counting five in the requirements for degree.

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

TEXT-BOOK.—Barton's Plane Surveying.

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

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

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

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

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

To take this course requires familiarity with Mathematics 1 and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the “New Astronomy.” The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Professor’s recently designed apparatus called the Cosmoid.

The aim in this course is—by text, lecture, telescope, and Cosmoid—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

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

REFERENCES.—Young’s General Astronomy, The Nautical Almanac, Langley’s New Astronomy, Moulton’s Introduction to Astronomy, Loomis’s Practical Astronomy.

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## VII. SCHOOL OF CHEMISTRY.

*Professor J. W. Nowell.*

*Asst. Professor A. P. Sledd.*

*Instructor C. S. Black.*

*Assistant R. W. Sullivan.*

### COURSE 1.—*General Inorganic Chemistry.*

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

*Professor Nowell, Mr. Black, Mr. Sledd, Mr. Sullivan.*

### COURSE 2-A.—*Qualitative Analysis.*

This is chiefly a laboratory course. After preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to find by analysis the content of each. Four hours a week, one term.

*Professor Nowell, Mr. Sledd.*

COURSE 2-B.—*Organic Chemistry*.—Course 1 prerequisite.

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

LECTURES.—Two hours a week, both terms.

LABORATORY.—Four hours a week, one term.

*Professor Nowell, Mr. Sledd.*

COURSE 3.—*Quantitative Analysis*.—Courses 1, 2A and 2B pre-requisite.

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

*Professor Nowell.*

COURSE 4.—*Industrial Chemistry*.—A lecture course intended to familiarize the student with various methods of synthesis and analysis in use in industrial laboratories.

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

Two hours a week, both terms.

*Professor Nowell.*

COURSE 5-A.—*Advanced Organic Preparations*.—A laboratory course for special students in chemistry. Stress is laid on the preparation of various intermediates and dyes. Gattermann's *Organic Preparations* is used as a guide.

Eight hours a week, one term.

*Professor Nowell.*

COURSE 5-B.—*Advanced Quantitative Analysis*.—This course is adapted to the aims of each student, but as a rule, Treadwell and Hall's *Quantitative Analysis* is used to direct the work.

Eight hours a week, one term.

*Professor Nowell.*

## VIII. SCHOOL OF BIOLOGY.

*Professor Poteat.*

*Professor Kitchin.*

*Professor Nowell.*

*Associate Professor\**

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

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

*Professor Poteat, Associate Professor \*—*

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

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

*Professor Poteat.*

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

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

*Professor Poteat.*

COURSE 4.—*Physiology and Hygiene.*—Elementary human physiology with so much of Anatomy and Histology as may be necessary; Hygiene, personal and public; plant and ani-

\*To be appointed.

mal parasites, micro-organisms and disease, infection, immunity, cancer, degenerative diseases.

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

*Professor Kitchin.*

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

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

*Professor Nowell.*

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## IX. SCHOOL OF PHYSICS.

*Professor Lake.*

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

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

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

COURSE A.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Credit 4 hours.

This course is preparatory to Course 1. It may be counted on credits for a degree only when taken in college by a student who has not offered Physics on Entrance Requirements. It embraces all the branches of General Physics,—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course.

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

COURSE 1.—Three hours a week for lectures and recitations four hours a week for laboratory work. Credit 5 hours.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1 and Mathematics 1.

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

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## X. SCHOOL OF POLITICAL SCIENCE.

*Professor Pearson.*

*Associate Professor\**

### History

COURSE 1.—*Mediæval and Modern Europe.*—The history of Western Europe from the later Roman Empire to the French Revolution. Note-taking, map-drawing, and a liberal amount of library work are required. Must be taken in the Freshman year by all candidates for the LL.B. de-

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\*To be appointed.

gree and in the Freshman or the Sophomore year by all candidates for the B.A. except the B.A. in Medicine. Prerequisite for other courses in this School. Monday, Wednesday, Friday.

COURSE 1-X.—Europe since the French Revolution, with emphasis upon world problems during the latest period. May be substituted for History I in special cases. Monday, Wednesday, and Friday.

COURSE 2.—*History of the United States*.—A study of the essentials in the founding and evolution of the American Nation. Conducted chiefly by lecture and report. Required for B.A. in Civics. Adapted to advanced students. Tuesday, Thursday, and one other day to be arranged.

COURSE 3.—*Problems in Southern History*.—May be taken only by permission of the instructor. Offers opportunity for practice in research method. Two hours, to be arranged.

### Economics

COURSE 1.—*Principles of Economics*.—An introductory study of the laws of consumption, production, exchange, and distribution of wealth. Required for LL.B. in the second year. Elective for B.A. Prerequisite for Course 2. Recommended to second year students. Monday, Wednesday, Friday.

Announcement of advanced courses will be made later.

### Government

COURSE 1.—*American Government*.—The theory and practice of government, national, state, and local, with some attention to current political events. Required for LL.B. in the third year. Elective for B.A. Monday, Wednesday, Friday.



### Sociology

Elective for B.A. Recommended to Seniors. Tuesday and Thursday.

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## XI. SCHOOL OF THE BIBLE.

*Acting Professor Pool.*

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are five courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this department. Handbooks, maps, and the Library are used, but always with direct reference to the text itself. The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

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

through all the books and linking them together into a unique whole, is followed and studied with as much thoroughness as the time at our disposal will permit.

COURSE 2.—*The New Testament*.—Two hours a week for one year. Elective. The work of this class will be divided into three sections: (1) *Introduction*. The political, social, and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*. The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*. The beginning of Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts and in the Epistles.

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

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

COURSE 5.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper's Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

## XII. SCHOOL OF EDUCATION

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

THOMAS E. COCHRAN, B.Sc., M.A., Th.M., *Professor of Education.*

———, *Professor of Philosophy.\**

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

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

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

C. A. ROUSE, Ph.B., M.A., *Associate Professor of English.*

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

### Aims and Advantages

The School of Education is a professional school which is organized primarily to meet the needs of those who expect to enter the teaching profession. Some of its courses, however, are of a general cultural value to other students.

This School offers distinct professional advantages. Students graduating from the College who have taken a certain number and type of education courses may secure a State certificate without further examination, which entitles them to hold a position as teacher or principal in State-aided high schools. The choice of courses, however, should be made only after consultation with the head of the School of Education.

### Requirements for Admission

Applicants for admission to any of the classes must present fifteen units for unconditioned entrance. These units must so selected as to conform to the requirements for entrance to any of the courses leading to the degree of Bachelor of Arts in the College, as stated on pages 89-90.

### Courses of Instruction

COURSE 1.—*Introduction to Education.*

This course is designed to introduce the student to the main problems and fundamental principles in the field of education. Two hours a week, both terms. Mon., Wed., 2:30.

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\*To be appointed.

COURSE 2.—*General History of Education.*

This course considers the evolution of educational institutions and practices, with special reference to their relationship to present-day education. Two hours a week, first term. Tues., Thurs., 2:30.

COURSE 3.—*History of Education in the United States.*

This course traces the progress of education in the United States. Two hours a week, second term. Tues., Thurs., 2:30.

COURSE 4.—*History of Education in North Carolina.*

This course deals with the current educational problems in North Carolina in the light of their historical development. One hour a week, both terms. Sat., 9:10.

COURSE 5.—*Educational Journal Club.*

The work here consists in round-table conferences and reports on current educational literature. Prerequisite: Sophomore standing and Education 1, or an equivalent. One hour a week, both terms. Time to be arranged.

COURSE 6.—*City School Administration.*

This course is intended to meet the needs of city school superintendents and principals of city high schools. The more important problems of city school administration are studied in their actual settings in so far as this is possible. Prerequisite: Senior standing, with preliminary courses satisfactory to the instructor. Omitted in 1920-21. Two hours a week, both terms. Mon., Thurs., 8:10.

COURSE 7.—*Some Problems of the Rural School.*

This course considers the more important problems confronting the county superintendent and his assistants, and the principals and teachers of rural schools. Prerequisite: Junior standing, with preliminary courses satisfactory to the instructor. Two hours a week, both terms. Mon., Thurs., 8:10.

COURSE 8.—*Principles of Secondary Education.*

The aim of this course is to examine the fundamental principles upon which sound secondary-school procedure is

based. Prerequisite: Education 1, or its equivalent. Two hours a week, first term. Mon., Wed., 1:30.

COURSE 9.—*High-School Organization and Administration.*

This course is devoted to a consideration of the problems of high-school organization and administration, with special attention to those confronting the principals and teachers of North Carolina. Prerequisite: Education 8. Two hours a week, second term. Mon., Wed., 1:30.

COURSE 10.—*Statistical Methods Applied to Education.*

The purpose of this course is to acquaint the student with statistical methods of treating facts. Special emphasis is laid on the application of such methods in the field of education. Two hours a week, first term. Tues., Fri., 8:10.

COURSE 11.—*Educational Legislation.*

This course deals with the formulation of a program of educational legislation, special attention being given to the school law of North Carolina. One hour a week, both terms. Fri., 1:30.

COURSE 12.—*Educational Sociology.*

The object of this course is to acquaint the student with the social and sociological aspects of education. Prerequisite: Junior standing and consent of the instructor. Two hours a week, both terms. Tues., Thurs., 11:10.

COURSE 13.—*The Learning Process.*

The aim of this course is to show the student the most economical methods of studying. Two hours a week, first term. Wed., Sat., 8:10.

COURSE 14.—*The Teaching Process.*

This course treats of those elements which determine the efficiency of the teacher. Prerequisite: Education 1. Two hours a week, second term. Wed., Sat., 8:10.

COURSE 15.—*Intelligence and Efficiency Tests.*

This course is intended to introduce the student to current methods of testing and grading individual intelligence and

efficiency. Prerequisite: Education 1 and Philosophy 1A, or an equivalent. Two hours a week, second term. Tues., Fri., 8:10.

COURSE 16.—*Observation of Teaching.*

This course includes the observation of classroom methods in the local high school and elsewhere, with reports. Prerequisite: Education 1 and consent of the instructor. One hour a week for conference and an average of two for observation throughout the year. Credit, two hours. Conference hour, Fri., 2:30.

COURSE 17.—*Practice Teaching in High-School Subjects.*

In this course each student is required to do at least sixty hours of practice teaching in some high-school subject, his work being under the supervision of an experienced teacher. Application should be made a term in advance. Prerequisite: Education 1, 16, a special methods course in the subject to be taught, and a general average of eighty or better in all academic work. Credit to be arranged.

COURSE 18.—*The Teaching of English in High Schools.*

This course includes a study of content as well as method. Prerequisite: Education 1 and 16, and consent of the instructor. Two hours a week, both terms. Time to be arranged.

COURSE 19.—*The Teaching of Latin in High Schools.*

This course includes a study of both content and method. Prerequisite: Education 1 and 16, and consent of the instructor. Two hours a week, both terms. Tues., Thurs., 9:10.

COURSE 20.—*The Teaching of Mathematics in High Schools.*

In this course subject-matter as well as method are considered. Prerequisite: Education 1 and 16, and consent of the instructor. Two hours a week, both terms. Mon., Wed., 10:10.



## XIII. SCHOOL OF PHILOSOPHY

Professor ——— ———\*

COURSE 1.—*Psychology, Logic, and Ethics.*

This course aims to orient the student in the fields of psychology, logic, and ethics. It is required for the degree of Bachelor of Arts. Prerequisite: Sophomore standing. Three hours a week, both terms. Mon., Wed., Fri., 11:10.

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

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

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

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

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

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

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

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

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\*To be appointed.



## XIV. SCHOOL OF LAW.

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

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

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

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

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

## ADMISSION.

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

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

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

## COURSES OF INSTRUCTION.

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

## FIRST YEAR.

COURSE 1.—Five hours a week.

*Fall Term.*—Blackstone's Commentaries (Lewis), selected cases.

*Spring Term.*—Clark's Criminal Law, Statutory Crimes; Bigelow on Bills, Notes and Cheques; Tiffany on Sales, selected cases.

*Professor Gulley.*

COURSE 2.—Five hours a week.

*Fall Term.*—Clark on Contracts, Mechem's Outlines of Agency, selected cases.

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

*Professor Timberlake.*

COURSE 3.—Five hours a week.

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

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

*Professor White.*

HISTORY 1.—Three hours a week.

*Professor Pearson.*

## SECOND YEAR.

COURSE 4.—Five hours a week.

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

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

*Professor Gulley.*

COURSE 5.—Five hours a week.

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

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

*Professor Timberlake.*

COURSE 6.—Five hours a week.

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

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

*Professor White.*

ECONOMICS 1.—Three hours a week.

*Professor Pearson.*

#### THIRD YEAR.

COURSE 7.—Five hours a week.

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

*Spring Term.*—Childs on Guaranty and Suretyship, Hale on Damages, selected cases.

*Professor White.*

COURSE 8.—Five hours a week.

*Fall Term.*—Minor on Conflict of Laws, Davis' Elements of International Law, selected cases.

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

*Professor Timberlake.*

ENGLISH 1.—Three hours a week.

*Professor Sledd.*

CONSTITUTIONAL GOVERNMENT.—Three hours a week.

*Professor Pearson.*

#### EXAMINATIONS.

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

#### DEGREE OF BACHELOR OF LAWS.

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed the whole work of the School of Law, together with History, Course 1; Economics, Course 1; Constitutional Government; and English, Course 1. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

## PRACTICE COURTS.

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

## THE LIBRARY.

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

## EXPENSES.

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

## SUMMER SCHOOL OF LAW.

The Summer School of Law begins on the eighth day of June, and continues till the Supreme Court examination, August 23d.

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

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

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

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

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

## XIV. SCHOOL OF MEDICINE.

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

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

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

HERBERT M. VANN, B.S., M.A., M.D., *Professor of Anatomy.*

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

W. F. TAYLOR, B.S., M.A., *Associate Professor of Physiological Chemistry and Bacteriology.*

F. J. LANCASTER, *Librarian.*

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

This School undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, which form the pure science foundation of the professional course. These branches are: Anatomy, Physiology, Physiological Chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Embryology, Bacteriology, and Pathology. This work is simply an extension in a special direction of scientific work which the College has done for years.

*Recognition.*—Certificates of recommendation for advanced standing in medical colleges are given to those students only who have completed the Bachelor of Arts in Medicine, or the Bachelor of Arts, and the two-year medical course. Such students are admitted to advanced standing without examina-

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

*Requirements for Admission.*—The requirements for admission to the College are set out at page 41.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent.

*Equipment.*—The School of Medicine is adequately equipped with suitable laboratories, apparatus and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Embryological, Bacteriological, Pathological, Biological, Bio-chemical, Pharmacological, and Toxicological laboratories. Besides these there are private laboratories for the professors.

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

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

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

### Department of Anatomy

*Professor Herbert M. Vann.*

*Assistant R. T. Liles.*

#### FIRST YEAR.

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

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

**TEXT-BOOK.**—Cunningham Text, with Dissectors.

**COURSE 3.**—*Gross Anatomy of the Central Nervous System and Sympathetic System.*—Four hours per week throughout the second term are devoted to this course. Gross sections of brain and cord are distributed among the students and drawings are made by each.

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

**TEXT-BOOK.**—Printins and Arey.

#### SECOND YEAR.

**COURSE 5.**—*Applied Anatomy.*—In this course the student is required to review the anatomy of the entire body from a practical standpoint and to make special dissections of different parts and



study cross-sections of the body through different regions. Three hours per week throughout the entire year.

TEXT-BOOK.—Davis and Woolsey.

COURSE 6.—*Minor Surgery*.—Instruction in bandaging and minor surgery two hours per week throughout the entire year.

TEXT-BOOK.—Stewart and Wharton.

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

### Department of Physiology and Pharmacology

*Professor Kitchin.*

*Associate Professor Taylor.*

*Assistant H. W. Lee.*

#### FIRST YEAR.

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

TEXT-BOOK.—Howell.

#### SECOND YEAR.

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

This course consists of lectures, recitations, and laboratory work. The subjects taken up include the nerve, muscle, digestion, secretion, excretion, metabolism, and nutrition, the central nervous system, and the organs of special sense.

This laboratory course consists of the performance of the important fundamental experiments in physiology. The class works in groups of two, and each group is supplied with necessary apparatus. Each student is required to preserve a record of his experiments and observations in a note-book. This note-book is examined and criticised weekly and constitutes part of the work on which his grade is based. Opportunities are offered for physiological research to those students who are properly equipped. The final examination is both written and practical.

**TEXT-BOOK.**—Howell.

**COURSE 3.**—*Pharmacology.*—A course of lectures and recitations of two hours per week throughout the year. Here, especial emphasis is laid upon the physiological action of drugs and other remedial agents upon the normal organism. Drugs are studied in groups, and thorough observation is made of a given group upon any one of the systems of the body. For example, the circulatory system is reviewed from the viewpoint of the physiologist; then a group of drugs, as digitalis, strophanthus, caffeine, adrenalin, and nitrites, are studied in detail with a view to their pharmacological effect upon the circulation.

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

**TEXT-BOOK.**—Sollmann and Hare.

**LABORATORY MANUAL.**—Sollmann.

**COURSE 4.**—*Pharmacy.*—An elementary course in pharmacy is given, one hour per week through the Spring Term of the second year. Typical pharmacopœial preparations are made, weights and measures, incompatibles, criticism of prescriptions and prescription writing, and the use of official preparations are dealt with. Each member of the class is required to make the important preparations in common use.

**TEXT-BOOK.**—Thornton.

**COURSE 5.**—*Physiological Chemistry.*—Two hours of lecture or recitation and three hours of laboratory work per week during the Spring Term of the second year of the Medical Course. The lectures are devoted to the discussion of the carbohydrates, fats, and proteins; enzymes, and processes of fermentation and digestion; the chemistry of the blood, urine, milk, tissues, and secretions, and the end-products of metabolism.

The laboratory work consists of the qualitative and quantitative examination of the substance treated in the text and lectures.

**COURSE 6.**—*Toxicology.*—Laboratory work; two hours per week through half the spring term. Attention is paid to the definition

and grouping of poisons; the detection of poisons in mixtures; the properties and individual tests for poisons; the importance, properties, and detection of ptomaines.

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

TEXT-BOOK.—Practical Physiological Chemistry, Hawk.

### Department of Pathology and Histology

*Professor Luther T. Buchanan.*

*Assistant W. H. Woody.*

*Assistant T. C. Wyatt.*

COURSE 1.—*Pathology*.—Three hours a week for lectures and three hours laboratory work during the Fall Term and six hours a week for lectures and six hours laboratory work are required during the Spring Term. Written tests given each month.

The course comprises: (a) Lectures and laboratory work in general and special pathology with detailed histological study of all material given out. (b) Lectures on morbid physiology. (c) Lectures and demonstrations in parasitology. (d) Lectures and demonstrations in infection and immunity.

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

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

COURSE 2.—*Histology*.—In the beginning of this course the first six weeks are devoted to microscopic technique. The student is required to secure various tissues and run them through the different processes preparatory to microscopic study, after which the College furnishes histological slides. Two lectures and four hours laboratory throughout the first year of the Medical Course.

TEXT-BOOK.—*Manual of Histology*, Jordan.

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

COURSE 3.—*Physical Diagnosis*.—Two hours weekly throughout the year. Instruction is devoted to the fundamental principles and methods of physical examination, together with special emphasis of the normal subject. Clinical cases are demonstrated during the last half of the session as they arise, particularly diseases of the Respiratory and Cardio-Vascular Systems.

TEXT-BOOK.—*Physical Diagnosis*, DaCosta.

### Department of Bacteriology and Hygiene

*Associate Professor W. F. Taylor.*

*Assistant W. H. Woody.*

COURSE 1.—*Bacteriology*.—During the Fall Term of the second year of the Medical Course three lectures and nine hours of laboratory work a week are devoted to this subject. The lecture course covers the history and scope of bacteriology and the biology of bacteria, with a thorough course in the theories of immunity, its production, and its relation to disease. Much attention is paid to the various serum reactions and technique, and the action of toxins and anti-toxins. All of the important groups of disease causing bacteria are studied by each student individually.

The laboratory work consists of the preparation of the various culture media, the methods of sterilization and disinfection, the cultivation and study of bacteria, and the principles of the various biologic tests and staining procedures. The laboratory course includes the practical application of bacteriology to diagnosis, and each student is required to become familiar with the principles and technique of the various serological reactions, such as the Wassermann, Widal, and other serological reactions.

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

REFERENCE BOOKS.—The standard journals of Bacteriology, Hygiene, and Parasitology on file in the Medical Library; *General Bacteriology*, Jordan; *Pathogenic Microorganisms*, Park-Williams; *Immune Sera*, Bolduan; *Hygiene and Sanitation*, Rosenau; *Principles of Hygiene*, Bergy; *Manual of Practical Hygiene*, Harrington-Richardson; *Bacteriologic Technique*, Eyre.

COURSE 2.—*Hygiene*.—Two hours per week throughout the Fall Term. This course consists of lectures embracing public health; milk, food, and water supply; the control of communicable dis-

eases; vital statistics, and industrial and personal hygiene. Each student will be required to hand in a brief report of a sanitary survey of the town or city in which he lives.

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## XV. SCHOOL OF PHYSICAL EDUCATION.

*Director Langston.*

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

Until the senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner, must register for work in Physical Education. In case of twelve unexcused absences, the student will automatically cease to be a member of the student body.

Absences from class will be excused only when permission is allowed in advance by Dean or Director, or when excuse is granted by the College Physician.

For every unexcused absence from class, 3 points will be deducted from the student's grade, and such an absence can not be made up.

A student whose grade for any term is below 60 will not be given credit for any part of the term's work.

A student who receives a grade between 60 and 70 will be given credit for only one-half of the term's work.

Within two weeks after the opening of every session every student is required to present himself to the College Physicians for medical examination, and report of defects revealed

by this examination will be made to the Dean of the College. Within three weeks after his first matriculation every student is required to present himself to the Director of the Gymnasium for physical examination.

An extra fee of \$1 will be charged for medical and physical examinations after expiration of the above periods.

Students who have not reported for physical and medical examinations will not be allowed to register for class work in the Gymnasium.

CLASSES.—Every day the 5th, 6th, and 7th periods. Special class for advanced work, 4:30 to 5:30. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

## Degrees

The degrees conferred are Bachelor of Arts, Master of Arts, and Bachelor of Laws. Candidates for Bachelor of Arts and Bachelor of Laws must present the fifteen units required for entrance in addition to the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. If a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

### Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have completed the Prescribed Courses and one of the Elective Groups set out below:

#### *Prescribed Courses:*

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

#### One Language of the following:

- French 1 and 2 (5 hrs.)
- German 1 and 2 (5 hrs.)
- Spanish 1 and 2 (5 hrs.)
- Greek 1 (5 hrs.)

#### Two Sciences of the following:

- Chemistry 1 (5 hrs.)
- Physics 1 (5 hrs.)
- Biology 1 (5 hrs.)

Physical Education (3 years)



*Elective Groups:*

## GROUP 1. LETTERS.

Latin 1 (5 hrs.)

Latin 2 or Greek 2 (3 hrs.)

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

English (6 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 2. CIVICS.

Latin 1 (5 hrs.)

Economics 1 (3 hrs.)

Government (3 hrs.)

History 2 (2 hrs.)

Foreign Language or English (3 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 3. MINISTRY.

Latin 1 (5 hrs.)

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Bible 3 (2 hrs.)

Greek 2 (3 hrs.)

Greek 5 (3 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 4. EDUCATION.

Latin 1 (5 hrs.)

Education 1 (3 hrs.)

Education 3 (3 hrs.)

Foreign Language or English (3 hrs.)

Mathematics 2 or Latin 2 or Greek 2 (3 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 5. GENERAL SCIENCE.

German 1 and 2 or French 1 and 2 or Spanish 1 and 2  
(5 hrs.)

Biology 1 or Physics 1 or Chemistry 1 (5 hrs.)

Biology 2 or Biology 3 or Chemistry 2 or Physics 2 (4 hrs.)

Economics 1 (3 hrs.)

Foreign Language (3 hrs.)

Mathematics 2 (3 hrs.)

Electives to make total number of hours offered for degree 64.

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

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

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

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

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

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

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

#### FRESHMAN YEAR.

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

#### SOPHOMORE YEAR.

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

#### JUNIOR YEAR.

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

Elective, 10 to 12 hours.

#### SENIOR YEAR.

Philosophy 1 (3).

Electives to complete course.

**Bachelor of Arts in Medicine**

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

- English 1 (3 hrs.)
- Plane Trigonometry ( $2\frac{1}{2}$  hrs.)
- German B or German 1 or German 2 ( $2\frac{1}{2}$  hrs.)
- French B or French 1 or French 2 ( $2\frac{1}{2}$  hrs.)
- Chemistry 1 (5 hrs.)
- Chemistry 2 (4 hrs.)
- Biology 1 (5 hrs.)
- Biology 2 or Biology 3 ( $2\frac{1}{2}$  hrs.)
- Physics A and one-half of Physics 1 or Physics 1 (5 hrs.)
- Psychology ( $1\frac{1}{2}$  hrs.)
- Anatomy 2 years (14 hrs.)
- Physiology (7 hrs.)
- Histology (4 hrs.)
- Physiological Chemistry (2 hrs.)
- Bacteriology (3 hrs.)
- Pathology (5 hrs.)
- Pharmacology (3 hrs.)
- Toxicology (1 hr.)
- Surgery and Bandaging (1 hr.)
- Physical Diagnosis (1 hr.)
- Embryology (4 hrs.)
- Hygiene (1 hr.)
- Physical Education (3 years)

## Schedule of Medical Classes

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

\*Spring term. †Fall term.

### Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts and completed an additional year's work of not less than fifteen hours a week done in residence. Applicants will be allowed to count on the requirements for this degree only work done after receiving a Bachelor's degree. One-half of this work must be done in one non-professional department or group of kindred departments, and in every instance must be approved beforehand by the Committee on Graduate Studies.

The candidate for the degree must prepare a thesis under the direction of the professor in whose department the major part of his work is done. The subject for this thesis must be submitted and approved not later than October 15, and the thesis must be completed and approved not later than April 15.

### Bachelor of Laws

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree, three periods a week for two years.

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

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

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

#### FRESHMAN YEAR.

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

#### JUNIOR YEAR.

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

#### SENIOR YEAR.

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

## Organization of Classes

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

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

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

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

For admission to the Sophomore Class a student must have removed all entrance conditions and completed without condition not less than 12 hours of work toward a degree.

For admission to the Junior Class a student must have completed without condition 28 hours of work towards a degree.

For admission to the Senior Class the student must have completed without condition 46 hours of work towards a degree.

## Recitations and Examinations

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

Every unexcused absence from a class will count a zero.

Absences are counted from the organization of classes, and absences from classes will be excused only when permission is allowed in advance by the Professor or the Dean. Absences allowed by the Dean or a physician must be certified to the Professor. The certificate of the Dean or a physician will not excuse the student from making up the class work missed in his absence. In a five-hour study three absences in any calendar month will necessitate an examination covering the work of that month. In a study coming less frequently than five times a week two absences will necessitate such an examination. Two tardies will be regarded as equivalent to an absence. Failure to stand any of these examinations will prevent the student from passing on the subject involved.

To pass in any subject the student must make an average grade of 70. Students who make an average of less than 65 on either term's work in subjects which continue throughout the session are not allowed to make up the deficiency by averaging this grade with the other term's work. Students who make below 55 on any subject for any term will be required to take the subject again in class. A student who receives a grade between 55 and 65 on any course, must take a special examination on such work within 60 days after the opening of the next term. Conditions not removed within the specified time shall count as failures, and the student will be required to repeat the course. All conditions must be removed by April 4 of the Senior year.

One special examination will be allowed any student failing to pass any subject, provided, first, that he has not fallen below 55 on the previous trial, and, second, that he present to the Professor the Bursar's receipt for an examination fee of two dollars and fifty cents. If a student fails to pass on this special examination he will be required to take the work in class again. The special examination fee will be



remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

No student is allowed to represent the College in any public function, or as editor of any of the College periodicals, whose daily grade in any class is below 70, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

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

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

In the Summer School no student may take more than one five-hour course, or two three-hour courses. The maximum credit for this work is 6 hours.

## Reports

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

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

## Addresses

On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect two of its members from the Senior Class to deliver original addresses on Society Day. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

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

## Discipline

The discipline of the College is adapted and intended, not for boys, but for young men who have reached such maturity as enables them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among gentlemen. Profanity, gambling in any of its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

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

A student not in good standing is debarred from representing the College in any public function.

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

## Literary Societies

There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night, for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

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

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

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Trustees prohibit all other secret societies in the College, including Greek letter fraternities, local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

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

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

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

Several Medals are offered by the Societies.

*In the Philomathesian Society—*

To the best orator of the Senior class.

To the best orator of the Junior class.

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

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

*In the Euzelian Society—*

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

The Euzelian Medal, to the best orator in the Society.

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

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

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

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

For the best essay.

For the best story.

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

## The Library

MRS. ETHEL TAYLOR CRITTENDEN, *Librarian*

### *Student Assistants*

G. R. SHERRILL ✓

R. D. POE

O. T. GLENN

T. T. HAMILTON ✓

R. E. AVERITT

L. Y. BALLENTINE

W. O. KELLEY

The Library Building contains the stack room, where some 23,000 books are housed, and the reading room, where national and state newspapers and current periodicals are available. This room is also extensively used for class room reference and for debate work.

The Library is a depository for North Carolina and Baptist material, a distinct effort being made to develop research work.

Any books, pamphlets, church records, newspapers, old letters and manuscripts will be gladly accepted.

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

Hight C. Moore, Mrs. W. C. Brewer, Mrs. Frank Chappell, Mrs. Priestly Mangum, Mr. George Wall, Miss Ida Poteat, E. L. Middleton, Dr. Lansing Burrows, G. W. Paschal, W. L. Poteat, G. T. Stephenson, M. D. Haywood, Clarence Poe, H. M. Poteat.

## The Museum

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

## Wake Forest Alumni Association

The objects of the Association are:

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

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

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

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

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

The annual address for 1919 was delivered by Rev. Dr. A. T. Robertson, Louisville, Ky.

The following are the general officers of the Association:

*President*—CLARENCE D. GRAVES.

*Vice-President*—E. W. TIMBERLAKE.

*Secretary and Treasurer*—J. B. TURNER, Wake Forest, N. C.

*Assistant Secretary and Treasurer*—F. K. POOL.

*Orator*—HON. S. M. BRINSON.

*Alternate*—J. B. WEATHERSPOON.

## Athletics

The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least 13 units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an average daily grade of as much as 70 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

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

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

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



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

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

## Publications

The Euzelian and Philomathesian Societies publish a magazine known as *The Wake Forest Student*. It is now in its thirty-sixth volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

*Old Gold and Black* is a weekly publication devoted to the interests and activities of the students.

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

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

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

## Religious Exercises

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

In the case of twelve unexcused absences a student will automatically cease to be a member of the student body.

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

A well organized Baptist church worships every Sunday and holds a prayer meeting every Wednesday evening.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor R. B. White is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets once each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: President, F. C. Feezor; Vice-President, T. C. Wyatt; Recording Secretary, Ralph Poe; Corresponding Secretary, O. T. Glenn; Treasurer, E. H. Potts.

## Ministers

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

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Dr. R. T. Vann, Corresponding Secretary of the Board of Education, Raleigh, N. C., will give all who need it information on this point.

The Professor of the Bible conducts a class each year which studies one of the more important lines of a minister's work. This class meets once a week. Its work is not credited on the requirements for any college degree. The testimony of those who take this work, however, is that it is of value to them both in forming right conceptions of the ministry as such, and in doing the work of a minister while in college.

## Scholarships

The Board of Trustees has established sixty-eight scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his depart-

ment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above. The scholar may be called upon to render such service as the institution may require, the amount not to exceed five hours per week.

## College Expenses

### *Required of all Students—*

Tuition per half-session.....	\$25.00
Matriculation fees per half-session.....	25.00

The matriculation fee includes library, lecture, contingent, athletic,\* hospital, physician's attendance, and all laboratory fees except those in the Department of Medicine. Juniors and Seniors in this department are charged \$12.50 per term of five months for laboratory material. Students who complete their registration on the first or the second day of the term will be allowed a discount of \$5.00 on the matriculation fees.

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

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

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

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

\*The athletic fee admits the student to all intercollegiate contests at Wake Forest.

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license and sign a note for tuition which will be canceled after five years of service in the ministry or in case of death.

## Board and Lodging

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

A number of students make arrangements for club-board-ing. A steward, chosen by each club, buys supplies and keeps accounts. The services of a lady are secured to super-intend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$3.75 to \$4.00 per week.

Furnished rooms, with heat and light, in the old Dormi-tory building are rented, at \$25 for the fall term and \$30 for the spring term, payable in advance—one-half paid by each occupant; in the new Dormitory the price per student for the fall term ranges from \$16 to \$25; for the spring term from \$20 to \$30. A deposit of \$5 is required in advance of each occupant of both the new and the old dormitories and is returned, less any damage done the room or the furniture, after the close of the session.

To these college rooms the following regulations apply:

Students holding rooms at the close of one session may reserve them for the next session by filing a written applica-tion with the Bursar before July 1, but they may not sub-let their rooms, or reserve them for other students.

Rooms may be exchanged only through the Bursar, and no exchanges may be made in April or May.

Vacant rooms will be assigned in the order of application.

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

All dormitory rooms will be inspected periodically and students will be charged for any damage done to the rooms or the furniture. Occupants who create or permit disorder in their rooms, who interfere with the comfort of other students, or who deface or destroy the property, will be dismissed from the building at once.

Tampering with electric lights creates a danger of fire and will not be tolerated.

Where picture moulding is furnished, students will not drive nails, tacks, or pins into the walls.

Application for repairs should be made at the Bursar's office.

## Students' Aid Fund

The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Its purpose is to enlarge the opportunities of ambitious youths; its plan is to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. The maximum amount available is \$30.00 per term. Prospective students are invited to correspond with the treasurer, Dr. J. H. Gorrell, Wake Forest, North Carolina.

## Form of Bequest

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

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



## Schedule of Academic Classes

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



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

## Index

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	PAGE		PAGE
Addresses .....	98	Latin, School of .....	53
Admission, Requirements for..	41	Law, School of .....	76
Aid Fund.....	109	Library .....	101
Alumni Association .....	102	Literary Societies .....	99
Anatomy .....	82	Logic .....	75
Anniversary, 1920 .....	39	Master of Arts, Degree of....	94
Applied Mathematics and As- tronomy .....	61	Mathematics, School of.....	60
Athletics .....	103	Matriculation .....	41
Bachelor of Arts, Degree of... 89		Medicine, School of.....	80
Bachelor of Arts in Medicine..	92	Ministers .....	106
Bachelor of Laws, Degree of..	94	Modern Languages, School of..	56
Bacteriology .....	86	Museum .....	101
Bequest, Form of.....	109	Observatory .....	61
Bible, School of.....	69	Officers of the Faculty.....	14
Biology, School of.....	65	Officers of the Trustees.....	9
Board and Lodging.....	108	Organization of Classes .....	95
Botany .....	65	Pathology .....	85
Buildings .....	6	Pharmacology .....	84
Calendar .....	4	Pharmacy .....	84
Catalogue of Students.....	15	Philosophy .....	75
Chemistry, School of.....	63	Physical Education.....	87
Commencement, 1919 .....	34	Physics, School of.....	66
Committees of Faculty.....	14	Physiological Chemistry .....	84
Committees of the Trustees... 9		Physiology .....	83
Conditions .....	42	Physiology, Elementary .....	65
Constitutional Government ..	68	Political Science, School of... 67	
Degrees .....	89	Psychology .....	75
Degrees Conferred, 1919.....	36	Publications.....	104
Discipline .....	98	Reading Room .....	101
Economics .....	68	Recapitulation by States.....	32
Education, School of.....	71	Recitations .....	95
Embryology .....	77	Religious Exercises .....	104
Endowment .....	6	Reports .....	97
English, School of.....	57	Schedules of Recitations...93,	110
Ethics .....	75	Scholarships.....	106
Eminations .....	95	Schools Classified .....	52
Expenses .....	107	Society Day .....	38
Faculty .....	10	Sociology .....	69
Fees .....	107	Spanish .....	57
French .....	56	Summary of Students.....	32
Geology .....	66	Summer Law School.....	79
German.....	56	Surveying.....	62
Greek, School of.....	54	Toxicology .....	85
Histology .....	85	Trustees .....	8
History .....	67	Tuition.....	107
History of the College.....	5	Y. M. C. A.....	104
Hygiene .....	87	Zoology.....	65
Journalism.....	60		

BULLETIN  
OF  
**WAKE FOREST COLLEGE**



**MIDSUMMER NUMBER**

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## Culture and Progress

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BACCALAUREATE ADDRESS, MAY 28, 1920.

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BY PRESIDENT WILLIAM LOUIS POTEAT.

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*Gentlemen of the Class of 1920:*

You are eager and ready to go, ready in the settled purpose of serving the need of the world, in having determined the form of service you will undertake, in the equipment of self-mastery and developed and trained powers. But I hold you yet a moment in leash to renew our pledges of loyalty to one another and to the great causes which have won our hearts, to visualize the social situation in which you will find your place and task, and to assure you this last time before we separate of the one way out of it, the only law and method of social progress.

In the fundamentals of human life, its essential activities and needs, the modern world is like the ancient. Perhaps the sharpest contrast appears at the point where science gave man control of his environment and precipitated the industrial revolution of the eighteenth and nineteenth centuries. "In the drab surroundings of the workshop, in the silent mystery of the laboratory, began the magic of the new age." Its symbols are steam and electricity. More recently the World War has added a deeper tone to this contrast, extending it inward from the modes of life to moral and intellectual attitudes. We now recognize two phenomena which, in their practical universality, we are justified in calling new. I refer to democracy and internationalism. The world is now nine-tenths democratic, and the United States Senate

and Mexico together present a negligible remainder of a bumptious and exclusive nationalism. All the rest of the world is organized on the basis of international justice and goodwill.

In this new world we are come upon a critical and decisive hour. The situation is electric with anxiety and hope. Society appears a maze of injustice and inequality. A clinging fog magnifies what it does not wholly hide. Over the eastern horizon we descry the wild eyes and shaggy whiskers of social revolution. The blind Sampson of labor seems to be feeling for the pillars which support the social order. The equilibrium of production and consumption is everywhere unsettled. By the applications of science the power of each man to produce goods has been increased fifty-fold, and yet for multitudes of men the most elementary wants remain unsatisfied, and the conditions under which the poor fight the endless battle for bread continue as hard as ever they were. In continental Europe the destruction which wasted at noon-day is followed by the pestilence that walketh in darkness, and we are now authoritatively informed that it will require \$500,000,000 to save from starvation the next few months masses of people stretching from the Baltic to the Black Sea. Habitual restraints are grown lax. The fighting spirit which we built up in all our able-bodied young men refuses to be exorcised overnight on the signing of the armistice. The severity of military discipline is succeeded by the infection of moral license, and an unprecedented crime wave is on all over the world.

But the situation, if critical, is not hopeless. The bottom has not dropped out; it is only leaky. Things are not gone to the eternal bow-wows; they only seem headed that way. We must not give way to panic. There are considerations on

the other side. The problem of industrial unrest, for example, is the same sort of problem as that with which we have long been familiar in the individual case of the discontented business man, the indifferent student, the theological heretic, the egotist, whose abilities do not justify his ambitions, and, while such maladjustments of personal instincts to a repressing environment are troublesome, they must not be allowed unduly to alarm us. Remember, further, that in this very period the social passion has mounted in temperature to a point never reached before. There is such a fact as the public conscience, and the movement toward coöperation in all spheres of life is pronounced and growing. Those lofty steel tentacles at Arlington feeling in the empty air for the movements of the human spirit in far distant climes are a token of the interdependence and comity of man. As a distinguished American has said, "God has made us neighbors, now let justice make us friends."

The problems of human life are all reducible to two—the problem of living and the problem of living together. Inasmuch as every individual life is bound up with every other, these two problems are at bottom one—the problem of living together. Christian and non-Christian, native and alien, white and black, intelligent and ignorant, vigorous and feeble, old and young, generous and grasping, male and female, every one of us absolutely unique, the first and last of a kind—living together in the family, the neighborhood, the state, and the world. Some among us insist that after twenty centuries of Christian history we cannot live together except under the law of the jungle. Might is right. Let the strong rule the weak. It hath been so, it is so now, and shall be so to the end. The ultimate test of strength is war—war of individuals; war of the classes, labor with its votes, capital with its money, the farmer with his products, the



manufacturer and tradesman with their prices; war of the nations—*Deutschland uber alles!* America against the world! This is Prussianism whether it speaks in Berlin or in Washington!

Other students of society take the opposite position. They remember the words of the Master of Men and Times: "One is your teacher and all you are brothers." Men are not apes and tigers, though there are apes and tigers among them. You know the old legend that at times men become wolves and get into their old skins again. There are, indeed, in civilized countries millions of men whose mental and moral equipment places them on a plane with barbarians and savages. It is a long road and a bloody one by which we have traveled from the jungle to New York and Paris, with, I am afraid, not a little plunder of the jungle in our baggage and not a little law of the jungle in our ways. But the jungle is many millenniums behind us. The masses of men know it. Only the hereditary ruling class ignores it and reënacts the battle of the jungle to solidify and extend its power, or in democratic states investors and market seekers in foreign lands capitalize a perfervid nationalism, egging it on to war for purely economic ends. If we must live together at all, we must live together as brothers. This is Christianity.

Society has suffered many things of many physicians and is little bettered. Indeed, the Prussian treatment, the latest applied, well-nigh wrecked it. After the culmination and utter collapse of the anti-Christian method, are we not ready to look frankly about us for another way out? Certainly now, if never before, we have need of the sober and open mind, clear vision, and an aggressive and heroic consecration. Is it the law of social progress that we seek—of progress from bad to good, from good to better, from better to best unwaveringly? Then we stand at the parting of the ways.

The issue goes to the roots of things. If we fall into error, we shall but revive the old antagonism of the classes, renew the old oscillation between progress and barbarism, and struggle painfully up out of the stupid havoc of one war into preparation for another. If we find the truth and give ourselves whole-heartedly to it, we shall become knights of the new order riding forth to redress human wrongs, to correct human abuses, to relieve human sufferings, to forestall the folly and crime of war, to be a living breakwater against the flood of personal and national selfishness which threatens all the higher interests of mankind with destruction, to build the new humanity.

I make no apology for seeking the true law of social progress in the thought of Jesus. He was the greatest social revolutionist in history. His aim was the loftiest, His consecration to it the most absolute, His method the most radical, and, in spite of the misreading, shortcomings and defection of His representatives, His actual achievement is the most far-reaching and permanent. Wherever He appears He speaks the word of emancipation. He launched the largest and most beneficent movement in history. The most important items in the inventory of social progress are His gifts to mankind. The practical results which have followed His teachings everywhere attest His penetration, His wisdom, and His authority in the leadership of the race. He said, "I am the way."

What, then, is the secret and method of Jesus? It is certainly not the method of the Socialists who quote Him. For they ignore the root of moral evil out of which all social mischief grows. They blunder again in supposing that social relations are formal, mechanical, and consequently that the social scheme may be shaken to pieces today and put to rights tomorrow by act of Congress. On the contrary,

social relations are personal relations and therefore moral relations. Accordingly, we shall never get on from industrial competition to coöperation by the Socialist highway, nor settle any of our problems by the Socialist method. It is not new legislation, or a new mechanism of government, or a new social scheme that we require. It is new people. Civilization, says an English cynic, is the disease produced by the effort to build a just society out of rotten material.

The method of Jesus, in Matthew Arnold's phrasing, is the method of inwardness; His secret, the secret of renunciation. He wrote no ideal commonwealth. He left no specifications for the construction of the ideal society. This fact has been misinterpreted as indicating want of interest in the organized life of man. What He did was to set up a new standard. He inspired a new life and trusted it to take its fit embodiment and expression. "All that He required of men wherewith to save them was a cross whereon to die." His redemption of the social unit guarantees the redemption of society. He would achieve social righteousness by the leaven of individual righteousness. According to Him, there can be no sure progress, no permanent social reconstruction in justice and good will apart from individual renewal and the acceptance by us all of the law of the Cross as the law of life. If now, as Bernard Shaw suggests, we give Christianity a trial in our program of social progress, this is what is involved. It will do nothing unless it does this deepest thing—transform the individual life, infect it with the ideal of the Kingdom of Heaven, and train it for the work of the Kingdom. To this program of Christ and this law of Christ your experience, training, and ideals irrevocably commit you.

And now, my brothers, I give you the leash, I release you to your careers. It is a great day for great souls—let little

ones take care!—boundless horizons, gulfs to wash you down. On the stormy coast of northwest France the Breton mariner, when he puts out to sea, prays: “My God, protect me, my ship is so little, Thy ocean so great.” God speed you! God protect you and bring every little ship to port at length.

## Memorial Address

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ON THE PRESENTATION BY THE GRADUATING CLASS OF A MEMORIAL OF THE  
WAKE FOREST MEN WHO DIED IN THE GREAT WAR

---

BY J. W. BAILEY, CLASS OF '93

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It is appropriate and touching that the young men who are now receiving their certificates as graduates of this College, and are about to enter upon their several careers, should have conceived and come now to dedicate a memorial to their fellows who fell in the Great War. The members of this graduating class are but beginning their life's work; those to whom they dedicate this memorial have completed theirs. The living cannot hope to do so well as the dead have done. They could not have made a better beginning than they now make here.

There can be but one intelligent conception of life. It is given to us in trust for service. We must spend it; and when it shall have at length been all paid out, we must take account of it. The account will be tested not by what one may have achieved or accumulated, but how and in what interest he shall have spent it.

By this test we who are living may well envy these who are dead. True, the light of the sun is sweet, and life is dear and beautiful; but who of us, the living, can make sure that in the final accounting of the days that shall be granted unto us, may by any means be enabled to acquit ourselves so well as these who in a short space paid to their Country, to Humanity, and to the cause of God the last full measure of devotion?

These soldiers who died in the great war died, it is true, upon the threshold of life; but, nevertheless, they rendered at once a full life's service, a full life's devotion. In such a matter the element of time is of no account. One moment sufficed to make complete their lives, to finish their work, to discharge their duty. In one moment they did what you and I shall vainly endeavor to do in all the days of our stewardship. Life is a debt due one's country and payable upon demand. These men have paid in full.

It is unnecessary and it is unbecoming to eulogize them. Many words would not add to the simple statement that their Country called them to battle; they went and did not return. They thus performed their full life's task; their full life's mission; they thus discharged their full life's obligation to their Country, to Mankind and to God. You and I may finish our lives; but these to whose memory we dedicate this memorial have completed their lives. Their account is made up; their stewardship fulfilled. All that has been said, or shall be said, of good soldiers, all that has been said or shall be said of patriots—belongs to them. They have entered into the universal glory and honor of brave soldiers and true patriots. Pericles, Lysias, Lycurgus and Lincoln have pronounced their eulogy.

This memorial will speak to the generations of them, and of your fine and beautiful appreciation of them. It will speak to the generations of you and of this College. Our generation will not be without peculiar guarantees against the future. Oblivion has overtaken many generations, but it will not overtake this generation. We have our guarantee in the blood of these men and thousands like them, who proved beyond all question not only to us but to History, that in our time the race was not unworthy of the genus that produced the legions of Rome, the columns of Alex-

ander, the battalions of Napoleon, the armies of Marlboro, and the divisions of Grant, Lee and Jackson. These, whose sacrifice we here commemorate, are a pledge against Time and an offering to History for a witness as to the metal of which we are made.

The Great War was an unspeakable affliction, an indescribable disgrace and horror. But there is one compensation, and I could say that it was all but sufficient. That compensation is the spirit with which our young men responded to its call and the spirit with which they met its ordeals. Nor would I confine this to the young men only. They did not surpass their mothers and fathers. I remember standing in the station beside a father as he was saying good-bye to his soldier-son bound for Europe. In an effort to be comforting I said to the boy, "Go ahead, do your duty, come back, and all will be well." But the father put his hand upon the boy's shoulder and said, "Go ahead, do your duty, and whether you come back or not, all will be well." I do not know that Abraham or Agamemnon surpassed that. I do not conceive that that can be surpassed. Yet this was no singular instance—this was the spirit of America.

There is but one epitaph for the soldier. The ages have determined that. On the monument of Thermopylæ was written—

Tell to Lacedemon, thou that passeth by,  
That, obedient to her laws, here we lie.

These words have survived twenty-five centuries and stand out now above all other inscriptions engraved upon soldiers' monuments because they interpret truly the soldier's justification and the soldier's glory. His life and death are the perfect symbols of obedience to Law—the law of one's country.



As you give your pledge that those of your fellows who died in the Great War shall not be forgotten, but shall be remembered for their obedience to their country, will you not also dedicate yourselves to the meaning of the message? If they did well to die for their country, if they offered up their lives in obedience to her laws, shall you not here take upon you the obligation so to live that at the end the accounting shall not make you ashamed in their presence? Will you not so acquit yourselves that when you meet them again they will greet you as comrades.

# Inauguration of President Chase, University of North Carolina

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April 28, 1920.

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## GREETINGS FROM THE COLLEGES

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BY PRESIDENT WILLIAM LOUIS POTEAT, WAKE FOREST COLLEGE

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An old lesson has been newly learned—unforgettably learned—since 1914. It was written anew in deep-cut, gigantic hieroglyphs across the face of Europe from the English Channel to the Ægean Sea. There has been no need of the excellent wisdom of a Daniel to read the writing and make known the interpretation. Scholar and statesman, prophet and historian, financier and sociologist, all agree in the translation of these ghastly symbols, and this is the writing,—*Education is Destiny*.

The Germany of 1914 with its planetary ambition and its intolerable standards was the product of a scheme of education imposed upon a single generation of Germans. That experiment in national perversion illustrates in tragedy what Treitschke, its patron saint, said fifty years before: "There is no ideal which a living people choose to put before themselves that they have not the power of realizing in history." There appear to be no limitations. What emerges in history was first in education. The whole world knows it now. Even China is preparing for international complications in the light of this lesson. We are reading, for

example, "every boy in every school in China, every girl in every school in China, is pledged to" such and such a policy. Of course, when these boys and girls grow up, such and such a policy will be the policy of the nation. Accordingly, education is a people's most important business. Agriculture, manufactures, trade, transportation, scientific research, politics, are only justified by their wholesome relation to education, by the contribution which they make to the society of the future in providing for the children of the present. Our education is our destiny.

And so, Mr. President, in this deep conviction, the colleges of the Commonwealth salute you today. If they bow beneath their responsibility, it is but the better to fit themselves to its weight. If resources are inadequate, consecration is deep and enthusiasm boundless. They welcome you as a helper, guide, inspirer. They proclaim anew their fellowship with this great institution in building the saner, juster society of tomorrow, the humaner, fairer, happier North Carolina. Our joint obligation does not end on our State boundaries. Together we must labor so to settle in the national mind the spirit of international justice and brotherhood as to make it impossible for a handful of obscurantists ever again to set our great country in a shameful isolation with Mexico against the organized enlightenment and conscience of mankind. We shall all need to be on guard lest institutional loyalty betray us into the practical fallacy of regarding our institutions as ends in themselves, rather than as apparatus and means for the education of all the people. The common task is too sacred and too large for jealousies and the rancor of competition. Competition? A lady standing on the beach quite ready for the surf explained why she did not go in by saying, "Another lady is using the ocean."

We salute you, Mr. President. We felicitate you. We wish for you a career that is great and high in proportion to the breadth of its service. We pledge you to the adventure and romance of finding the way of light in a foggy time and calling after you the strength and hope of young North Carolina.

There lies the port; the vessel puffs her sail;  
There gloom the dark broad seas—  
'Tis not too late to seek a newer world—  
Push off.

## Faculty Personals

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Dr. H. M. Poteat is Professor of Latin in the Summer School of Anderson College, Anderson, S. C. The remainder of the vacation he is spending with his family at Marion, N. C.

Dr. J. H. Gorrell represented the faculty at the Y. M. C. A. conference at Blue Ridge in June.

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

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

Dr. W. R. Cullom will resume his work in the College at the opening of the fall term. He is expecting to remove to Wake Forest early in September. During his absence of two years he has done an important work as general manager of the Seventy-five Million Dollar Campaign. His family are spending the summer at Mars Hill.

Dr. J. B. Turner, Student Pastor of the College, has met the following engagements: Address at Buie's Creek; commencement address at Benson High School, and at Seaboard High School; commencement sermon at High Point High School.

Professor F. K. Pool, since the last issue of THE BULLETIN, met engagements as follows: First Baptist Church, Newbern; Spring Hill Baptist Church; First Church, Wilmington; commencement addresses at Bakersville, Ingleside, Justice,

Siler City; commencement sermons at Wise, Middleburg and Dunn. He attended the Seaside Assembly at Wrightsville June 24-July 2.

Dean E. W. Timberlake, Jr., has met the following engagements: Commencement addresses at Cana High School, Macon High School, Red Oak High School, Henderson High School; Masonic address at Raleigh. He attended the meeting of the North Carolina Bar Association at Asheville, June 28-30.

One of the State Summer Schools for teachers at Cullowhee has been under the direction of Professor T. E. Cochran. At the special meeting of the trustees on July 20 Professor Cochran resigned the position of Professor of Education and Philosophy, which he has held for three years. He has won here many friends, and the warmest of good wishes will attend him. He will be succeeded by Professor H. T. Hunter, B. A. Wake Forest, M. A. Columbia, now of Baylor College.

Dean Thurman D. Kitchin, of the Department of Medicine, published in *The Biblical Recorder*, June 9th, an article in which he suggested the establishment by the Southern Baptist Convention of a School of Medicine, limited to giving the last two years of the medical course, completing the two-year medical course now given in a number of colleges. This scheme would make it possible for the student of medicine to take the entire course under distinctively Christian influence. The proposal is attracting the attention of denominational leaders in the South. Dr. and Mrs. Kitchin are spending some weeks of the vacation at Pen Yan, N. Y.

Dr. Harley Nathan Gould, of West Springfield, Pa., was appointed Professor of Biology by the trustees of the College in special session July 20th. In 1910 he was graduated

B.A. at Allegheny College, 1912-16 Assistant and Fellow in Biology, Princeton University, 1914 M.A. in Biology, Princeton, 1916 Ph.D. in Biology, Princeton. He was temporary instructor in Embryology and Cytology in the University of California 1916-17, Assistant Professor, Department of Anatomy, West Virginia University 1917-18, and the following year had the corresponding position in the University of Pittsburgh. Dr. Gould is in his thirty-third year and unmarried.

Associate Professor William Eugene Speas, of the Department of Physics in Clemson College, was appointed Associate Professor of Physics in Wake Forest College at the special meeting of the trustees in Raleigh, July 20th. After four years of study in Wake Forest Professor Speas spent four years in Johns Hopkins University in the departments of Physics and Mathematics, receiving the Master of Arts degree in Physics in 1913. For two years he was assistant in his subject in that university and completed all the Ph.D. requirements except the thesis work. He has been teaching in Clemson since 1913. The summer of 1919 he spent in special Physics courses in the University of Chicago.

Mr. Cullen B. Gosnell, of Inman, S. C., comes next session to Wake Forest as Assistant Professor in the Department of Political Science. The appointment was made on the 20th of July. Mr. Gosnell is a graduate of Wofford College and has the Master's degree from Vanderbilt University, where he taught two classes in Political Science last session. He is unmarried.

Mr. James Grover Carroll, B.A. '08, Wake Forest, was appointed Assistant Professor of Mathematics July 20th. For a number of years Mr. Carroll was Principal of the



Wingate School. Later he studied Physics and Mathematics in Columbia University, receiving this summer the Master of Arts degree. For one year he taught in Guilford College, last session in Clemson College.

Dean Needham Y. Gulley, of the Law Department, received in the North Carolina primary in June a most flattering vote for the nomination for the office of associate justice of the Supreme Court. It is difficult to think of him in any other position than in the Law chair here, and his students and friends throughout the State are unable to feel greatly grieved that he failed of the nomination.

Professor Edgar H. Henderson, head of the department of English in Coker College, was appointed Associate Professor of English in Wake Forest in June, 1919, with a year's leave in order that he might do additional graduate work in English. He is a native of South Carolina and an M. A. of Furman University. He has taken special courses in English in Harvard University, one in the summer of 1919, the other the present summer. He will take up his work here in association with Dr. Sledd and Associate Professor Charles A. Rouse at the beginning of the next session.

President Poteat's engagements follow: Louisburg, February 8th, Law Enforcement; Atlanta, February 17th, Interracial Committee; Nashville, Tenn., February 19th, Seventy-five Million Campaign Conference; Goldsboro, March 24th, North Carolina Conference for Social Service, President's address, "The Old Method for the New World"; Roanoke, Va., April 18th, two addresses in First Baptist Church; Chapel Hill, April 28th, inauguration of President Chase, address of greeting representing other colleges printed in this issue of *THE BULLETIN*; Creedmoor High School commencement address, May 2d; Greensboro, May 4th, North

Carolina Conference on Education; Washington, D. C., May 10th, Baptist Ministers' Conference, address "Christianity and Culture"; Washington, May 11th, Southern Sociological Conference, address "The Church and Social Service"; Washington, May 12-18, Southern Baptist Convention; Carson-Newman College, May 19th, commencement address; Winston-Salem High School, May 21st, commencement address; Asheville High School, June 4th, commencement address; Asheville, June 4th, address to Kiwanis Club; Ridgecrest, June 9th-14th, seven lectures, "Jesus in Modern Life," to Baptist Student Conference; Blue Ridge, June 15th-24th, course on "Student Standards of Action"; Blue Ridge, June 27th, High School Y. M. C. A. address; Anderson College, S. C., July 13th and 14th, Summer School, three lectures; Monteagle Assembly, Monteagle, Tenn., July 16th, "The Christian Program."

## Among the Alumni

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Wake Forest College furnishes presidents for Wake Forest, Meredith, A. & E., School for the Blind, Oxford, and Chowan colleges in North Carolina, Anderson and Coker colleges in South Carolina, Mercer University in Georgia, and Howard College, Alabama Polytechnic and State School for Deaf in Alabama, besides numerous high school principals in this and other states.

W. R. Chambers, '14, now practicing law in Marion, was married in June to Mrs. Faye Morgan Craig, also of Marion. While a student he was interested in every phase of student life and since then he made rapid strides in his profession. He is also prominently identified with the civic life of the community, having organized a large class of men in the Sunday school and was elected Presidential Elector by the Republican Congressional Convention.

Wheeler Martin, Jr., '11, of Williamston, is the nominee of the Republican Party for Congress in the First District.

Ray Funderburk, '09, was married in June to Miss Ruth Cleveland, of Wake County. Mr. Funderburk was for a short time student secretary at Wake Forest. He is now Superintendent of Public Instruction in Union County.

D1. W. F. Powell, '99, was a visitor here at commencement. The D.D. degree was conferred upon him at the graduation exercises. Few men have been more uniformly successful than he. In his present pastorate at the First Church, Asheville, he preaches to many visitors to the beautiful mountain country and influences the leaders of that entire region. In

the midst of many duties he finds time for service to the youth of the State. He was speaker at large for every Liberty Loan campaign. The Government voted him a medal for conspicuous service. Loyalty to Wake Forest is a passion with him.

Dr. W. L. Poteat, B.A. '77; M.A. '89, has completed his fifteenth year as President of Wake Forest College. During this time he has set before the young men ideals that make for Christian citizenship and service. The only criticism that we have heard of his administration by those immediately concerned is that he cannot be in more than one place at one time. There are numerous and persistent calls for his services outside, while at the College we want him all the time. (*Statement by G. W. Paschal*).

Dr. N. B. Broughton, B.A. '11, will open offices in Raleigh for the practice of medicine August 1st. Dr. Broughton has just returned from Philadelphia where he has spent several months in special work at the St. Christopher's Children's Hospital, following an internship in the Methodist Episcopal General Hospital of Philadelphia. He will engage in general practice and later specialize in children's diseases.

Mr. A. K. Powers, prominent attorney of Sanford, Fla., died June 23d in a Wilmington hospital as a result of gunshot wounds received June 19th. Mr. Powers was fatally wounded at the hands of an uncle, Ben Frank Faison, who lived with the family of the mother of the deceased, and had been deranged for some time.

Dr. J. B. Turner, B.A. '07, who has been student secretary and alumni representative for the past year, offered his resignation at the recent commencement to accept the pastorate of the Immanuel Baptist Church at Greenville, N. C.

He did a memorable work among the boys last year in inspiring them to higher levels of living. It is a joy to know that he remains in the State, and retains his practical interest in the College.

The Alumni at their annual meeting during commencement showed a gratifying spirit of loyalty and of progress. For the first time they have a man who will give his entire time to the work among the Alumni. The possibilities of that work have not been realized heretofore. It is hoped to have an active Alumni Association in every county in the State to see that Wake Forest is put before the people. The Alumni propose as one of their primary objects "To foster and extend throughout North Carolina the spirit of education" Already they have taken definite steps to maintain proper coaching for the athletic teams and to complete the athletic field. Thus an important movement under competent leadership is being advanced. Men of Wake Forest! Can we afford to stand idly by while this opportunity flings its gauntlet at our feet? F. K. Pool, who has held the Chair of Bible during the absence of Dr. Cullom, was unanimously selected to conduct this important work. Mr. Pool has since resigned to take the professorship of the Bible in Furman University, and Rev. Trela D. Collins, of Louisburg, has accepted as his successor.

The Alumni of Wadesboro and Rockingham show a loyal spirit and a fine example in providing the funds to employ a coach for baseball and basketball for the past session. Such things develop college spirit and make for better athletics. Manifest interest of the Alumni in athletics is a great and permanent contribution to the future welfare of the College.

In the death of John C. Dockery, '95-'97, at his home in Rockingham last winter, the College loses one of its most loyal supporters. He had been quite successful in business and was a large planter and interested in several industrial enterprises.

There were forty Wake Forest Alumni in the Theological Seminary at Louisville last year, a larger representation than was there from any other college, the next highest representation being 21 from Richmond College. Of these fourteen were Seniors.

Dr. Henry Conrad, M.A. '13, died on January 29th at South Bend, Ind. He was interested in all phases of college activities as a student, distinguishing himself in English. He had acquired a wide reputation by his knowledge of diseases of the heart. His future seemed most promising. He was married in October, 1918, to Miss Hally Hester, of Tryon, N. C.

Hon. E. F. Aydlett, M.A. '79, of Elizabeth City, has been appointed District Attorney for the Eastern District of North Carolina. Mr. Aydlett has for a number of years been one of the leading lawyers of his section, and prominently identified in the work of the denomination. He continues loyal to the College and has served as President of the Board of Trustees.

## Record

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The following members of the Wake Forest Law Class successfully passed the examination in January, and received their license to practice law from the Supreme Court of North Carolina: L. J. Britt, C. E. Brewer, C. E. Blackstock, E. D. Banks, V. C. Banks, P. G. Crumpler, L. B. Dawes, C. B. DeShazo, O. T. Glenn, D. R. Fouts, D. B. Johnson, I. B. Hudson, J. H. LeRoy, W. M. Lovelace, W. M. Mann, H. E. Olive, G. T. Robertson, J. C. Rudisill, A. E. Spivey, C. H. Ragland, H. M. Watson, G. F. Washburn, E. E. Wilson, C. B. Waltz, I. B. Watkins. Only one applicant from the Wake Forest class failed.

Dr. Samuel J. Porter, of Oklahoma City, preached a series of sermons in the College chapel in the morning and in the church in the evening, March 26th-31st

Ernest Thompson Seton gave a lecture in the College chapel the evening of February 12th, and a talk to the Biology Class in the afternoon.

The Summer Law School opened on June 8th. One course is being conducted by Dean Gulley. Course 2 will be conducted by Professor White until July 12th. From July 12th to the Supreme Court examination, August 23d, it will be conducted by Professor Timberlake. The present enrollment is thirty-four.

The fourth interscholastic declamation contest was held in Wake Forest on March 15th, the preliminary elimination contests being held on the preceding day. About thirty representatives from the various high schools in the State entered



the contest. The purpose of the interscholastic declamation contests is to bring the College into a closer relationship with the high schools of the State.

Mr. J. R. Gullede, Library Specialist, is engaged in re-cataloguing the College Library. He is doing fine work, and the Library will be henceforth more useful than it has ever been. It is to be distinctly enlarged also. Mr. Harold E. Porter ("Hallsworthy Hall") has contributed this summer 500 volumes to the Department of English Literature, and considerable purchases are to be made at once.

Wake Forest met two other colleges this spring in inter-collegiate debate: Baylor University and Colgate University. Our representatives against Baylor, May 7th, were, at Waco, Texas, Mr. I. L. Yearby and Mr. C. M. Austin; at Wake Forest, Mr. W. M. Edwards and Mr. L. R. Williford, with Mr. D. T. Hurley as alternate. Against Colgate, at Washington, May 11th, we sent Mr. F. C. Feezor and Mr. E. D. Banks, with Mr. B. E. Morris as alternate. Wake Forest lost both the Baylor meets, but won unanimously against Colgate.

The Philomathesian and Euzelian literary societies celebrated their anniversary on February 13th. The annual debate occurred at 2:30 P. M., N. E. Gresham, Phi., President, and C. R. Hamrick, Eu., Secretary. The query for debate was, "*Resolved*, That labor through representatives of its own choice should have a voice in the management of industry." C. M. Austin, Eu., and A. P. Stephens, Phi., upheld the affirmative side of the question, and L. R. Williford, Phi., and J. C. Kesler, Eu., defended the negative. The judges decided in favor of the negative. The orations at 7:30 P. M., were delivered by W. M. Edwards, Eu., on the subject, "Roosevelt, the American," and I. L. Yearby, Phi.,

on the subject, "World Citizenship." Following the orations, an informal reception was held in the society halls. The marshals for the occasion were H. H. Duncan, Phi., Chief; C. N. Stroud and A. M. Burns; B. E. Morris, Eu., Chief; F. G. Murray and J. F. Hoge.

## Commencement, 1920

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The eighty-fifth commencement of Wake Forest College was held May 28th-30th, being opened Wednesday evening with the baccalaureate sermon by Dr. A. C. Dixon. On Thursday morning at 11 o'clock the medals, won during the year by members of the literary societies, were presented by President Poteat. After the presentation of medals, the annual literary address was delivered by Dr. A. C. Dixon. The Senior Class exercises were held in the afternoon, and the Alumni meeting Thursday night followed the Alumni address by Hon. S. M. Brinson of Newbern, Congressman from Third District of North Carolina. The concluding exercises on Friday were begun with the contest for the A. D. Ward medal, presented to the best orator in the Senior Class, and the session came to a close with the conferring of the Honorary and Academic degrees and the baccalaureate address, by President Poteat. A feature of special interest the presentation to the College, by the Senior Class, of a monument to the Wake Forest men who made the supreme sacrifice in the World War. The presentation address was made by Hon. J. W. Bailey, of Raleigh.

The honorary degrees conferred were as follows: LL.D., President Harry W. Chase, of the University of North Carolina; Hon. Edwin Yates Webb, U. S. District Judge for the Western District of North Carolina; D.D., Rev. W. F. Powell, of Asheville; Rev. J. Clyde Turner, of Greensboro, N. C.

Those receiving Academic degrees were:

**MASTER OF ARTS**

C. S. BLACK	C. M. MCCURRY
H. V. BURDEN	F. K. POOL
J. H. FLOYD	H. T. SHANKS
C. Y. MILTON	M. B. TOLAR

**BACHELOR OF ARTS**

R. ARLEDGE	S. C. GLOSSON	H. M. ROLAND
E. D. BANKS	C. P. GREAVES	H. P. SMITH
J. M. BLACKMON	J. S. GREEN	E. C. STATON
C. W. BLANCHARD, JR.	N. E. GRESHAM	A. P. STEPHENS
C. E. BREWER	R. H. GRIFFIN	R. W. SULLIVAN
H. C. BREWER	C. R. HAMRICK	L. W. TEAGUE
J. W. BRYAN, JR.	H. A. HELMES	H. M. THOMPSON
B. D. BUNN	J. M. HERNDON	E. J. TRUEBLOOD
W. G. CAMP	H. L. LANGSTON	C. TWIGGS
M. K. CARSWELL	J. H. LEROY, JR.	T. E. WALTERS
A. CHAPLIN	W. M. LOVELACE	C. C. WARREN
L. S. CLARK	R. P. MARSHALL	C. L. WEATHERS
W. E. CLARK, JR.	E. M. MITCHELL	B. C. WEST
F. W. CLONTS	B. E. MORRIS	C. L. WHARTON
E. F. CULLOM	W. G. PITTMAN	W. W. WILLIAMS
LESTER J. DAWKINS	R. D. POE	L. R. WILLIFORD
G. J. EARP	E. H. POTTS	C. WILSON
F. C. FEZOR	H. D. POWERS	P. H. WILSON
D. R. FOUTS	J. L. PRICE	I. L. YEARBY
O. T. GLENN	G. B. RHODES	

**BACHELOR OF ARTS IN MEDICINE**

H. J. BLACKMON	H. W. LEE	C. T. WILKINSON
D. H. BRIDGER	R. T. LILES	R. W. WILKINSON, JR.
S. CHAPLIN	P. D. STOUT	W. H. WOODY
B. C. CULLER	W. L. TATUM	T. C. WYATT
F. J. LANCASTER	L. A. WARWICK	

**BACHELOR OF LAWS**

J. I. ALLEN, JR.	D. B. JOHNSON	J. M. SCARBOROUGH
C. M. AUSTIN	E. MILLS	L. S. SPURLING
L. J. BRITT	R. A. MCINTYRE	R. H. TAYLOR
R. P. BURNS	A. D. ODOM	B. T. WARD
L. B. DAWES	J. B. ODUM	G. F. WASHBURN
C. B. DESHAZO	H. E. OLIVE	E. E. WILSON
MCKINLEY EDWARDS	S. M. PRUETTE	

The graduation exercises, and the Session of 1919-20, were closed with the benediction by Dr. W. N. Johnson, of Raleigh.

At a special meeting of the trustees, July 20th, degrees to following gentlemen were authorized upon recommendation of the Faculty: B.A., Mr. C. F. Hudson; B.A., in Medicine, Mr. M. P. Wright; LL.B., Mr. J. H. LeRoy, Jr., and Mr. L. Scott.

## Announcements

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North Carolina is entitled to two Rhodes scholars, one to go into residence January, 1921, the other October, 1921. Both will be elected the coming fall. Wake Forest men who are interested should write President Poteat.

Session 1920-21 begins on the 7th September. That day is set apart for the registration of students. Class work begins the next day. Applications for admission should be in the hands of the College Examiner by August 20th. Students who complete their registration on the first or the second day of the term are allowed a discount of \$5.00 on the matriculation fees.

The new session will open with important additions to the equipment and teaching body of the College. The Library is in process of being recatalogued and, beside other volumes, 500 works of fiction, the gift of Mr. H. E. Porter ("Halls-worthy Hall") have been received already. Five new recitation rooms will be available with a new equipment of tablet chairs. Instead of two men in the Department of English, as last year, there will be three. There will be a new Professor of Biology, an Assistant Professor of Mathematics, an Assistant Professor of Political Science, an Associate Professor of Physics, an Associate Professor of Modern Languages, a Professor of Philosophy and a second Professor of Chemistry. Notable improvements in the Department of Medicine are in process. There will be an additional man teaching in the department. The chemistry building, Lea

Laboratory, will have two wings added to accomodate the large classes. The College will be in better shape to serve its constituency than ever before in its history.

The General Education Board of New York City has made a gift of \$100,000 toward \$300,000 to provide an endowment the income of which will be used for the maintenance in perpetuity of the recent twenty per cent increase of professors' salaries in Wake Forest College.

The department of Political Science makes the following announcement supplementary to the announcement of the current Catalogue:

*History 1 X.*—Europe (chiefly) from the Napoleonic Wars. May be substituted for History 1 by special permission of instructor. First period, Monday, Wednesday, Friday.

*Economics 2.*—First term, Trade Unionism. Second term, Finance.

*Government.*—An additional section will be formed, if necessary.

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



**AUTUMN NUMBER**

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## Fraternities in Baptist Colleges

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PRESIDENT W. L. POTEAT, WAKE FOREST COLLEGE

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The first Greek letter fraternity, the Phi Beta Kappa, was organized in 1776 at William and Mary. In 1780 a chapter of the same fraternity was established in Yale and the year following in Harvard. It was not until 1817 that another chapter was organized in Union College, where in 1825 the first Kappa Alpha fraternity was organized. In 1826 an event occurred which checked the further multiplication of secret fraternities of all sorts, namely, the abduction of Morgan of the Masonic fraternity, upon his threat of revealing the secrets of that order. A storm of indignation was raised against all secret societies. The Phi Beta Kappa was forced to give up its secrets, and to this day, with its sixty-five chapters, is a purely honorary fraternity. Membership in it is determined by the faculty where a chapter exists, only members of the graduating class being eligible and scholarship being the only consideration in the appointment.

After the organization of fraternities was resumed, according to an advocate, all the fraternities were "based on constitutions of high ideals, ethical and social." There are now of general Greek letter fraternities forty-five for men and nineteen for women. There are four limited to the legal profession, and sixteen limited to the medical profession. In all eighty-four.

Let me be fair to the fraternities and present as clearly as I may the considerations which are advanced in support of them. It is said, in the first place, that such associations of men of kindred habits and tastes are perfectly natural and,

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\*Address to the Southern Baptist Education Association, Nashville, Tenn., January 30, 1920.

therefore, practically unavoidable. When the Kappa Alpha fraternity was organized at Union College in 1825, it is reported that it was "opposed by the faculty, but welcomed by the students." The periodic eruption of clandestine organizations in colleges where fraternities are forbidden supports the same consideration. Again, it is urged that Greek letter fraternities are now a recognized feature of college life, and it is not worth while to seek either to abolish or to restrict them. Moreover, they are useful in the organization and administration of college life. For example, they care for their delinquent members, stimulating them to their best endeavors and nipping evil habits in the bud. They may be played against one another to keep up standards of scholarship in the student body. In their more modern development they extend the dormitory facilities of the colleges, providing in the fraternity houses homes for a large section of the student body. In Amherst College ninety-six per cent of the upper classmen were so lodged in 1904. "In the seclusion of these beautifully located abiding places, often splendidly built and finely kept, the members passed their college family lives for four years, largely relieved from the former intimate association with and control by classmates and faculty. For many students . . . the home life in fraternity houses is the only substitute for the paternal care which the faculty formerly exercised." (Birdseye, *Individual Training in our Colleges*, page 215.)

In opposition to fraternities in our Baptist colleges, it may be urged that they are expensive, both on account of the number and character of the social activities to which they are committed and on account of the more costly standards of living which they foster. Again, it is the general judgment that Greek letter fraternities are unfavorable to the spirit and work of the literary societies, which, for the membership

of the fraternities, are practically little more than the field of opportunity for the distribution of college honors. Contrary to one of the considerations mentioned above, fraternities are often unfavorable to scholarship. I have figures in support of this view for 1912-13, when in the University of Michigan fraternity grades were the lowest. Next above them those of athletes, then those of the professional fraternities, mens' clubs, etc. The same was true in the University of Kansas, Leland Stanford, Cornell, and Chicago. Dr. Slosson, himself once a college president, writing in the *Independent* of August 3, 1914, about these figures, said: "I have often speculated as to what the Greek letters stand for, but now I know: they stand for poor scholarship."

Perhaps the most serious objection to Greek letter fraternities in our Baptist colleges lies in the fact that they are undemocratic. The apologist who is quoted above says on page 222 that this "complaint that fraternities are not democratic is fallacious." But the complaint can be justified out of Mr. Birdseye's own statements. In another place he says, "Today there is a fairly wide co-operation and intermingling between the fraternities in a particular institution." You will note that he claims a co-operation which is "fairly wide," but even then limited to the other fraternities in the same institution. You will recall also a sentence already quoted in which he speaks of "the seclusion of these beautifully located abiding places" where the members are "largely relieved from the former intimate association with classmates and control by the faculty." A gifted Wake Forest graduate reported to me a little while ago that when he first came to Wake Forest from an institution where he was a member of a Greek letter fraternity, he was sorry not to find a chapter of his fraternity. In three months he found that he cared nothing about fraternities, and in the four years of his residence, never wore fra-

ternity insignia. When he left college he knew four hundred of the four hundred and ninety men in college, whereas, if his fraternity had had a chapter in the institution, he would have known twenty men of his fraternity house and fifty per cent of the other fraternity men, in all about thirty per cent of the entire student body. "Oh, fraternities are not democratic, they are not worth five dollars. They do some good, of course."

To sum up, I think we may agree with President Isaac Sharpless when he says that, if a small college supplies adequate halls of residence, there seems very little excuse for the existence of fraternities "except as social features, and in such instances the nuisance of them probably outweighs the good." If you have them, use them with so much of wisdom and sympathetic control as you may be able to command. If you do not have them, do not seek them.

## Faculty Personals

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Dr. J. H. Gorrell, since the last issue of the Bulletin, has met the following engagements: Address at Cedar Rock School, Franklin County; Castalia Church, Baptist Church, Washington, N. C.; Apex Church and Rolesville Church.

Professor E. W. Timberlake, Jr., addressed the Y. M. C. A. at Wake Forest Monday evening, October 4th. He represented the College at the Pee Dee Association held at Cartledge Creek Baptist Church, near Rockingham, on October 26th.

Professor A. C. Reid addressed the Littleton Baptist Church at the morning and evening services on Sunday, October 10, and again on October 31st.

President W. L. Poteat attended the fifteenth International Congress against Alcoholism in Washington, September 21-27, as a delegate from North Carolina under appointment of Governor Bickett; the Sandy Creek Association, October 1; the Union Association at Wingate, October 6; the Flat River Association, October 13; the Neuse-Atlantic Association at Swansboro, October 26; the South Carolina Conference For Social Service, Columbia, for an address on "Christ and Social Justice," November 4; and made the Armistice Day address at the University of North Carolina, November 11.

Since last session a number of additions have been made to the Faculty. They are as follows: Professor H. T. Hunter, Chair of Education, succeeding Professor Cochran resigned; Dr. H. N. Gould, Professor of Biology; Mr. C. B. Gosnell, Assistant Professor of Political Science; Mr. J. G. Carroll,

Assistant Professor of Mathematics; Mr. E. H. Henderson, Associate Professor of English; Mr. R. S. Prichard, Professor of Chemistry; Mr. A. C. Reid, Associate Professor of Moral Philosophy; Dr. Charles Phillips, Professor of Pathology, succeeding Dr. Buchanan resigned; Mr. R. W. Sullivan, Instructor in Chemistry.

Dr. W. R. Cullom, who so successfully managed the Seventy-five Million Campaign for North Carolina, returns to Wake Forest, after an absence of two years, to resume his work as head of the Bible Department.



## Among the Alumni

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Wake Forest College furnishes her full share of men who take foremost places in the fields of constructive service. Below is given a list of Wake Forest alumni who are especially prominent in scholarship, religion and public service:

### SCHOLARSHIP.

- President W. L. Poteat, '77, Wake Forest College.  
President W. C. Riddick, '80-'84, N. C. State College.  
President C. E. Brewer, '86, Meredith College.  
President F. P. Hobgood, '68, Oxford College.  
President P. S. Vann, '97, Chowan College  
President R. L. Moore, '92, Mars Hill College.  
President E. W. Sikes, '91, Coker College, S. C.  
President John E. White, '90, Anderson College, S. C.  
President R. W. Weaver, '93, Mercer University, Ga.  
President T. J. Simmons, '83, Brenau College, Ga.  
President Spright Dowell, '96, Alabama Polytechnic.  
President F. H. Manning, '97, Alabama School for Blind.  
President C. B. Williams, '91, Howard College, Ala.  
President O. E. Sams, '98, Carson-Newman College, Tenn.  
President Hickman Carter, '92-'96, Kentucky School for the Blind.  
President G. E. Lineberry, '97, N. C. School for the Blind.  
Vice-President C. S. Farris, '80, Stetson University, Fla.  
Dr. A. T. Robertson, '85, Professor of Greek, Southern Baptist Theological Seminary.  
Dr. J. Q. Adams, '01, Professor of English, Cornell University.  
Dr. Thos. H. Briggs, '96, Professor of Education, Columbia University.

Dr. J. F. Royster, Prof. of English, Uni. of Texas.

Dr. T. B. Ashcraft, '06, Professor of Mathematics, Colby College.

Dr. Harry Trantham, '00, Professor of Greek, Baylor University.

Dr. C. P. Weaver, '04, Professor of English, University of Kentucky.

Dr. J. L. Kesler, '91, Professor of Religion, Y. M. C. A. College, Nashville, Tenn.

Dr. R. T. Vann, '73, former President of Meredith College.

Dr. Irving Hardesty, dean, Department of Anatomy, Tulane University.

Dr. William B. Pritchard, '78-'82, distinguished nerve specialist, New York City.

Dr. Vernon Howell, '92, Professor of Pharmacy, U. N. C.

Dr. Collier Cobb, '77-'80, Professor of Geology, U. N. C.

Dr. Floyd T. Holden, '10, Professor of English, Baltimore City College.

Principal J. A. Campbell, '11, Buie's Creek Academy.

## RELIGION

Dr. J. W. Lynch, '88, Athens, Ga.

Dr. J. L. White, '86, Miami, Fla.

Dr. J. F. Love, '84-'86, Secretary Southern Baptist Foreign Mission Board.

Dr. W. F. Powell, '99, Asheville, N. C.

Dr. Oscar Haywood, '82-'85, formerly pastor Baptist Church of the Covenant, New York City; now doing evangelistic work.

Dr. Caleb A. Ridley, '96-'97, Atlanta, Georgia.

Thomas Dixon, '83, formerly pastor in New York, now author and producer.

Dr. J. Clyde Turner, '99, Greensboro, N. C.

Dr. Hight C. Moore, '90, Baptist Sunday School Board, Nashville, Tenn.

Dr. A. C. Dixon, '74, former pastor, Spurgeon's Tabernacle, London.

Dr. E. M. Poteat, '81, former president, Furman University.

Dr. Len G. Broughton, '81-'84, Richmond, Va.

Dr. S. J. Porter, '93, Oklahoma City, Okla.

Dr. M. L. Kesler, '88, Supt., Baptist Orphanage, Thomasville, N. C.

Dr. Livingston Johnson, '77-'78, Editor, The Biblical Recorder.

Dr. B. W. Spilman, '91, President, Baptist State Convention and Sunday School Specialist.

Dr. A. C. Cree, '98, Secretary of Missions, Atlanta, Ga.

Dr. W. N. Johnson, '06, Secretary of Missions, Raleigh, N. C.

#### PUBLIC SERVICE.

Governor T. W. Bickett, '90.

Ex-Governor W. W. Kitchin, '84.

Senator F. M. Simmons, '68-'70, (graduated at Trinity, '72).

Congressman Claude Kitchin, '88.

Congressman S. M. Brinson, '91.

Federal Judge E. Yates Webb, '93.

Judge John H. Kerr, '95, Superior Court.

Judge W. A. Devin, '86-'90, Superior Court.

Speaker Dennis G. Brummit, '07.

Andrew J. Bethea, '02, former Lieutenant-Governor, S. C.

Judge W. H. S. Kornegay, '84, Superior Court, Okla.

Walter E. Daniel, '78, former solicitor.

Hon. Edwin F. Aydlette, '79, U. S. District Attorney.

Hon. I. M. Meekins, '96, Elizabeth City, N. C.

Gallatin Roberts, '03-'05, Mayor of Asheville, N. C.

Hon. L. L. Jenkins, '83, Republican candidate for Congress, 10th District.

Hon. J. W. Bailey, '93, Collector of Internal Revenue.

Col. F. P. Hobgood, Jr., '93, Ex-Attorney for U. S. Department of Justice.

Hon. W. C. Dowd, '89, former Speaker of the House.

J. C. Patton, '02-'05, Managing Editor, Charlotte Observer.

R. W. Haywood, '94, Editor, News and Observer.

Gerald Johnson, '11, member editorial staff, Greensboro Daily News.

Baxter Durham, '94-'96, Auditor-Elect, N. C.

Professor Luther Rice Mills passed his eightieth birthday on August 17, and passed into what Dr. Lyman Abbott so fitly calls "the other room" on August 18. He graduated at Wake Forest in 1861, and became Professor of Mathematics in 1867. Later, in addition to teaching mathematics, he was bursar of the College for many years. Through his death we lose a splendid instructor, a gifted scholar, a noble citizen, a Christian gentleman. His name is a treasure, his life an inspiration.

In the death of Mr. Robert B. Powell, '96, Wake Forest lost one of her most loyal alumni. He was a great pitcher in his college days. After graduation he taught school in Rutherfordton for a short while and then moved to Savannah, where he became vice-president of the Flynn-Harris-Bullard Co. In 1909 he returned to Wake Forest for the study of law. From 1912 to 1919 he lived in Silver City, N. M., practicing law with James Royall. Late in 1919 he was compelled to go to California, where he died Sept. 22.

## Record

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The session, 1920-1921, opened September 7th, with an unusually large enrollment. The present registration is 554.

During the week, beginning October 3rd, Dr. B. W. Spilman delivered a series of interesting and instructive lectures on Sunday School work. At the chapel service he gave a highly entertaining address on the life and works of Joel Chandler Harris.

Rev. J. D. Moore and Mr. Morgan, State Secretary of the B. Y. P. U., rendered valuable assistance during the week ending October 9, in the organization of the College B. Y. P. U.

Dr. W. N. Johnson addressed the Wake Forest Missionary Society on Sunday evening, October 17th.

The following members of the Wake Forest class received their license to practice law from the Supreme Court of North Carolina at the August examination: C. M. Austin, F. H. Baldy, J. M. Blackmon, H. C. Blackwell, R. P. Burns, R. C. Butler, Q. E. Carlyle, C. H. Edwards, J. M. Glance, R. L. Humber, C. R. Hamrick, O. D. Ingram, F. T. Johnson, W. B. Jones, A. L. Jordan, Bryce Little, B. A. McDonald, R. A. McIntyre, J. W. Mason, T. B. Mauney, E. Mills, J. R. Patton, F. E. Sides, A. Simpson, P. F. Smith, B. T. Ward, R. J. White. Three applicants from the Wake Forest class failed.

Dr. Edward T. Devine, of New York, delivered a very instructive and entertaining lecture in Memorial Hall on Wednesday, November 3. His subject was "Revolution, Reaction and Reconstruction."

Society Day was celebrated on the first Monday in November. In the Sophomore-Junior Debate, held in the afternoon, the query, "Resolved, That Ireland should be granted her independence," was supported in the affirmative by R. R. Carter (Phi.), and P. O. Pursey (Eu.), the negative being defended by R. B. Dawes (Eu.), and D. M. Williford (Phi). The committee of judges, Professor E. W. Timberlake, Jr., Dr. H. M. Poteat, and Dr. G. W. Paschal, decided in favor of the negative. In the evening orations were delivered by the following members of the Senior Class: W. R. Felts, on the subject, "North Carolina's Call to Service"; R. G. Stephens on the subject "Americanism"; S. E. Ayers on the subject "Reduction of Armaments"; W. J. Bone on the subject "The Great World Disappointment." At the conclusion of the orations an informal reception was held in the gymnasium. A large number of visitors were in attendance, the young ladies of the Senior Class of Meredith and Oxford and Louisburg Colleges gracing the occasion with their presence.

## Announcements

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Probably the most attractive declamation contest of the State for high school students will be held here about March 18, inaugurated by the Euzelian and Philomathesian literary societies five years ago. This contest has proven successful from every viewpoint. The winner of first place will be awarded a fifty-dollar scholarship and a gold medal, while to the winner of second place will be given a valuable pin. Every high school is urged to send one representative. Particulars will be furnished by Professor A. C. Reid.

The spring term will begin on Tuesday, January 4, 1921. That day will be set apart for registration. The regular college schedule will be taken up the next day. High school graduates who are in position to enter college classes half year advanced will be welcomed at that time.





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NEW SERIES

JANUARY, 1921

VOL. XV, No. 4

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BULLETIN  
OF  
WAKE FOREST COLLEGE



SUMMER SCHOOL NUMBER

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PUBLISHED QUARTERLY BY THE TRUSTEES OF WAKE FOREST COLLEGE

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

## CALENDAR

June 7—Law School opens.

June 14—Summer Session opens. Registration.

June 15—Class instruction begins in all courses.

July 4—Independence Day exercises.

July 26—Examinations begin.

July 27—Examinations close. Summer Session ends.

August 23—Law School closes.

## BOARD OF TRUSTEES

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### Terms Expire January 1, 1926

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STEPHEN McINTYRE, B.A., Lumberton.	C. W. WILSON, B.A., Greenville.
CLINGMAN W. MITCHELL, Aulander.	

\*Deceased.

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 E. B. EARNŠHAW, Wake Forest, Bursar and Assistant Secretary.  
 W. N. JONES, Raleigh, Attorney.  
 T. H. BRIGGS, Raleigh, Auditor of Treasurer's Accounts.  
 R. E. ROYAL, Auditor of Bursar's Accounts.

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W. J. FERRELL.	V. O. PARKER.
A. D. WARD.	

## FACULTY

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

President and Lecturer.

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

HIRAM T. HUNTER, M.A.,

Professor of Education and Director of Summer School.

B.A., Wake Forest College, 1912; M.A., Teachers College, Columbia University, 1917; Principal Southside Institute, Chase City, Va., 1912-1914; Professor of English, Woman's College, Richmond, Va., 1914-1916; Associate Professor of Education and Head of the Department of Education, Southern Methodist University, Dallas, Texas, 1917-1919; Professor of Education and Head of the Department of Education, Baylor College, Belton, Texas, 1919-1920; Professor of Education, Wake Forest College, 1920.

J. HENRY HIGHSMITH, M.A.,

Education.

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

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

Dean of Law and Professor of Law.

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894; Dean, *ibid.*, 1916-1919.

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

Professor of Modern Languages.

B.A., Washington and Lee University, 1888; M.A., *ibid.*, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

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

Professor of Latin Language and Literature and Music.

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

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

Professor of Greek and College Examiner.

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago, 1893-1896; Assistant Professor of Latin and Greek, Wake Forest Col-

lege, 1896-1899; Fellow in Greek, University of Chicago, 1899-1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

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

Bursar and Secretary, Superintendent of College Hospital.

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

### E. J. COLTRAINED, A.B.,

Education.

County Superintendent, 2 years; Principal Farm Life School, 8 years; at present, Superintendent of Schools, Roanoke Rapids, N. C.; student, University of Virginia Summer School, 1910; for several summers, been pursuing graduate study in administration at the University of North Carolina.

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

Professor of Chemistry.

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1907; Instructor in Chemistry, Wake Forest College, 1909-1910; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-1914; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

### C. CHILTON PEARSON, M.A., Ph.D.,

Professor of Political Science and History.

M.A., Richmond College, 1904; Head of Department of History, Richmond High School; Graduate Student Columbia University, 1908-1909; Farnam Fellow in History, Yale University, 1910-1911; Instructor in History, *ibid.*, 1911-1912; Ph.D., *ibid.*, 1913; Acting Professor of History, Washington and Lee University, 1913-1914; Associate Professor of Political Science, Wake Forest College, 1916; Professor of Political Science, *ibid.*, 1917.

### ROBERT BRUCE WHITE, M.A.,

Professor of Law.

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

### MISS ALICE J. SELBY,

Primary Education.

Graduate of Columbia College for Women; Supervisor of Primary Work in City Schools, Columbia, S. C.; wide experience as Instructor in Primary Departments of Summer Schools.

### MRS. JOSIE W. BROCK,

Grammar Grade Work.

For eleven years teacher in the Cornelius Harnett Grade School, Wilmington, N. C.; at present, Principal of Cornelius Harnett School; taught in Summer Schools, University of North Carolina.



## FACULTY

7

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

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909; Dean, *ibid.*, 1910.

CHARLES A. ROUSE, Ph.B., M.A.,  
Professor of English.

Ph.B., University of Chicago, 1910; Professor of English, Simmons College, Abilene, Texas, 1910-1915; A.M., University of Chicago, 1913; Graduate Student, *ibid.*, 1915-1917; Substitute-Instructor in English, University of Colorado, 1917-1918; Instructor in English, University of Illinois, 1918-1919; Associate Professor of English, Wake Forest College, 1919.

WILLIAM E. SPEAS, M.A.,  
Professor of Physics.

B.A., Wake Forest College, 1907; Graduate Student, Johns Hopkins University, 1909-1913; Assistant in Physics, *ibid.*, 1911-1913; M.A., *ibid.*, 1913; Graduate Student University of Chicago, 1919; Instructor in Physics, Clemson Agricultural College, 1913-1916; Assistant Professor of Physics, *ibid.*, 1916-1919; Associate Professor of Physics, *ibid.*, 1919-1920; Associate Professor of Physics, Wake Forest, 1920.

A. J. HUTCHINS, B.A.,  
Education.

B.A., Wake Forest College, 1912; Principal Yancey Collegiate Institute, 1912-1915; Professor of History, Asheville High School, 1915-1919; Principal Asheville High School, 1919-1921; Columbia University, summer sessions, 1919-1920.

MISS HELEN HARRIET SALLS, B.A.,  
English.

B.A., Randolph-Macon Woman's College, 1913; student for two years, Bates College, Maine; Professor of English in Dillon, Rocky Mount and Oxford High Schools; Instructor in Appalachian Training School, summer, 1919; Professor of English, Oxford College, 1919-1921.

HENRY L. LANGSTON, B.A.,  
Director of Physical Education.

MRS. ETHEL T. CRITTENDEN,  
Librarian.

CLAUD F. GADDY,  
Assistant Librarian.

T. T. HAMILTON,  
Assistant Librarian.

## CHAPERONES

\_\_\_\_\_, Chaperone.

\_\_\_\_\_, Chaperone.

## OFFICERS

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H. T. HUNTER, Director of Summer School.

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NEEDHAM Y. GULLEY, Dean of Law.

MRS. ETHEL T. CRITTENDEN, Librarian.

XANIE STOWE, Head Nurse of College Hospital.

WALTER D. HOLLIDAY, Superintendent of Buildings and Grounds.

## GENERAL INFORMATION

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The North Carolina Baptist Summer School, which, June 14, opens its first session of six weeks on the splendid campus of Wake Forest College and with the full college equipment at its command, was authorized by the Trustees of the College at their regular meeting in November, 1920. The purpose of the summer sessions is that the great Baptist plant may be useful during the summer months to the hosts of teachers, supervisors and principals of schools, college and eleventh-grade high school students, law students and others. For the benefit of such students the Trustees have surrendered the entire college plant, the strongest possible faculty has been provided, a very broad curriculum offered, and every effort is being exerted to attain the maximum of success and to establish the Summer School as a permanent institution of the highest grade for all who desire to improve themselves and their work through attendance upon expert instruction. To this end the Baptist colleges and forces of the State are striving.

### FULLY APPROVED

The school is fully approved. The State Board of Education, through the State Superintendent, the State High School Inspector, the Chairman of the State Board of Examiners, and others, has extended the heartiest welcome and encouragement to the Summer School. Full recognition and credits will therefore be granted teachers for all work completed. Certain counties, through their superintendents and boards of education, have endorsed this school and indicated their desire that their teachers attend here.

### EMPLOYMENT BUREAU

An Employment Bureau, supervised by Professor H. T. Hunter, will, without charge, assist principals to secure teachers and assist teachers who may be registered in the school to learn of positions which may be open. Effort will be made to secure the best available positions for all students desiring assistance.

School boards and superintendents are invited to notify the Employment Bureau of their needs.

### WHO SHOULD ATTEND

**Primary Teachers** who wish to learn the best methods from expert primary grades specialists.

**Grammar Grades Teachers** who wish to review subject matter and learn new methods of class presentation.

**High School Teachers** who wish to secure college credits, or to review certain courses of study and prepare themselves for more efficient work and better positions.

**Superintendents and Principals** who desire professional training in school management.

**Any Teacher** who desires to work for certificate credit.

**College Students** who desire to make credits toward standard college degrees, or to make up deficiencies.

**Special Students** who desire to do graduate or special work.

**High School Students** who wish to make up work of the eleventh grade, or to make extra college entrance units.

**Law Students** who wish to prepare for the Supreme Court examination.

### REGISTRATION

The regular time for registration for law students is June 7. Teachers and others will register Tuesday, June 14. Regular class work will begin Wednesday morning, June 15. Every student is urged to be present at the first meeting of the class. Classes will meet daily, except Saturdays.

### LIBERAL CREDITS

**To Teachers.**—Full credits will be granted by the State Department of Education for all courses completed in the Summer School. At the close of the session, the Director will issue to each student a certificate covering all work completed, which will be accepted and properly accredited toward the several classes of certificates issued by this board. Teachers will note that work may be taken in accordance with the State Board's ruling as to courses in Subject Matter, General Professional and Special Professional subjects.

**College Credit.**—College credit not exceeding three hours, will be granted as indicated in connection with statement of courses. Cer-

tain courses may, by special arrangement, continue for four weeks following the close of the session. Deficiencies may be made up after permission to do so has been granted by the professor of the department in which the deficiency occurs.

**Graduate Students.**—Special arrangements should be made with the Director and the professor of the department in which the student majors.

**High School Students.**—Eleventh Grade Students may make up any reasonable deficiencies in any subject of that grade. College entrance credit will be granted for work completed.

### LOCATION

Wake Forest is situated near the centre of the State, only seventeen miles from Raleigh, on the main line of the Seaboard Air Line Railroad. This railway, together with an automobile bus service between Wake Forest and Raleigh, makes Raleigh and other points accessible at almost all hours.

The country about Wake Forest is hardly surpassed in natural beauty. Situated in a rolling country, high and picturesque, it offers inspiration and quiet restfulness to the student. The campus is particularly rich in natural beauty, and that beauty is enhanced by the presence of numerous rare and interesting trees which were set out by the college authorities many years ago.

With all the quiet delights of a well-drained and healthful village, and at the same time in a short distance of the capital of the State, Wake Forest is an idyllic and ideal location for a summer school.

### ATTRACTIONS

Throughout the summer session, general lectures of interest and instructive value will be given by the Summer School faculty and distinguished visiting lecturers. Lyceum attractions will be provided. These will be open to all members of the Summer School, and will constitute a helpful special feature of the summer session.

For those interested in athletics, the gymnasium, the athletic field, the tennis courts of the College and the golf links of the Wake Forest Golf Club are available.

Moving pictures and other attractions will offer still further diversion to some.

## DORMITORIES

For the summer session the regular dormitories of the College have been reserved. The New Dormitory, which is thoroughly modern throughout, will be reserved for women. The old dormitories will be reserved for men. Many of the splendid homes of the town will be opened to those who prefer to room in private homes. Rooms in the dormitories will be reserved in the order in which applications are received.

The members of the Summer School are requested to furnish such articles as pillow cases, sheets, spreads, blankets, and towels.

Those who prefer to room in the village will be able to secure good rooms with private families, or in the Wake Forest Hotel, at reasonable rates.

## BOARDING PLACES

Following the regular policy of the College, the Summer School students will board at the numerous private boarding houses. Table board of excellent quality may be obtained in private families and at boarding houses at \$5.00 to \$7.00 a week. Those wishing to make arrangements in advance for board may do so by writing the Director of the Summer School. Special approved boarding places for women students.

## EXPENSES AT A MINIMUM

## Teachers:

Matriculation Fee	-----	\$10.00
Room Rent	-----	6.00
Tuition	-----	0.00
		<hr/>
		\$16.00

## College Students:

Matriculation Fee	-----	\$10.00
Tuition	-----	10.00
Room Rent	-----	6.00
		<hr/>
		\$26.00

## High School Students:

Matriculation Fee	-----	\$10.00
Tuition	-----	5.00
Room Rent	-----	6.00
		<hr/>
		\$21.00

## EXPENSES

13

Law Students:	
Matriculation Fee-----	\$10.00
Tuition -----	15.00
Room Rent (six weeks)-----	6.00
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	\$31.00

Board will cost from \$5.00 to \$7.00 a week.

In certain of the courses, a small laboratory fee will be charged to cover breakage and necessary expenses.

## LECTURES AND LYCEUM

Arrangements are being made for a number of popular lectures, music recitals and lyceum attractions.

For information, catalogue or reservation of room, write to

H. T. HUNTER, Director,  
Wake Forest, N. C.



## DEPARTMENTS OF INSTRUCTION

### NOTE

Summer School courses bear numbers, which may, or may not, correspond to the numbers of similar courses offered in the regular college year. In order to keep a clear record of all credits, each course offered in the Summer School has prefixed to its number the Letter "S."

Courses bearing the letter-number designation of S1, S2, S3, and so on, up to S10, count only for entrance or normal credits; while all courses marked S11 or above count towards college degrees. It will be noted that a very large per cent. of the professional courses offered teachers carry college credit. Thus one may not only secure credit toward a professional certificate, but may, at the same time, be working toward a degree. The new salary schedule of teachers in the public schools, based as it is upon academic and professional preparation, makes it worth while for one to continue both his literary and professional studies.

Principals, supervisors, superintendents and teachers, who are interested in securing credit towards the M.A. degree, should write the Director. Certain courses outlined below may be credited toward the M.A. degree, and, if there be sufficient demand, other courses will be organized and offered.

Any academic course not herein indicated will be given upon demand of five students.

### ENGLISH

**English S1—Story-telling and Dramatization for Children.**—A course for Primary teachers. Probably class-room demonstrations. One hour each day. Miss Selby.

**English S2—Language and Literature for the Grades.**—A course for Grade teachers. Class will study the literature appropriate to boys and girls of the grade school age, with a consideration of methods of teaching language and literature in the grades. Demonstration lessons. One hour each day. Mrs. Brock.

**English S3—Composition Work in High School.**—Study of approved text on Composition appropriate for high schools; practice in composition writing; examination and criticism of actual high school compositions; consideration of the means of relating composition work to the daily lives of students. One hour each day; credit,  $\frac{1}{2}$  unit. Miss Salls.

**English S4—Review of the Literature for High Schools.**—A re-study of some of the masterpieces; examination of a number of more recent productions, now being put by many city high schools along with the older classics; consideration of the types of literature appropriate to adolescent life. One hour daily. Miss Salls.

**English S11—Methods of Teaching English in the High School.**—Demonstration lessons will be given. Certain classics will be selected for intensive study, with the view to making clear the possibilities of teaching them effectively to high school students. One hour daily; credit, 1 hour. Professor Rouse and Miss Salls.

**English S12—Composition and Rhetoric.**—A study of description and narration, with reading of American and English masterpieces. Frequent themes and consultations. One hour daily; credit, 1 hour. Professor Rouse.

**English S13—American Literature of the Nineteenth Century.**—Primarily a study of poets represented in Page's *The Chief American Poets*, but selected contemporary prose will be read. The course will emphasize the method of studying the structure, the content, and the historical background of literature. Not open to freshmen. One hour daily. credit, 1 hour. Associate Professor Rouse.

**English S14—English Poetry of the Nineteenth Century.**—A study of the poems of Wordsworth, Shelley, and Keats, found in Page's *British Poets of the Nineteenth Century*; lectures on the life and time of the poets; reports. Open to juniors, seniors, and graduates, who will be required to do extra work. One hour daily; credit, 1 hour. Associate Professor Rouse.

**English S15—Tennyson.**—A careful study of representative poems of Tennyson; his life and historical background. Open to juniors, seniors, and graduates; extra work will be required in the case of those who seek credit on the M.A. degree. One hour daily; credit, 1 hour. Associate Professor Rouse.

## HISTORY

**History S1—United States History.**—Largely a review course for grade teachers, with some attention to the best methods of teaching the subject. Not a study of wars, generalship and political strategy, so much as it is a study of the social, economic, civic and religious struggles and achievements in the great American democracy. The problems of a more thorough teaching of Americanism through history teaching will be considered. One hour daily; credit, ½ unit. Mr. Hutchins.

**History S2—Review of General History.**—A course for teachers of history. Not a complete review of General History, but a thorough review of certain selected portions of General History, especially such portions as portray events having a marked influence upon present day problems. The course will consist of lectures, readings, discussions, and reports. One hour daily; credit,  $\frac{1}{2}$  unit. Mr. Hutchins.

**History S11—Europe Since 1860.**—Study of the economic and political history of the principal countries of Europe for the past three quarters of a century. A feature for special consideration will be the underlying causes of the World War, and the contributing causes of the recent democratic trend in many of the countries of Europe. One hour daily; credit, 1 hour. Dr. Pearson.

**History S12—The Eras of Jefferson, Jackson, and Wilson.**—An effort to evaluate each of these men in the light of the times in which he lived, of his social and political philosophy, of his achievements and influence upon American democracy. One hour daily; credit, 1 hour. Dr. Pearson.

**History S13—Civic Problems of Today.**—A brief but serious study of the public issues that are interesting clubs, teachers, and students; voting, conventions and primaries, taxation and bond issues. The budget, race relations, and Socialism will probably be included. Lectures Monday, Wednesday, Friday; reports and quizzes Tuesday and Thursday. Credit, 1 hour. Dr. Pearson.

(Note.—By special arrangements, those desiring to take this course without credit, may do so. For such special students examinations will not be required.)

**History S14—The Teaching of History in the High School.**—Consideration of such topics as: appropriate texts; selection of subject matter for history; use of high school library; map making; correlation of history with other subjects; the topic and problem method; teaching Americanism; dramatization of historic events; generalization as to causes and effects in history; how to teach pupils to evaluate historical data; observance of historical dates and events in school. One hour daily; credit, 1 hour. Mr. Hutchins.

## MATHEMATICS

**Mathematics S1—Arithmetic and How to Teach It.**—Largely a content course for Primary and Grade teachers, but with considerable attention given to methods of teaching arithmetic. Demonstration lessons will probably be given. One hour daily. Mrs. Brock.

**Mathematics S2—Eleventh Grade Algebra.**—Thorough work covering fractions, equations, factoring, exponents, radicals, quad-

ratics, logarithms. Hours and credit will depend upon the students who take the course, whether reviewing or taking the first time. Possible credit of 1 unit. Associate Professor Speas.

**Mathematics S3—Plane Geometry.**—Propositions and original exercises. Open to Eleventh Grade students and to teachers. Hours and credit to be arranged (Same conditions as course S2). Associate Professor Speas.

**Mathematics S11—Trigonometry and Algebra.**—A thorough study in the fundamentals of Trigonometry, and a review of College Algebra. This course will be continued to August 12. Two hours daily; credit, 2½ hours. Assistant Professor Carroll.

**Mathematics S12—Solid Geometry.**—Propositions, construction of models, and emphasis upon original exercises. Equivalent to fall term of Mathematics I, regular college year. This course will begin June 1 and continue to August 12. Two hours daily first eight weeks; one hour daily afterwards; credit, 2½ hours. Assistant Professor Carroll.

**Mathematics S13—The Teaching of Algebra.**—This course is a study in detail of the pedagogy of Algebra. The fundamentals in the presentation of the equation, factoring, exponents, radicals, quadratics, and logarithms, are reviewed. Methods are discussed, with notes and reference work from Young, Smith, and Schultze. One hour daily; credit, 1 hour. Assistant Professor Carroll.

**Mathematics S14—The Teaching of Geometry.**—In this course the purpose and value of the study of Geometry is reviewed. The fundamental work in method and subject matter is emphasized. One hour daily; credit, 1 hour. Assistant Professor Carroll.

## CHEMISTRY

**Course S21—Quantitative Analysis.**—Courses 10 and 11 in regular catalogue prerequisite. This is chiefly a laboratory course, though recitations will be held for discussion of principles as the course develops. Students will be given practice in the analysis of Known and Unknown Mixtures. Two hours daily; credit, 1 hour. Dr. Nowell.

**Course S20—Organic Chemistry.**—Courses 10 and 11 in regular catalogue prerequisite. This is a lecture course devoted to the discussion of organic chemistry. Its practical and theoretical points given. One hour daily; credit, 1 hour. Dr. Nowell.

**Course S25—Organic Preparations.**—Courses 10 and 11 in regular catalogue prerequisite. This is a laboratory course accompanying course 20 and embraces the preparation of compounds illustrating the lectures of this course. Two hours daily; credit, 1 hour. Dr. Nowell.

## PHYSICS

**Physics S11**—Five hours a week for lectures and recitations, and five hours a week for laboratory work. Credit for college students who have not offered Physics on entrance requirements, one and one-half hours. Candidates for entrance to college may take this course. Credit of one-half unit will be given on entrance requirements. Students who pass this course will be admitted to Physics I.

This is an elementary course in General Physics embracing Mechanics, Heat, Electricity and Magnetism, Sound and Light. Lectures are freely illustrated by experiment. Special emphasis is laid on the solution of problems.

**Text Books**—Black and Davis' Practical Physics; Stone's Experiments in Physics. Two hours daily; credit as above. Associate Professor Speas.

**Physics S12**—Five hours a week for lectures and recitations, and eight hours a week for laboratory work.

This course is more advanced and more mathematical than course S11. The equivalent of the Fall term's work of Course I given during the college year. The topics discussed are Mechanics, Motion, Sound, and Heat.

**Text Book**—Kimball's College Physics. Five hours a week lectures; 8 hours laboratory work; college credit, 2 hours. Associate Professor Speas.

## GENERAL SCIENCE

**General Science S1**—Five hours a week for lectures and recitations, and two hours a week for laboratory work.

This course is especially intended for teachers who contemplate giving a General Science Course in high schools. Profitable for those teachers also who may not have had the opportunity of taking Science Courses in a college. Open to high school students desiring entrance credits. No attempt is made to emphasize any one science, but the topics are so interrelated that the pupil on completing the course feels that he has been brought into vital, intelligent contact with some of the significant natural phenomena. A large variety of demonstration experiments will be given in connection with the lectures.

**Text Book**—Caldwell and Eikenberry. Five hours lectures; 2 hours laboratory work; credit,  $\frac{1}{2}$  unit. Associate Professor Speas.

## MODERN LANGUAGES

**French S11**—Beginners' French.—An elementary course in pronunciation. Fraser and Squair's French Grammar. Haley's L'Abbe Constantin. See note below. Dr. Gorrell.

**French S12**—Second Year French.—Advanced Composition. Readings from classical French Drama. See note below. Dr. Gorrell.



**Spanish S11—Beginners' Spanish.**—Wagner's Spanish Grammar. Elementary reading. See note below. Dr. Gorrell.

(Note.—In one and possibly two of the above courses in Modern Languages, provision will be made for students to devote their whole time to one course, and by additional five weeks of study to complete the work of an entire year of a college course, counting five hours. Courses will be organized suited to the needs of High School students, college students, and teachers.)

## LATIN

**Latin S11—A Normal Course for Teachers.**—Accredited by the State Department of Education under the head of Special Methods. The elements of Latin and their presentation; syntax, prosody; a careful review of portions of Caesar, Cicero, and Vergil, with lectures and practical work in Roman history, literature, etc. One hour daily; college credit, 1 hour. Dr. Poteat.

Other courses in entrance and college Latin will be organized upon demand.

## EDUCATION

**Education S1—North Carolina School Law.**—Careful study of the present School Law of North Carolina, including recent school legislation; study of code proposed by Survey Commission; consideration of the educational code of a state as a conditioning factor of all educational process. Two hours a week. Mr. Hutchins.

**Education S2—Classroom Management.**—Careful study of the nature of classroom management, including such problems as discipline, eliminating waste, routinizing processes, relation of management to child nature, sanitation, the atypical child, relation of classroom management to home environment, etc. One hour daily. Miss Campbell.

**Education S11—Educational Psychology.**—A study of the fundamental laws of learning, especially such laws as have been determined experimentally. The student will be introduced to the laboratory process at the beginning; this will be supplemented by the examination of the results of experimental studies made by others, together with a consideration of their implications for the teacher. One hour daily; credit, 1 hour. Professor Hunter.

**Education S12—Educational Tests and Measurements.**—Study of standard tests, with an opportunity to try out a number of them on different groups. Students will be helped to see how the tests are actually employed in measuring school room efficiency and progress. One hour daily; credit, 1 hour. Professor Hunter.

**Education S13—High School Administration.**—Actual conditions and problems of school administration in North Carolina; adminis-

tration of the small high school; of the city high school. One hour daily; credit, 1 hour. Highsmith, Hutchins.

**Education S14—Principles of Secondary Education.**—The aim of this course is to examine the fundamental principles upon which sound secondary school procedure is based. One hour daily; credit, 1 hour. Superintendent Coltraine.

**Education S15—The Organization and Administration of Rural Education.**—The consideration of problems centering around county school administration, and around the following, in so far as they constitute problems of organization and administration: consolidation; Farm Life schools; curricula; school finances; selection of teachers; standardization of schools; medical inspection; detection and treatment of the exceptional child; school community centers; Americanization; surveys; reports. One hour daily; credit, 1 hour. Superintendent Coltraine.

**Education S16—Rural Organization and Leadership.**—Rural life, its organization, institutions, recreations; the problem of leadership in directing country life; how to organize for such rural co-operative efforts as those represented by farm loan associations, co-operative marketing, live stock associations, community fairs, glee clubs, athletic associations, parent-teacher associations. One hour daily; credit, 1 hour. Superintendent Coltraine.

**Education S17—City School Administration.**—Such problems will be considered as the city school board; its relation to the political organization of the city; its powers and functions; the superintendent; his relation to school board, to teachers and patrons; school finances; building programs; curricula; selection, retention and promotion of teachers; teachers' meetings; teachers' organizations; surveys; reports. One hour daily; credit, 1 hour. Professor Hunter, Mr. Hutchins.

## GEOGRAPHY

**Geography S1—A review course for Primary and Grammar Grade teachers,** in which the State-adopted text books will be used, with supplementary readings. Demonstrations will probably be arranged for. One hour daily. Mrs. Brock.

## MUSIC

**Music S1—Group Singing.**—A study of the history of hymns and hymn singing; music in the church and Sunday school; patriotic songs; popular songs appropriate for schools; song leadership. This class will meet in the church. Much of the time will be spent in actual singing. In so far as the work is based upon a text book, Poteat's "Practical Hymnology" will be used. It is hoped that this



class may form the nucleus for much stage and vesper group singing during the Summer School. One hour daily. Professor Hubert Poteat.

### PRIMARY METHODS

In addition to the Subject Matter and Methods courses included in the courses described in the preceding pages open to Primary teachers, at least 9 hours of additional Special Primary Methods will be worked out, covering, among other things, the following topics:

Reading, with consideration of the relative values of the phonetic, word, and sentence methods; story-telling; nature study; construction work; seat work; use of chart; drawing, etc.

It is planned to have actual demonstrations with a class of children. Class hours to be arranged. Miss Selby.

## DEPARTMENT OF PHYSICAL EDUCATION

### Director Langston

The Department of Physical Education in the Summer School at Wake Forest is designed to serve a two-fold purpose: First—To give those attending the Summer School, who teach during the winter months, instruction in the various physical activities that will be of assistance to them in carrying on their work in the public schools; Second—To provide attractive and wholesome recreation to all those who are in attendance at the Summer School.

No attempt is made to treat the subject exhaustively, nor to insist upon military precision, finish and exactness in the execution of the various exercises. As soon as the student gets a comprehensive grasp of the different movements and exercises, the instructor will pass on to the next in order of progression. During the Fall and Winter months the student is expected to perfect himself in execution by practicing and teaching the exercises they have learned during the Summer time.

The tennis courts and out-door gymnasium court for volley ball and playground ball, will be open to all students of the Summer School at all times. Except, when a class is in progress, the gymnasium will be open to those who desire to play basketball or work on the gymnasium apparatus.

**Physical Education S1**—Calisthenic and gymnastic drills. Practice, 5 hours.

This course will provide general gymnastic work which may be used in the public schools and colleges. It will include instruction

in calisthenics and hand apparatus exercises with the wands and dumb-bells.

**Physical Education S2—Playground and Gymnasium Games.**—Lecture and practice—3 hours per week.

This course will provide lectures on the modern theories of play. Instruction in the construction, equipment and maintenance of the public school playground. It is the purpose to provide explanation of and practice in a considerable number of games suitable to the public school playground.

**Physical Education S3—Gymnastic Marching**—2 hours per week.

The United States Military Manual will be followed as far as practicable for work done in the class room and gymnasium. The work will begin with practice in pacing, line and file marching and advance to more complicated manoeuvres.

**Physical Education S4—Anthropometry and Strength Tests.** Lecture and practice 2 hours per week.

In this course it is the purpose to give lectures, instructions and demonstrations in the measuring and testing of the principal physical characteristics.

**Physical Education S5—Apparatus and Tumbling for Men**—3 hours per week.

This course will be given for those who desire advanced work on the gymnasium apparatus and instruction in elementary tumbling.

**Physical Education S6—Coaching of Football**—5 hours per week.

This course is designed to be of aid to those of the high school teachers who are called on to coach their high school football team. Plays, signals, defensive and offensive plans, tackling and other essentials of the game will be taught. Men taking this course will be furnished the use of the college football equipment by the athletic association.

**Physical Education S7—Coaching of Basketball**—Theory and practice—3 hours.

This course will consider the game, for men and as men, from the standpoint of offense and defense, selection of players, individual play, team play, signals, etc. Opportunity for practice will be given in the gymnasium.

**Physical Education S8—Coaching of Track and Field Sports**—Theory and practice—3 hours per week.

This course will present the important points in track and field sports, selection of men, development of candidates, schedule of training, etc.

## SUMMARY OF COURSES

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In order to indicate the possibility of selection of courses in case of the various groups of students, we offer the following summary of courses:

### Courses Open to Primary Teachers:

English—S1, S2.  
History—S1.  
Mathematics—S1.  
Geography—S1.  
Music—S1.  
Special Primary Methods—9 hours.  
Physical Education—Any course not intended for men only.  
Education—S1, S2, S11, S12, S15, S16.  
General Science—S1.

(Any college course is open to Primary teachers who desire college credits, and who are not especially working towards higher certificates.)

### Courses Open to Grade Teachers:

English—S2.  
History—S1.  
Physics—S11.  
General Science—S1.  
Geography—S1.  
Mathematics—S1.  
Music—S1.  
Physical Education—Any course not for men only.  
Education—S1, S2, S11, S12, S15, S16.

(Any college course open to Grade teachers who desire college credits.)

### Courses Open to High School Teachers:

English—S3, S4, S11, S12, S13, S14, S15.  
History—S2, S11, S12, S13, S14.  
Latin—S11.  
Modern Languages—All courses offered.  
Chemistry—S20, S21, S25.

Physics—S11, S12.

General Science—S1.

Mathematics—S2, S3, S11, S12, S13, S14.

Education—S1, S2, S11, S12, S13, S14, S15, S16, S17.

Every college course offered is open to High School teachers.

#### **Courses Open to Principals, Supervisors and Superintendents:**

Any course offered in the Summer School.

#### **Courses Open to Eleventh Grade Students:**

English—S3, S4.

Physics—S11.

General Science—S1.

Mathematics—S2, S3.

Modern Languages—Beginners' French and Spanish.

Any review course offered teachers.

Special courses will be organized upon demand.

#### **Courses Open to College Students:**

All courses numbered S11 or above. Additional courses, if sufficient demand.

#### **SUMMER SCHOOL OF LAW**

The Summer School of Law begins on the eighth day of June, and continues till the Supreme Court examination, August 23d.

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

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

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

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

Further information about the Law School may be had by application to Professor Gulley, or Secretary Earnshaw.

# WAKE FOREST COLLEGE

## HIGH SCHOOL PREPARATION IN ENGLISH

Name ..... School .....

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

Number of recitations per week .....

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

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

### CLASSICS FOR STUDY AND PRACTICE IN CLASS

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

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

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

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

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

### CLASSICS FOR READING

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

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

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

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

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

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

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

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

\*If not chosen for study.



# WAKE FOREST COLLEGE

## CERTIFICATE OF ADMISSION

To WAKE FOREST COLLEGE,  
WAKE FOREST, N. C.  
*This is to certify, that*

(Full Name) .....

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

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

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

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

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

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

Date ..... 192... Official Position.....

BRANCHES OF STUDY	TEXT-BOOK USED	AMOUNT COVERED (Please state definitely)	Session of 19.....	Number of Weeks Pursued	Number of Periods a Week	Length of Periods in Minutes	Grade Given
English Grammar.....	.....	.....	.....	.....	.....	.....	.....
Composition and Rhetoric.....	.....	.....	.....	.....	.....	.....	.....
History of English Literature.....	.....	.....	.....	.....	.....	.....	.....
English Classics. (Indicate on a accompanying sheet, which gives the list of classics for reading and study, the work completed by the applicant).....	.....	.....	.....	.....	.....	.....	.....
Latin Grammar and Reader.....	.....	.....	.....	.....	.....	.....	.....
Cæsar..... Books.....	.....	.....	.....	.....	.....	.....	.....
Cicero..... Books.....	.....	.....	.....	.....	.....	.....	.....
Virgil..... Books.....	.....	.....	.....	.....	.....	.....	.....
Composition..... Pages.....	.....	.....	.....	.....	.....	.....	.....
German Grammar and Reader.....	.....	.....	.....	.....	.....	.....	.....
Second Year German.....	.....	.....	.....	.....	.....	.....	.....
Third Year German.....	.....	.....	.....	.....	.....	.....	.....
Fourth Year German.....	.....	.....	.....	.....	.....	.....	.....
French, First Year.....	.....	.....	.....	.....	.....	.....	.....
Second Year.....	.....	.....	.....	.....	.....	.....	.....
Third Year.....	.....	.....	.....	.....	.....	.....	.....
Fourth Year.....	.....	.....	.....	.....	.....	.....	.....



BRANCHES OF STUDY	TEXT-BOOKS USED	AMOUNT COVERED (Please state definitely)	Session of 19.....	Number of Weeks Pursued	Number of Periods a Week	Length of Periods in Minutes	Grade Given
Mathematics, Algebra..... (Through Quadratics)							
Algebra, through Logarithms.....							
Geometry, Plane.....							
Geometry, Solid.....							
Plane Trigonometry.....							
Conic Sections.....							
History, United States.....							
General History.....							
Ancient History.....							
Medieval and Modern.....							
History of England.....							
History of France.....							
Civics.....							
Science: Physics.....							
Laboratory Note Book.....							
Chemistry.....							
Laboratory Note Book.....							
Zoology.....							
Botany.....							
Physical Geography.....							
Biology.....							
Physiology.....							
Geology.....							
Astronomy.....							
Economics.....							
Psychology.....							
Ethics.....							
Logic.....							
Other Subjects.....							

Before returning this certificate see to it that:

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

No credit will be given except for properly certified work.

Return to G. W. PASCHAL, *Examiner*,  
WAKE FOREST, N. C.

BULLETIN  
OF  
**WAKE FOREST COLLEGE**



**CATALOGUE**  
**EIGHTY-SIXTH SESSION**  
**1920-1921**

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Published quarterly by the Trustees of Wake Forest College

Entered at Wake Forest, N. C., as second-class matter, under  
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# 1921

JANUARY							APRIL							JULY							OCTOBER													
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
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FEBRUARY							MAY							AUGUST							NOVEMBER							
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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# 1922

JANUARY							APRIL							JULY							OCTOBER						
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FEBRUARY							MAY							AUGUST							NOVEMBER						
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MARCH							JUNE							SEPTEMBER							DECEMBER						
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# COLLEGE CALENDAR

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## For Session 1921-1922

September 6—Beginning of the Session.

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

October 15—Applications for Degrees submitted.

October 15—Removal of entrance conditions.

November 1—Society Day.

Thanksgiving Day—Holiday.

December 15-21—Fall Term Examinations.

December 21-January 3—Christmas Holidays.

January 3—Beginning of Spring Term.

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

February 17—Anniversary Celebration of Literary Societies.

March 4—Examination for removal of conditions by applicants for degrees.

March 11—Removal of entrance conditions.

April 1—Last examination for removal of conditions by applicants for degrees.

Easter Monday—Holiday.

May 16-23—Spring Term Examinations.

May 24—Wednesday, Alumni Day; 3:30 p. m., Annual Meeting of the Board of Trustees; 8:30 p. m., Address before the Alumni; 9:30 p. m., Senior Class Reception.

May 25—Thursday, 11 a. m., Annual Literary Address; 8:30 p. m., Baccalaureate Sermon.

May 26—Friday, 11 a. m., Commencement Day. Addresses by representatives of the Graduating Class, Confering of Degrees, Baccalaureate Address, and Closing Exercises of the Session.

## HISTORY

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

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

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

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

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

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

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

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

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

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

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

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

The total endowment of the College, according to the report of the treasurer, May, 1920, was \$562,767.86.

The grounds and buildings of the College are valued at \$259,115.

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

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



Building, erected in 1878 and largely the gift of Colonel J. M. Heck and Mr. John G. Williams, of Raleigh; Wingate Memorial Hall, erected in 1879 by the Alumni and friends of the College, to commemorate the services of President W. M. Wingate; the Lea Laboratory, erected in 1888, mainly through the liberality of Mr. and Mrs. Sidney Lea, of Caswell County, extended in 1921-22; the Gymnasium, erected by the Trustees in 1900; the Alumni Building, completed in 1906 and erected through funds secured by Professor J. B. Carlyle; the Hospital, completed in 1906; and the New Dormitory, opened in September, 1914.



## BOARD OF TRUSTEES

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### Terms Expire January 1, 1924

J. T. J. BATTLE, M.A., M.D., Greensboro.	REV. THOMAS H. KING, B.A., Mount Airy.
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R. C. DUNN, Enfield, N. C.	REV. RICHARD T. VANN, B.A., D.D., Raleigh.
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N. B. JOSEY, Scotland Neck, N. C.	JUDGE EDWIN YATES WEBB, B.A., Shelby.

### Terms Expire January 1, 1926

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J. I. GRIFFIN, Pittsboro, N. C.	GEORGE A. NORWOOD, Goldsboro.
PRESIDENT F. P. HOBGOOD, M.A., LL.D., Oxford.	V. O. PARKER, B.A., Raleigh.
REV. LIVINGSTON JOHNSON, D.D., Raleigh.	JAMES M. PARROTT, M.D., Kinston.
REV. M. L. KESLER, B.A., D.D., Thomasville.	CLARENCE POE, LL.D., Raleigh.
STEPHEN MOLINTYRE, B.A., Lumberton.	ROBERT E. ROYALL, B.A., Wake Forest.
	C. W. WILSON, B.A., Greenville, N. C.

### Officers of the Board of Trustees

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E. B. EARNSHAW, Wake Forest, *Bursar and Assistant Secretary*.

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

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

R. E. ROYAL, *Auditor of Bursar's Accounts*.

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### Committees

#### *Executive Committee:*

CAREY J. HUNTER, Raleigh, *Chairman*.

T. H. BRIGGS.

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CAREY J. HUNTER, Raleigh, *Chairman*.

T. H. BRIGGS.

W. J. FERRELL.

G. A. NORWOOD.

V. O. PARKER.

A. D. WARD.

## FACULTY

---

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

*Professor of Biology.*

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

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

*Professor of Greek Language and Literature.*

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

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

*Professor of English Language and Literature.*

M.A., Washington and Lee University, 1886; Litt.D., *ibid.*, 1906; Graduate Student, Teutonic Languages, Johns Hopkins University, 1886-1887; Headmaster of Languages, Charlotte Hall School, Md., 1887-1888; Professor of Modern Languages, Wake Forest College, 1888-1894; Traveling Fellow of the Albert Kahn Foundation, 1914-1915; Lecturer, Summer School, University of N. C., 1916; Professor of English, University of Virginia Summer School, 1917-1921; Professor of English, Wake Forest College, 1894.

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

*Professor of Applied Mathematics and Astronomy.*

Graduate South Carolina Military Academy, 1856; M.A., Baylor University, 1869; LL.D., Furman University, 1915; Professor of Mathematics and Astronomy, Furman University, 1866-1868; Professor of Mathematics, William Jewell College, 1868; Professor of Physics and Applied Mathematics, Wake Forest College, 1890; Professor of Applied Mathematics and Astronomy, *ibid.*, 1899.

NEEDHAM Y. GULLEY, M.A., LL.D., Dean of Law,

*Professor of Law.*

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894; Dean, *ibid.*, 1916-1919.

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

*Professor of Modern Languages.*

B.A., Washington and Lee University, 1888; M.A., *ibid.*, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

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

*Professor of the Bible.*

M.A., Wake Forest College, 1892; Assistant Professor, Southern Baptist Theological Seminary, 1893-1896; Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896; D.D., Richmond College, 1915.

JAMES L. LAKE, M.A.,

*Professor of Physics.*

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

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

*Professor of Law.*

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909; Dean, *ibid.*, 1919.

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

*Professor of Latin and Greek.*

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago, 1893-1896; Assistant Professor of Latin and Greek Wake Forest College, 1896-1899; Fellow in Greek, University of Chicago, 1899-1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.

ELLIOTT B. EARNSHAW, M.A.,

*Bursar and Secretary, Superintendent of College Hospital.*

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

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

*Professor of Latin Language and Literature.*

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

HUBERT A. JONES, M.A., LL.B.,

*Professor of Mathematics.*

B.A., Wake Forest College, 1908; M.A., *ibid.*, LL.B., *ibid.*, 1909; Graduate Student University of Chicago, 1910-1911; Graduate Student, Columbia University, 1913; Instructor in Mathematics, Wake Forest College, 1908-1911; Associate Professor of Mathematics, *ibid.*, 1911; Professor of Mathematics, 1915; Graduate Student, Columbia University, 1916.

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

*Professor of Chemistry.*

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1907; Instructor in Chemistry, Wake Forest College, 1909-1910; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-1914; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

## C. CHILTON PEARSON, M.A., Ph.D.,

*Professor of Political Science.*

M.A., Richmond College, 1904; Head of Department of History, Richmond High School; Graduate Student Columbia University, 1908-1909; Farnam Fellow in History, Yale University, 1910-1911; Instructor in History, *ibid.*, 1911-1912; Ph.D., *ibid.*, 1913; Acting Professor of History, Washington and Lee University, 1913-1914; Associate Professor of Political Science, Wake Forest College, 1916; Professor of Political Science, *ibid.*, 1917.

## ROBERT BRUCE WHITE, M.A.,

*Professor of Law.*

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

## THURMAN D. KITCHIN, B.A., M.D., Dean of Medicine,

*Professor of Physiology and Pharmacology.*

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

## HERBERT M. VANN, B.S., M.A., M.D.,

*Professor of Anatomy.*

B.S., Wake Forest College, 1915; M.A., Wake Forest College, 1916; M.D., Jefferson Medical College, Philadelphia, 1917; Interne, The Methodist Episcopal Hospital, Brooklyn, N. Y., 1917-1918; Medical Reserve Corps, U. S. Army, 1918-1919; Professor of Anatomy, Wake Forest College, 1919.

## WALTER F. TAYLOR, B.S., M.A.,

*Professor of Bacteriology and Physiological Chemistry.*

B.S., Wake Forest College, 1916; M.A., *ibid.*, 1917; Instructor in Biology, Wake Forest College, 1916-1917; Bacteriologist and Serologist, U. S. Army, 1917-1918 (Lieutenant Sanitary Corps); Student Yale Army Laboratory School, 1918; Instructor in Physiological Chemistry and Toxicology, Wake Forest College, Spring 1919; Associate Professor of Bacteriology and Physiological Chemistry, Wake Forest College, 1919-1920; Professor, *ibid.*, 1920.

## HARLEY NATHAN GOULD, A.M., Ph.D.,

*Professor of Biology.*

A.B., Allegheny College, 1910; Assistant and Fellow in Biology, Princeton University, 1912-1916; A. M., Princeton University, 1914; Ph.D., Princeton University, 1916; Instructor in Zoology, University of California, 1916-1917; Assistant Professor Department of Anatomy, West Virginia University School of Medicine, 1917-1918; *ibid.*, University of Pittsburg School of Medicine, 1918-1919; Professor of Biology, Histology, and Embryology, Wake Forest College, 1920.

## ROBERT S. PRICHARD, M.S.,

*Professor of Chemistry.*

B.S., Colgate University, 1908; M.S., Pennsylvania State College, 1911; Instructor in Chemistry Pennsylvania State College, 1908-1914; Assistant Professor, *ibid.*, 1914-1919; Associate Professor, *ibid.*, 1919-1920; Professor of Chemistry, Wake Forest College, 1920.

HIRAM T. HUNTER, M.A.,

*Professor of Education.*

B.A., Wake Forest College, 1912; M.A., Teachers College, Columbia University, 1917; Principal Southside Institute, Chase City, Va., 1912-1914; Professor of English, Woman's College, Richmond, Va., 1914-1916; Associate Professor of Education and Head of the Department of Education, Southern Methodist University, Dallas, Texas, 1917-1919; Professor of Education and Head of the Department of Education, Baylor College, Belton, Texas, 1919-1920; Professor of Education, Wake Forest College, 1920.

CHARLES PHILLIPS, B.A., M.D.,

*Professor of Pathology.*

B.A., Richmond College, 1912; M.D., Medical College of Virginia, 1916; Interne, Stuart Circle Hospital, Richmond, Virginia, 1916-1917; Medical Reserve Corps U. S. Army, 1917-1919; Pathologist, Stuart Circle Hospital, Richmond, Virginia, 1919-1920; Professor of Pathology, Wake Forest College, 1920.

CHARLES A. ROUSE, Ph.B., M.A.,

*Associate Professor of English.*

Ph.B., University of Chicago, 1910; Professor of English, Simmons College, Abilene, Texas, 1910-1915; A.M., University of Chicago, 1913; Graduate Student, *ibid.*, 1915-1917; Substitute-Instructor in English, University of Colorado, 1917-1918; Instructor in English, University of Illinois, 1918-1919; Associate Professor of English, Wake Forest College, 1919.

EDGAR H. HENDERSON, M.A.,

*Associate Professor of English.*

B.A., Furman University, 1915; M.A., *ibid.*, 1916; Reader, English Department, Furman University, 1915-1916; Principal Lake City (S. C.) High School, 1916-1917; Instructor in Latin and French, Chick Springs Military Academy, S. C., 1917; Head of English Department, Coker College, 1918-1920; Graduate Student, Harvard University, Summer Sessions of 1919 and 1920; Associate Professor of English, Wake Forest College, 1920.

ALBERT C. REID, M.A.,

*Associate Professor of Philosophy.*

B.A., Wake Forest College, 1917; M.A., *ibid.*, 1918; Instructor in French, *ibid.*, 1917-1918; Professor of Philosophy and Education, Anderson College, 1918-1920; Dean of Piedmont Normal Summer School, *ibid.*, 1918-1919-1920; Associate Professor of Philosophy, Wake Forest College, 1920.

WILLIAM E. SPEAS, M.A.,

*Associate Professor of Physics.*

B.A., Wake Forest College, 1907; Graduate Student, Johns Hopkins University, 1909-1913; Assistant in Physics, *ibid.*, 1911-1913; M. A., *ibid.*, 1913; Graduate Student University of Chicago, 1919; Instructor in Physics, Clemson Agricultural College, 1913-1916; Assistant Professor of Physics, *ibid.*, 1916-1919; Associate Professor of Physics, *ibid.*, 1919-1920; Associate Professor of Physics, Wake Forest, 1920.



CULLEN B. GOSNELL, M.A.,

*Assistant Professor of Political Science.*

A.B., Wofford College, 1916; M.A., Vanderbilt University, 1920; Head of English Department, Chester High School; Officer in the U. S. Naval Reserve Force, 1917-1919; Assistant in History, Vanderbilt University, 1919-1920; Assistant Professor of Political Science, Wake Forest College, 1920.

JAMES G. CARROLL, M.A.,

*Assistant Professor of Mathematics.*

B.A., Wake Forest College, 1908; M.A., Columbia University, 1920; Diploma, Teaching of Mathematics, Columbia University, 1920; Principal of Wingate School, 1908-1918; Educational Secretary Y. M. C. A., 1918; Professor of Physics and Mathematics, Guilford College, 1918-1919; Department of Physics, Clemson College, 1919-1920; Assistant Professor of Mathematics, Wake Forest College, 1920.

MRS. ETHEL T. CRITTENDEN,

*Librarian.*

HENRY L. LANGSTON, B.A.,

*Director of Physical Education.*

R. B. WILSON,

*Instructor in Biology.*

R. A. SULLIVAN, B.A.,

*Instructor in Chemistry.*

*Assistants:* K. H. CRUTCHFIELD (Chemistry); R. C. BROWN (English); J. L. MEMORY, JR., (English); E. F. POPE (Gymnasium); W. H. DICKENS (Law); J. C. EAGLE (Anatomy); T. R. BOWERS, JR., (Bacteriology); W. C. FURR (Pathology); W. B. HUNT, JR., (Physiology); H. RUFFU (Embryology); C. B. DEAN (Library); C. F. GADDY (Library); T. T. HAMILTON, JR., (Library); V. C. HOWELL (Library); R. M. LEE (Library); G. R. SHERRILL (Library); H. D. BROWNING, JR., (Library).

### Officers

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EDGAR W. TIMBERLAKE, JR., *Dean of the College.*

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

GEORGE W. PASCHAL, *Examiner.*

NEEDHAM Y. GULLEY, *Dean of Law.*

THURMAN D. KITCHIN, *Dean of Medicine.*

\* CLARENCE D. GRAVES, *Chaplain.*

MRS. ETHEL T. CRITTENDEN, *Librarian.*

XANIE STOWE, *Head Nurse of College Hospital.*

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

### Committees

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

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Professors PASCHAL and POTEAT, and Director LANGSTON.

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

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#### *Examinations—*

Professors JONES, GULLEY, and HUNTER.

#### *Executive—*

President, Dean, Professors GORRELL and WHITE.

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Professors PEARSON, NOWELL, SLEDD, GOULD, and Examiner.

#### *Lectures—*

Professors POTEAT, SLEDD, VANN, and CULLOM.

#### *Library—*

Professors PEARSON, PASCHAL, LAKE, and HENDERSON.

#### *Publications—*

Professors SLEDD, TIMBERLAKE, ROUSE, and Bursar EARNSHAW.

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\* Resigned January 1, 1921.

## CATALOGUE OF STUDENTS

## GRADUATE

<i>Name</i>	<i>Residence.</i>	<i>Session.</i>
Arledge, Roone, B.A. (Wake Forest).....	<i>Polk</i>	5
Austin, Clarence Moore, LL.B. (Wake Forest).	<i>Mecklenburg</i>	.. 4
Baldy, Francis H., B.A. (Wake Forest).....	<i>Darlington, S.C.</i>	4
Blackmon, John Morris, B.A. (Wake Forest)..	<i>Lancaster, S. C.</i>	5
Burns, Robert Paschal, B.A., LL.B. (Wake Forest) .....	<i>Person</i>	..... 6
Carlyle, Irving Edward, B.A. (Wake Forest)...	<i>Wake</i>	..... 5
Eagle, James Carr, B.A. (Wake Forest).....	<i>Rowan</i>	..... 6
Fouts, Dover Reese, B.A. (Wake Forest).....	<i>Macon</i>	..... 5
Greene, George William, B.A. (Wake Forest)..	<i>Canton, China..</i>	5
Griffin, Lloyd Eldon, B.A. (Wake Forest)....	<i>Chowan</i>	..... 5
Hamrick, Charles Raymond, B.A. (Wake Forest) .....	<i>Rutherford</i>	.... 5
Honeycutt, Murray Andrew, B.A. (Wake Forest)	<i>Wake</i>	..... 5
Humber, Robert Lee, Jr., B. A. (Wake Forest).	<i>Pitt</i>	..... 5
Johnson, Ferdie Talmage, B.A. (Wake Forest).	<i>Sampson</i>	..... 5
Jones, William Bailey, B.A. (Wake Forest)....	<i>Wake</i>	..... 5
McIntyre, Robert Allen, LL.B. (Wake Forest)..	<i>Robeson</i>	..... 5
Mills, Eugene, LL.B. (Wake Forest).....	<i>Wake</i>	..... 5
Morris, B. Ellis, B.A. (Wake Forest).....	<i>Wake</i>	..... 4
Pittman, William Gladstone, B.A. (Wake Forest) .....	<i>Nansemond, Va.</i>	5
Pruette, Shaw McDade, LL.B. (Wake Forest)..	<i>Mecklenburg</i>	.. 4
Sowers, Roy Gerodd, M.A. (Wake Forest).....	<i>Davidson</i>	..... 6
Sullivan, Roy William, B.A. (Wake Forest)...	<i>Stokes</i>	..... 5
Ward, Benjamin Thomas, B.A. (Wake Forest).	<i>Perquimans</i>	... 5
Warren, Casper Carl, B.A. (Wake Forest)....	<i>Harnett</i>	..... 5

## Seniors—Class of 1921

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Allen, Thomas Cheek.....	Mecklenburg, Va.....	3
Ayers, Sanford Emmett.....	Shantung, China.....	4
Ballentine, Lynton Yates.....	Wake .....	4
Brown, Clarence Fleetwood.....	Anderson, S. C.....	4
Brown, Roy Conrad.....	Henderson .....	3
Crittenden, Christopher.....	Wake .....	6
Crowell, Oscar Bernard.....	Person .....	4
Crutchfield, Kenneth Hume.....	Davidson .....	4
Dorsett, Harry K.....	Chatham .....	4
Draughan, John Palmer.....	Harnett .....	4
Duncan, Herman Henry.....	Johnston .....	4
Everett, James Redding.....	Edgecombe .....	3
Folk, Edgar Estes .....	Norfolk, Va.....	4
Gaddy, Claude F.....	Union .....	3
Harris, Clyde Feebles, Jr.....	Franklin .....	4
Herring, Ralph Alderman.....	New Hanover.....	4
Hollowell, Asa Baker.....	Bertie .....	2
Hurley, Dan T.....	Randolph .....	4
Jones, Junius Linwood.....	Wake .....	4
Kinnett, Albert Daniel.....	Spartanburg, S. C....	4
Kesler, James Courtney.....	Davidson .....	4
Mallory, Lowry.....	Calhoun, Ala.....	3
Memory, Jasper Livingston, Jr.....	Columbus .....	3
Murray, Elwyn G.....	Duplin .....	4
Murray, Jackson Gray.....	Burke .....	4
Neal, William Mills.....	Halifax, Va.....	3
Newton, Paul Calvin.....	Davidson .....	3
Nix, Willard Voniver.....	Henderson .....	2
Nixon, James Richard.....	Chowan .....	4
Norwood, Evan Wilkins.....	Wayne .....	3
Pangle, Thomas Ora.....	Jackson .....	4
Perry, Clarence Cecil.....	Union .....	4
Phillips, Ernest Nicholas.....	Stokes .....	4
Pope, Elbert Norwood.....	Harnett .....	4

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Rabenhorst, Harry Aldrich, Jr.....	<i>East Baton Rouge, La.</i>	4
Ragsdale, Forest Wales.....	<i>Alamance</i>	2
Rhodes, Jesse F.....	<i>Catawba</i>	4
Sherrill, George Raymond.....	<i>Watauga</i>	4
Smith, Arlie R.....	<i>Union</i>	4
Sowers, Wade Andrew.....	<i>Davidson</i>	3
Stafford, Ivy Kenyon.....	<i>Pasquotank</i>	4
Stephen, Edgar Green.....	<i>Simpson, Ky.</i>	3
Stephens, Rex Garland.....	<i>Wake</i>	4
Stroup, Halcombe McClain.....	<i>Mecklenburg</i>	4
West, Edgar Paul.....	<i>Duplin</i>	3
Whitehurst, Arthur Renard.....	<i>Pitt</i>	3
Wilson, Ross Bynum.....	<i>Watauga</i>	3
Williams, William Norman.....	<i>Jefferson, Ark.</i>	4
Woodward, Frank Tennyson.....	<i>Iredell</i>	4

#### Juniors—Class of 1922

Austin, William Bennett.....	<i>Anderson, S. C.</i>	2
Averitt, Ransom Stringfield.....	<i>Johnston</i>	3
Bain, Terry Reid.....	<i>Sampson</i>	3
Bazemore, Edgar Perry.....	<i>Bertie</i>	3
Beck, Asa Lawrence.....	<i>Buncombe</i>	3
Bowden, Sam Allen, Jr.....	<i>Duplin</i>	3
Boyette, Edgar Thomas.....	<i>Johnston</i>	3
Brown, King David.....	<i>Surry</i>	3
Buck, Charles G.....	<i>Yancey</i>	3
Burnette, Thad Clarence.....	<i>Buncombe</i>	3
Calton, Aubrey Lolan.....	<i>Cleveland</i>	3
Cannady, Everett Henry.....	<i>Sampson</i>	3
Carlyle, John Bethune.....	<i>Wake</i>	3
Cash, Wilbur Joseph.....	<i>Cleveland</i>	2
Crouch, John P.....	<i>Catawba</i>	3
Dawes, Redmond Blanford.....	<i>Wake</i>	3
Ellis, William Astron.....	<i>Johnston</i>	3
Goodrich, Arthur Leon.....	<i>Johnston</i>	3
Graham, Thomas Settle, Jr.....	<i>Guilford</i>	3

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Green, Charles Sylvester.....	<i>Durham</i> .....	3
Greene, James Young.....	<i>Cleveland</i> .....	3
Hamilton, Thomas Tristram, Jr.....	<i>Catawba</i> .....	3
Hamrick, Charles Oren.....	<i>Cleveland</i> .....	3
Harte, Nelson Norfleet.....	<i>Granville</i> .....	3
Hauser, Oscar H.....	<i>Dundy, Neb.</i> .....	3
Hoge, J. Fulton.....	<i>Raleigh, W. Va.</i> .....	3
Hough, Joseph Carl.....	<i>Stanly</i> .....	3
Howard, Charles Barrett.....	<i>Sampson</i> .....	3
Hudson, James Alcus.....	<i>Richmond</i> .....	3
Israel, Frank Lewis.....	<i>Robeson</i> .....	3
Jarvis, Frank W.....	<i>Madison</i> .....	2
Kelley, William Olive.....	<i>Johnston</i> .....	3
Ledbetter, John Clarence.....	<i>Rutherford</i> .....	2
Lee, Ralph Marion.....	<i>Wayne</i> .....	3
Matthews, Walter Johnson, Jr.....	<i>Scotland</i> .....	3
McLean, Willie Kate.....	<i>Yancey</i> .....	1
Mills, John Garland, Jr.....	<i>Wake</i> .....	3
Monteith, Hugh Ednie.....	<i>Jackson</i> .....	3
Moss, Thomas J.....	<i>Rutherford</i> .....	3
Mullinax, Burgin Lee.....	<i>Cleveland</i> .....	3
Nelson, John Raymond.....	<i>Vance</i> .....	3
Pinner, Charles Harlan.....	<i>Henderson</i> .....	2
Follock, Alfred LaFayette.....	<i>Duplin</i> .....	3
Poplin, Raymond Lester.....	<i>Stanly</i> .....	3
Riddle, Eugene Neese.....	<i>Alamance</i> .....	3
Roberts, Eugene Leslie.....	<i>Wayne</i> .....	3
Rogers, Alexander Paul.....	<i>Aiken, S. C.</i> .....	3
Royal, Charlie Nixon.....	<i>Sampson</i> .....	3
Royal, Donnie Martin.....	<i>Sampson</i> .....	3
Todd, Nehemiah Jackson.....	<i>Wake</i> .....	3
Watson, Duncan McNeill.....	<i>Scotland</i> .....	3
Weathers, Carroll Wayland.....	<i>Wake</i> .....	3
Wilde, Simpson O.....	<i>Buncombe</i> .....	3

## Sophomores—Class of 1923

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Adams, Paul Yates.....	<i>Rutherford</i>	2
Albritton, Benjamin C.....	<i>Duplin</i>	2
Andrews, Robert Lee.....	<i>Orange</i>	2
Bailey, Clarence Whitfield.....	<i>Washington</i>	2
Barnes, Dempsey.....	<i>Robeson</i>	2
Barnes, Tiffany.....	<i>Robeson</i>	2
Barton, Eugene Hamilton.....	<i>Anderson, S. C.</i>	2
Bennett, Ernest Claxton.....	<i>Sampson</i>	2
Berry, Corum Gaither.....	<i>Burke</i>	2
Blount, George Wood.....	<i>Wilson</i>	2
Bostic, William Chivous, Jr.....	<i>Rutherford</i>	2
Britton, Bernard.....	<i>Columbus</i>	2
Brown, William Dexter.....	<i>Anderson, S. C.</i>	2
Browning, Henry Donaldson, Jr.....	<i>Union</i>	2
Burgin, Joe Carter.....	<i>Sumter</i>	1
Burgin, Robert Fleming.....	<i>Chattahoochee, Ga.</i>	2
Burns, Augustus Merrimon, Jr.....	<i>Person</i>	2
Cantrell, John Rowland.....	<i>Wake</i>	2
Carroll, Stephen Scenter, Jr.....	<i>Florence, S. C.</i>	2
Carter, Foster Piercy.....	<i>Buncombe</i>	2
Castelloe, Dwight M.....	<i>Bertie</i>	2
Chadwick, Henry G.....	<i>Carteret</i>	1
Charles, Edgar Davidson.....	<i>Florence, S. C.</i>	2
Charles, Roland Keith, Jr.....	<i>Florence, S. C.</i>	2
Cheves, Willie Grey.....	<i>Franklin</i>	2
Corpening, Albert Newton.....	<i>Camden, Mo.</i>	1
Crawford, Basil Manly.....	<i>Gates</i>	2
Crowder, Sidney Melvin.....	<i>Rutherford</i>	2
Deaton, Hobart Obie.....	<i>Moore</i>	2
Dempsey, Dancy Spurgeon.....	<i>Bertie</i>	2
DeShazo, Benjamin Willard.....	<i>Johnston</i>	2
Dorsett, John.....	<i>Chatham</i>	1
Duncan, Bower H.....	<i>Ashe</i>	2
Elliott, Edward Sylvester.....	<i>Cleveland</i>	2
Evans, Thaddeus Woody.....	<i>Vance</i>	2
Evans, Winborne Dewey.....	<i>Chowan</i>	2



<i>Name</i>	<i>Residence</i>	<i>Session</i>
Gilmore, Clyde Manly.....	<i>Chatham</i> .....	2
Goode, Cecil C.....	<i>Cleveland</i> .....	2
Goodwin, Omer K.....	<i>Wake</i> .....	2
Griffin, James Thomas.....	<i>Nash</i> .....	2
Hamrick, Howard Pinkney.....	<i>Cleveland</i> .....	2
Hamrick, Phacian Vines.....	<i>Cleveland</i> .....	2
Hawkins, Albert T.....	<i>Anderson, S. C.</i> .....	2
Hawkins, Dan R.....	<i>Rutherford</i> .....	2
Heckman, George Bowers.....	<i>Cumberland, Pa.</i> .....	2
Hilburn, John Elmer.....	<i>Bladen</i> .....	2
Hodge, Alonzo Richard.....	<i>Wake</i> .....	2
Hogan, Alexander Lacy.....	<i>Richmond</i> .....	2
Howell, Vance Cyrus.....	<i>Watauga</i> .....	2
Hunt, Astor.....	<i>Cleveland</i> .....	2
Ingle, Carl Edgar.....	<i>Watauga</i> .....	3
Johnson, William Amos.....	<i>Wake</i> .....	2
Johnstone, Clement B.....	<i>New Hanover</i> .....	2
Lake, John Caldwell.....	<i>Wake</i> .....	2
Lee, Early Gaither.....	<i>Lincoln</i> .....	2
Lewis, Francis Adolph.....	<i>Halifax</i> .....	2
Lewis, Joseph Earl.....	<i>Darlington, S. C.</i> .....	2
Lott, Kenneth O'Neal.....	<i>Barnwell, S. C.</i> .....	2
Lovelace, James Lovis.....	<i>Cleveland</i> .....	2
Lynch, William Crawford.....	<i>Rutherford</i> .....	2
McCallum, William Roger.....	<i>Marlboro, S. C.</i> .....	4
McDowell, Roy Hendrix.....	<i>Gaston</i> .....	2
Medlock, Lawrence Carlton.....	<i>Anderson, S. C.</i> .....	2
Memory, Duncan Thomas.....	<i>Columbus</i> .....	1
Mills, Ralph Tyree.....	<i>Chatham</i> .....	2
Mitchell, Luther Carl.....	<i>Anderson, S. C.</i> .....	2
Moore, D. Forrest.....	<i>Cleveland</i> .....	2
Moore, William Dewey.....	<i>Prince Georges, Md.</i> ..	1
Morgan, Francis G.....	<i>Alamance</i> .....	2
Morton, Garret Hobart.....	<i>Stanly</i> .....	1
Moseley, Albert Meredith.....	<i>Wake</i> .....	2
Naylor, Herbert Pulman.....	<i>Sampson</i> .....	2
Newton, Irl Thomas.....	<i>Columbus</i> .....	2

<i>Name</i>	<i>Residence</i>	<i>Session</i>
O'Kelley, Thomas Washington, Jr.....	Wake .....	3
Page, Walton McArthur.....	Harnett .....	2
Pait, Ippie Clark.....	Bladen .....	2
Parker, James Mayon.....	Hertford .....	2
Parker, Joseph Yates.....	Wake .....	2
Peele, Curtis Davern.....	Bertie .....	2
Peele, Robert McNair.....	Hoke .....	2
Pool, Calvin Parker.....	Wake .....	2
Pool, James Robert.....	Robeson .....	2
Powers, Frank Poydras, Jr.....	Duplin .....	2
Powers, John F.....	Pender .....	2
Purser, Pliny Oscar.....	Union .....	2
Quinn, Aaron Borders.....	Cleveland .....	2
Ratliffe, Gadye Cox.....	Richmond .....	2
Regester, Rolland Florin.....	Roane, Tenn.....	2
Robinson, Monroe Lafferty.....	Mecklenburg .....	1
Sanders, William P.....	Johnston .....	2
Sawyer, Jerry.....	Tyrrell .....	2
Slate, Ralph Waldo.....	Stokes .....	2
Smith, Horace L.....	Burke .....	2
Spivey, Edward Lowell.....	Bertie .....	2
Stringfield, Vann Bernard.....	Madison .....	2
Tapp, Ralph B.....	Person .....	2
Tayloe, Gordon Bennett.....	Bertie .....	2
Taylor, James Loyd, Jr.....	Rutherford .....	2
Wall, Fletcher Hobson.....	Davidson .....	3
Wallace, William R.....	Edgecombe .....	2
Ward, William Thomas.....	Hampton, S. C.....	2
Weathers, Rupert R.....	Wake .....	2
Wheless, James Albert.....	Franklin .....	2
Wilson, Ossie William.....	Yancey .....	2
Young, John Calhoun.....	Buncombe .....	2
Young, James Linwood.....	Florence, S. C.....	2

## Freshman—Class of 1924

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Abbott, Milton May.....	<i>Lenoir</i> .....	1
Abernathy, Lige Albert.....	<i>Gaston</i> .....	1
Adams, Clifford R.....	<i>Lee</i> .....	1
Alderman, John Biggs.....	<i>Sampson</i> .....	1
Allred, Richard Speight.....	<i>Chatham</i> .....	1
Anderson, Elmo Dennis.....	<i>Edgecombe</i> .....	1
Anderson, L. N.....	<i>Edgecombe</i> .....	1
Anderson, Oscar Daniel, Jr.....	<i>Anderson, S. C.</i> .....	1
Andrews, Lee Earl.....	<i>Effingham, Ga.</i> .....	1
Angel, William Lenore.....	<i>York, S. C.</i> .....	1
Armstrong, James Leon.....	<i>Pender</i> .....	1
Ayers, Hartwell Foster.....	<i>Shantung, China.</i> ....	1
Baggett, Roy Wilson.....	<i>Bertie</i> .....	1
Bailey, Raymond Graves.....	<i>Person</i> .....	1
Beck, Robert Lloyd.....	<i>Davidson</i> .....	1
Bennett, Rawley Ellis.....	<i>Pittsylvania, Va.</i> ....	1
Biggs, Thomas Beverly.....	<i>Robeson</i> .....	1
Blackmon, Junius Fulton.....	<i>Harnett</i> .....	2
Blalock, Horace Guy.....	<i>Mecklenburg, Va.</i> ....	1
Boyles, Raymond Carlyle.....	<i>Surry</i> .....	1
Brandon, Sidney Ora.....	<i>Yadkin</i> .....	2
Brandon, Wesley Otis.....	<i>Yadkin</i> .....	1
Brewton, William Allan.....	<i>Buncombe</i> .....	1
Bridger, Roy Hynes.....	<i>Bertie</i> .....	2
Bridges, Dwight Thomas.....	<i>Cleveland</i> .....	1
Britt, Norley F.....	<i>Robeson</i> .....	2
Brittain, Marshall Sylvester.....	<i>Catawba</i> .....	2
Brooks, Cullen Paul.....	<i>Robeson</i> .....	1
Brown, Robert, Jr.....	<i>Rockingham</i> .....	1
Burden, Roscoe.....	<i>Bertie</i> .....	1
Burleson, Oliver Mims.....	<i>Buncombe</i> .....	1
Carraway, Thomas Biddle.....	<i>Craven</i> .....	1
Casstevens, J. Claude.....	<i>Yadkin</i> .....	1
Corbett, Clarence Lee.....	<i>Johnston</i> .....	1
Crawford, Evans.....	<i>Cleveland</i> .....	1
Crumpler, James Prior.....	<i>Cumberland</i> .....	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Daves, Guy.....	<i>Cleveland</i>	1
Davis, William L., Jr.....	<i>Washington</i>	2
Deane, Charles Bennett.....	<i>Richmond</i>	1
Early, William Jackson.....	<i>Bertie</i>	1
Earp, Raymond Elmore.....	<i>Johnston</i>	1
Edwards, Cornelius Bryant.....	<i>Wake</i>	1
Edwards, William Harold.....	<i>Chatham</i>	1
Elliott, Julian Carr.....	<i>Mecklenburg, Va.</i>	1
Ellis, John A.....	<i>Forsyth</i>	1
Farthing, James Alvah.....	<i>Catawba</i>	1
Flanagan, Arch J., Jr.....	<i>Pitt</i>	1
Foster, Malcolm Tennyson.....	<i>Spartanburg, S. C.</i>	1
Frye, Thaddeus Nathan.....	<i>Moore</i>	1
Graves, Victor Morse.....	<i>Wake</i>	2
Greason, Murray C.....	<i>Wake</i>	2
Griffin, Harvey Lee.....	<i>Robeson</i>	1
Griffin, John Emmett.....	<i>Union</i>	1
Grogg, John Henry, Jr.....	<i>Buncombe</i>	1
Hamrick, Asa Harrill.....	<i>Cleveland</i>	1
Harrell, Ira Speight.....	<i>Gates</i>	1
Harrill, McKinley.....	<i>Rutherford</i>	1
Harrill, Virgil P.....	<i>Rutherford</i>	1
Harrill, William Bunyan.....	<i>Cleveland</i>	1
Harris, Ollie Augusta.....	<i>Franklin</i>	2
Harris, William Lee.....	<i>Davidson</i>	1
Harrison, Rupert Womble.....	<i>Cumberland</i>	1
Hedgepeth, William Laurence.....	<i>Cumberland</i>	1
Helms, Jefferson Bivins.....	<i>Union</i>	1
Henderson, Sidney Lanier.....	<i>Pasquotank</i>	1
Herring, Robert Hughes.....	<i>Wayne</i>	1
Higgins, William Worth.....	<i>Rutherford</i>	1
Hobson, Tolbert Francis.....	<i>Duval, Fla.</i>	2
Horrell, Leon Brantley.....	<i>Pender</i>	1
Howard, Thomas Edward, Jr.....	<i>Anderson, S. C.</i>	1
Howard, William Hill.....	<i>Catawba</i>	1
Hunter, Charles Cree.....	<i>Northampton</i>	1
Hurst, Julian D.....	<i>Durham</i>	1
Ivey, James Houston, Jr.....	<i>Talladega, Ala.</i>	1
Johnson, John Stanly.....	<i>Pender</i>	1
Johnson, Paul William.....	<i>Yadkin</i>	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
King, John William.....	<i>Johnston</i>	1
Knott, John Ruffin.....	<i>Granville</i>	1
Lamb, Sam Nash.....	<i>Edgecombe</i>	1
Lancaster, David Barlow.....	<i>Robeson</i>	1
Lawson, Troy McDonald.....	<i>Robeson</i>	1
Layton, Joel Castlebury.....	<i>Harnett</i>	1
Leake, James.....	<i>Northampton</i>	1
Lee, Mike L., Jr.....	<i>Lenoir</i>	1
Lewis, Edward Urban.....	<i>Nash</i>	1
Lumpkin, Willie Lee.....	<i>Franklin</i>	1
McAuley, Eurid Reid.....	<i>Mecklenburg</i>	1
McFadden, Robert S.....	<i>Gaston</i>	1
McGregor, John Carlton.....	<i>Franklin</i>	1
McSwain, William Lawrence.....	<i>Cherokee, S. C.</i>	1
Mackie, George Carlyle.....	<i>Yadkin</i>	1
Marshburn, Marion Butler.....	<i>Wake</i>	1
Martin, LeRoy Brown.....	<i>Yadkin</i>	1
Martin, M. Zeno.....	<i>Yadkin</i>	1
Meigs, John Collie.....	<i>Union</i>	2
Merritt, James Oates.....	<i>Sampson</i>	1
Middleton, John Edgar.....	<i>Calcasieu</i>	1
Mitchell, Wiley Francis.....	<i>Franklin</i>	1
Modlin, George Matthews.....	<i>Pasquotank</i>	1
Moore, Edwin Hasting.....	<i>Jefferson, Ala.</i>	1
Moore, E. V.....	<i>Cleveland</i>	1
Moore, Roy Juventus.....	<i>Union</i>	1
Moore, Ray T.....	<i>Davie</i>	1
Moore, Vernon.....	<i>Johnston</i>	1
Moss, George Oren.....	<i>Cleveland</i>	1
Mullen, Malcolm Preston.....	<i>Franklin</i>	1
Muse, James Commodore, Jr.....	<i>Moore</i>	1
Norwood, Hart.....	<i>Wayne</i>	1
Nowell, Cecil Holley.....	<i>Bertie</i>	2
Nowell, John P.....	<i>Bertie</i>	1
Olive, Paul N.....	<i>Cumberland</i>	1
Outen, Joel Frank.....	<i>Union</i>	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Page, John Thomas.....	<i>Cumberland</i>	1
Parker, Gervaas Lester.....	<i>Halifax</i>	1
Parker, Joseph Wiley.....	<i>Bertie</i>	1
Patterson, Oras Fuquay.....	<i>Harnett</i>	1
Penny, Allen Lyon.....	<i>Wake</i>	1
Perry, Samuel Wilma.....	<i>Franklin</i>	1
Pippin, William Wesley.....	<i>Franklin</i>	1
Poole, Robert Edward.....	<i>Rutherford</i>	1
Proctor, Joseph Roy.....	<i>Edgecombe</i>	1
Proctor, T. Gilmer, Jr.....	<i>Guilford</i>	2
Pugh, Robert Lee.....	<i>Craven</i>	1
Rainey, Lawyer James.....	<i>Durham</i>	1
Ray, Horace T.....	<i>Buncombe</i>	1
Roach, Joseph Franklin.....	<i>Davidson</i>	1
Roberson, James Newton.....	<i>Buncombe</i>	1
Robertson, Cary.....	<i>Jefferson, Ky.</i>	1
Royal, Thomas Earl.....	<i>Sampson</i>	1
Rollins, Schurmway.....	<i>Rutherford</i>	1
Sanders, John Sikes.....	<i>Union</i>	1
Saunders, John Rudolph.....	<i>Bertie</i>	1
Seate, Robert Clyde.....	<i>Hoke</i>	1
Sessoms, Robert Solomon.....	<i>Robeson</i>	1
Sikes, Olin Blakeney.....	<i>Union</i>	1
Sledge, Clarence F.....	<i>Franklin</i>	1
Smith, Cecil Clayton.....	<i>Wayne</i>	1
Smith, James Brown.....	<i>Chesterfield, S. C.</i>	1
Stamey, Monie G.....	<i>Buncombe</i>	1
Staton, Oscar Mott.....	<i>Union</i>	1
Stephens, Carl Spurgeon.....	<i>Duval</i>	1
Stines, Ernest Z.....	<i>Madison</i>	1
Summersill, Edward White, Jr.....	<i>Onslow</i>	1
Tally, Otho Vernon.....	<i>Harnett</i>	1
Teague, Grover C.....	<i>Alexander</i>	2
Temple, Herbert Dillard.....	<i>Lenoir</i>	1
Thomas, Errington Waugh.....	<i>Buncombe</i>	1
Townsend, Carl Mack.....	<i>Columbus</i>	1
Vann, Joe Thomas, Jr.....	<i>Conecuh, Ala.</i>	1
Vann, Luther Rochester.....	<i>Wake</i>	1
Wall, Charles Merritt, Jr.....	<i>Davidson</i>	1
Watkins, Joseph Conrad, Jr.....	<i>Forsyth</i>	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Wheless, Joe Mann.....	<i>Franklin</i>	1
White, Estus, Jr.....	<i>Bertie</i>	1
White, Edward Poston.....	<i>Dade, Florida</i>	1
White, James Ryland.....	<i>Washington</i>	1
Whitehead, Charles Raymond.....	<i>Randolph</i>	1
Williams, Carver Vann.....	<i>Mecklenburg, Va.</i>	1
Willis, David Henry.....	<i>Carteret</i>	1
Wood, Loyd Thomas.....	<i>Cherokee, S. C.</i>	1
Wright, Harry Tucker.....	<i>Nelson, Va.</i>	1
Wyatt, Walter James, Jr.....	<i>Pitt</i>	1
Wyre, Berch Eugene.....	<i>Davidson</i>	1
Yates, Wray Jones.....	<i>Wake</i>	1

#### Unclassified Students

Arnold, Hubert Leon.....	<i>Wake</i>	2
Badger, James Robert.....	<i>Greenville, S. C.</i>	1
Benton, Robert Bunion.....	<i>East Baton Rouge, La.</i>	2
Cashwell, Charley Hayes.....	<i>Onslow</i>	3
Chadwick, William S.....	<i>Carteret</i>	1
Daughtry, W. B.....	<i>Johnston</i>	1
Gilbert, Judson Rowland.....	<i>Wake</i>	4
Greason, George Henry, Jr.....	<i>Wake</i>	1
Harris, Lawrence.....	<i>Wake</i>	1
Herren, Clifford Alexander.....	<i>Calhoun, Ala.</i>	1
Holding, Solomon Pace, Jr.....	<i>Wake</i>	1
McDowell, Archibald, Jr.....	<i>Halifax</i>	1
Marks, Whitney Garrett.....	<i>Richmond</i>	1
McGregor, Staley Spurgeon.....	<i>Nash</i>	2
Moore, Vernon.....	<i>Johnston</i>	1
Pickering, Charles Wilson.....	<i>Wake</i>	2
Pollock, Edgar D.....	<i>Duplin</i>	1
Prevatt, William Joseph, Jr.....	<i>Robeson</i>	1
Ross, Harvey Phil.....	<i>Durham</i>	1



<i>Name</i>	<i>Residence</i>	<i>Session</i>
Stamey, Owen.....	<i>Cleveland</i>	1
Thomas, John Lea.....	<i>Johnston</i>	1
Walker, Douglas Clyde.....	<i>Jefferson, Ala.</i>	1

## LAW

## First Year—Class of 1923

Bingham, Ralph.....	<i>Watauga</i>	1
Boylin, John Parks.....	<i>Anson</i>	2
Bunn, Roger Holmes.....	<i>Wake</i>	3
Byerly, Earlie W.....	<i>Davidson</i>	2
Carswell, Guy Thomas.....	<i>Wake</i>	2
Chamblee, Travis B.....	<i>Granville</i>	2
Cone, William Harry.....	<i>Hampton, S. C.</i>	1
Crutchfield, Harry Lee.....	<i>Guilford</i>	1
Dewitt, Hubert Earle.....	<i>Barnwell, S. C.</i>	1
Edwards, William Harold.....	<i>Chatham</i>	1
Finch, Willie Preston .....	<i>Nash</i>	1
Fussell, Ray.....	<i>Duplin</i>	1
Gardner, Ernest Alvah.....	<i>Cleveland</i>	2
Glover, Thomas Basil.....	<i>Halifax</i>	1
Hedgepeth, Romulus A.....	<i>Robeson</i>	2
Hennessee, William Edward.....	<i>Rowan</i>	1
Hiatt, David Lafayette.....	<i>Surry</i>	1
High, Frank R.....	<i>Gaston</i>	1
Howard, Manly Benson.....	<i>Robeson</i>	1
Ingram, Stanton B.....	<i>Calhoun, Ala.</i>	3
Jackson, Charlie Alfred.....	<i>Wayne</i>	1
Jones, Basil Thomas.....	<i>Jones</i>	1
Jones, Sam.....	<i>Wake</i>	1
Jordan, James Floyd.....	<i>Wilkes</i>	2
Kitchin, Clement S.....	<i>Halifax</i>	1
Lamm, Charles Cadmus.....	<i>Wilson</i>	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
McLeod, John Blount.....	<i>Robeson</i>	1
Mullen, Rosser Clement.....	<i>Franklin</i>	1
Newton, Adrian Jefferson.....	<i>Davidson</i>	1
Royall, Hubert.....	<i>Sampson</i>	1
Sledge, John Wayland.....	<i>Nash</i>	1
Still, Garland Everett.....	<i>Forsyth</i>	1
Tillery, Bruce Pennington.....	<i>Halifax</i>	1
Turlington, Sam Armon.....	<i>Sampson</i>	1
Upchurch, George Eugene, Jr.....	<i>Wake</i>	1
Wagoner, J. Odell.....	<i>Forsyth</i>	1
Whitley, Alexander Hines.....	<i>Nash</i>	2
Wheless, James Elijah.....	<i>Franklin</i>	1
Williams, Herbert Taylor.....	<i>Mecklenburg, Va.</i>	2
Whitaker, George Gay.....	<i>Buncombe</i>	1

### Second Year—Class of 1922

Allen, Thomas Whitmell.....	<i>Wake</i>	2
Armstrong, Francis Alton.....	<i>Halifax</i>	3
Benthall, Wilton Patrick.....	<i>Northampton</i>	4
Booe, William Bryan.....	<i>Davie</i>	2
Boyette, Mosley Graham.....	<i>Duplin</i>	2
Butler, Lacy McDonald.....	<i>Swain</i>	3
Floyd, William Y.....	<i>Robeson</i>	3
Fortune, Charles Merriwether.....	<i>Buncombe</i>	2
Fulton, Fitzhugh Lee.....	<i>New Hanover</i>	4
Hester, William Fred.....	<i>Robeson</i>	2
Holman, Edwin Floyd.....	<i>Wilkes</i>	3
Hoyle, William Fitzhugh.....	<i>Lincoln</i>	2
Kearney, Henry Crawford.....	<i>Franklin</i>	2
Lewis, David James.....	<i>Pender</i>	2
Lewis, Guido M.....	<i>Pender</i>	2
McLean, Charles B.....	<i>Wilson</i>	3
Morgan, Zebulon Vance.....	<i>Union</i>	2

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Nicholson, William Moore, Jr.....	<i>Cleveland</i>	2
Odum, William Henry.....	<i>Beacon, Ga.</i>	2
Pearce, Fred Marvin.....	<i>Wake</i>	2
Rawls, Hal Carlton.....	<i>Bertie</i>	2
Stroud, Cecil N.....	<i>Lenoir</i>	3
West, Paul Caleb.....	<i>Currituck</i>	2
Williford, David McHenry.....	<i>Sampson</i>	2

### Third Year—Class of 1921

Arledge, Roone.....	<i>Polk</i>	4
Austin, Horace Vernon.....	<i>Stanly</i>	4
Blackmon, John Morris.....	<i>Lancaster, S. C.</i>	5
Blackwell, Hector Clifton.....	<i>Robeson</i>	3
Bone, Walter James.....	<i>Nash</i>	4
Bridger, James Albert.....	<i>Bladen</i>	4
Buie, Clifford Bennette.....	<i>Bladen</i>	3
Burgess, John Robert.....	<i>Polk</i>	2
Carter, Rufus Roy.....	<i>Wake</i>	3
Dickens, Wade Hampton.....	<i>Halifax</i>	3
Felts, William Roy.....	<i>Surry</i>	3
Fouts, Dover Reese.....	<i>Macon</i>	5
Frazier, June Ernest.....	<i>Randolph</i>	3
Goodson, William Carl.....	<i>Duplin</i>	3
Gordon, Martin Luther.....	<i>Nash</i>	3
Hall, Avalon Evan.....	<i>Forsyth</i>	3
Hamrick, Charles Raymond.....	<i>Rutherford</i>	5
Hudson, Isham Barney.....	<i>Sampson</i>	3
Humber, Robert Lee, Jr.....	<i>Pitt</i>	5
Jackson, Hosea M.....	<i>Sampson</i>	1
Jones, William Bailey.....	<i>Wake</i>	5
Mann, William Marion.....	<i>Halifax</i>	3
Marsh, George Alexis, Jr.....	<i>Mecklenburg</i>	3

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Mauney, Theron Burt.....	<i>Stanly</i> .....	4
Morrison, Thomas Benton.....	<i>Marlboro, S. C.</i> .....	4
Moses, Talmage Owen.....	<i>Franklin</i> .....	3
Pittman, William Gladstone.....	<i>Nansemond, Va.</i> .....	5
Rhodes, Hughes Jennings.....	<i>Craven</i> .....	4
White, Rufus Jennings.....	<i>Northampton</i> .....	4

### Special Students

Barnes, Saxe .....	<i>Johnston</i> .....	2
Campbell, Walter Lee.....	<i>Stanly</i> .....	1
Deese, Brady Fernando.....	<i>Union</i> .....	1
Fountain, Jefferson Lodrich, Jr.....	<i>Wake</i> .....	1
Grady, Charles Howard.....	<i>Johnston</i> .....	2
Harshaw, Moses Richard.....	<i>Caldwell</i> .....	1
Hicks, Edison T.....	<i>Vance</i> .....	1
Klutz, Gill Wyeth.....	<i>Catawba</i> .....	1
Lutterloh, Herbert McRee.....	<i>Cumberland</i> .....	1
Narron, John Arthur.....	<i>Johnston</i> .....	1
Nimocks, David Ray.....	<i>Cumberland</i> .....	1
Redden, Monroe M.....	<i>Henderson</i> .....	1
Williams, Erwin Thompson.....	<i>Robeson</i> .....	2
Worrell, J. D.....	<i>Edgecombe</i> .....	1

### Students Classified Elsewhere, Taking One or More Classes in Law

Albritton, Benjamin C.....	<i>Duplin</i> .....	2
Anderson, Elmo Dennis.....	<i>Edgecombe</i> .....	1
Anderson, L. N.....	<i>Edgecombe</i> .....	1
Anderson, Oscar Daniel, Jr.....	<i>Anderson, S. C.</i> .....	1
Angel, William Lenore.....	<i>York, S. C.</i> .....	1
Averitt, Ransom Stringfield.....	<i>Johnston</i> .....	3

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Bailey, Raymond Graves.....	<i>Person</i> .....	1
Ballentine, Lynton Yates.....	<i>Wake</i> .....	4
Berry, Corum Gaither.....	<i>Burke</i> .....	2
Biggs, Thomas Beverly.....	<i>Robeson</i> .....	1
Blackmon, Junius Fulton.....	<i>Harnett</i> .....	2
Blalock, Horace Guy.....	<i>Mecklenburg</i> .....	1
Bowden, S. A.....	<i>Duplin</i> .....	3
Brown, Clarence Fleetwood.....	<i>Anderson, S. C.</i> .....	4
Buck, Charles G.....	<i>Yancey</i> .....	3
Charles, Edgar Davidson.....	<i>Florence, S. C.</i> .....	2
Charles, Roland Keith.....	<i>Florence, S. C.</i> .....	2
Crowell, Oscar B.....	<i>Person</i> .....	4
Dawes, Redmond Blanford.....	<i>Wilson</i> .....	3
DeWitt, Hubert Earle.....	<i>Barnwell, S. C.</i> .....	1
Dorsett, Harry K.....	<i>Chatham</i> .....	4
Dorsett, John Davis.....	<i>Chatham</i> .....	1
Duncan, Herman Henry.....	<i>Johnston</i> .....	4
Evans, Thaddeus Woody.....	<i>Vance</i> .....	2
Everett, James Reddng.....	<i>Edgecombe</i> .....	3
Gaddy, Claude Fisher.....	<i>Union</i> .....	3
Griffin, James Thomas.....	<i>Nash</i> .....	2
Hamilton, Thomas Tristam, Jr.....	<i>Catawba</i> .....	3
Hamrick, Charles Oren.....	<i>Cleveland</i> .....	3
Harris, Clyde P., Jr.....	<i>Franklin</i> .....	4
Harrison, Rupert Womble.....	<i>Cumberland</i> .....	1
Harte, Nelson Norfleet.....	<i>Granville</i> .....	3
Hawkins, Dan R.....	<i>Rutherford</i> .....	2
Hedgepeth, William Lawrence.....	<i>Cumberland</i> .....	1
Hilburn, John Elmer.....	<i>Bladen</i> .....	2
Hobson, Tolbert Francis.....	<i>Duval, Fla.</i> .....	2
Hollowell, Asa Baker.....	<i>Bertie</i> .....	4
Howard, Charles Barrett.....	<i>Sampson</i> .....	3
Howard, Thomas, Edward, Jr.....	<i>Anderson, S. C.</i> .....	1
Hudson, James Alcus.....	<i>Richmond</i> .....	3
Hurley, Dan T.....	<i>Randolph</i> .....	4
Johnson, John Stanly.....	<i>Pender</i> .....	1
Kesler, James Courtney.....	<i>Davidson</i> .....	4

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Lancaster, David Barlow.....	<i>Robeson</i>	1
Lee, Ralph Marion.....	<i>Wayne</i>	3
Lewis, Francis Adolph.....	<i>Halifax</i>	2
Lewis, Joseph Earl.....	<i>Darlington, S. C.</i>	2
Lumpkin, Willie Lee.....	<i>Franklin</i>	1
McDowell, Archibald, Jr.....	<i>Halifax</i>	1
McSwain, William Lawrence.....	<i>Cleveland</i>	1
Martin, Leroy Brown.....	<i>Yadkin</i>	1
Matthews, Walter Johnson.....	<i>Scotland</i>	3
Neal, William M.....	<i>Halifax, Va.</i>	3
Nowell, Cecil Holley.....	<i>Bertie</i>	2
O'Kelley, Thomas Washington, Jr.....	<i>Wake</i>	3
Pangle, Thomas Ora.....	<i>Jackson</i>	4
Peele, Curtis Davern.....	<i>Bertie</i>	2
Pollock, Alfred L.....	<i>Duplin</i>	3
Pool, Calvin Parker.....	<i>Wake</i>	2
Pope, Elbert Norwood.....	<i>Harnett</i>	4
Pool, James Robert.....	<i>Robeson</i>	2
Prevatt, William Joseph, Jr.....	<i>Robeson</i>	1
Quinn, Aaron Borders.....	<i>Cleveland</i>	2
Ragsdale, Forest Wales.....	<i>Alamance</i>	2
Ray, Horace T.....	<i>Buncombe</i>	1
Roach, Joseph Franklin.....	<i>Davidson</i>	1
Ross, Harvey Phil.....	<i>Durham</i>	1
Royal, Charlie Nixon.....	<i>Sampson</i>	3
Sanders, William P.....	<i>Johnston</i>	2
Saunders, John Sikes.....	<i>Union</i>	1
Sawyer, Jerry.....	<i>Tyrrell</i>	2
Seate, Robert Clyde.....	<i>Hoke</i>	1
Sikes, Olin Blakeney.....	<i>Union</i>	1
Smith, Cecil Clayton.....	<i>Wayne</i>	1
Sowers, Wade Andrew.....	<i>Davidson</i>	3
Stafford, Ivy Kenyon.....	<i>Pasquotank</i>	4
Stamey, Owen.....	<i>Cleveland</i>	1
Thomas, Errington Waugh.....	<i>Buncombe</i>	1

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Wall, Charles Meritt, Jr.....	<i>Davidson</i>	1
Wallace, William R.....	<i>Wake</i>	2
Watson, Duncan McNeill.....	<i>Scotland</i>	3
Weathers, Carroll W.....	<i>Wake</i>	3
Whitehurst, Arthur Renard.....	<i>Pitt</i>	3

## MEDICINE

### First Year—Class of 1922

<i>Name</i>	<i>Residence</i>	<i>Session</i>
Anders, James Clarence.....	<i>Norfolk, Va.</i>	1
Baxter, Oscar Dixon.....	<i>Wake</i>	1
Best, DeLeon Edward.....	<i>Duplin</i>	3
Carpenter, Coy Cornelius.....	<i>Wake</i>	3
Council, Esmond Ensley.....	<i>Chatham</i>	3
Dodd, Benjamin Roscoe.....	<i>Wake</i>	4
Edwards, George Loren.....	<i>Pitt</i>	3
Fowlkes, Hunter McGuire.....	<i>Richmond</i>	1
Hall, Locksley Samuel.....	<i>Forsyth</i>	3
Harris, Thomas Frederick.....	<i>Rutherford</i>	3
Howard, John Richard.....	<i>Robeson</i>	3
Mears, George A.....	<i>Buncombe</i>	1
Pearson, Hugh Oliver.....	<i>Wilson</i>	3
Poole, Charles Glenn.....	<i>Wake</i>	3
Ramseur, David Summy, Jr.....	<i>Cherokee, S. C.</i>	3
Ruffu, Henry .....	<i>Atlantic, N. J.</i>	1
Shuford, Hilton McKay.....	<i>Catawba</i>	1
Smith, William Grady.....	<i>Mecklenburg</i>	3
Straughan, John William.....	<i>Chatham</i>	3
Taylor, Erasmus Hervey Evans.....	<i>Burke</i>	1
Thompson, Clive Allen.....	<i>Alleghany</i>	1
Upchurch, Coy Tillman.....	<i>Wake</i>	3



<i>Name</i>	<i>Residence</i>	<i>Session</i>
Ward, William Titus.....	<i>Chowan</i>	4
Westerhoff, Peter Detelius.....	<i>Bergen, N. J.</i>	1

### Second Year—Class of 1921

Adams, Edward Everard.....	<i>Cherokee</i>	4
Barefoot, Graham Ballard.....	<i>Columbus</i>	4
Blackshear, Gill Wyeth.....	<i>Bay, Florida.</i>	2
Byrd, William Carey.....	<i>Chatham</i>	4
Bowers, Thaddeus Roy, Jr.....	<i>Halifax</i>	4
Bundy, John L.....	<i>Marlboro, S. C.</i>	4
Duncan, Stacy Allen.....	<i>Cumberland</i>	4
Eagle, James Carr.....	<i>Rowan</i>	6
Furr, William Charles.....	<i>Wake</i>	4
Grose, Robert Glenn.....	<i>Iredell</i>	4
Groves, Robert Burwell.....	<i>Gaston</i>	4
Hunt, William Bryce, Jr.....	<i>Davidson</i>	4
Jennette, William Carl.....	<i>Wayne</i>	2
Outlaw, Jackson Kent.....	<i>Lenoir</i>	4
Parker, Alan Phares.....	<i>Wake</i>	4
Parker, Herman Richard.....	<i>Halifax</i>	4
Pondfield, Louis F.....	<i>Baltimore, Md.</i>	1
Pool, Bennette Baucom.....	<i>Johnston</i>	4
Rivenbark, Matthew James.....	<i>Wake</i>	4
Simpson, Henry Hardy.....	<i>Caswell</i>	4
Sowers, Roy Gerodd.....	<i>Davidson</i>	6
Thomas, George Norfleet.....	<i>Granville</i>	4
Tyson, John Joyner.....	<i>Pitt</i>	4
Watkins, William Merritt.....	<i>Wayne</i>	4
White, Francis Willard Moody.....	<i>Bertie</i>	4

## SUMMER SCHOOL

<i>Name</i>	<i>Course</i>	<i>Residence</i>	<i>Session</i>
Allen, Thomas Cheek.....	Greek	Mecklenburg, Va.	3
Arledge, Roone .....	Law	Polk	4
Austin, Clarence Moore.....	Law	Mecklenburg	4
Baldy, Francis H.....	Law	Darlington, S. C.	4
Blackmon, John Morris.....	Law	Lancaster, S. C.	5
Blackwell, Hector Clifton.....	Law	Robeson	3
Burns, Robert Paschal.....	Law	Person	6
Butler, Roscoe.....	Law	Sampson	3
Carlyle, Irving Edward.....	Law	Wake	6
Carswell, Guy Thomas.....	Law	Wake	2
Edwards, Charles Henry.....	Law	Wayne	1
Elliott, Edward Sylvester.....	Spanish	Cleveland	2
Glance, John Marvin.....	Law	Buncombe	1
Grady, Charles Howard.....	Law	Johnston	1
Hamrick, Charles Raymond.....	Law	Rutherford	5
Harris, Thomas Frederick.....	Spanish	Rutherford	3
Humber, Robert Lee, Jr.....	Law	Pitt	5
Ingram, Odie D.....	Law	Guilford	2
Johnson, Ferdie Talmage.....	Law	Sampson	5
Jones, William Bailey.....	Law	Wake	5
Jordan, Alton Luther.....	Law	Camden	1

Little, Bryce .....	Law .....	Union .....	1
Lynch, William Crawford .....	Greek .....	Rutherford .....	2
McDonald, Benjamin Augustus .....	Law .....	Robeson .....	1
McIntyre, Robert Allen .....	Law .....	Robeson .....	5
Mason, James Wallace .....	Law .....	Carteret .....	1
Mauney, Theron Burt .....	Law .....	Stanly .....	4
Mills, Eugene .....	Law .....	Wake .....	4
Murray, Jackson Gray .....	Spanish .....	Burke .....	4
Norwood, Evan Wilkins .....	French .....	Wayne .....	3
Patton, James Ralph, Jr. ....	Law .....	Durham .....	1
Perry, Clarence Cecil .....	Greek .....	Union .....	4
Pruette, Shaw McDade .....	Law .....	Mecklenburg .....	4
Sides, Franklin Elwood .....	Law .....	Forsyth .....	1
Simpson, Alaric .....	Law .....	Bertie .....	1
Smith, Paul F. ....	Law .....	Wake .....	1
Sowers, Wade Andrew .....	Greek, Spanish .....	Davidson .....	3
Stephen, Edgar Green .....	Greek .....	Simpson, Ky. ....	2
Stephens, Rex Garland .....	Greek .....	Wake .....	4
Wallace, William R. ....	Spanish .....	Edgecombe .....	2
Ward, Benjamin Thomas .....	Law .....	Perquimans .....	6
Warren, Casper Carl .....	Law .....	Harnett .....	5
West, John Oliver .....	Law .....	Sampson .....	1
White, Rufus Jennings .....	Law .....	Northampton .....	3

## Summary

Graduate Student .....	24
Undergraduates:	
Seniors—Class of 1920.....	48
Juniors—Class of 1921.....	53
Sophomores—Class of 1922.....	106
Freshmen—Class of 1923.....	164
Unclassified .....	22
	— 393
Law:	
First Year .....	40
Second Year .....	24
Third Year .....	29
Special Students .....	14
Students taking one or more classes, but classified elsewhere .....	83
	— 190
Medicine:	
First Year Medicine.....	24
Second Year Medicine.....	25
	— 49
Summer School .....	44
	—
Grand Total .....	656
Names occurring twice.....	79
	—
Total enrolled attendance.....	577

## RECAPITULATION OF STATES AND FOREIGN COUNTRIES

North Carolina .....	500
South Carolina .....	34
Virginia .....	10
Alabama .....	7
Georgia .....	5
Florida .....	4
Louisiana .....	3
Maryland .....	2
New Jersey .....	2
Tennessee .....	2
Arkansas .....	1

Kentucky .....	1
Missouri .....	1
Nebraska .....	1
Pennsylvania .....	1
West Virginia .....	1
China .....	3

## RECAPITULATION OF STUDENTS BY SCHOOLS

SESSION OF 1920-1921

	<i>Individuals</i>	<i>Aggregate</i>
Latin .....	38	38
Greek .....	62	81
English .....	300	313
Modern Languages .....	190	200
Mathematics .....	129	129
Applied Mathematics and Astronomy.....	23	27
Chemistry .....	237	241
Physics .....	61	61
Biology .....	210	210
Philosophy .....	93	104
History .....	104	104
Political Economy .....	55	55
Government .....	36	36
Bible .....	117	149
Education .....	34	68
Physical Culture .....	346	346
Medicine .....	50	50
Law .....	191	424

## COMMENCEMENT, 1920

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### Wednesday Evening, May 26

8:30 p. m. The Baccalaureate Sermon.  
REV. AMZI CLARENCE DIXON, D.D., Pasadena, Cal.

### Thursday Morning, May 27

11:00 a. m. Presentation of Medals.

*Euzelian:*

Thomas Dixon Senior Orator's Medal, to C. C. WARREN.  
Euzelian Society Orator's Medal, to E. H. POTTS.  
Junior Orator's Medal, to A. R. WHITEHURST.  
Sophomore Improvement Medal, to J. F. HOGE.  
Freshman Improvement Medal, to D. M. CASTELLOE.

*Philomathesian:*

Bowling Medal for Oratory, to H. P. SMITH.  
Senior Orator's Medal, to J. B. ODOM.  
Junior Orator's Medal, to D. T. HURLEY.  
Sophomore Debater's Medal, to E. L. ROBERTS.  
Freshman Improvement Medal, to W. R. WALLACE.

*Open to All Students:*

Hubert A. Royster Scholarship and Athletic Medal, to F.  
C. FEEZOR.  
Wake Forest Student Essay Medal, to D. T. HURLEY.  
Wake Forest Student Fiction Medal, to R. P. MARSHALL.  
Mac Robinson Medal for Research in Political Science, to  
H. T. SHANKS.

**Thursday Afternoon, June 12**

3:30 p. m. Class Day Exercises.

President, O. T. GLENN; Vice-President, R. T. LILES; Secretary, C. T. WILKINSON; Treasurer, S. M. PRUETTE; Historian, F. C. FEEZOR; Orator, C. C. WARREN; Poet, E. J. TRUEBLOOD; Prophet, H. M. WATSON.

Presentation of Memorial Address.

HON. JOSIAH WILLIAM BAILEY, Raleigh, N. C.

**Thursday Evening, May 27**

8:30 p. m. Alumni Address.

HON. SAMUEL MITCHELL BRINSON, Class 1891, New Bern, N. C.

Alumni Business Meeting.

9:30 p. m. Senior Class Reception.

**Friday Morning, May 28**

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

MCKINLEY EDWARDS: "The Dynamic Force in Reconstruction."

E. J. TRUEBLOOD: "Southern Ideals."

E. D. BANKS: "The Unfinished Task."

F. C. FEEZOR: "The Coming of Internationalism."

I. L. YEARBY: "World Citizenship."

C. M. AUSTIN: "An Independent Ireland."

A. D. Ward Medal presented to F. C. FEEZOR.

Baccalaureate Address.

President WILLIAM LOUIS POTEAT.



## DEGREES

### Academic

#### MASTER OF ARTS

C. S. BLACK	J. H. FLOYD	C. M. MCCURRY
H. V. BURDEN	C. Y. MILTON	F. K. POOL
H. T. SHANKS		M. B. TOLAR

#### BACHELOR OF ARTS

R. ARLEDGE	S. C. GLOSSON	G. B. RHODES
E. D. BANKS	C. P. GREAVES	H. M. ROLAND
J. M. BLACKMON	J. S. GREEN	H. P. SMITH
C. W. BLANCHARD, JR.	N. E. GRESHAM	E. C. STATON
C. E. BREWER	R. H. GRIFFIN	A. P. STEPHENS
H. C. BREWER	C. R. HAMRICK	R. W. SULLIVAN
J. W. BRYAN, JR.	H. A. HELMS	L. W. TEAGUE
B. D. BUNN	J. M. HERNDON	H. M. THOMPSON
W. G. CAMP	C. F. HUDSON	E. J. TRUEBLOOD
M. K. CARSWELL	H. L. LANGSTON	C. TWIGGS
A. CHAPLIN	J. H. LEROY, JR.	T. E. WALTERS
L. S. CLARK	W. M. LOVELACE	C. C. WARREN
W. E. CLARK, JR.	R. P. MARSHALL	C. L. WEATHERS
F. W. CLONTS	E. M. MITCHELL	B. C. WEST
E. F. CULLOM	B. E. MORRIS	C. L. WHARTON
LESTER J. DAWKINS	W. G. PITTMAN	W. W. WILLIAMS
G. J. EARP	R. D. POE	L. R. WILLIFORD
F. C. FEEZØR	E. H. POTTS	C. WILSON
D. R. FOUTS	H. D. POWERS	P. H. WILSON
O. T. GLENN	J. L. PRICE	I. L. YEABBY

#### BACHELOR OF ARTS IN MEDICINE

H. J. BLACKMON	H. W. LEE	C. T. WILKINSON
D. H. BRIDGER	R. T. LILES	R. W. WILKINSON, JR.
S. CHAPLIN	P. D. STOUT	W. H. WOODY
B. C. CULLER	W. L. TATUM	M. P. WRIGHT
F. J. LANCASTER	L. A. WARRICK	T. C. WYATT

## BACHELOR OF LAWS

J. I. ALLEN, JR.	J. H. LEROY, JR.	J. M. SCARBOROUGH
C. M. AUSTIN	R. A. MCINTYRE	L. SCOTT
L. J. BRITT	E. MILLS	L. S. SPURLING
R. P. BURNS	A. D. ODOM	R. H. TAYLOR
L. B. DAWES	J. B. ODUM	B. T. WARD
C. B. DESHAZO	H. E. OLIVE	G. F. WASHBURN
MCKINLEY EDWARDS	S. M. PRUETTE	E. E. WILSON
D. B. JOHNSON		

## Honorary

## DOCTOR OF LAWS

PRESIDENT HARRY W. CHASE, Chapel Hill, N. C.  
 HON. EDWIN YATES WEBB, Shelby, N. C.

## DOCTOR OF DIVINITY

REV. W. F. POWELL, Asheville, N. C.  
 REV. J. CLYDE TURNER, Greensboro, N. C.

## SOCIETY DAY, 1920

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

JUNIOR-SOPHOMORE DEBATE, 2:30 P. M.

H. H. DUNCAN, Eu., *President*.

T. W. O'KELLEY, Phi., *Secretary*.

QUERY: *Resolved*, That Ireland should be granted her independence.

*Affirmative:*

P. O. PURSER, Eu., Union County.

R. R. CARTER, Phi., Wake County.

*Negative:*

D. M. WILLIFORD, Phi., Sampson County.

R. B. DAWES, Eu., Wilson County.

ORATIONS, 8:00 P. M.

W. R. FELTS, Eu., Surry County: "North Carolina's Call to Service."

R. G. STEPHENS, Phi., Wake County: "Americanism."

S. E. AYERS, Phi., Chefoo, China: "Reduction of Armaments."

W. J. BONE, Eu., Nash County: "The Great World Disappointment."

RECEPTION IN GYMNASIUM, 10:00 P. M.

*Marshals:*

T. T. HAMILTON, Eu., *Chief*; B. H. DUNCAN, C. S. KITCHIN.

F. L. ISRAEL, Phi., *Chief*; H. P. NAYLOR, J. T. PAGE.

## ANNIVERSARY OF THE LITERARY SOCIETIES. 1921

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

DEBATE, 2:30 P. M.

K. H. CRUTCHFIELD, Eu., *President*.

W. F. HESTER, Phi., *Secretary*.

QUERY: *Resolved*, That a system of closed shops should prevail in American industries.

*Affirmative:*

R. C. BROWN, Phi., Henderson County.

J. F. HOGE, Eu., Raleigh, W. Va.

*Negative:*

L. M. BUTLER, Eu., Clay County.

R. S. AVERITT, Phi., Johnston County.

ORATIONS AND RECEPTION, 7:30 P. M.

A. D. KINNETT, Phi., Spartanburg County, S. C.: "Industrial Democracy."

T. O. PANGLE, Eu., Jackson County: "Conquerors and Conquered Nations."

*Marshals:*

C. B. HOWARD, Phi., *Chief*; W. B. BOOE, EARL ROYAL.

C. P. HARRIS, Eu., *Chief*; W. J. CASH, G. B. TAYLOR.

SUBJECTS ACCEPTED FOR ADMISSION		
SUBJECT	TOPICS	UNITS
English 1 English 2 English 3	English Grammar, Rhetoric and Composition Critical Study of Specimens of English Literature History of English Literature	1 2 1
Mathematics 1 (a) Mathematics 1 (b) Mathematics 2	Algebra to Quadratic Equations Quadratics, Progressions and the Binomial Formula Plane Geometry	1 1 1
History 1 History 2 History 3 History 4	General History Mediaeval and Modern European History English History American History	1 1 $\frac{1}{2}$ $\frac{1}{2}$
Latin 1 Latin 2 Latin 3 Latin 4	Grammar, Composition and Translation Cæsar's Gallic War, I-IV; Grammar; Composition Cicero's Orations (6); Grammar; Composition Vergil's Aeneid, I-VI; Grammar; Composition	1 1 1 1
Greek 1 Greek 2	Grammar; Composition Xenophon; Anabasis, I-IV	1 1
German 1 German 2 French 1 French 2 Spanish 1 Spanish 2	Elementary Grammar, Composition and Translation Advanced Grammar, Composition and Translation Elementary Grammar, Composition and Translation Advanced Grammar, Composition and Translation Elementary Grammar, Composition and Translation Advanced Grammar, Composition and Translation	1 1 1 1 1 1
Science 1 Science 2 Science 3 Science 4	Physical Geography Physiology Physics Botany	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
Agriculture Bible 1 Bible 2 Civics		$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

## MATRICULATION

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

In matriculating the following order must be observed:

1. Consultation with the Examiner.
2. Payment of fees in the Bursar's office the first day of the term.

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

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## REQUIREMENTS FOR ADMISSION

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Applicants for admission to courses in the College, leading to a degree, must have, in addition to the pre-academic or grammar school studies, four years of high school preparation, or a full equivalent, including all subjects specifically required for entrance in the several courses.

Credit for preparatory work is allowed upon presentation of Certificates of Admission from accredited academies and high schools. These certificates must be duly made out and signed by the proper officials of the schools from which the applicants come, and should show in detail, (1) the text-book used in each subject, (2) the amount completed, (3) the number of weeks spent thereon, (4) the length in minutes of the recitation period, and (5) the mark or grade secured. *Blanks for this purpose will be found inside the front cover of this catalogue.* When the applicant has received his preparation at two or more schools, he must present a certificate

from each school. He must see to it that his certificate is full and correct before he presents it, for credits will be allowed only for properly certified work.

Examinations, the scope of which is indicated below, will be required at entrance of all applicants who do not present certificates.

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

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

- English, 3 units;
- Mathematics, 3 units;
- Languages other than English, 4 units;
- History, 2 units;
- Science, 1 unit;

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

### Conditions

Students are urged to complete their preparation before coming to the College. An applicant with a minimum of 13 units may be admitted to the Freshman Class on condition that he take work to remove his deficiencies before the beginning of his Sophomore year. For this purpose he may use the courses designated by letters in French, German, Greek, and Latin.

For the B.A. degree, except in Group 5, the four units of Language other than English may be Latin; for the B.A. degree, Groups 5 and 6, two of the units must be Latin and two Modern Languages.



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

### English

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

#### 1. *Grammar and Rhetoric.* One unit.

This course is required for admission into any college class. The candidate must, first of all, be able to spell, capitalize, and punctuate correctly. He must further show a practical knowledge of English grammar, including inflection, syntax, and sentence structure; and familiarity with the elementary principles of rhetoric, including paragraph structure, narration, and description.

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

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

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

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

The candidate will be required to present evidence of a general knowledge of the subject matter of the books read and studied, and to answer simple questions on the lives of the authors. He should also show some knowledge of the principles underlying the structure of verse and of the play, the essay, and the novel. The form of examination will usually be the writing of a paragraph or two on each of

several topics, to be chosen by the candidate from a considerable number—perhaps ten or fifteen—set before him in the examination paper. The treatment of these topics is designed to test the candidate's power of clear and accurate expression.

### For 1921-1922

#### \* REQUIRED FOR STUDY

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

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

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

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

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

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

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

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

#### REQUIRED FOR READING

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

GROUP I. (Two to be selected.)

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

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

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\*Works in italics are preferred.

## GROUP II. (Two to be selected.)

†Shakespeare's Merchant of Venice; Shakespeare's Midsummer-Night's Dream; Shakespeare's As You Like It; Shakespeare's Twelfth Night; Shakespeare's Henry V; Shakespeare's Julius Cæsar; Shakespeare's King John; Shakespeare's Richard II; Shakespeare's Richard III; Shakespeare's Coriolanus; †Shakespeare's Macbeth.

## GROUP III. (Two to be selected.)

George Eliot's *Silas Marner*; Goldsmith's *Vicar of Wakefield*; either Scott's *Ivanhoe* or Scott's *Quentin Durward*; Dickens' *Tale of Two Cities*; Stevenson's *Treasure Island*; Swift's *Gulliver's Travels*; Cooper's *Last of the Mohicans*; Defoe's *Robinson Crusoe*, Part I; Hawthorne's *House of the Seven Gables*, *Twice Told Tales*, or *Mosses from an Old Manse*; Thackeray's *Novels*, any one; Mrs. Gaskell's *Cranford*; Malory's *Morte d'Arthur*; Bunyan's *Pilgrim's Progress*, Part I; Frances Burney's *Evelina*; Jane Austen's *Novels*, any one; Miss Mitford's *Our Village*; Kingsley's *Westward Ho!* or *Hereward the Wake*; Reade's *The Cloister and the Hearth*; Blackmore's *Lorna Doone*; Hughes' *Tom Brown's School Days*; Poe's *Selected Tales*; A Collection of *Short Stories* by various writers.

## GROUP IV. (Two to be selected.)

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

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†If not chosen for study.

GROUP V. (Two to be selected.)

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

Latin

I. AMOUNT AND RANGE OF PREPARATORY WORK REQUIRED

1. The Latin reading required of candidates for admission to college, without regard to the prescription of particular authors and works, shall be not less in *amount* than Cæsar, *Gallie War*, I-IV; Cicero, the orations against *Catiline*, for the *Manilian Law*, and for *Archias*; Vergil, *Æneid*; I-VI.

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

The following credits are given:

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

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

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

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

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

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

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

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

## II. SUBJECTS AND SCOPE OF THE EXAMINATIONS

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

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

3. *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in

school, with ability to use this knowledge in writing simple Latin prose. The words, constructions, and range of ideas called for in the examinations in composition will be such as are common in the reading of the year, or years, covered by the particular examination.

#### SUGGESTIONS CONCERNING PREPARATION

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded and from the form and position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should, finally, be expressed in clear and natural English.

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

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

#### Greek

1. Xenophon's *Anabasis*, Book I, chaps. i-viii. The candidate will be expected to show a thorough mastery of forms,



construction and idioms such as are found in the prescribed portion of Xenophon, and to be able to write at sight simple Attic prose. 1 unit. Required for entrance to Greek I.

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

### Mathematics

1. *Algebra*. 2 units.

Knowledge of Elementary Algebra and of College Algebra (each studied one year) as far as logarithms, including factoring, common divisors, fractions, involution and evolution, theory of exponents, radicals, quadratics, progressions, and the binominal theorem.

2. *Geometry*. 1 unit.

Five Books of Plane Geometry.

### Modern Languages

*German*. 1 or 2 units.

First year. (1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy German prose and verse. 1 unit.

Second year. (1) Reading of from 300 to 400 pages of literature in form of stories and plays; (2) grammar and composition continued. 1 unit.

*French*. 1 or 2 units.

First year. (1) Thorough drill in pronunciation; (2) a practical knowledge of inflection and the elementary principles of syntax; (3) the reading of not less than 150 pages of easy French prose. 1 unit.



Second year. (1) Reading of from 400 to 500 pages of French literature, including readings from Molière, Corneille, and Racine; (2) grammar and composition continued. 1 unit.

*Spanish.* 1 or 2 units.

First year. (1) Thorough drill in pronunciation; (2) a practical knowledge of inflections and elementary principles of syntax; (3) the reading of not less than 150 pages of easy Spanish prose. 1 unit.

Second year. (1) Reading of from 200 to 250 pages of Spanish literature; (2) grammar and composition continued. 1 unit.

### Political Science

*General History.* 1 unit.

Thorough drill in the great events of the historic nations of the world. For Ancient History: Goodspeed's "History of the Ancient World" or West's "Ancient History" or Myers' "Ancient History." For Mediæval and Modern History: Myers' "Mediæval and Modern History." However, any good text-book on General History, of not less than 500 pages, will be accepted.

*English History.*  $\frac{1}{2}$  unit.

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

*United States History.*  $\frac{1}{2}$  unit.

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

### Science

*Physical Geography.*  $\frac{1}{2}$  unit.

The entrance requirements in this subject include such elementary knowledge as may be obtained from a text-book like Tarr and McMurry's "New Physical Geography."

*Physiology.*  $\frac{1}{2}$  unit.

Preparation in human physiology should embrace the knowledge of the gross structure of the chief organs of the body and their functions in health, together with the general principles of personal and public hygiene. Such a book as Martin's "Human Body," Elementary Course, might be used in this course. No credit can be given for work in elementary physiology done in the grammar school grades.

*Zoölogy.*  $\frac{1}{2}$  unit.

The entrance requirements in this subject will be met by such a knowledge of animal structure and animal activities as may be obtained by the study of a manual like Jordan and Kellogg's "Animal Forms." The actual observation and study of specimens should be insisted upon.

*Botany.*  $\frac{1}{2}$  unit.

To meet the requirements in botany the student should know the general structure and functions of the great groups of plants, specimens of which he should study in a laboratory course. A serviceable text-book for this preparation is Bergen's "Elements of Botany."

*Physics.*  $\frac{1}{2}$  unit.

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

### Admission to Advanced Standing

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

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

### Schools

Instruction is given in the following Schools:

- I. LATIN LANGUAGE AND LITERATURE.
- II. GREEK LANGUAGE AND LITERATURE.
- III. ENGLISH LANGUAGE AND LITERATURE.
- IV. MODERN LANGUAGES.
  1. French Language and Literature.
  2. German Language and Literature.
  3. Spanish Language and Literature.
- V. MATHEMATICS.
  1. Solid Geometry and Trigonometry.
  2. Analytic Geometry.
  3. Differential and Integral Calculus.
- VI. APPLIED MATHEMATICS AND ASTRONOMY.

## VII. CHEMISTRY.

1. General Chemistry.
  - (a) Inorganic Chemistry.
  - (b) Organic Chemistry.
2. Applied Chemistry.

## VIII. BIOLOGY.

1. General Biology.
2. Botany.
3. Zoölogy.
4. Elementary Physiology.
5. Geology.

## IX. PHYSICS.

## X. POLITICAL SCIENCE.

1. History.
2. Political Economy.
3. Constitutional Government.
4. Sociology.
5. Commerce.

## XI. THE BIBLE.

## XII. EDUCATION.

## XIII. PHILOSOPHY.

## XIV. LAW.

## XV. MEDICINE.

1. Anatomy.
2. Physiology and Bio-chemistry.
3. Pathology and Bacteriology.

## XVI. PHYSICAL EDUCATION.

## I. SCHOOL OF LATIN LANGUAGE AND LITERATURE

*Professor H. McN. Poteat.*

*Professor Paschal.*

## COURSE A. Five hours weekly.

VERGIL.—Æneid (Knapp). Grammar and Composition. May be counted towards credits for a degree only when taken in college by students who have offered four units of foreign languages on entrance requirements.

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

COMPOSITION AND GRAMMAR.—Mierow's Latin Syntax; Gildersleeve-Lodge, Latin Composition, Part I; Allen and Greenough's Grammar; original exercises.

LIVY.—Selections (Burton). Fall Term.

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

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

## COURSE 2.—Three hours weekly.

COMPOSITION AND GRAMMAR.—Gildersleeve-Lodge, Latin Composition, Part II; Allen and Greenough's Grammar.

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

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

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

Lectures and papers on Roman Life.

## COURSE 3.—Two hours weekly.

Lectures on Roman Literature, with collateral reading.

Roman Literature of the Republic. Fall Term.

Roman Literature of the Empire. Spring Term.

COURSE 4.—See Education 11.

COURSE 5.—Two hours weekly.

Roman Comedy and Satire.

Selected plays of Plautus and Terence; Roman Wit and Humor. Fall Term.

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

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## II. SCHOOL OF GREEK LANGUAGE AND LITERATURE

*Professor Royall.*

*Professor Paschal.*

COURSE A. Elementary Greek. Five hours weekly. Greek Grammar and one book of Xenophon's Anabasis. May be counted towards credit for a degree only when taken in college by students who have offered four units of Language on entrance requirements.

COURSE 1.—Five hours weekly. Elective.

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

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

Bostford's History of Greece.

COURSE 2.—Three hours weekly. Elective.

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

HOMER.—Two books of the Iliad and two of the Odyssey; outline study of each poem as a whole, with use of the

abridged version of the Iliad by Lang, Leaf, and Myers, and of the Odyssey by Butcher and Lang.

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

COURSE 3.—Two hours weekly. Elective.

DRAMA.—One drama of Sophocles, one drama of Æschylus, one drama of Euripides, and one drama of Aristophanes; lectures on the Drama; Rhythmic and Metric.

ATTIC ORATORS.—Demosthenes, Lysias, and Isocrates.

COURSE 4.—Three hours weekly. Elective.

One of the following courses:

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

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

Ten plays from Æschylus, Sophocles, and Euripides.

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

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

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### III. SCHOOL OF MODERN LANGUAGES

*Professor Gorrell.*

*Associate Professor* —————

The subjects taught in this School are the German, French, and Spanish languages and literatures. Courses A and B in German, French, and Spanish may be counted on the elective credits for a degree only when taken in college by students who have offered four units of foreign languages on entrance requirements.



### German

GERMAN A.—Five hours a week in the Fall term.

GRAMMAR AND COMPOSITION.—Bacon's German Grammar.  
Oral and written exercises.

GERMAN B.—Five hours a week in the Spring term.

READING.—Grimm's Maerchen, Schiller's Wilhelm Tell, Goethe's Hermann und Dorothea, Lessing's Minna von Barnhelm.

GERMAN 1.—Five hours a week in the Fall term.

COMPOSITION.—Harris' German Composition.

CLASSICAL LITERATURE.—Lectures on German Literature, followed by extensive readings from the works of Goethe.

GERMAN 2.—Five hours a week in the Spring term.

ADVANCED COMPOSITION.—A study of the works of Schiller, Lessing, Heine, and modern authors.

GERMAN 3.—Three hours a week throughout the session.

Prerequisites, German A and B. Required for the B.A. in General Science and the B.A. in Medicine.

SCIENTIFIC GERMAN—Brandt and Day's Readings from German Science.

### French

FRENCH A.—Five hours a week in the Fall term.

GRAMMAR AND COMPOSITION.—Fraser & Squair's French Grammar. Blackboard drill and written exercises.

FRENCH B.—Five hours a week in the Spring term.

GRAMMAR.—Fraser & Squair's French Grammar completed.  
READING.—Smith and Greenleaf's French Reader.

FRENCH 1.—Five hours a week in the Fall term.

COMPOSITION.—Grandgent's French Composition.

LITERATURE.—Lectures on French Literature and readings in the seventeenth century literature.

FRENCH 2.—Five hours a week in the Spring term.

COMPOSITION.—Grandgent's French Composition.

LITERATURE.—A study of the principal authors of the eighteenth and nineteenth centuries.

FRENCH 3.—Three hours a week throughout the year. Prerequisites, French A and B. Required for the B.A. in General Science and the B.A. in Medicine.

SCIENTIFIC FRENCH.—Bowen's First Scientific French Reader.

### Spanish

SPANISH A.—Five hours a week in the Fall term.

COMPOSITION.—Hills & Ford's First Spanish Course.

SPANISH B.—Five hours a week in the Spring term.

COMPOSITION.—Pool's Spanish Composition.

PROSE.—Pittaro's Spanish Reader, Alarcon's Capitan Veneno, Valera's Pepita Jimenez.

SPANISH 1.—Five hours a week in the Fall term.

COMPOSITION.—Correspondencia Comercial.

Continuation of drill in the writing and speaking of Spanish.

SPANISH 2.—Five hours a week in the Spring term.

Study and practice of Commercial Spanish. Lectures on Spanish Literature. Readings from Cervantes, Galdos, Alarcon, Valera, and other writers.

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## IV. SCHOOL OF ENGLISH

*Professor Sledd.*

*Associate Professor Rouse.*

*Associate Professor Henderson.*

Requirements for admission to this department are given on page 49.

*Students admitted on certificate to Course 1, whose work falls below the grade of 80 in the month of September, will be required to take a supplementary course of two hours a week under an instructor until the deficiency is made good.*

COURSE 1.—Three hours a week. Prescribed for the B.A. and the LL.B. degree. This is primarily a course in writing, and is designed to train the student in the clear, accurate, and forceful expression of thought.

COMPOSITION AND RHETORIC.—The work of the year is devoted to the study of narration, description, exposition, and argumentation; and the reading is selected with this end in view. The Century Handbook of Writing and Lathrop's Freshman Composition furnish the basis for the course. Practice in composition continues throughout the year.

READING.—In addition to the classroom work, masterpieces of American prose are read and reported on during the fall term, and masterpieces of English prose during the spring term. These are taken up in such a way as to illustrate the historical development of American prose and of English prose.

COURSE 2.—Three hours a week. Prescribed for the B.A. degree. Students admitted to this course on certificate from other institutions, whose work falls below the grade of 80 in the month of September, will be required to take English 1.

The aim of this course is to give the student a survey of the historical development of English Literature from the Anglo-Saxon period through the Victorian Age, and to furnish the necessary background for the more intensive study in elective courses. Representative poets of each age will be studied, but emphasis will be laid upon Shakespeare, Milton, and the Romantic Poets. Lectures; written work; parallel reading; class reading, and discussion.

COURSE 3.—Three hours a week. Elective to those who have completed Course 2.

AMERICAN LITERATURE.—Page's *The Chief American Poets* and Boynton's *American Literature* furnish the basis of classroom work, with extensive parallel reading. In the spring term special attention is paid to literature in the South.

COURSE 4.—Three hours a week. Elective to those who have completed Course 2. This is essentially a course in Higher Composition. An effort is made to develop in the student a sense of style, and to enable him to write not only clearly but with some distinction. The study of masterpieces goes hand in hand with the practice in composition. The best current magazines and newspapers are freely used for material.

*No student will be allowed to register for this course until he has obtained the permission of the instructor in charge of the course.*

THE ESSAY.—Bronson's English Essays.

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

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

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

COURSE 5.—Three hours a week. Elective to those who have completed Course 2. The purpose of this course is to give the student a knowledge of the principles of speech-writing. The instructor endeavors to supplement the work of the Literary Societies; hence the emphasis is on the preparation and writing rather than the delivery of speeches.

THE FALL TERM.—Argumentation. Foster's Argumentation and debating, Baker's Specimens of Argumentation, and Bouton's Lincoln and Douglas Debate. Written and oral exercises with parallel reading in the speeches of Webster, Calhoun, Lincoln, Burke, and others.

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

COURSE 6.—Three hours a week. Elective to those who have completed Course 2.

THE FALL TERM.—The Contemporary Drama.

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

COURSE 7.—Two hours a week. Elective. Open to those who have completed Course 2. Hours to be arranged with class.

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

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

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

A certificate of proficiency in English will be given on the completion of four Courses, one of which must be Course 7.

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## V. SCHOOL OF MATHEMATICS

*Professor Jones.*

*Professor Lake.*

*Professor Lanneau.*

*Assistant Professor Carroll.*

COURSE 1.—Five hours weekly. Prescribed for the B.A. degree. To take this course the student must show that he has completed at least one year's work of Elementary Algebra and one year's work of Higher or College Algebra; and that he is familiar with the Laws of Exponents, Radical Expressions, Quadratic Equations, Progressions, and the Binominal Theorem. He must also show that he has thoroughly mastered the Five Books of Plane Geometry.

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

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

COURSE 2.—Three hours weekly. A satisfactory examination on the work of Course 1 must be passed before a student will be allowed to take this course.

FALL TERM.—Analytic Geometry—Loci, the Line, the Circle, Systems of Coördinates.

SPRING TERM.—Analytic Geometry continued—the Parabola, Ellipse, Hyperbola, Higher Plane Curves, Figures in Space. Elements of Differential and Integral Calculus.

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

FALL TERM.—Differential Calculus.

SPRING TERM.—Integral Calculus.

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

FALL AND SPRING TERMS.—Advanced Algebra.

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

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## VI. SCHOOL OF APPLIED MATHEMATICS AND ASTRONOMY

*Professor Lanneau.*

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

### THE OBSERVATORY

Is well located. Its dome rotates easily. Its 5-inch telescope is unusually complete in adjusting gear, is equatorially mounted, and is moved by clockwork to synchronize with

the stars. The more important attachments provided are: a Helioscope, a Filar-Position Micrometer, and a Spectroscope.

#### THE FIELD OUTFIT

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

#### THE DRAFTING ROOM

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

COURSE 1.—*Surveying*.—Three hours a week in recitation, the entire session, and four hours a week in field practice. Counting five in the requirements for degree.

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

TEXT-BOOK.—Barton's Plane Surveying.

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

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

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

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



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

To take this course requires familiarity with Mathematics 1 and Physics 1. It embraces, however, more of the physical than of the mathematical—more of the “New Astronomy.” The subject is developed by frequent lectures, by telescopic and outdoor observations, and by classroom illustrations with the Cosmoid, a sphere of adjustable circles, designed by the Professor.

A recent valuable addition to the facilities for developing this subject is the use of a superior Balopticon, and a fine collection of astronomical lantern slides. Window shades, quickly drawn, darken the room for the use of the lantern even at mid-day.

The aim in this course is—by text, lecture, telescope, Cosmoid illustrations, and lantern slides—to acquaint the student with stellar facts and cosmic theories, and to lead him into a satisfactory and ennobling knowledge of the material universe.

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

REFERENCES.—Young's General Astronomy, The Nautical Almanac, Langley's New Astronomy, Moulton's Introduction to Astronomy, Loomis' Practical Astronomy.

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## VII. SCHOOL OF CHEMISTRY

*Professor J. W. Nowell.*

*Professor R. S. Prichard.*

*Instructor R. W. Sullivan.*

*Assistant K. H. Crutchfield.*

COURSES 10-11.—*General Inorganic Chemistry*.

These courses, always taken together, are open to all students and aim to cover the fundamental principles of descriptive and theoretical inorganic chemistry. Lectures are

illustrated as fully as possible by experiments. Three hours a week recitations and lectures, four hours a week laboratory. Both terms. Credit, 5 hours.

*Professor Nowell, Professor Prichard, Mr. Sullivan, Mr. Crutchfield.*

COURSE 21.—*Qualitative Analysis*.—Courses 10-11 prerequisite. Prescribed for the B.A. in Medicine.

This is chiefly a laboratory course. After a preliminary study of the reactions involved and the methods of separation and identification of the more common metals and acids, each student is given a different series of mixtures of unknown substances and required to find by analysis the content of each. Four hours, first term.

*Professor Prichard.*

COURSE 20.—*Organic Chemistry*.—Courses 10-11 prerequisite. Prescribed for the B.A. in Medicine.

Lectures are devoted to the discussion of organic chemistry from both its practical and theoretical points of view. A standard text is made a basis for the lectures. Two hours a week, both terms.

*Professor Prichard.*

COURSE 25.—*Organic Chemistry*.—Courses 10-11 prerequisite. Prescribed for the B.A. in Medicine.

This is a laboratory course which accompanies Course 20 and embraces the preparation of organic compounds illustrating the lectures of this course. Four hours a week, second term.

*Professor Prichard.*

COURSE 27.—*Quantitative Analysis*.—Course 21 prerequisite. Prescribed for the B.A. in Medicine.

This is a laboratory course, chiefly volumetric analysis, and is intended to fulfill the requirements of the pre-medical students. Four hours a week, second term.

*Professor Prichard.*

COURSE 31.—*Quantitative Analysis*.—Course 21 prerequisite.

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

*Professor Nowell.*

COURSE 40.—*Industrial Chemistry*.—Courses 20 and 21 prerequisite.

This is a lecture course intended to familiarize the student with various methods of synthesis and analysis in use in industrial laboratories. Thorp's *Industrial Chemistry* is made a basis for the course. During the last month of the Spring Term lectures are given on the history of the development of chemistry. Two hours a week, both terms.

*Professor Nowell.*

COURSE 41.—*Advanced Organic Preparations*.—Courses 20 and 21 prerequisite.

This is a laboratory course for special students in chemistry. Stress is laid on the preparation of various intermediates and dyes. Gattermann's *Organic Preparations* is used as a guide. Eight hours a week, one term.

*Professor Nowell.*

COURSE 45.—*Advanced Quantitative Analysis*.—Course 31 prerequisite.

This course is adapted to the aims of each student, but as a rule, Treadwell and Hall's *Quantitative Analysis* is used to direct the work. Eight hours a week, one term.

*Professor Nowell.*

## VIII. SCHOOL OF BIOLOGY

*Professor Poteat.*

*Professor Gould.*

*Professor Kitchin.*

*Professor Nowell.*

*Instructor Wilson.*

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

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

*Professors Poteat and Gould, Mr. Wilson.*

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

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

*Professor Gould.*

COURSE 3.—*Economic Zoölogy.*—Morphology and physiology of animals, with special reference to those which are of importance to man. Animal parasites, crop-destroying animals, economically useful forms. Three hours a week for lecture and four for laboratory work, one term. Credit, 2½ hours. Biology 1 prerequisite.

*Professor Gould.*

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

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

*Professor Kitchin.*

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

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

*Professor Nowell.*

COURSE 6.—*Vertebrate Zoölogy*.—A study of the anatomy of vertebrate animals. Dissection of type forms in the laboratory. Two hours a week for lecture and four for laboratory, one term. Credit, 2 hours. Biology 1 prerequisite.

*Professor Gould.*

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## IX. SCHOOL OF PHYSICS

*Professor Lake.*

*Associate Professor Speas.*

COURSE A.—Three hours a week for lectures and recitations, and two hours a week for laboratory work. Credit, 4 hours.

This course may be counted on credits for a degree only when taken in college by a student who has not offered Physics on Entrance Requirements. It embraces all the branches of General Physics,—Mechanics, Heat, Electricity and Magnetism, Sound, and Light. Stress is laid upon the

leading phenomena and fundamental laws and principles. Lectures are freely illustrated by experiment. The working of problems is an important part of the course.

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

COURSE 1.—Three hours a week for lectures and recitations; four hours a week for laboratory work. Credit, 5 hours.

This class continues the study of General Physics. The treatment is more advanced and more mathematical than in the previous course. Prerequisites for entrance are Physics 1 or its equivalent and Mathematics 1.

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

COURSE 2.—Three hours a week for lectures and recitations, and four hours a week for laboratory work. Credit, 5 hours.

Mechanics will be given in the fall term. In the spring term one of the following courses will be given: Light, Heat and Thermodynamics, Wave Motion and Sound, Electricity and Magnetism.

Prerequisites for Course 2 are a working knowledge of Differential and Integral Calculus and Physics I or its equivalent.

COURSE 3.—Three hours a week for lectures and recitations, and four hours a week for laboratory work. Credit, 5 hours.

This is a course in Applied Electricity. Lectures include the underlying fundamental principles of the electric circuit, of direct and alternating current machinery, and of the transmission and distribution of electric power.

In the laboratory course the fall term is devoted to electrical measurements, such as galvanometer work, measurements of resistance, inductance and capacity. In the spring term practical tests are made on dynamos, motors, and transformers. Prerequisites for this course are one year of college work in Physics and Mathematics I.

## X. SCHOOL OF POLITICAL SCIENCE

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

C. B. GOSNELL, *Assistant Professor of Political Science.*

—, —, —————, *Professor of Economics and Commerce.\**

## History

COURSE 1.—*The History of Western Europe from the Later Roman Empire to the French Revolution.*—Note-taking, map-drawing, and a liberal amount of library work. Required in the Freshman year for the LL.B. degree and in the Freshman or Sophomore year for the B.A., except the B.A. in Medicine and in Commerce. Monday, Wednesday, Friday.

COURSE 2.—*The History of the United States.*—Selected periods and movements, rather than the chronological narrative. Conducted chiefly by lecture and report. Prerequisite, History 1 or History 4. Required for the B.A. in Civics and in Commerce. Tuesday, Thursday and one other hour to be arranged.

COURSE 3.—*Problems in Southern History.*—May be taken only by permission of the instructor. Offers opportunity for practice in research method. Two hours, to be arranged.

COURSE 4.—(Formerly Course 1-X).—*Europe Since the French Revolution and the United States Since 1877.*—Note-taking, map-drawing, and a liberal amount of library work. Required in the Freshman year for the B.A. in Commerce. Monday, Wednesday, Friday.

## Government

COURSE 1.—*The Government of the United States.*—In the Fall term the National Government is studied and brought into contrast with leading European governments; in the

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\*To be elected.



Spring term state and local government is studied, illustrations being chiefly from the practice in North Carolina. Prerequisite, History 1 or History 4. Required for the B.A. in Civics and in Commerce and for the LL.B. Monday, Wednesday, Friday.

### Economics

COURSE 1.—*An Introductory Study of the Laws of Consumption, Production, Exchange, and the Distribution of Wealth.* Required for the LL.B. and the B.A. in Civics and in Commerce in the second year. Prerequisite, History 1 or History 4. Monday, Wednesday, Friday.

COURSE 2.—Fall term, *Trade Unions*; Spring term, *Public Finance.* Tuesday and Thursday.

[This course may be omitted in 1921-1922.]

### Sociology

COURSE 1.—*Elementary Sociology.*—Recommended to Seniors. Tuesday and Thursday.

[This course may be omitted in 1921-1922.]

### Commerce

Courses will be announced later. See page 104.

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## XI. THE JOHN T. ALBRITTON SCHOOL OF THE BIBLE

*Professor Cullom.*

The work of this School is a part of the regular work of the College, and is in no sense a theological annex. There are six courses in the School open to students.

The text of the American Revision of the English Bible is the basis of the work in the Bible classes of this depart-

ment. Handbooks, maps, and the Library are used, but always with direct reference to the text itself. The work of the text-book is supplemented by informal lectures designed to broaden the view, to show the relation of the books to each other and to the contemporary history, and to leave a definite impression as to the unique character of the Bible as a history of God's revelation of Himself to man.

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

COURSE 2.—*The New Testament*.—Two hours a week for one year. Elective. The work of this class will be divided into three sections: (1) *Introduction*. The political, social, and religious life of the Jews for three centuries immediately preceding the Christian era will be examined with a view to preparing the student for an intelligent appreciation of New Testament conditions. (2) *The Life of Christ*. The student is expected to acquire a consistent view at first hand of the person and teachings of Jesus as they appear in the four Gospels. (3) *The Apostolic Age*. The beginning of

Christianity as a life and as a system of teaching will be studied here as they are brought out in the Book of Acts and in the Epistles.

COURSE 3.—*Christian History*.—Two hours a week for one year. Elective. The general purpose of this course is to take up the stream of Christian life and growth at the close of the New Testament period, trace its development through the succeeding centuries, and to leave the student in possession of the main facts as to the persons and movements that have given us our present-day Christendom.

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

COURSE 5.—*Sunday School Method and Administration*.—One hour a week. Elective. The Sunday School is the chief agent of the church in the performance of its teaching function. The aim of this course is to train men for leadership in administering the affairs of the modern Sunday School. The course of study is that indicated by the Sunday School Board of the Southern Baptist Convention.

COURSE 6.—*The Hebrew Old Testament*.—Three hours a week. Elective for the B.A. degree in Group 3. The class is expected to master Harper’s Elements of Hebrew, along with the Hebrew Method and Manual, and to acquire such facility in reading from the historical books of the Old Testament as to be able to use commentaries on the Hebrew text, and to begin the work of Hebrew exegesis.

## XII. SCHOOL OF EDUCATION

WILLIAM LOUIS POTEAT, *President.*

HIRAM T. HUNTER, *Professor of Education.*

ALBERT C. REID, *Associate Professor of Philosophy.*

HUBERT MCNEILL POTEAT, *Professor of Latin.*

HUBERT A. JONES, *Professor of Mathematics.*

C. A. ROUSE, *Associate Professor of English.*

*Aims of the School.*—The main body of the work in the School of Education is intentionally professional, designed to meet the needs of those desiring to devote their lives to educational work. The courses are intended particularly for high school teachers, principals and superintendents. All courses, however, with the exception of those dealing with methods, may be profitably taken for their cultural value, and are open to College students generally who meet the requirements.

*Admission Requirements.*—Sophomore standing is a general prerequisite for all who would pursue courses in Education. On account of their importance as a fundamental basis for professional work in Education, as well as in rightly appreciating and interpreting educational processes, it is highly important that students who desire to pursue courses leading to a certificate, take, in their Sophomore year, a course each in General Biology and General Psychology. Such courses may be taken concurrently with courses in Education. Prerequisites for specific courses will be found in the description of such courses.

*Grouping of Courses.*—The particular courses which one should pursue will depend upon the position for which he is preparing, or the certificate for which he expects to be an applicant. So important is this, that no one should, beyond the Sophomore year, register for work in the School of Education without first consulting the Professor of Education, and, if possible, familiarizing himself with the State Certification laws.

*State Certificates.*—Any course offered below will be accredited by the State Board of Education as satisfying, in part, the requirements for a State Certificate. The main consideration will be, from the student's standpoint, the amount and proper grouping of his professional work in view of the particular certificate desired.

COURSE 1.—*General Psychology.*

Same as Philosophy 1. (See school of Philosophy for description.) Three hours, Fall and Spring.

COURSE 2.—*Educational Psychology.*

A study of the fundamental laws of learning, especially such laws as have been determined experimentally. The student will be introduced to the laboratory process at the beginning; this will be supplemented by the examination of the results of experimental studies made by others, together with a consideration of their implications for the teacher. Three hours, Spring.

COURSE 3.—*General History of Education.*

This course considers the evolution of educational institutions and practices, with special reference to their relationship to present-day education. Given in alternate years with Education 4. Not given 1921-22. Prerequisite: History 1, or equivalent. Two hours, Fall and Spring

COURSE 4.—*Education in the United States.*

Education in the United States will be viewed first historically: its European background, the Academy, development of higher institutions, of district, county, state and national education systems, private institutions, the scientific movement; second, in cross-section: educational institutions, laws, standards, policies, organizations, tendencies. Given every other year, alternating with Education 3. Prerequisite: History 1 or 2. Two hours, Fall and Spring.

COURSE 5.—*Principles of Secondary Education.*

The aim of this course is to examine the fundamental principles upon which sound secondary-school procedure is based. Prerequisite: Junior standing, Education 1 or 2. Three hours, Fall.

COURSE 6.—*Methods of Teaching in High Schools.*

A general methods course, designed to acquaint the student with some of the principles essential to effective teaching. Observations and lesson plans an important part of the course. Prerequisite: Education 2. Three hours, Spring.

COURSE 7.—*Educational Administration.*

Essentially a continuous course, but, by special arrangement either "A" or "B" may be taken without the other. Prerequisite: Junior standing, Education 2 and Education 5 or 6, or equivalent. Three hours, Fall and Spring.

A—Educational Administration of the Local Units: The High School and town or city system. Fall.

B—Educational Administration of the Larger Units: county, State and nation. Spring.

COURSE 8.—*Tests and Measurements.*

First, a study of Intelligence Tests, followed by a study of standard Educational Tests. The students will be made acquainted with these tests by actual experience in giving, scoring, interpreting, plotting correlations, etc. Their uses in classifying and promoting students and in school surveys will receive special attention. Prerequisite: Junior standing, Education 1 or 2. Two hours, Fall and Spring.

COURSE 9.—*The Sunday School.*

The Sunday School will be considered as a basic educational agency in a Christian democracy. One hour, Fall.

COURSE 10.—*The Teaching of English in High Schools.*

Hours and instructor to be arranged.

COURSE 11.—*The Teaching of Latin in High Schools.*

Hours to be arranged.

*Professor H. M. Poteat.*

COURSE 12.—*The Teaching of Mathematics in High Schools.*

Hours and instructor to be arranged.



## XIII. THE SCHOOL OF PHILOSOPHY

*Associate Professor Reid.*

COURSE 1.—*Psychology and Ethics.*

This course aims to orient the student in the fields of general psychology and ethics. It is required for the degree of Bachelor of Arts, except in the School of Medicine. Prerequisite: Sophomore standing. Three hours a week, both terms. Mon., Wed., Fri., 8:05 and 11:05.

Fall term, General Psychology. A survey of the main facts and laws of psychic life, dealing with the principles and theories bearing upon the fundamental phenomena of consciousness, and aiming to provide a sound foundation for further acquaintance with this and allied subjects.

Spring term, Ethics. A general course treating of the beginnings and growth of moral principles and ideals, dealing in a concrete way with moral values, and aiming to help the student in forming the best possible philosophy for life.

COURSE 2.—*General Psychology.*

A course in general psychology, especially adapted to the needs of students of medicine. Physiology, neurology, pathology, embryology, and the general physiological basis of mind, and laboratory experiments will be emphasized. Required for the degree of Bachelor of Arts in Medicine. Prerequisite: Sophomore standing. Two hours a week, both terms. Tues. and Thurs., 9:05.

COURSE 3.—*Social Psychology and the Psychology of Religion.*

Fall term, Social Psychology. A course surveying and analyzing social customs, the mob mind, fashion, and general suggestibility. Effort will be made to train the student to gain insight into the tendencies of the public mind and to understand human nature.



Spring term, Psychology of Religious Beliefs. A study of the principles underlying the origin and development of the great religions, thus emphasizing the fundamentals of Christianity.

Elective for Sophomores, Juniors and Seniors. Tuesday and Thursday, 1:30.

COURSE 4.—*The History of Philosophy.*

This course is designed to familiarize the student with the development of thought in regard to the relations which philosophy has sustained to civilization, especially in its fundamental scientific, political, religious and cultural elements. Prerequisite: Sophomore standing. Two hours a week, both terms. Tuesday and Thursday, 11:05.

COURSE 5.—*Applied Psychology and Logic.*

Fall term, Applied Psychology. A study of some of the ways in which the principles of psychology may be applied to the problems of modern life.

Spring term, Logic. A course dealing with the aims, methods and principles of thought, treating especially the inductive and deductive methods of reasoning.

Elective for Juniors and Seniors. Two hours a week, the hours of meeting to be arranged.

COURSE 6.—*Educational Psychology.*

A comprehensive course in the psychology of education. (For description, see the Department of Education, Course 2.)

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#### XIV. SCHOOL OF LAW

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

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

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

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

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

## ADMISSION

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

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

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

## COURSES OF INSTRUCTION

The courses of instruction extend through three years of nine months each. The object of the Law School is to afford a thorough training in the fundamental principles of the common law of England as modified by the statutes of the State. The method of instruction involves the diligent study of text-books, selected cases, lectures, discussions, and quizzes.

## FIRST YEAR

COURSE 1.—Five hours a week.

*Fall Term.*—Blackstone's Commentaries (Lewis), selected cases.

*Spring Term.*—Clark's Criminal Law, Statutory Crimes; Bigelow on Bills, Notes, and Cheques; Tiffany on Sales, selected cases.

*Professor Gulley.*

COURSE 2.—Five hours a week.

*Fall Term.*—Clark on Contracts, Mechem's Outlines of Agency, selected cases.

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

*Professor Timberlake.*

COURSE 3.—Five hours a week.

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

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

*Professor White.*

HISTORY 1.—Three hours a week.

*Professor Pearson.*

#### SECOND YEAR

COURSE 4.—Five hours a week.

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

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

*Professor Gulley.*

COURSE 5.—Five hours a week.

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

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

*Professor Timberlake.*

COURSE 6.—Five hours a week.

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

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

*Professor White.*

ECONOMICS 1.—Three hours a week.

*Professor Pearson.*

#### THIRD YEAR

COURSE 7.—Five hours a week.

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

*Spring Term.*—Childs on Guaranty and Suretyship, Hale on Damages, selected cases.

*Professor White.*

COURSE 8.—Five hours a week.

*Fall Term.*—Minor on Conflict of Laws, Davis' Elements of International Law, selected cases.

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

*Professor Timberlake.*

ENGLISH 1.—Three hours a week.

*Professor Sledd.*

CONSTITUTIONAL GOVERNMENT.—Three hours a week.

*Professor Pearson.*

#### EXAMINATIONS

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

#### DEGREE OF BACHELOR OF LAWS

The degree of Bachelor of Laws (LL.B.) is conferred by the College on applicants who have successfully completed

the whole work of the School of Law, together with History, Course 1; Economics, Course 1; Constitutional Government and English, Course 1. No student is allowed to graduate except after three years of actual resident study, except in case of admission to advanced standing.

#### PRACTICE COURTS

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

#### THE LIBRARY

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

#### EXPENSES

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

#### SUMMER SCHOOL OF LAW

The Summer School of Law begins on the eighth day of June, and continues till the Supreme Court examination, August 23d.

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

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

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

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

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

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## XV. SCHOOL OF MEDICINE

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

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

CHARLES PHILLIPS, B.A., M.D., *Professor of Pathology and Physical Diagnosis.*

HERBERT M. VANN, B.S., M.A., M.D., *Professor of Anatomy.*

W. F. TAYLOR, B.S., M.A., *Professor of Physiological Chemistry and Bacteriology.*

H. N. GOULD, Ph.D., *Professor of Embryology and Histology.*

J. C. EAGLE, B.A., *Assistant in Anatomy.*

T. R. BOWERS, *Assistant in Bacteriology.*

W. C. FURR, *Assistant in Pathology.*

W. B. HUNT, JR., *Assistant in Physiology.*

H. RUFFU, *Technician in Embryology.*

*Aim and Scope.*—The School of Medicine was established in May, 1902. It combines two years of academic training with two years of medical training in such a way as to preserve the advantages of each, and at the same time make it possible for students to graduate with the baccalaureate degree and the medical degree in six years. Upon the comple-

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

This School undertakes to teach only those branches of medicine which can be taught as thoroughly in the small village as in the large city, namely, the laboratory studies in medicine, which form the pure science foundation of the professional course. These branches are: Anatomy, Physiology, Physiological Chemistry, Physical Diagnosis, Minor Surgery, Pharmacology, Toxicology and Pharmacy, Histology, Embryology, Bacteriology, and Pathology. This work is simply an extension in a special direction of scientific work which the College has done for years.

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

*Requirements for Admission.*—The requirements for admission to the College are set out at page 47.

No student is admitted to any of the classes of the School of Medicine until he has completed two years' work in college classes or its equivalent.

*Equipment.*—The School of Medicine is adequately equipped with suitable laboratories, apparatus and material. The Alumni Building, constructed especially for laboratory purposes, is 65 by 80 feet, and three stories high. In it are the Anatomical, Physiological, Histological, Embryological, Bacteriological, Pathological, Biological, Bio-chemical, Pharmacological, and Toxicological laboratories. Besides these there are private laboratories for the professors.

A Medical Society has been instituted in which, with the coöperation of the Departments of Anatomy, Physiology,



Pathology, and Pharmacology, students are required to meet for discussion of published papers, and to prepare papers on the subject assigned for the month. All students have access to the leading scientific journals bearing upon the work of the above-mentioned departments.

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

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

### Department of Anatomy

*Professor Herbert M. Vann.*

*Assistant J. C. Eagle.*

#### FIRST YEAR

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

**COURSE 2.**—*Gross Anatomy Laboratory.*—Dissection of the entire body. Twenty-two hours per week with recitations ten weeks in Fall term and fifteen weeks in Spring term.

**TEXT-BOOK.**—Cunningham Text, with Dissectors.

**COURSE 3.**—*Gross Anatomy of the General Nervous System and Sympathetic System.*—Twenty-two hours per week the last four weeks in the Spring term. Gross sections of the brain and cord are distributed among the students and drawings are made by each.

## SECOND YEAR

COURSE 5.—*Applied Anatomy*.—In this course the student is required to review the anatomy of the entire body from a practical standpoint and to make special dissections of different parts and study cross-sections of the body through different regions. Three hours per week throughout the entire year.

TEXT-BOOK.—Davis.

COURSE 6.—*Minor Surgery*.—Instruction in bandaging and minor surgery two hours per week throughout the entire year.

TEXT-BOOK.—Stewart.

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

**Department of Pathology**

*Professor Charles Phillips.*

*Assistant W. C. Furr.*

COURSE 1.—*Pathology*.—Three hours a week for lectures and six hours laboratory work throughout the year are required. Lectures will be illustrated as far as possible by the exhibition of gross and microscopic specimens and the use of the stereopticon.

The course comprises (a) Lectures and laboratory work in general and special pathology with detailed gross and microscopical study of all material issued; (b) lectures on morbid anatomy, physiology and metabolism; (c) lectures and demonstrations in parasitology; (d) lectures and demonstrations in infection and immunity; (e) demonstrations and personal instruction in the simpler methods of pathological technic so far as time and fresh material allows, including autopsies when obtainable.

Close alliance with the courses in Bacteriology and Physiological Chemistry is obtained in coördination of pathological studies.

TEXT-BOOK.—A Text Book of Pathology, Stengel and Fox.

REFERENCE BOOKS.—A Text Book of Pathology, MacCallum; A Text Book of Pathology, Delafield and Prudden; Manual

of Pathology, McConnell; Text Book of Pathology, Adami and McCrae; Practical Physiological Chemistry, Hawk; Principles of Pathologic Histology, Mallory; Pathological Technique, Mallory and Wright; the standard journals of Pathology on file in the Medical Library.

COURSE 2.—*Physical Diagnosis*.—Two hours weekly throughout the year. Instruction is devoted to the fundamental principles and methods of physical examination, together with special emphasis on the normal subject. As far as material permits clinical cases illustrative of the conditions studied are shown. Each student is required to purchase a stethoscope and learn its use on available subjects.

TEXT-BOOK.—Physical Diagnosis, Cabot.

### Department of Histology and Embryology

*Professor Gould.*

*Technician Ruffu.*

#### FIRST YEAR

COURSE 1.—*Histology*.—The first part of the course is taken up with the study of the elementary tissues of the body. This is followed by the study of the microscopic structure of human organs. Prepared slides of human organs are loaned to the student. He will prepare a number of slides of animal tissues in order to become familiar with the technique. Four hours a week lecture and laboratory throughout the session.

*Professor Gould.*

COURSE 2.—*Embryology*.—A study of the development of vertebrate animals and man. The germ cells, fertilization, cleavage, formation of the germ layers, foetal membranes, development of organ systems, abnormalities of development. Prepared slides of chick and pig embryos are loaned to the student. Specimens of human embryos and foetuses are used for demonstration. Three hours a week lecture and laboratory throughout the session.

*Professor Gould.*

**Department of Physiology and Pharmacology**

*Professor Kitchin.*

*Assistant W. B. Hunt.*

**FIRST YEAR.**

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

**TEXT-BOOK.**—Howell.

**SECOND YEAR.**

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

This course consists of lectures, recitations, and laboratory work. The subjects taken up include the nerve, muscle, digestion, secretion, excretion, metabolism, and nutrition, the central nervous system, and the organs of special sense.

This laboratory course consists of the performance of the important fundamental experiments in physiology. The class works in groups of two, and each group is supplied with necessary apparatus. Each student is required to preserve a record of his experiments and observations in a note-book. This note-book is examined and criticised weekly and constitutes part of the work on which his grade is based. Opportunities are offered for physiological research to those students who are properly equipped. The final examination is both written and practical.

**TEXT-BOOK.**—Howell.

**COURSE 3.—*Pharmacology.***—A course of lectures and recitations of two hours per week throughout the year. Here, especial emphasis is laid upon the physiological action of drugs and other remedial agents upon the normal organism. Drugs are studied in groups, and thorough observation is made of a given group upon any one of the systems of the body. For example, the circulatory system is reviewed from the viewpoint of the physiologist; then a group of drugs, as digitalis, strophanthus, caffeine, adrenalin, and nitrites, are studied in detail with a view to their pharmacological effect upon the circulation.

Laboratory work begins in the Spring term of the second year, Six hours per week. Experimental tests upon animals by each

student show the effect of the drug which has been previously discussed in the lecture room. Students work in pairs, as a rule, and each desk is supplied with the necessary equipment.

TEXT-BOOK.—Sollmann and Hare.

LABORATORY MANUAL.—Sollmann.

COURSE 4.—*Pharmacy*.—An elementary course in pharmacy is given one hour per week through the Spring Term of the second year. Typical pharmacopœial preparations are made, weights and measures, incompatibles, criticism of prescriptions and prescription writing, and the use of official preparations are dealt with. Each member of the class is required to make the important preparations in common use.

TEXT-BOOK.—Thornton.

### Department of Bacteriology and Physiological Chemistry

*Professor Walter F. Taylor.*

*Assistant Thaddeus R. Bowers.*

COURSE 1.—*Bacteriology*.—During the Fall Term of the second year of the Medical Course three lectures and nine hours of laboratory work a week are devoted to this subject. The lecture course covers the history and scope of bacteriology and the biology of bacteria, with a thorough course in the theories of immunity, its production, and its relation to disease. Much attention is paid to the various serum reactions and technique, and the action of toxins and anti-toxins. All of the important groups of disease causing bacteria are studied by each student individually.

The laboratory work consists of the preparation of the various culture media, the methods of sterilization and disinfection, the cultivation and study of bacteria, and the principles of the various biologic tests and staining procedures. The laboratory course includes the practical application of bacteriology to diagnosis, and each student is required to become familiar with the principles and technique of the various serological reactions, such as the Wassermann, Widal, and other serological reactions.

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

REFERENCE BOOKS.—The standard journals of Bacteriology, Hygiene, and Parasitology on file in the Medical Library; General Bacteriology, Jordan; *Pathogenic Microorganisms*, Park-Williams; *Immune Sera*, Bolduan; "Laboratory Course in Serum Study," Zinsser, Hopkins and Ottenberg. *Hygiene and Sanitation*, Rosenau; *Principles of Hygiene*, Bergy; *Manual of Practical Hygiene*, Harrington-Richardson; *Bacteriologic Technique*, Eyre.

COURSE 2.—*Hygiene*.—Two hours per week throughout the Fall Term. This course consists of lectures embracing public health; milk, food, and water supply; the control of communicable diseases; vital statistics, and industrial and personal hygiene. Each student will be required to hand in a brief report of a sanitary survey of the town or city in which he lives.

COURSE 3.—*Physiological Chemistry*.—Three hours of lecture or recitation and six hours of laboratory work a week during the Spring Term of the second year of the Medical Course. The lectures are devoted to the discussion of the carbohydrates, fats, and proteins; enzymes, and processes of fermentation and digestion; the chemistry of the blood, urine, milk, tissues, and secretions, and the end-products of metabolism.

The laboratory work consists of the qualitative and quantitative examination of the substance treated in the text and lectures.

*Professor Taylor and Mr. Bowers.*

COURSE 4.—*Toxicology*.—Laboratory work; two hours a week through half the spring term. Attention is paid to the definition and grouping of poisons; the detection of poisons in mixtures; the properties and individual tests for poisons; the importance, properties and detection of ptomaines.

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

TEXT-BOOKS.—Practical Physiological Chemistry, Hawk; Autenrieth, Detection of Poisons.

*Professor Taylor and Mr. Bowers.*

## FIRST YEAR MEDICAL CLASS SCHEDULE

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	Embryology	Dissection	Dissection	Dissection	Histology	Dissection
9:10—10:10	Embryology	Dissection	Anatomy 1 (Lectures and Quizzes)	Anatomy 1 (Lectures and Quizzes)	Histology	Dissection
10:10—11:10	Embryology	Dissection	Dissection	Dissection	Histology	Dissection
11:10—12:10	Physiology 1	Dissection	Physiology 1	Dissection	Histology	Dissection
12:10—1:30	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	
1:30—2:30	Dissection	Dissection and Quizzes	Dissection and Quizzes	Dissection and Quizzes	Dissection and Quizzes	
2:30—3:30	Dissection	Dissection	Dissection	Dissection	Dissection	
3:30—4:30	Dissection	Dissection	Dissection	Dissection	Dissection	



## SECOND YEAR MEDICAL CLASS SCHEDULE

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:10—9:10	Applied Anatomy	Applied Anatomy	Minor Surgery	Minor Surgery		Physiology Lab.* Physiological Chemistry and Toxicology†
9:10—10:10	Pathology Lecture	Applied Anatomy	Pathology Lecture	Phys. Diagnosis	Pathology Lecture	Physiology Lab.* Physiological Chemistry and Toxicology†
10:10—11:10	Physiology 2	Pharmacology	Physiology 2	Pharmacology	Physiology 2	Physiology Lab.* Physiological Chemistry and Toxicology†
11:10—12:10	Phys. Chem.† Bact. Lecture*	Prescription Writing and Pharmacy†	Phys. Chem.† Bact. Lecture*	Hygiene	Phys. Chem.† Bact. Lecture*	Physiology Lab.* Physiological Chemistry and Toxicology†
12:10—1:30	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	Chapel and Dinner	
1:30—2:30	Pathology Laboratory	Pathology Laboratory	Phys. Lab.† Bact. Lab.*	Bact. Lab.* Phys. Chem.†	Bact. Lab.* Phys. Chem.†	
2:30—3:30	Pathology Laboratory	Pathology Laboratory	Phys. Lab.† Bact. Lab.*	Bact. Lab.* Phys. Chem.†	Bact. Lab.* Phys. Chem.†	
3:30—4:30	Pathology Laboratory	Pathology Laboratory	Phys. Lab.† Bact. Lab.*	Bact. Lab.* Phys. Chem.†	Bact. Lab.* Phys. Chem.†	

\*Fall term.

†Spring term.

## XVI. SCHOOL OF PHYSICAL EDUCATION

*Director Langston.*

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

Until the Senior year of his college course every student not excused by the Faculty on the advice of the Medical Examiner must register for work in Physical Education. In case of twelve unexcused absences, the student will automatically cease to be a member of the student body.

Absences from class will be excused only when permission is allowed in advance by Dean or Director, or when excuse is granted by the College Physician.

For every unexcused absence from class, 3 points will be deducted from the student's grade, and such an absence can not be made up.

A student whose grade for any term is below 60 will not be given credit for any part of the term's work.

A student who receives a grade between 60 and 70 will be given credit for only one-half of the term's work.

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

An extra fee of \$1 will be charged for medical and physical examinations after expiration of the above periods.

Students who have not reported for physical and medical examinations will not be allowed to register for class work in the Gymnasium.

CLASSES.—Every day the 5th, 6th, and 7th periods. Special class for advanced work, 4:30 to 5:30. Students are graded as in the other schools of the College, and these grades are reckoned in making up the general average.

## DEGREES

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The degrees conferred are Bachelor of Arts, Master of Arts, and Bachelor of Laws. Candidates for Bachelor of Arts and Bachelor of Laws must present the fifteen units required for entrance in addition to the courses indicated below. No subject counted in the entrance credits may be counted in the courses specified for degrees. If a subject which is prescribed for a degree is offered for entrance credit, the full number of recitations required for the degree must be made up out of the list of electives.

### Bachelor of Arts

To be entitled to the degree of Bachelor of Arts the student must have completed the Prescribed Courses and one of the Elective Groups set out below:

#### *Prescribed Courses:*

English 1 and 2 (6 hrs.)  
Mathematics 1 (5 hrs.)  
<sup>1</sup>History 1 (3 hrs.)  
Philosophy 1 (3 hrs.)  
Biology 4 (2 hrs.)

#### One Language of the following:

French 1 and 2 (5 hrs.)  
German 1 and 2 (5 hrs.)  
Spanish 1 and 2 (5 hrs.)  
Greek 1 (5 hrs.)

#### Two Sciences of the following:

Chemistry 10-11 (5 hrs.)  
Biology 1 (5 hrs.)  
Physics 1 (5 hrs.) or Physics A (4 hrs.)  
Physical Education (3 years)

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<sup>1</sup> In group 6 History 4 is prescribed.

*Elective Groups:*

## GROUP 1. LETTERS.

Latin 1 (5 hrs.)

Latin 2 or Greek 2 (3 hrs.)

French 1 and 2 or German 1 and 2 or Spanish 1 and 2  
(5 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 2. CIVICS.

Latin 1 (5 hrs.)

Economics 1 (3 hrs.)

Government (3 hrs.)

History 2 (2 hrs.)

Foreign Language or English (3 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 3. MINISTRY.

Latin 1 (5 hrs.)

Bible 1 (3 hrs.)

Bible 2 (2 hrs.)

Bible 3 (2 hrs.)

Greek 2 (3 hrs.)

Greek 5 (3 hrs.)

Electives to make total number of hours offered for degree 64.

## GROUP 4. EDUCATION.

Latin 1 (5 hrs.)

Education 2 (1½ hrs.)

Education 3 or 4 (2 hrs.)

Education 5 (1½ hrs.)

Education, other courses (8½ hrs.)

Electives grouped by arrangement with Professor and Examiner to make a total of 64 hours.

## GROUP 5. GENERAL SCIENCE.

German 3 (3 hrs.)

French 3 (3 hrs.)

Biology 1 or Physics 1 or Chemistry 10-11 (5 hrs.)

Biology 2 (4 hrs.) or Biology 3 (4 hrs.) or Physics 2 (4 hrs.) or Chemistry 20, 21, 25 (4 hrs.)

Economics 1 (3 hrs.)

Mathematics 2 (3 hrs.)

Electives to make total number of hours offered for degree 64.

#### GROUP 6. COMMERCE.

History 4 (included under "prescribed courses.")

French 1 and 2 or German 1 and 2 or Spanish 1 and 2.  
(5 hrs.)

Economics 1 (3 hrs.)

Government 1 (3 hrs.)

History 2 (3 hrs.)

Law (5 hrs.) Course 2 during the Fall Term and Course 5 or 6 or 7 during the Spring Term.

Commerce (11 hrs.) Courses to be announced later.

#### SPECIAL REGULATIONS APPLYING TO DEGREE OF BACHELOR OF ARTS

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

Only one course in Law (5 hrs.) may be elected for the degree, and this may not be taken before the Junior year.

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

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

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

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

#### FRESHMAN YEAR.

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

**SOPHOMORE YEAR.**

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

**JUNIOR YEAR.**

Philosophy 1 (3). From work prescribed under the group elected, not less than 6 hours.  
Elective, 7 to 9 hours.

**SENIOR YEAR.**

Electives to complete course.

**Bachelor of Arts in Commerce**

This degree is designed for those who anticipate business careers. With the traditional cultural studies it combines specialization along a definite line. The work is prescribed by years as follows:

**FRESHMAN YEAR.**

History 4 (3), English 1 (3), Mathematics 1 (5), Foreign Language (5).

**SOPHOMORE YEAR.**

Economics 1 (3), English 2 (3), Foreign Language (5), Science (5), Biology 4, (2).

**JUNIOR YEAR.**

Government 1 (3), History 2 (3), Science (5), Commerce (4), Philosophy 1 (3).

**SENIOR YEAR.**

Commerce (7), Law 2 during Fall Term and Law 5 or 6 or 7 during Spring Term (5).



### Master of Arts

To be entitled to the degree of Master of Arts the student must have received the degree of Bachelor of Arts and completed an additional year's work of not less than fifteen hours a week done in residence. Applicants will be allowed to count on the requirements for this degree only work done after receiving a Bachelor's degree. One-half of this work must be done in one non-professional department or group of kindred departments, and in every instance must be approved beforehand by the Committee on Graduate Studies.

The candidate for the degree must prepare a thesis under the direction of the professor in whose department the major part of his work is done. The subject for this thesis must be submitted and approved not later than October 15, and the thesis must be completed and approved not later than April 15.

### Bachelor of Arts in Medicine

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

- English 1 (3 hrs.)
- Plane Trigonometry (2 hrs.)
- German 3 (3 hrs.)
- French 3 (3 hrs.)
- Chemistry 10-11 (5 hrs.)
- Chemistry 21
- Chemistry 20
- Chemistry 25
- Chemistry 27
- } (6 hrs.)
- Biology 1 (5 hrs.)
- Biology 2 or Biology 3 (4 hrs.)
- Physics A and one-half of Physics 1 or Physics 1 (5 hrs.)
- Philosophy 2 (2 hrs.)
- Physiology (7 hrs.)
- Histology (4 hrs.)
- Physiological Chemistry (2 hrs.)
- Bacteriology (3 hrs.)
- Pathology (5 hrs.)

Pharmacology (3 hrs.)  
Toxicology (1 hr.)  
Surgery and Bandaging (1 hr.)  
Physical Diagnosis (1 hr.)  
Embryology (4 hrs.)  
Hygiene (1 hr.)  
Physical Education (3 years)

### Bachelor of Law

To be entitled to the degree of Bachelor of Laws the student must have completed the subjects named below. Studies which have been counted for the LL.B. degree will not be accepted as electives for the B.A. or the M.A. degree. Attendance in the Gymnasium is required of all candidates for the LL.B. degree, three periods a week for two years.

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

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

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

#### FRESHMAN YEAR.

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

#### JUNIOR YEAR.

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

#### SENIOR YEAR.

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

## ORGANIZATION OF CLASSES

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

No student will be admitted to the Freshman Class who is deficient more than two units of entrance work.

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

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

For admission to the Sophomore Class a student must have removed all entrance conditions and completed without condition not less than 12 hours of work towards a degree.

For admission to the Junior Class a student must have completed without condition 28 hours of work towards a degree.

For admission to the Senior Class the student must have completed without condition 46 hours of work towards a degree.

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## RECITATIONS AND EXAMINATIONS

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Each student is expected to take at least fifteen recitations a week. No student may take more than eighteen recitations a week except by special permission of the Faculty, and upon the payment of \$2 a term in advance for each additional recitation. Credit on work above eighteen recitations is not given unless both these conditions are met.

Failure to make an average monthly grade of 90 on each subject will debar the student from this privilege.

Every unexcused absence from a class will count a zero.

Absences are counted from the organization of classes, and absences from classes will be excused only when permission is allowed in advance by the Professor or the Dean. Absences allowed by the Dean or a physician must be certified to the Professor. The certificate of the Dean or a physician will not excuse the student from making up the class work missed in his absence. Deductions on account of absences are made from credits on courses according to the following schedule:

1. For absences aggregating from fifteen to twenty-five per cent of the recitations and laboratory periods a term, a deduction of twenty-five per cent.
2. For absences aggregating from twenty-five per cent to thirty-five per cent of recitations and laboratory periods a term, a deduction of fifty per cent.
3. For absences in excess of thirty-five per cent no credit for course.
4. For deductions thus made an equivalent amount of elective work must be taken to meet the requirements for degrees.

To pass in any subject the student must make an average grade of 70. Students who make an average of less than 65 on either term's work in subjects which continue throughout the session are not allowed to make up the deficiency by averaging this grade with the other term's work. Students who make below 55 on any subject for any term will be required to take the subject again in class. A student who receives a grade between 55 and 65 on any course must take a special examination on such work within 60 days after the opening of the next term. Conditions not removed within the specified time shall count as failures, and the student will be required to repeat the course. All conditions must be removed by April 4 of the Senior year.

One special examination will be allowed any student failing to pass any subject, provided, first, that he has not fallen below 55 on the previous trial, and, second, that he present to the Professor the Bursar's receipt for an examination fee of two dollars and fifty cents. If a student fails to pass on this special examination he will be required to take the work in class again. The special examination fee will be remitted, first, in case of students who present a physician's certificate of illness; second, in case of conflict with other college duties.

No student is allowed to represent the College in any public function, or as editor of any of the College periodicals, whose daily grade in any class is below 70, or whose unexcused absences from Chapel or Gymnasium exceed 8, or who, in case of attendance during a previous term, has not completed without conditions at least 12 hours of that term's work.

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

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

In the Summer School no student may take more than one five-hour course, or two three-hour courses. The maximum credit for this work is six hours for the twelve-weeks course, and 3 hours for the six-weeks course.

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## REPORTS

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

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

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## ADDRESSES

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On the third Monday in March the Faculty selects six members of the Senior Class as speakers for Commencement Day. Their addresses are limited to one thousand words in length. Each speaker must submit his graduating address to the President at least ten days before Commencement Day.

At the first meeting in May each of the Literary Societies may elect two of its members from the Senior Class to deliver original addresses on Society Day. Anniversary speakers are not eligible to these positions. All addresses must be approved by the President.

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

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## DISCIPLINE

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The discipline of the College is adapted and intended, not for boys, but for young men who have reached such maturity as enables them to exercise self-control. All students are expected to be faithful in work, prompt and regular in attendance upon all their college duties, and, in their relations with their instructors and fellow-students, to cultivate those amenities which are universally recognized among

gentlemen. Profanity, gambling in any of its forms, and the use of intoxicating drinks will not be tolerated. Sport or exercise likely to annoy persons or injure property is forbidden.

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

A student not in good standing is debarred from representing the College in any public function.

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

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## LITERARY SOCIETIES

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There are two Literary Societies—the Philomathesian and the Euzelian. Each Society holds two meetings a week—one on Friday night, for debate, the other on Saturday morning for exercises in composition and speaking and for the transaction of general business. In all these exercises the members are required to participate. The Faculty regards the Societies as important aids in the work of education and in the preservation of wholesome sentiments among the students. It would be difficult to overestimate their importance in imparting a knowledge of parliamentary law, in cultivating and directing the taste for reading, and in the formation of correct habits of public speaking. Any student, after the fourteenth day from the date of his registration, on obtaining written permission of the President, may connect himself with either of these Societies, provided its membership shall be less than three-fifths of the aggregate membership of both of them.

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



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

The exceptional excellence and value of these two Societies are believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. The Trustees prohibit all other secret societies in the College, including Greek letter fraternities, local or national. On September 28, 1913, they reaffirmed their long-settled policy in the following resolutions:

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

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

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

Several Medals are offered by the Societies.

*In the Philomathesian Society—*

To the best orator of the Senior class.

To the best orator of the Junior class.

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

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

*In the Euzelian Society —*

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

The Euzelian Medal, to the best orator in the Society.

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

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

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

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

For the best essay.

For the best story.

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

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## THE LIBRARY

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MRS. ETHEL TAYLOR CRITTENDEN, *Librarian*

### *Student Assistants*

G. R. SHERRILL

C. F. GADDY

T. T. HAMILTON

V. HOWELL

P. O. PURSER

C. B. DEANE

H. D. BROWNING

R. M. LEE

The Library Building contains the stack room, where some 25,000 books are housed, and the reading room, where national and state newspapers and current periodicals are available. This room is also extensively used for class room reference and for debate work.

The Library is a depository of North Carolina and Baptist material, a distinct effort being made to develop research work.

Any books, pamphlets, church records, newspapers, old letters and manuscripts will be gladly accepted.

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

Harold E. Porter ("Holworthy Hall"), University of Iowa, Mr. Clarence Poe, Mrs. J. M. Heck, Mrs. Anna T. Heck, Mrs. J. H. Thorpe, Dr. B. F. Sledd, Miss Roxie Sheets, Mrs. V. S. Pendleton, Miss Ruby Reid, Mr. T. J. Taylor, Miss Carrie Lee McLean, Mrs. E. Goodwin, Rev. W. H. Eller, D.D., Rev. Lewis Collins, D.D., Carnegie Endowment for International Peace, Dr. W. L. Poteat,

Mr. A. D. Ward, Prof. H. T. Hunter, Chemical Foundation, North Carolina College for Women, I. K. Stafford, E. B. Earnshaw, A. S. Tompkins, V. I. Masters, C. F. Gaddy, State Auditor, E. W. Sikes, F. N. Hoffstot, Friends of Irish Freedom, A. R. Crook, C. C. Pearson, J. F. Love, J. T. Henderson, Mrs. W. N. Jones, Mrs. J. H. Marriott, J. C. Caddell, Mrs. E. W. Timberlake, Miss Sallie Robertson, W. M. Gilmore, J. T. Alderman, Mrs. Arthur Chappell, Mrs. C. A. Hamrick, Mrs. Elgevia Goodwin, Miss Nellie M. Rowe, Mr. and Mrs. J. T. Justice, Mrs. Lizzie P. Richardson, Mrs. W. R. Gwaltney, Mrs. D. F. King.

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## THE MUSEUM

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

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## WAKE FOREST ALUMNI ASSOCIATION

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The objects of the Association are:

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

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

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

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

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

The annual address for 1920 was delivered by Hon. S. M. Brinson.

The following are the general officers of the Association:

*President*—J. M. BROUGHTON.

*Vice-President*—E. J. BRITT.

*Secretary and Treasurer*—TRELA D. COLLINS, Wake Forest, N. C.

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## ATHLETICS

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The College encourages all manly sports. Especial emphasis is placed on outdoor sports and every student is urged to spend some part of the day in vigorous open-air exercise. For this purpose there are baseball diamonds and tennis courts. All sports and games are under the direction of the Athletic Association, a student organization. The Faculty exercises a general advisory control through its Athletics Committee.

In order to become a member, or a subordinate member, of any athletic team, the student must conform to the following regulations:

1. He must be a *bona fide* student, having at least 13 units of entrance credits, and taking not less than 15 hours of work, and must have registered not later than the first Tuesday in October.

2. His unexcused absences from chapel services or gymnasium must not exceed 8 for the term; he must make an

average daily grade of as much as 70 in each of his classes, and, in case of attendance during a previous term, must have completed without conditions at least 12 hours of that term's work.

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

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

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

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

An athletic team may be allowed absence from the College for periods aggregating not more than five days in any one session, not including Saturdays.

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## PUBLICATIONS

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The Euzelian and Philomathesian Societies publish a magazine known as *The Wake Forest Student*. It is now in its thirty-seventh volume, and deserves the support of the friends of the College and of the Alumni in particular. Dr. J. H. Gorrell represents the Faculty in its editorial control.

*Old Gold and Black* is a weekly publication devoted to the interests and activities of the students.

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

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

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

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## RELIGIOUS EXERCISES

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

In the case of twelve unexcused absences a student will automatically cease to be a member of the student body.

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

A well organized Baptist church worships every Sunday and holds a prayer meeting every Wednesday evening.

In connection with the church is a well equipped Sunday School largely attended by the students. Professor R. B. White is the superintendent; and among the teachers are several professors of the College who conduct Bible classes especially designed for students. A missionary society meets once each month.

An essential feature in the religious life of the College is the Young Men's Christian Association. It is the largest organization among the students—two-thirds of them being actively connected with it. The purpose of the Association is to help the students to practice the truth as they learn it, to preserve their loyalty to Christ, and to win their fellows to Him. For several years the Association has made special efforts more effectively to influence the non-ministerial students. In this it has succeeded, and now the president and other principal officers come from this section of the student body. The Association assembles immediately after supper

on Monday evenings for prayer meeting. These meetings are usually led by some student selected by the chairman of the religious meeting committee. Each year the Association sends a number of delegates to the Interstate Convention and to the Student Conference. It organizes both Bible Study Bands and Mission Study Bands. These bands, each with its leader, meet regularly once a week. The present officers are: President, H. H. Duncan; vice-president, G. R. Sherrill; recording secretary, R. A. Herring; corresponding secretary, R. C. Brown; treasurer, G. B. Heckman.

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## MINISTERS

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

In pursuance of the purpose of the North Carolina Baptist State Convention to provide an educated ministry for the churches which compose it, ministerial students receive assistance in several ways. They are not required to pay the tuition fee. Again, those who have been licensed to preach and are unable to command the means necessary to defray the cost of board, may receive aid for this purpose from the Board of Education of the Baptist State Convention, so far as the means may be at its disposal. Dr. R. T. Vann, corresponding secretary of the Board of Education, Raleigh, N. C., will give all who need it information on this point.

The Professor of the Bible conducts a class each year which studies one of the more important lines of a minister's work. This class meets once a week. Its work is not credited on the requirements for any college degree. The testimony of those who take this work, however, is that it is of value to them both in forming right conceptions of the ministry as such, and in doing the work of a minister while in college.



## SCHOLARSHIPS

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The Board of Trustees has established sixty-eight scholarships in the academies and graded schools of North Carolina. The Faculty has adopted the following conditions upon which appointment to one of these scholarships is made:

The appointee must be a male student of the white race, of good moral character, who has made the highest grade on competitive examination conducted under the direction of the principal or other person in charge of the school entitled to the scholarship. The appointment is for one year only, but the scholar so appointed is eligible to reappointment, *provided* (1) his deportment is blameless, and (2) he has made a passing grade on each study taken the previous year, making, in the case of reappointment for a second year, a minimum average of 85 on all studies taken the first year, and, for a third year, a minimum average of 90 on the second year's work. The scholarship is not available to the same student beyond three years. In case the scholar fails of reappointment for a subsequent year, the school may make a new appointment on the conditions given above. The scholar may be called upon to render such service as the institution may require, the amount not to exceed five hours a week.

## COLLEGE EXPENSES

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*Required of all Students—*

Tuition per half-session.....	\$25.00
Matriculation fees per half-session.....	22.50
*Athletic fee per half-session.....	5.00

The matriculation fee includes library, lecture, contingent, hospital, physician's attendance, and all laboratory fees ex-

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\* The athletic fee admits the student to all intercollegiate contests at Wake Forest.

cept those in the Department of Medicine. Juniors and Seniors in this department are charged \$12.50 per term of five months for laboratory material. Students who complete their registration on the first or the second day of the term will be allowed a discount of \$5.00 on the matriculation fees.

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

A student taking more than eighteen hours of work a week is charged a fee of \$2.00 a term for each hour of additional work.

A student who takes a course requiring the use of a microscope is charged a rental fee of \$2.50 a half session.

A breakage deposit of \$5.00 a half-session is required in all laboratory courses.

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

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

Ministerial students and the sons of such ministers of the Gospel as live by the ministry receive free tuition. A minister who asks for the remission of this tuition fee must present his license and sign a note for tuition which will be canceled after five years of service in the ministry or in case of death.

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## BOARD AND LODGING

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Table board can be obtained in private families at \$6.00 to \$7.50 per week. Lodging can also be obtained in private families at moderate rates.

A number of students make arrangements for club-boarding. A steward, chosen by each club, buys supplies and

keeps accounts. The services of a lady are secured to superintend the preparation of food and to preside at the table. The price of board is thus reduced to its actual cost, which seldom exceeds \$5.00 to \$7.00 per week.

Furnished rooms, with heat and light, in the old Dormitory buildings are rented at \$25 for the Fall term and \$30 for the Spring term, payable in advance—one-half paid by each occupant; in the new Dormitory the price per student for the Fall term ranges from \$16 to \$25; for the Spring term from \$20 to \$30. A deposit of \$5 is required in advance of each occupant of both the new and the old dormitories and is returned, less any damage done the room or the furniture, after the close of the session.

To these college rooms the following regulations apply:

A student who has occupied a room for the entire session may reserve it for the next session by filing a written application with the Bursar before July 1, but he may not sublet it, or reserve it for another student.

Rooms may be exchanged only through the Bursar, and no exchanges may be made in April or May.

Vacant rooms will be assigned in the order of application.

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

All dormitory rooms will be inspected periodically and students will be charged for any damage done to the rooms or the furniture. Occupants who create or permit disorder in their rooms, who interfere with the comfort of other students, or who deface or destroy the property, will be dismissed from the building at once.

Tampering with electric lights creates a danger of fire and will not be tolerated.

Where picture moulding is furnished, students will not drive nails, tacks, or pins into the walls.

Application for repairs should be made at the Bursar's office.

## STUDENTS' AID FUND

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The Students' Aid Fund, originating in a plan suggested by Mr. J. W. Denmark while a student here, has grown until it now amounts to about seventeen thousand dollars. It is being constantly augmented by contributions from generous friends as well as by the interest accruing on its loans. Hundreds of young men, many of them now filling positions of prominence and usefulness, have enjoyed its help. Its purpose is to enlarge the opportunities of ambitious youths; its plan is to make cash loans at five per cent interest for expenses other than tuition to worthy, non-ministerial students. The maximum amount available is \$30 per term. Prospective students are invited to correspond with the treasurer, Dr. J. H. Gorrell, Wake Forest, North Carolina.

## FORM OF BEQUEST

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

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

## SCHEDULE OF ACADEMIC CLASSES

PERIODS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
First 8:10—9:10	Law 1 German A and B Latin A Bible 1 Mathematics 2 Mathematics 1 Philosophy 1	Law 1 Chemistry 10 and 11 Latin A German A and B Bible 2 Biology 2 and 3 Mathematics 1	Law 1 German A and B Latin A Bible 1 Mathematics 2 Biology 2 and 3 Mathematics 1 Philosophy 1	Latin 5 Chemistry 10 and 11 Latin A German A and B Bible 2 Biology 2 and 3 Mathematics 1	Law 1 German A and B Latin A Bible 1 Mathematics 2 Mathematics 1 Philosophy 1	Latin 5 Chemistry 10 and 11 Physics 2 and 3
Second 9:10—10:10	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics A Spanish A and B English 2 Law 4 Education 5 Bible 5	Mathematics 1 Law 3 Greek A Astronomy, Sect. 2 German 1 Physics 1 History 2 Latin 4 Law 4 Spanish A and B Biology 5 Education 8 Philosophy 2	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics A Spanish A and B English 2 Law 4 Bible 5 Education 5	Mathematics 1 Law 3 Greek A Astronomy, Sect. 2 German 1 Physics 1 History 2 Latin 4 Law 4 Spanish A and B Education 8 Biology 5 Philosophy 2	Mathematics 1 Law 3 Greek A Astronomy, Sect. 1 Government Physics A Spanish A and B English 2 Law 4 Education 5 Bible 5	Astronomy, Sect. 2 Latin 2 Physics 1
Third 10:10—11:10	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 and 2 Greek 2 Surveying English 3 Mathematics 5 Mathematics 2 English 1	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 and 2 Greek 2 Surveying Practice English 3 Mathematics 3 French 1 and 2 Chemistry 40	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 and 2 Greek 2 Surveying English 3 Mathematics 5 Mathematics 2 English 1	Latin 1 Mathematics 1 Law 2 Law 6 Greek 5 French 3 Biology 5 Surveying Mathematics 3 French 1 and 2 Chemistry 40	Latin 1 Mathematics 1 Law 2 Law 6 Biology 1 French 1 and 2 Greek 2 Surveying English 3 Mathematics 2 English 1	
Fourth 11:10—12:10	Greek 1 Law 5 Drawing 1 French A and B Physics A History 1 Chemistry 10 and 11	Greek 1 Law 5 Drawing 2 French A and B Surv. 1—Practice Law 7 Mathematics 1	Greek 1 Law 5 Drawing 1 French A and B Physics A History 1 Chemistry 10 and 11	Greek 1 Law 5 Drawing 2 French A and B Surv. 2—Practice Law 7 Mathematics 1	Greek 1 Law 5 Drawing 1 French A and B Physics A History 1 Chemistry 10 and 11	

	Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4 English 5 Spanish 1 and 2 Education 6	Chemistry 20 Sociology Latin 3 Bible 4 Biology 4 Spanish 1 and 2 Philosophy 4 Mathematics 4	Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4 English 5 Spanish 1 and 2 Education 6		Law 7 Physics 1 Mathematics 1 Philosophy 1 English 4 English 5 Spanish 1 and 2 Education 6
	Chapel Service				
Fifth	1:30—2:30	Economics 2 Latin 2 Gymnasium Philosophy 3	English 1 History 1 Education 7 English 6 Gymnasium Philosophy 6 Biology 2, 3, 6	English 1 History 1 Education 7 English 6 Gymnasium Philosophy 6 Biology 2, 3, 6	English 1 History 1 Education 7 English 6 Gymnasium Philosophy 6 Biology 2, 3, 6
Sixth	2:30—3:30	Latin 1 Law 8 Latin A Education 4 Bible 3 Gymnasium	Latin 1 Law 8 Latin A Education 2 English 1 Economics 1 Gymnasium History 4 Biology 2, 3, 6 Chem. Lab. 11 Physics Lab. 1 Chem. Lab. 31 Gymnasium	Latin 1 Law 8 Latin A Education 2 English 1 Economics 1 Gymnasium History 4 Biology 2, 3, 6 Biology Lab. 1 Chem. Lab. 11 Physics Lab. 1 Chem. Lab. 31 Gymnasium	Latin 1 Law 8 Latin A Education 2 English 1 Economics 1 Gymnasium History 4 Biology 2, 3, 6 Biology Lab. 1 Chem. Lab. 11 Physics Lab. 1 Chem. Lab. 31 Gymnasium
Lab. Work	1:30—3:30	Physics Lab. 2 Chem. Lab. 31 Gymnasium Biology Lab. 1	Chem. Lab. 31 Biol. Lab. 2 and 3 Biol. Lab. 6	Chem. Lab. 31 Biol. Lab. 2 and 3 Biol. Lab. 6	Chem. Lab. 31 Biol. Lab. 2 and 3 Biol. Lab. 6
Lab. Work	2:30—4:30				



## INDEX

	PAGE		PAGE
Addresses.....	110	Latin, School of.....	60
Admission, Requirements for.....	47	Law, School of.....	84
Aid Fund.....	122	Library.....	113
Alumni Association.....	114	Literary Societies.....	111
Anatomy.....	91	Logic.....	84
Anniversary, 1921.....	45	Master of Arts, Degree of.....	105
Applied Mathematics and Astron- omy.....	68	Mathematics, School of.....	67
Athletics.....	115	Matriculation.....	47
Bachelor of Arts, Degree of.....	102	Medicine, School of.....	89
Bachelor of Arts in Medicine.....	105	Ministers.....	118
Bachelor of Laws, Degree of.....	107	Modern Languages, School of.....	62
Bacteriology.....	96	Museum.....	114
Bequest, Form of.....	123	Observatory.....	68
Bible, School of.....	77	Officers of the Faculty.....	14
Biology, School of.....	73	Officers of the Trustees.....	9
Board and Lodging.....	120	Organization of Classes.....	107
Botany.....	73	Pathology.....	92
Buildings.....	6	Pharmacology.....	94
Calendar.....	4	Pharmacy.....	94
Catalogue of Students.....	16	Philosophy.....	83
Chemistry, School of.....	70	Physical Education.....	99
Commencement, 1920.....	40	Physics, School of.....	74
Committees of Faculty.....	15	Physiological Chemistry.....	96
Committees of the Trustees.....	9	Physiology.....	94
Conditions.....	48	Physiology, Elementary.....	74
Constitutional Government.....	76	Political Science, School of.....	76
Degrees.....	101	Psychology.....	83
Degrees Conferred, 1920.....	42	Publications.....	116
Discipline.....	110	Reading Room.....	113
Economics.....	77	Recapitulation by States.....	38
Education, School of.....	80	Recitations.....	107
Embryology.....	93	Religious Exercises.....	117, 118
Endowment.....	6	Reports.....	109
English, School of.....	64	Schedules of Recitations.....	97, 124
Ethics.....	84	Scholarships.....	119
Examinations.....	108	Schools Classified.....	58
Expenses.....	119	Society Day.....	44
Faculty.....	10	Sociology.....	77
Fees.....	119	Spanish.....	64
French.....	63	Summary of Students.....	38
Geology.....	74	Summer Law School.....	88
German.....	63	Surveying.....	69
Greek, School of.....	61	Toxicology.....	96
Histology.....	93	Trustees.....	8
History.....	76	Tuition.....	119
History of the College.....	5	Y. M. C. A.....	117
Hygiene.....	74, 96	Zoology.....	73
Journalism.....	66		

NEW SERIES

JULY, 1921

VOL. XVI, No. 2

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



**MIDSUMMER NUMBER**

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Published quarterly by the Trustees of Wake Forest College

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

## Announcements

The attention of students is called to the following statement of charges in force for the session of 1921-22:—

### COLLEGE OF ARTS AND SCIENCES, AND OF LAW

Tuition: per person per term . . . . .	\$25.00
Matriculation Fee: per person per term . . . . .	27.50
Graduation Fee . . . . .	5.00

(If student completes his matriculation on the first or second day, there is a discount of \$5.)

First term begins September 6, and ends December 21.

Second term begins January 4, and ends May 26.

### SCHOOL OF MEDICINE

Tuition, per person per term ; . . . . .	\$50.00
Matriculation, per person per term . . . . .	27.50
Laboratory Fee, per person per term . . . . .	22.50

## Culture and Internationalism

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BACCALAUREATE ADDRESS, COMMENCEMENT, 1921,  
BY *President* WILLIAM LOUIS POTEAT.

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*Gentlemen of the Class of 1921:*

Your college career coincides with perhaps the most eventful period of our national history. You entered here just five months after the declaration of war with Germany. You mobilized your intellectual and financial resources for the college campaign while the country was mobilizing its resources of men, enterprises, and institutions for the European campaign. You participated in the emotional response of the time, deep, universal, culminating in that subtle and irresistible combination of enthusiasm and anger called morale. In our mental life also there was an enormous quickening and expansion. But the outstanding feature of our national life was its overflow into new channels. Our pent-up nationalism broke over into internationalism, and for some tragic and noble months we were citizens of the world and champions of the rights of man. Materialists and politicians of the opposition maintain that we went to Europe solely to save the United State, and that it is delusive and mischievous to attribute primarily to "a tender susceptibility" the American proffer of the helping hand. But you and I know that it was the voice of our great President that stirred the soul of our people. "That grave voice," as a distinguished Britisher said, "sounding majestically above the shrill rhetoric of European statesmen, carried with it the promise of a new world, and for the first time in history, there stepped into the arena a nation that had no ends of her own to gain, and stood for Right,

for Humanity, and for nothing else." There was no chaffering and bargain about what we should get in return for the national sacrifice. We were quite content to give the rein to our generous impulses. If they swept us into complications from which it might be difficult to withdraw, that would be seen to in its time. Let the boys ride far, we should hope for most of them back. Let the treasure flow free and exhaustingly; maybe it could be replenished in after years, maybe not. We could not stop to figure. The trumpets blew down all the winds of the world, and we must be off! At a bound our smug aloofness was behind us.

As I have thought of your leave-taking today on the victorious completion of your college campaign, of the ripening of your culture in these heroic and expansive years, and of the close-knit world of men where lie your tasks, it has been impossible to suppress or evade the one theme which emerges from the situation. I must have a few words with you on *Culture and Internationalism*.

What is internationalism? The word was first used with reference to international law. It came later to mean the principle of forcing a weak country to submit to the control of several stronger nations. Its present meaning is different from either of these. It may now be defined as the cosmopolitan sense of human relations, the recognition by one nation of the rights of all nations, the coöperation of independent nations to secure their integrity and promote their common interests. Such a fellowship of nations was, of course, impossible before the rise of modern sovereign states in the sixteenth century. The break-up of the Roman Empire resulted in a social situation not unlike that of primitive man. Small groups gathered about strong men in loose contact, without roads or law or administration. Certain of these loosely coherent groups grew gradually

into kingdoms, of which the first to emerge from the wreckage was the kingdom of the Franks. France and Germany came out of it. They were united until 840, when they drew apart and began the long tragedy which culminated in 1914.

Internationalism, as we now know it, was likewise impossible before the development of the gigantic machinery of communications which has gone far toward unifying the modern world. Rejecting the possibility of the union of Great Britain and the American colonies, Edmund Burke explained that nature intervened — “I cannot remove the eternal barriers of the creation.” But the “eternal barrier” of the Atlantic has been removed by the steamship and the airplane, and Smuts and Wilson from the ends of the earth meet Orlando and Lloyd George in conference at Paris after a few days of luxurious travel. And the winged Mercury, electricity, puts national representatives at the international council table in immediate communication with their home governments.

International law from its beginning with Grotius applied moral standards to state action, and an increasing number of treaties set practical limits to the doctrine of national absolutism. International conferences to promote the common well-being belong also in this development, whose pre-war culmination was the Hague Peace Conferences. And yet these Conferences recognized the absolute sovereignty of states, their right to make war, only prescribing the method of conducting it, and had no word about the obligations or political relations of states. It was left for the World War to draw this issue sharply and on a planetary scale. Germany was the embodiment and champion of exclusive nationalism and absolute sovereignty. The Allies, at first merely resisting the menace of vassalage and

destruction, came later, under Wilson's inspiration and leadership, to be the embodiment and champions of the supremacy of the moral law, of the rights of man, the integrity and self-determination of the weaker nations. These aims came to be synonymous with civilization, and the struggle was a struggle between civilization and barbarism. The oscillating line of the Western Front marked the recession and advance of civilization. There internationalism was born, became a cause, a passion, almost a religion. It led straight to the League of Nations. That covenant was the greatest and most promising of human documents for the co-operation of all men against the stupidity and crime of war and to promote among nations the law of justice and fraternity. American rejection of it was as disastrous as it was irrational, a reversal of the dearly bought moral progress of the race. We lapsed shamefully from the high mood of 1917 and '18 into the absolutism and selfish isolation which we had fought to destroy. Our position is indefensible from any angle.

How is internationalism related to nationalism? There is no necessary opposition between them. Everybody except the politician knows that internationalism presupposes independent nationalities and does not compromise national integrity, but guarantees it. Nationalism, or patriotism, is an instinctive group loyalty. Your own romantic attachment to Alma Mater is an example on a lesser scale. It is a non-rational sense of community, a sort of extended self, determining partiality to one's own group. "Good or bad," we say, "it is mine—my family, my clan, my college, my state, my country, right or wrong." It does not assert itself until it is challenged. College spirit requires an intercollegiate contest to call it out, and so patriotism is hardly conscious in times of peace. The



instinct of self-preservation in the individual becomes on the national scale state sovereignty whose only law is the national advantage, whose sole obligation is to its own citizens. Machiavelli wrote the philosophy of this absolute sovereignty and selfishness and diplomats are its high priests. Voltaire's dictum might serve as their motto, — "Take no interest in anything that goes on beyond the limits of your own cabbage garden." Their independence of the moral law is illustrated in the confession of one of the greatest of them. "If we had done for ourselves," said Cavour, "what we have done for Italy, we should have been great rascals."

Let me ask now what is the relation of culture to this great new idea of internationalism? Just a year ago there met in Brussels the international Union of Academies. It is a scientific federation of learned societies in America, Belgium, Denmark, France, Great Britain, Greece, Holland, Poland, Italy, Russia, and Japan, to secure co-operation in the advancement of studies. A year ago the international federation of university women met in London with representatives from fifteen countries. A Pan-Pacific educational Congress is called for Honolulu next August. Examples of world-wide association to promote common intellectual interests might be multiplied indefinitely. A philosopher of Germany writes lectures in English and delivers them in Scotland, and declares that his book is witness that culture, moral, intellectual, and esthetic, is not limited by the bounds of nationality. That in 1908. Years before that date a famous French critic said, "While we are good Frenchmen we yet admit the superiority of the Germans and the English in many ways." Scholarship is essentially international. Culture is cosmopolitan, human, public. It has many marks, as a certain gentility and refinement of manner, moderation, inward wealth, and intellectual satis-

factions. Its chief mark, however, is range of interests, a tolerance and a breadth of sympathy, in a word, horizon. But the culture which grows up in the atmosphere of positive Christianity adds to horizon fellowship, sees in aliens brothers, and knows no boundaries racial or political in the universality of its service. It is not surprising, therefore, that college men have what Mr. Wells calls the intellectual mind. If a debate on the question of internationalism is announced between a United States senator and a Harvard president you know beforehand their choice of sides.

My last inquiry concerns itself with the obligations of a man of culture in the present situation, his attitude and his opportunity. To be more direct, what may we reasonably expect of you in this era of internationalism? For I warn you against supposing the American contradiction to be anything more than exceptional and temporary. There are already signs of a popular revulsion at the shameful isolation into which partisan politics forced our great country. In response to that rising sentiment the government is taking carefully guarded steps toward re-entering the maze of European public problems. Very truly, gentlemen, you stand in the morning of a new day, and thereon I do felicitate you. To the inspiration of its early dews and growing brightness I know you will respond. You will retain your primary allegiance to your own mother, but respect the mothers of other men. If the United States, when once the war was won, fell back selfishly into the narrow nationalistic horizon, you will help her up to the larger human view.

Certainly our late experience has shown that local interests are bound up in one bundle with those of all other nations. The problems of this world relationship will not

be solved by governments and diplomats, whom we have to thank for our present troubles. The aristocratic sections of society stand for the old diplomacy of national pride and selfishness. The problems of racial and national contacts must be settled at last by the people, by men and women of good will controlled by the Christian spirit of fraternity and justice informed and guided by men of vision. For example, is war inevitable? Yes, until the policies of sovereign states are changed. But what are states and state policies? A state is a settled group of men and women living under a government which they approve. And the policy of a state is the way the men and women who speak for the group have decided to treat the men and women of another group. We shall be caught in a net of sophistries and get nowhere, if we speak of the state and nation as abstractions, as things apart from the people who constitute them. To change the national policy, you have to change the people.

And here springs up squarely in front of you your chief duty as trained citizens of a great republic with widening and commanding relations to the rest of the world. It calls you to create and guide a public opinion which cannot be "duped by misrepresentation nor misled by passion," to realize, within the sphere of your influence, the world hope of the time, — when all men's good shall

*Be each man's rule, and universal Peace  
Lie like a shaft of light across the land  
And like a lane of beams athwart the sea  
Through all the circle of the golden year.*

## Baptists Presenting a Solid Front /

[ADDRESS TO THE PHILOSOPHY CLUB OF WAKE FOREST COLLEGE, MAY 6, 1921.]

BY GILBERT T. STEPHENSON.

We Baptists are, potentially, the most influential group of Christians in North Carolina. This is so, in the first place, because of our superior numbers. There are 300,000 of us; we outnumber every other denomination and, excepting the Methodists, we perhaps outnumber all other denominations put together. This is so, also, because of our wide and uniform dispersion over the State. We are to be found everywhere—in largest city and in remotest country community, in the mountains and on the coast. There is scarcely a community of North Carolina in which one will not find Baptists or many communities in which he will not find Baptist churches. This is so, again, because of the harmony between our spirit as Baptists and our spirit as citizens. In both church and state we are democrats; I have no reference whatever to political classification. We are, perhaps, the most individualistic and independent Christian denomination living in what is, perhaps, the most individualistic and independent State in the Union. As citizens striving for democracy in government and industry we are but striving for the principles that we as Baptists have long espoused.

In saying that we Baptists are, potentially, the most influential group of Christians in the State I speak in the spirit of humility and not of boastfulness. In humility, because we have not made our influence felt as we might have done. We have let our independence and our individualism run riot with us. So fearful have we been lest we sacrifice our independence that we have given all too begrudgingly our coöperation to one another. We have guarded our individualism so jealously that some-

times we have kept our hands at our sides when we should have joined hands with our own brethren in accomplishing tasks that required team-play. Our churches have guarded their independence so jealously that they have sometimes mistaken fruitful coöperation for blighting unionism and have, themselves, held aloof even from other congregations of their own faith and order.

The problem of very democracy is how to have teamwork without sacrificing the individualism or independence or initiative of the members of the team. It is the problem of us Baptists. For nothing in this world would we barter our heritage of religious liberty. If we lose our sense of liberty of conscience and individual responsibility to God we lose our birthright. If our churches lose their independence as local congregations they become but blind Sampsons with shorn locks.

We are forever facing a problem similar somewhat to the problem that the allied armies faced in 1917 — the problem of organizing different units of different nationalities into an effective fighting force. The allies solved their problem in a way we Baptists can never adopt. They created a unified command. We can never do that. Command is a word that has no place in the vocabulary of a Baptist. If we 300,000 Baptists are ever to present a solid front like a real army, instead of a shifting barrier, like a group of unrelated regiments, it must be done in some other way than by giving anybody or any group supreme command of us.

While team-play among us Baptists can never be accomplished by giving anybody supreme command as the allied armies submitted themselves to the supreme command of Marshal Foch, yet may there not be a lesson for us Baptists in the way our American soldiers regarded the matter of submitting to Marshall Foch's leadership. At

a meeting of bankers in New York in February, I heard General Dawes tell in the presence of General Pershing this bit of hitherto unpublished history: While the matter of creating a unified command of the allied armies was at issue and some of the Americans were chafing under the prospect of our expeditionary force not getting full credit for what it did, General Pershing told General Dawes, that he, Pershing, would be glad to give up his command and become a private if by doing so he could do more towards winning the war. What made General Pershing say this? Was it a distrust of his own ability? Was it an extraordinary deference to the ability of the other generals? No; it was his absolute devotion to the cause in which he went to Europe. In the face of the great cause he forgot his name, his rank, his fame. He was willing to accept the leadership of anybody who could lead his cause to victory.

The only thing that will ever unite us 300,000 individualistic, independent Baptists into the militant force that we are capable of becoming will be a great Cause in devotion to which we shall forget who is in command, except the supreme Captain of our Salvation, and eagerly accept the earthly leadership of any one who can lead us to victory. Give us the Cause and the command will take care of itself.

We have but recently had one demonstration that we Baptists can put up a solid front when we face a big enough issue. I refer to the Baptist 75 Million Campaign. With but very, very few exceptions, we subordinated our individual preferences and our churches subordinated their local interests, and we all worked together to do the part that had been assigned to us in the Southwide Baptist movement. Some of our Baptist institutions — our Thomasville Orphanage, for instance — generously yielded their vantage-points in order to fall into line with the other denominational



enterprises. If, here and there, during the campaign, and if, here and there, since the campaign we have found instances of defection, it is no more than is to be expected of any group of human beings.

Still another demonstration of the ability of Baptists to put up a solid front is to be found in their response to the North Carolina Baptist Foundation. Here and there men are providing in their wills for gifts, not to any particular Baptist cause, but leaving it to the leaders in succeeding generations to say to what Baptist interest their gift shall be devoted. I have in mind now a business man and his wife in one of the western counties whose pastor recently notified me that they desired to give one-tenth of their respective estates to the Baptist Foundation and this, I understand, is to be without any designation whatever. These two Baptists are so devoted to the Great Baptist Cause that they are willing to accept the leadership of those who will promote that Cause even though their leaders are unknown to them and some of them as yet unborn.

I come now to inquire if there is a Baptist Cause in North Carolina sufficiently imposing and sufficiently inspiring to weld us 300,000 Baptists into a unified militant force. The answer is yes; the reasons for the answer are to be found in the conditions depicted in the two preceding addresses — one on our Baptist Educational Institutions, their Organization and Needs; the other on the Conditions of Public Education in North Carolina. The cause that is imposing enough and inspiring enough to stimulate the interest and win the support of every Baptist in North Carolina is Baptist Schools.

Will you let me undertake to give you a panoramic picture of a system of Baptist schools in North Carolina as I have envisaged it?



First, I see Wake Forest, our college for men. It is not a large college in numbers. There are only five hundred students there. But every instructor knows every student on the campus. And every student knows every other student by his Christian name. It has the very best equipment obtainable — as to class-room, laboratory, dormitory, dining-hall, gymnasium, athletic field, society halls, library. It is a college and nothing more; that is, it does not pretend to be a university. Its instructors receive equal salaries to those of the instructors of any other college. Do you think that I minimize Wake Forest in making it a college instead of a university, with five hundred students instead of five thousand? No; I am picturing it as the ideal American institution of learning for a Baptist youth — such an institution as I should like for my boys to attend.

Then, I see Meredith, its companion. Not Meredith cramped and stunted here on a single city block. But moved out to the suburbs of Raleigh, with a campus as big as that of Wake Forest, with buildings and equipment of every kind equal to those of Wake Forest, with a faculty and a curriculum equal to those of any college anywhere. I see Meredith not boasting of its numbers of students or its graduate courses of study, any more than Wake Forest does. But I do see Meredith priding itself upon the intimacy of the relation between instructors and students and among the students themselves, and upon the thoroughness of its work and the lofty ideals of Christian womanhood it is inculcating.

Next, I see Chowan College. Not a new Chowan somewhere else, but the same old Chowan rejuvenated, with the prettiest campus and the handsomest old administration building of all the schools in the State. Not a Chowan uncertain of its place in our system of Baptist schools, but

Chowan accepted as a Junior College for girls, second to none. Not a struggling school patronized and supported by Baptists of North Carolina. Not one whit inferior in its equipment or its faculty to Meredith or Wake Forest, and doing as well as Wake Forest or Meredith two full and complete years of College work. Meredith and Chowan not competing with each other but coöperating with each other in giving the Baptist girls of North Carolina the very best education to be had by girls anywhere in our land. Am I demoting Chowan in our system of Baptist Schools? No, I am really promoting it. I am giving into its charge that large group of girls some of whom will complete a four years' course of college, but most of whom must pack their college life into two years. Besides, a school, like an individual, is measured, not by its name or its title but by the quality of service it is rendering. And the Junior College that measures up to the standard of a Junior College is as great a college as the Standard College that measures up to the standard of a Standard College and is infinitely superior to a Standard College in name that is not a Standard College in fact. I refer particularly to Chowan because I love it (it was my mother's school) and I want to see it find its place and perform gloriously its mission in our system of Baptist Schools.

Alongside Chowan, as its companion, I see Mars Hill College. Not Mars Hill part grammar school, part high school, and part college, but Mars Hills the great Junior College of the West.

At the foundation of our system of Baptist Schools, I see a group of high schools. It may not be altogether the same group as we have now. Some new ones may have been added in the place of some of the present ones

abandoned. But the number of Baptist high schools has not been materially increased. And they are so placed as to reach the Baptist boys and girls of every section of North Carolina. No longer are these high schools struggling for existence, unable to have proper equipment or to pay their instructors living salaries, but they are well equipped and as well manned as any state-supported high school in North Carolina.

Each of these Baptist Schools — whether college or high school — is amply endowed. Each of them has its own endowment fund; and then, through the Baptist Foundation, a general educational endowment fund is yielding income available to build up the weak spots in many of our schools.

Between the different sections of the State there is an interchange of students. That is, Baptist boys and girls from the Tidewater section go to Mars Hill and become familiar with the Baptist boys and girls of the mountains. Girls from Piedmont and Western North Carolina go to Chowan and become acquainted with the girls of the great Chowan section. Wake Forest and Meredith, situated near the middle of the State, naturally attract boys and girls from every section. Profoundly do I believe in the transmigration of students, both intrastate and interstate. It is well for graduate students of the South to complete their courses in northern universities, for eastern students to go west, for western students to come east, for northern, eastern and western students to come south. In the years to come, I hope that we may have in the South a great university that will attract students from elsewhere even as Johns Hopkins, Yale, Harvard, Columbia, Chicago, and Leland Stanford, Jr., now attract students from other sections. Who knows but what the University of North Carolina is

destined to become such a university? In the same way, I believe in students from one section of our state going to school in another section and in that way broadening their interests and sympathies. Intellectual and ethical inbreeding may be as harmful as physical inbreeding. To keep our race up we must have new blood, new ideas, and new ideals. These are brought about by the establishment of new relationships with new minds and new characters under new environments.

You will note that the system of Baptist Schools that I am picturing is not an enlargement so much as it is an enrichment of our present individual Baptist schools. I am not adding to the number of schools we already have, nor am I providing for many more students than already have enrolled. But I am providing for better equipment and more generous support to these schools. I thoroughly agree with Dr. John E. White in his statement at the last session of the Baptist State Convention that the mission of the Baptist school is to furnish the leaven for our education. We cannot and should not compete with our state-supported schools, but we should coöperate with them. And our coöperation should take the form of demonstrating to them how an unfettered, avowedly Christian school can serve its students. Unless every one of our Baptist schools keeps uppermost in mind and practice its distinctive function to teach Christian doctrines, to inspire Christian ideals, and actually to lead its students into possession of the more abundant life of Christ, it forfeits its right to existence as a Baptist school.

Does a system of Baptist schools in North Carolina such as I have pictured offer a Cause sufficiently big and inspiring to draw us Baptists together in a unified force? Yes, the task of developing such a system is stupendously

big. It will require the best thought and devotion of our leaders in education. It will take, not thousands or hundreds of thousands, but actually it will take millions of dollars to equip, man, and endow amply such a system of Baptist colleges and high schools.

Before such a system of Baptist schools can ever be developed we Baptists must be brought to see our Baptist schools as units of a system and not as individual, independent entities. That is, our colleges must be regarded and must regard themselves as institutions of State-wide patronage. Our high schools must be regarded as the schools of all North Carolina Baptists, and not of a single association or section. In other words, every one of our Baptist schools, whether college or high school, must regard itself a regiment in the great allied army of Baptists and not as a little army in itself. Why should not the next progressive step of North Carolina Baptists be the creation and development, out of the seventeen schools we now have, a great system of Baptist schools?

## Faculty Personals

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Dr. Benjamin Sledd is Professor of English in the Summer School of the University of Virginia. He represented the College in the Centennial celebration of that university.

Dr. N. Y. Gulley delivered the commencement address at Wakelon High School on May 6.

Professor A. C. Reid has been granted a year's leave of absence for the purpose of pursuing post-graduate work at Columbia University.

Professor E. H. Henderson will do post-graduate work at Cornell University during the coming year in the department of Philosophy.

Professor H. A. Jones is attending Columbia University during the summer months for graduate work in Mathematics.

Since the last issue of the Bulletin, Dr. J. H. Gorrell has delivered the following addresses: commencement addresses at Wallburg, Laurel, White Level, and Hobgood. He preached the baccalaureate sermon at the Oxford High School on May 8. He has supplied the local pulpit for most of the vacation so far.

Dean E. W. Timberlake, Jr., has met the following engagements: commencement addresses at Burgaw High School, Elberon High School, and Fountain High School; addresses before the Baraca-Philathea Union of Franklin County, at Mapleville, and the Philathea Class of the Goldsboro

Baptist Church at Goldsboro. He attended the meeting of the North Carolina Bar Association at Charlotte, July 5-7.

Professor H. T. Hunter, since the last issue of the *Bulletin*, has met the following engagements: commenment addresses at Cooleemee, Macon, and Kenly. He has delivered addresses before the Warren County Sunday School Association, Parent Teachers' Association at Roanoke Rapids, at Oxford College, and before the Southern Baptist Educational Association at Nashville, Tennessee.

Dr. Thurman D. Kitchin, Professor of Physiology, is doing special graduate work with Dr. Burton-Opitz in the College of Physicians and Surgeons of Columbia University. He will greatly improve the equipment of his department next session.

Miss Xanie Stowe, on account of obligations to her family, resigned her position of Head Nurse of the College Hospital at the close of the session of 1920-21. Miss Maud Piggott, of London, England, has been appointed to succeed her. She is a daughter of Rev. Mr. Piggott sometime missionary to Italy. Her training was secured in England, and it has been enhanced by a wide experience and observation in India and in hospitals in Italy and France during the World War. At the time of her appointment she was doing settlement work in her native city. She reaches New York on the George Washington about August 21 and comes immediately to Wake Forest.

The engagements of President Poteat for the last several months are here indicated: Public School bond issue address at Oxford, Jan. 17; Chamber of Commerce address at Lexington, Jan. 25; President's address of the Southern Baptist Education Association at Nashville, Tenn., Jan. 27; President of N. C. Anti-Saloon Law Enforcement Conven-



tion at Greensboro, February 2 and 3; two lectures at Oxford College, February 25; lecture before the Virginia Sunday School Institute at Petersburg, March 14; Open Forum address at Pinehurst, March 20; two addresses at Lumberton, March 27; Inter-Racial Commission at Atlanta, March 29; Teachey's High School, April 12; Buie's Creek three addresses, April 16 and 17; Oakdale High School, April 22; Boiling Springs High School, April 27; Mars Hill College, May 5; Pomona High School at Greensboro, May 10; Southern Baptist Convention at Chattanooga, May 12 to 15; Bladenboro High School, May 17; Wake Forest Alumni at Gastonia, May 30; Davidson College Commencement address, May 31; Slater Normal School at Winston-Salem, June 1; Goldsboro High School, June 2; Mebane High School, June 3; Scotland Neck High School, June 7; Inauguration of President J. R. Angell at Yale University, June 21 and 22; five lectures before the Summer School of the State College of Agriculture and Engineering, July 11 to 15.

Dr. Harley N. Gould, Professor of Biology, presented a paper to the Association of American Anatomists at the spring session in Philadelphia, and to the North Carolina Academy of Science meeting at Wake Forest, April 29. He has done this summer special work in Neurology in Tulane University. After a visit with his parents in West Springfield, Pa., he will return to Wake Forest about the middle of August to get ready for next session's work.

Associate Professor William E. Speas read a paper to the North Carolina Academy of Science in session here April 29-30.

Dr. Willis R. Cullom, Professor of Bible, has been appointed director of the evangelistic campaign in the

Central Association. He attended the Surry and Beulah Associations.

Dr. C. Chilton Pearson, Professor of Political Science, has published in *The South Atlantic Quarterly* a series of papers on "William Henry Ruffner: Reconstruction Statesman of Virginia." The first paper appeared in the issue for January of this year, the second in that for April.

Dr. Herbert M. Vann of the department of Anatomy has visited this summer the anatomical laboratories of Harvard and Yale Universities with a view to the improvement of his own department.

Instructor W. R. Wilson, B. A., is taking a special course in Botany at Woods Hole Biological Laboratory during the vacation.

Professor James L. Lake of the chair of Physics was elected President of the North Carolina Academy of Science at the session of that body here April 29-30. He is with his family on a visit to his parents, at Upperville, Va.

Dr. Hubert McNeill Poteat has made the following addresses: 9th Ave. Baptist Church, Charlotte, April 3; Baptist Church, Lillington, April 17; Clement's Academy, April 18; State Baraca-Philathea Convention, Henderson, April 21; Troy High School, May 2; Lewiston High School May 10; Falls School, May 20; Bertie County Baraca-Philathea Convention, Roxobel, June 25; St. John's Day, Oxford, June 24; Song Recital, Training School, Greenville, July 16.

Professor Walter F. Taylor is occupying his vacation with special work in the College of Physicians and Surgeons, Columbia University.

Director H. L. Langston and Miss Ruth Peacock, of Vidalia, Ga., were married at the bride's home, June 28, 1921.

## John Francis Lanneau 1836-1921

[PAPER PREPARED BY *President* POTEAT FOR THE JOURNAL OF THE  
ELISHA MITCHELL SCIENTIFIC SOCIETY.]

A long and variously distinguished career came to a close when John Francis Lanneau died in Wake Forest, March 5, 1921. He was born of Huguenot parentage in Charleston, South Carolina, February 7, 1836. His father was Charles Henry Lanneau, his mother Sophia Lanneau. He was graduated from the South Carolina Military Academy in 1856. His teaching career began at once in 1857, as tutor in mathematics, and from 1858 to 1861 as professor of physics and chemistry in Furman University, Greenville, S. C. Then came the Civil War in which he served four years as Captain of cavalry in Hampton's brigade, later as Lieutenant and Captain of engineers. At the conclusion of the war he resumed his connection with the Furman faculty being professor of mathematics and astronomy from 1866 through 1868. For the next four years he was professor of mathematics in William Jewell College of Missouri. In 1873 he accepted the presidency of the Alabama Central Female College, Tuscaloosa, holding that position for six years. From 1879 to 1888 he was president of the Baptist Female College, Lexington, Missouri. The next two years he was president of the Pierce City Baptist College of the same state. In 1890 he accepted the professorship of physics and applied mathematics in Wake Forest College. From 1899 to his death he was professor of applied mathematics and astronomy.

The honorary degree of M. A. was conferred upon him in 1869 by Baylor University, LL.D. in 1915 by Furman University.

Of striking physique and courtly bearing Dr. Lanneau won attention and respect wherever he appeared. He was of the finest type of the Christian gentlemen and up to the day of his death was chairman of the board of deacons and treasurer of the Wake Forest Baptist Church.

Apart from the immediate tasks of the class room, Dr. Lanneau showed his deep scientific interest in several ways. He was probably the first man in North Carolina to give demonstrations and public lectures on the X-Rays. In 1907 he invented the Cosmoid manufactured by Wm. Gaertner & Co., of Chicago, and described by him in "Popular Astronomy," December, 1913. It is an ingenious apparatus for illustrating many astronomical conceptions and motions and is capable of numerous and easy adjustments. He was an active member of the North Carolina Academy of Science and of the Astronomical Society of the Pacific.

A list of his scientific papers is appended:

The Source of the Sun's Heat, *Popular Astronomy*, August-September, 1906, Vol. XIV, No. 7.

The Sparsity of the Stars, *Popular Astronomy*. August-September, 1907, Vol XV, No. 7.

Sirius, the Bright and Morning Star, *Popular Astronomy*, August-September, 1911, Vol. XIX, No. 7.

The Cosmoid, *Popular Astronomy*, December, 1913, Vol. XXI, No. 10.

The Sun's Eclipse of June 8, 1918: Question, *Popular Astronomy*, May, 1918.

Sunspots in July, *Popular Astronomy*, August, 1903.

Physics of Shooting Stars, *Popular Astronomy*, No. 128.

## Among the Alumni

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Mr. Isaac M. Meekins, '96, of Elizabeth City has been appointed by President Harding Assistant Alien Property Custodian. His office is in Washington, D. C.

Dr. Edwin M. Poteat, '81, for two years one of the secretaries of the Northern Baptist Convention, will represent the Foreign Mission Board of the Southern Baptist Convention in a visit to the stations of that Board in the far East for the year beginning August 1.

Dr. James F. Royster, '00, who has been professor in the department of English in the University of Texas for a number of years, will return to the University of North Carolina with the opening of the next session.

Dr. Claudius Murchison, '11, after a period of teaching in the College of the City of New York, becomes a professor in the University of North Carolina in the department of Political Economy.

Dr. W. F. Powell, '99, has resigned the pastorate of the First Baptist Church of Asheville, N. C. to accept that of the First Baptist Church of Nashville, Tenn.

Mr. Clingman W. Mitchell, '77-'81, of Aulander, N. C., died at his home June 20. He was a trustee of Wake Forest College and in other relations a widely useful man.

Dr. Fred F. Brown, '08, lately pastor in Sherman, Texas, is now pastor of the First Baptist Church of Knoxville, Tenn.

Rev. Trela D. Collins, '10, is the general secretary of the Alumni Association, giving his full time to the position. He is heartily commended to the brotherhood.

Dr. George Collins, '18, is practising his profession in Charlotte, N. C.

Dr. L. L. Carpenter, '13, has resigned the pastorate of the Forest Avenue Baptist Church, Greensboro, and accepted the chaplaincy of the University of South Carolina and a teaching position in the department of English.

## Commencement, 1921

The eighty-sixth commencement of Wake Forest College was held May 26-28, being opened Wednesday evening with the Alumni business meeting and banquet at the Wake Forest Hotel at 6 o'clock. At 8 o'clock the Alumni Address was delivered by President Walter E. Sikes, of Coker College, Hartsville, S. C. The baccalaureate sermon was preached by Dr. Curtis Lee Laws of New York City in the evening. On Thursday morning at 11 o'clock the medals won during the year by members of the Literary Societies were presented by President Poteat. After the presentation of the medals, the annual literary address was delivered by Hon. Josephus Daniels. The Senior class exercises were held in the afternoon. The concluding exercises, on Friday, were begun with the contest for the A. D. Ward medal, presented to the best orator in the Senior class. Orations were delivered by six members of the class, Mr. A. R. Whitehurst being the successful contestant. The session came to a close with the conferring of the Academic and Honorary degrees and the baccalaureate address, by President Poteat.

The Honorary degrees conferred were as follows:

LL.D.—Hon. Josephus Daniels, President Oscar E. Sams of Carson-Newman College, and President Rufus W. Weaver of Mercer University; D.D.—Rev. Bernard W. Spilman of Kinston, N. C., Rev. John Jeter Hurt of Wilmington, N. C., and Rev. Clarence D. Graves of Dublin, Ga.; Litt. D.—Major Harold E. Porter ("Holloworthy Hall") of Pinehurst, N. C.

Those receiving Academic degrees were:

MASTER OF ARTS:—G. W. GREENE, M. A. HONEYCUTT, B. E. MORRIS, R. W. SULLIVAN.

BACHELOR OF ARTS:—T. C. ALLEN, S. E. AYERS, L. Y. BALLENTINE, C. F. BROWN, R. C. BROWN, C. CRITTENDEN, O. B. CROWELL,



K. H. CRUTCHFIELD, H. K. DORSETT, H. H. DUNCAN, J. R. EVERETT, E. E. FOLK, C. F. GADY, C. P. HARRIS, JR., R. A. HERRING, A. B. HOLLOWELL, D. T. HURLEY, J. C. KESLER, A. D. KINNETT, L. MALLORY, J. L. MEMORY, JR., E. G. MURRAY, J. G. MURRAY, W. M. NEAL, P. C. NEWTON, W. V. NIX, J. R. NIXON, E. W. NORWOOD, T. O. PANGLE, C. C. PERRY, E. N. PHILLIPS, E. N. POPE, H. A. RABENHORST, F. W. RAGSDALE, G. R. SHERRILL, A. R. SMITH, W. A. SOWERS, I. K. STAFFORD, E. G. STEPHEN, R. G. STEVENS, H. M. STROUP, J. J. TYSON, E. P. WEST, A. R. WHITEHURST, R. B. WILSON, F. T. WOODWARD.

BACHELOR OF ARTS IN MEDICINE:—E. E. ADAMS, G. B. BAREFOOT, G. W. BLACKSHEAR, T. R. BOWERS, J. L. BUNDY, W. C. BYRD, S. A. DUNCAN, J. C. EAGLE, W. C. FURR, W. B. HUNT, W. C. JENNETTE, J. K. OUTLAW, A. P. PARKER, H. R. PARKER, L. F. PONDFIELD, B. B. POOL, M. J. RIVENBARK, R. G. SOWERS, G. N. THOMAS, W. M. WATKINS, F. W. WHITE.

BACHELOR OF LAWS:—R. ARLEDGE, H. V. AUSTIN, J. M. BLACKMON, H. C. BLACKWELL, W. J. BONE, J. A. BRIDGER, J. R. BURGESS, R. C. BUTLER, R. R. CARTER, B. H. CARRAWAY, E. F. CULLOM, W. H. DICKENS, W. R. FELTS, D. R. FOUTS, J. E. FRAZIER, O. T. GLENN, W. C. GOODSON, M. L. GORDON, L. E. GRIFFIN, A. E. HALL, C. R. HAMRICK, I. B. HUDSON, R. L. HUMBER, JR., H. M. JACKSON, W. B. JONES, G. W. KLUTZ, W. M. MANN, G. S. MARSH, JR., T. B. MAUNEY, T. B. MORRISON, T. O. MOSES, W. G. PITTMAN, H. J. RHODES, C. C. WARREN, R. J. WHITE.

The graduation exercises, and the session of 1920-21, were closed with the benediction by President C. B. Williams of Howard College.

## Record

The following members of the Wake Forest Law Class successfully passed the examination in January, and received their license to practice law from the Supreme Court of North Carolina: H. V. Austin, T. W. Allen, W. J. Bone, L. M. Butler, C. B. Buie, J. R. Burgess, G. T. Carswell, R. R. Carter, W. L. Campbell, W. H. Dickens, W. R. Felts, C. M. Fortune, J. E. Frazier, W. C. Goodson, M. L. Gordon, L. E. Griffin, C. H. Grady, A. E. Hall, E. T. Hicks, W. E. Hennessee, G. W. Klutz, T. O. Moses, J. A. Narrow, T. O. Pangle, S. M. Pruette, H. J. Rhodes, W. G. Pittman, D. H. Willis. All applicants from the Wake Forest class passed.

Rev. Q. C. Davis, of Albemarle, preached a series of sermons in the College chapel in the morning, and in the Church in the evening, during the month of February. Services held during a period of ten days, beginning February 21.

The Summer Law School opened on June 7, Dr. N. Y. Gulley and Professor E. W. Timberlake, Jr., conducting it. Professor R. B. White is on vacation at Anderson, S. C. The present enrollment is thirty-nine.

The fifth interscholastic declamation contest was held in Wake Forest on March 18, the preliminary elimination contests being held on the preceding day. More than fifty of the high schools in the State were represented.

The North Carolina Academy of Science was in session at Wake Forest for the two days, April 29 and 30. The meetings of the body were held in the Biology lecture

room with the exception of the evening of the 29th, when President Metcalf of the State College of Agriculture and Engineering gave the presidential address in Memorial Hall. For the ensuing year Professor James L. Lake, Professor of Physics in Wake Forest College, was elected President of the Academy.

Wake Forest met three other colleges this Spring in intercollegiate debate: Baylor University, Davidson College, and Mercer University. Our representatives against Baylor were Mr. J. F. Hoge and Mr. A. L. Goodrich at Atlanta; against Davidson at Raleigh, Mr. R. S. Averitt and Mr. L. M. Butler; against Mercer at Macon, Ga., Mr. R. C. Brown and Mr. R. B. Dawes. Wake Forest won from Davidson and Mercer, but lost to Baylor.

According to the annual report of the treasurer, Mr. Talcott W. Brewer of Raleigh, the face value of the endowment of the College is \$697,477.97. If the estimated value of the College property is added, \$321,022.20, the total holdings stand at \$1,018,500.17. The further expansion of the plant agreed upon by the Board of Trustees more than a year ago was held up by the universal financial depression.

The enrollment of students for the session of 1920-21 was 577, the highest figure in the history of the institution. The first year men numbered 229; men receiving academic degrees, 106. This number of graduates is remarkable, being 68.8% of the freshman class of four years ago.

At a special called meeting in January of the Board of Trustees, a plan for a six weeks Summer School at Wake Forest College, presented by President Poteat and

Professors Hunter and Reid, was adopted. The school was to be open to teachers, college students, high school students lacking only a unit or so of being ready for college, and, of course, to the law students of the regular Summer Law School. The Summer School opened on June 14. It closes on July 27. The attendance of these various groups has been, up to the present writing, as follows: teachers 122, college students 50, high school students 10, law students 39, special students 15; total 236. Of these 236 students, eleven came from beyond North Carolina: from Virginia, 4; from South Carolina, 4; Georgia, 1; Florida 1; China, 1. The faculty consists of 23 members, as follows: from the Wake Forest College Faculty — W. L. Poteat, Biology; H. M. Poteat, Music and Latin; G. W. Paschal, Psychology; C. C. Pearson, History; J. H. Gorrell, Modern Languages; J. W. Nowell, Chemistry; H. T. Hunter, Education; W. E. Speas, Physics and General Science; C. A. Rouse, English; J. G. Carroll, Mathematics; N. Y. Gulley, Law; E. W. Timberlake, Law; J. L. Langston, Physical Education; Student Assistants: A. R. Smith, Chemistry; J. L. Memory, Jr., Mathematics; from outside Wake Forest — Miss Evelyn Campbell, Meredith College, School Management; Professor B. Y. Tyner, State Normal School, Fredericksburg, Va., School Administration; A. J. Hutchins, Principal Asheville High School, Principles and Administration of Secondary Education; Mrs. Josie W. Brock, Principal Cornelius Harnett Graded School, Wilmington, Grammar Grade Methods; Miss Alice Selby, City Schools, Columbia, S. C., Primary Methods; Miss Helen Salls, Oxford College, English; Professor J. Henry Highsmith, State Inspector of High Schools, High School Administration in North Carolina. The officers of the Summer School: W. L. Poteat, President; H. T. Hunter,

**Director**; Evelyn Campbell, Dean of Women, E. B. Earnshaw, Secretary; G. W. Paschal, Examiner; N. Y. Gulley, Dean of the Law School; Louise Richardson, Librarian Florida State College for Women, Tallahassee, Florida, Librarian.

The Philomathesian and Euzelian Literary Societies celebrated their anniversary on February 14. The annual debate occurred at 2:30 P. M., R. H. Crutchfield, Eu., President, and W. F. Hester, Phi., Secretary. The query for debate was "*Resolved*, That the principle of the closed shop should obtain in American Industry." R. C. Brown and J. F. Hoge upheld the affirmative side of the question and R. S. Averitt and L. M. Butler defended the negative. The judges decided in favor of the negative. The orations at 7:30 P. M. were delivered by T. O. Pangle, on the Subject, "Conquerors and Conquered Nations," and A. D. Kinnett on the subject, "Industrial Democracy." Following the orations an informal reception was held in the Society Halls.

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## Attainable Standards of Individual Public Service

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(ABSTRACT OF ADDRESS BY PRESIDENT WM. LOUIS POTEAT, IN THE "FIRST NATIONAL REGIONAL CONFERENCE ON COUNTY AND TOWN ADMINISTRATION," CHAPEL HILL, N. C., SEPTEMBER, 20, 1921)

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Notice first the terms of the topic. "Attainable Standards" shows an admirable caution. No refinement of ideals without limitation of actual conditions is permitted. The standards must not be too high; they must be within reach. Human nature is still human nature. One may believe in its perfectibility while one doubts its present perfection. Selfishness is still here. It has been too long the survival instinct of all existence to be very much mitigated as yet. On the other hand, I decline to accept the doctrine, "Every man for himself". Undoubtedly there is now as a result of our recent experience a new sense of our social solidarity. We are seeing as never before that the welfare of each is a condition of the safety of all. Besides, we cannot doubt what Ruskin insists upon, that social action is often the result of the play of the personal and social affections.

"The Public Service,"—what is comprehended here? A synoptical view is presented, and your attention is called to the enormous extension of the functions of government represented in this synopsis as compared with the early nineteenth century theory.

1. Protection of person and property
  - a. Legislation.
  - b. Interpretation and application of law to particular cases.
  - c. Administration of law.
2. Provision for the dependent.
  - a. Employment and pay for the unemployed.
  - b. Maintenance for the aged and infirm.
  - c. Education and opportunity for the children.

3. Promotion of the public welfare.
  - a. Internal improvements; public works.
  - b. Transportation and communication.
  - c. Public sanitation; quarantine.
  - d. Social betterment.
4. Imposition and collection of taxes to meet the expenses of this varied public service.

The topic suggests two general questions,—first,—what may be reasonably expected of the individual citizen in private life? second,—what may be reasonably expected of the individual citizen in private life?

The individual citizen in private life may be reasonably expected to support by influence and money (taxes) the society of which he is a member and whose benefits he enjoys. It would be dishonorable to accept the advantages of ordered society and to decline its obligations. That would be too much like the attitude of the United States Senate to the Treaty of Versailles—undefensible because immoral.

In the second place, the private citizen may be reasonably expected to exercise the right and duty of the suffrage in all good conscience. That will involve information about men and measures. There is great need to break the political machine, to defeat the boss by multiplying bosses.

The private citizen may be expected to maintain the law of the land. If he does not like the law of the land, he has the privilege of moving to a land which has the law he likes. There is not a little of uninformed talk about "personal liberty". It would seem to be perfectly obvious, and yet it needs to be repeated, that law is the expression of the intelligence and morality of the majority of the community for the guidance and control of the minority, whether the community unit be the school district, the municipality, the county, the State or the Nation. All law is a limitation of personal liberty. Any type of society is possible only on condition of its suprem-

acy, and the interest of the group must determine the extent of the limitation of the personal freedom of its members. The stage of progress of a community may be measured by the limitations which it imposes upon its members for the common advantage.

If the average citizen is intelligent and social-minded, the group may be trusted with the largest degree of democracy; if ignorant, self-seeking, or debauched, nothing can save democracy from disintegrating into anarchy. But good men not rarely disregard their civic obligations. Indeed, among the most dangerous enemies of the social order are the respectable, the moral, and the intelligent. They are preoccupied. They say it doesn't pay. In other cases, they are superior. They say that political life is an offensive scramble in which one gets mud, if not worse. Their theory is, stay out and avoid trouble, reminding one of Lord Melbourne's advice to Victoria, "Try to do no good, and then you will get into no scrapes."

The individual citizen in public life ought to be amenable to the reasonable standard of character and efficiency. He must be patriotic and reliable, otherwise he is not to be trusted. He must have the particular type and grade of capacity which his official position demands, otherwise he is incompetent. I am afraid our public servants suffer in comparison with those of other countries—England for example. One reason is that so often irrelevant considerations control their appointment to office. You are familiar with the considerations commonly urged in support of any given candidate: "availability; fought in France; large gifts to public enterprises; long and favorable service to the Party; supported me in my campaign; out of a job (put a man in charge of the public business who has failed in his own)." The young lawyer seeks publicity. I have heard of a North Carolina man who stood for the Legislature in his County for the purpose, as he said, of getting "a new date for

his stories". Another reason for the relative inferiority of our public officials is the fact that with us politics is a profession, rather than a service. And, then, fit men stand aloof.

The results in the administration and conduct of the public business are disastrous. In the first place, there is a free field for the parasite, the favorite, and the demagogue. Things are delivered over too often to the ignorant, to the cunning and energy of the closely organized enemies of society. In the second place, there is an interminable mass of legislation, overlapping, local, superfluous. In general, monumental incompetence.

Some insist that we need to strengthen and train the police force against the multiplied crime which now afflicts us. Enlarge the forces of suppression. Call on the K. K. K. to aid constituted authority. There is no hope in this direction. The K. K. K. with its fe-fau-fum, mumbo-jumbo, thirteenth century mummery is an insult to the intelligence of the time, and an out-and-out slap at the existing apparatus of justice. Our only hope lies in education of the right sort, education which supplies the social motive in a quickened sense of social obligation, while it enhances intellectual capacity and range of interests. Ruskin says: "Let us reform our schools and we shall find little reform needed in our prisons." I have read of an old English schoolmaster retired in his later life to the dignity of constable. He wondered at the respect which the community seemed to pay to his constable's club. He forgot that these men and women once as boys and girls sat on the school benches before him.

## What the Alumni Association is Doing

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BY SECRETARY TRELA D. COLLINS

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The work of the Alumni Association took on new life at Commencement 1920, when a large number of Wake Forest men got together and decided to back their Alma Mater in a more substantial manner. The Executive Committee proposed to the trustees that a full time Secretary be employed and that half the expense would be met by the Alumni. The trustees gladly accepted the proffer, and Trela D. Collins of the class of 1910, was elected secretary. Under the direction of the Executive Committee composed of J. M. Broughton, R. L. McMillan and T. E. Holding the new programme was launched.

The object in view was to locate all the Alumni of the College, and relate them definitely to it. The spirit of loyalty among Wake Forest men has always been a distinguishing feature. However, this spirit has never been crystalized and brought into vital contact with the College.

In the first year the secretary built up substantially the card files of names and correct addresses, and endeavored to correspond with the entire list. While much has been done along this line much remains yet to be done. Information for the general catalogue is being obtained as rapidly as possible.

Wake County is the only County which has maintained its organization and held regular meetings. The Secretary has attended three of these meetings and presented the work of the general association.

The following counties were organized: Durham, Guilford, Cleveland, Forsyth, Johnston, Wayne, Lenoir, Roberson, Pitt, and Harnett. The following places were visited and meetings

arranged to be held later: Charlotte, Asheville, Rockingham, all the Alumni in the city being visited.

The Secretary has visited the following towns and interviewed the Alumni: High Point, Lexington, Salisbury, Marion, New Bern, Elizabeth City, Norfolk, Weldon, Scotland Neck, Enfield, Rocky Mount, Nashville, Oxford, Laurinburg, and Dillon, Latta, Florence, Hartsville, Darlington and Timmons-ville, S. C.

The Secretary has preached at the following churches and presented the claims of the College: Greensboro, Liberty, Dunn, LaGrange, Kinston, Spring Hope, Clayton, Louisburg. He preached the Commencement sermon at Youngsville, and delivered the Commencement Address at Louisburg, conducted prayer meetings at Scotland Neck and preached twice at Wake Forest. The Secretary has assisted in the Y. M. C. A. work and student activities at the College.

A most successful Alumni banquet was held during the State Convention at Asheville. A hundred and sixty old Wake Forest men sat down together and renewed their youth. Dr. J. Henry Highsmith led them in singing the old College songs. Dr. J. Clyde Turner, Dr. John E. White, Dr. E. W. Sikes and Dr. John Jeter Hurt, responded when called upon by Hon. Gilbert T. Stephenson, toastmaster. Dr. J. W. Lynch said it was the greatest Wake Forest meeting he ever attended.

Every possible effort was put forth to get the Alumni and friends of the College to attend Commencement exercises. A notice was sent to sixty county papers in all sections of the State. Rooms were furnished to all those who desired them.

Class reunions of the classes by ten year periods from 1861 to 1921 were arranged. One man of the class of 1855 is living, John C. Pitchford, of Canton, Mississippi. Two of the Class of 1861 still remain and were here at Commencement—Dr. W. B. Royal and C. S. Wooten of Mount Olive. There was a good representation of all the other classes.

During the year the Secretary collected by correspondence or personal solicitation \$2,300.00 and at Commencement reported a deficit of \$161.01, which was more than covered by pledges.

At the annual meeting of the General Alumni Association when one hundred and twenty Wake Forest men sat down to banquet together, the year's work was heartily endorsed, and its continuance unanimously authorized notwithstanding the fact that the Association was called upon to meet the entire expense.

The newly elected Executive Committee, composed of V. O. Parker, A. J. Fletcher, and T. E. Holding, reappointed Mr. Collins as Secretary and authorized him to procure fifty guarantors for the \$5,000.00 necessary to carry out the programme for the year. This was done during the summer vacation, and at the opening of the session the new year's work was begun.

The first step of course is to raise the \$5,000.00. The annual dues were made five dollars, and an effort will be made to collect this amount from every alumnus. If this can be accomplished, the guarantors will not be called upon to make up any deficit.

The plan for the year is to organize a branch association in every County or district, to visit our Baptist schools and as many others as possible. It is also the purpose of the Secretary to attend as many of the associations as possible, and plan for an Alumni meeting at the State Convention.

An expert stenographer has been employed for four months to gather information for a general catalogue, and to complete the mailing list of the Alumni.

Plans are now being made to work up a great Alumni Day at Commencement when all Wake Forest men will be urged to gather on the campus, and pledge anew their loyalty and devotion.



## Faculty Personals

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Dr. Hubert Poteat has met this fall the following engagements: *Addresses*,—September 22, Fifth District Masonic Meeting, Grimesland; September 30, and October 2, Memorial Church, Greenville; October 15, Wayne County Baraca-Phila-thea Convention, Goldsboro; October 22, White Stone Lodge, Wakefield; November 11, Woman's Club, Oxford; December 9, B. Y. P. U. Convention, Elizabeth City; December 12, Goldsboro Lodge, Goldsboro. *Organ Recitals*,—October 1, Memorial Baptist Church, Greenville; October 7, Episcopal Church, Roanoke Rapids. *Song Recital*,—October 27, Woman's Club, Henderson, N. C. Dr. Poteat's new volume, "Practical Hymnology" from the presses of Richard G. Badger of Boston, is now on the market attracting wide interest and winning favorable notice from the critics.

Mr. Irvin S. Goodman, head of the department of Modern Languages in Northwestern Academy, Lake Geneva, Wisconsin, was appointed Associate Professor of Modern Languages in Wake Forest College August 26, 1921. He was graduated with first honors from the Reading Collegiate Institute, Pa., and later received the B. A. degree with honors from Elizabethtown College, Pa. He did one term each of advanced study of French and Spanish in Stevens Institute of Technology and the University of Chicago. He won a certificate of proficiency from the Knowles-Favard School of Conversational French, Chicago. Then followed five years of graduate study with the University of Lausanne (Switzerland) professors in Modern Languages. He is author of "Teaching the Spanish Subjunctive and Spanish Objective Pronouns" in the June, 1921, issue of *Hispania* published by the Leland Stanford University; "Teaching Pupils to Think" in

*The American Schoolmaster* published by the Michigan State Normal College, Ypsilanti. Another paper of his will soon appear, "Review of French Grammar and Syntax". In May, 1921, he was elected member of the Executive Committee of the National Federation of Modern Language Teachers. During the war period he was Government Instructor in French in the S. A. T. C. of Ogden College, Bowling Green, Ky., afterwards going to the position which he held at the time of his appointment here.

Mr. Edward L. Newmarker (M. A., Yale, 1921) was appointed Assistant Professor of Political Science August 26, 1921, with the expectation that he would devote himself to the development of the new courses in the Group Commerce. In his undergraduate course in a technological college he gave especial attention to Marketing and in his two years of graduate study in Yale University he continued that subject adding courses in Distributing Systems, Commercial Relations of the United States, Foreign Trade, Economic Organization, Accounts and Statistics, Banking, Price Levels, and Business Economics. He has had practical experience as a market reporter and sales manager. He is a native of Connecticut, is twenty-seven years of age, and retains his interest in foot-ball, in which since his coming to Wake Forest he has given valuable practical assistance.

Dr. D. B. Bryan (B. A., University of N. C., Ph. D., University of New York City) was appointed Professor of Education to take the place of Professor H. T. Hunter, granted a year's leave for graduate study in Harvard University. Dr. Bryan was for five years Professor of Education in Richmond College.

President W. L. Poteat made an address to the United States Training Camp for Women at Azalea, N. C., on "The

Salvaging of Civilization" August 14; the Southern College of Y. M. C. A., Blue Ridge, on "The Other Cheek," August 18; appointed chairman of the State Committee on Inter-Racial Relations, August 25; made address to the First National Regional Conference on Town and County Administration, on "Attainable Standards of Individual Public Service", at Chapel Hill, September 20; three lectures on "New Testament Backgrounds", to the Virginia Training School for Sunday School Teachers, September 26-28; attended the Conference of North Carolina College Presidents, Greensboro, October 7; address at the Mount Zion Association, Bethel Church, October 12; lecture to the Sampson County Medical Society, Salemburg, Pineland School, on "Eugenics", October 21.

Dr. W. R. Cullom spent part of the vacation in the home of Mr. and Mrs. J. A. Boldin in Caldwell county. He has supplied the pulpit of the following churches,—Asheboro Street Baptist Church, Greensboro, August 21; First Baptist Church, Oxford, September 4 and 9; First Baptist Church, Dunn, October 23; First Baptist Church, Winston-Salem, October 30. He was elected Moderator of the Central Association, September 28.

Dean E. W. Timberlake, Jr., addressed the Young Men's Christian Association, in Wingate Memorial Hall, on Monday evening, October 24th.

## Among the Alumni

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Mr. Roy J. Hart (B. A., 1914) is principal of the West Buncombe High School, Asheville, N. C.

Mr. R. H. Taylor (B. A., 1916) is enrolled in the graduate school of the University of Michigan taking work in History and Government for the Ph. D. degree. He is assistant in American History.

Dr. Claudius Temple Murchison (B. A., 1911) has entered upon the professorship of Business Administration in the University of North Carolina.

Dr. William Turner Carstarphen (B. A., 1897), some time professor of Physiology in the Wake Forest Medical School, has just completed a year's research in his own laboratory with the aid of his technician in Plainfield, N. J., on the relation of a scientifically adjusted regimen to a certain symptom complex of the alimentary tract. The success of the treatment based upon this research is attracting attention. Dr. Carstarphen is withholding publication for a time.

Dr. James Finch Royster (B. A., 1900) returns to the University of North Carolina department of English from the University of Texas, where he has worked for several years.

Dr. Edwin M. Poteat (B. A., 1881) sailed for China August 18, expecting to remain for a year. He will have lecture engagements at mission points and in colleges and universities. Up to the first of January he will supply for his eldest son, Professor Gordon Poteat (M. A., 1911), in the chair of New Testament Greek in Shanghai Baptist College.

Dr. Bernard W. Spillman (B. S., 1891) published through the Fleming H. Revell Company, 1920, "A Study in Religious Pedagogy", based on our Lord's interview with the woman of

Samaria. The chapters are headed "The Story", "The Master", "The Aim", "The Obstacles", "The Approach", "The Presentation", and "The Results".

Dr. D. A. Humphries (1903-'05) died on June 10, 1921, in the British West Indies, where he was on duty as physician to the British government.

Mr. W. Caswell Ellis (1909-'12), since November 1, 1915, agency manager of the Guardian Life Insurance Company of New York, has accepted the corresponding position in the Southeastern Life Insurance Company of Greenville, S. C. Besides his superintendence of the agencies of his company he will edit its periodical, "The Southeastern Circle."

Mr. Roy C. Brown (B. A., 1921) is now Dean of the Virginia Intermont College, Bristol, Tenn. Last summer he took graduate courses in English Literature in the University of Chicago.

Rev. O. P. Campbell (B. A., 1914) is professor in the John C. Towers Bible Chair of the Association of Religious Teachers, whose courses are independent of the University of Texas, but are credited by it on the requirements for its degrees. Professor Campbell gives courses in the Dramatic and Wisdom Literature of the Bible, Old Testament History, the Life of Christ, and the Beginnings of the Christian Church.

Dr. Collier Cobb ('77-'80), after eight months in the Orient investigating harbors and shore lines in relation to possible harbor development, reached Chapel Hill in April, but was soon off again to South America on the same research for four additional months. He has heretofore studied the Atlantic coast of Europe and the shores of the Mediterranean. He was on a year's leave from his position in the faculty of the University of North Carolina under the Kenan Research Traveling Professorship.

Captain Laurence T. Stallings (B. A., 1912), while retaining his position on the editorial staff of *The Washington Times*, is taking a graduate course in the School of Foreign Service of Georgetown University. He is assistant to Dean MacElwee, Professor of Ports and Terminal Facilities. Besides these engagements he is editor of *The Disabled Veterans' Magazine*. His right leg severely wounded in the battle of Belleau Wood was amputated last August.

To be a great preacher of the Gospel of Jesus Christ is the highest possible attainment of the race. Such a word may be truly spoken of Dr. J. W. Lynch (M. A., 1888). Modest, retiring and gentle in nature, he brings to every experience a life crowned with the attributes of courage, research, knowledge and fidelity. Dr. Lynch is a Virginian. He was educated at Hillsboro, Ill., and at Wake Forest College and the Southern Baptist Theological Seminary. Wake Forest has conferred the degree of Doctor of Divinity upon him and the University of Georgia has elected him to the position of honorary alumnus. Dr. Lynch is more than an "educated" man. He reflects in the first sense of the word the essence of true culture. His pastorates have been at Danville, Kentucky, two at Wake Forest, Calvary Church, Roanoke, Va., First Church, Durham, N. C., and First Church, Athens, Ga. In every pastorate he has given attention to the upbuilding of the whole life of his people. The magnificent new house of worship at Athens is a monument to his leadership.—*The Christian Index*.

Mr. William Jasper Christian, Jr., (B. A., 1895) died in Durham, N. C., September 2, 1921, as the result of self-inflicted wounds. Mr. Christian held license to practice law. A few weeks before his death he returned to his native city of Durham from Pontiac, Mich., where he had been connected with the Dupont Engineering Company.

## Record

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Dr. Wilbur C. Smith, of Americus, Ga., has lately given fresh evidence of his unabated interest in the Wake Forest School of Medicine by forwarding to its library a batch of valuable medical journals.

The new athletic field is now assured. In an interview at Hamlet the evening of October 11th, Mr. Claude Gore (B. A., 1899) of Rockingham, N. C., authorized President Poteat to proceed at once with the grading of the field on College property west of the campus, on the understanding that the cost of the work estimated at about \$8,000.00 will be met by Mr. and Mrs. Claude Gore and Mr. and Mrs. D. L. Gore, of Wilmington, his father and mother. The contract will be let before October 20th. It is hoped that this notable piece of generosity will be matched by the rest of the Alumni providing the equipment of the field, so that it may be available by the opening of the spring season of intercollegiate athletics.

Dr. A. Paul Bagby entered upon the pastorate of the Wake Forest Church, September 22nd. For ten years he had been pastor of Highland Baptist Church, Louisville, Ky. Some ten days later Mrs. Bagby and their two children joined him here. They occupy the house formerly occupied by Dr. J. F. Lanneau. Dr. Bagby was born at Russellville, Ky., February 4, 1880. Following his graduation from Richmond College with the Master's degree in 1899, he was for one year principal of the public school at Bacon's Castle, Va., and for the period of 1900 to 1902 was professor of Mathematics and Greek at St. Albans, Radford, Va. In 1905 he received the degree of Master of Theology from the Southern Baptist Theological Seminary and the next year the degree of Doctor of Theology. For two years after leaving the Seminary he was pastor of the



Providence Baptist Church; from September 1903 to September 1911, pastor of the Glasgow Baptist Church, and of the Highland Baptist Church, Louisville, Ky., from September 1911, to September 1921.

A special series of religious services was conducted in the church beginning on Sunday, September 18, ending September 28. Dr. C. E. Maddry, Corresponding Secretary of the Board of Missions, preached the first few days, Dr. W. R. Cullom took his place for two evenings, and then the new pastor, Dr. Bagby, preached until the close. A number of additions to the church, students among them, resulted.

A number of valuable volumes of Baptist history have been added to the College Library. They are the gift of Mrs. J. R. Singleton, of Mebane, N. C., the daughter of the late Dr. J. D. Hufham (B. A., 1856, M. A., 1860), from whose library they are selected.

The College examiner, Dr. Paschal, reports that on October 15, final date for applications for degrees, four applications for M. A. were approved, fifty-five for B. A., twenty for B. A. in Medicine, and twenty for LL. B., making a total of ninety-nine.



NEW SERIES

JANUARY, 1922

VOL. XVI No. 4

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# BULLETIN

OF

# WAKE FOREST COLLEGE



SUMMER SCHOOL NUMBER

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Published quarterly by the Trustees of Wake Forest College

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

## CALENDAR

- June 6* Law School opens.
- June 20* Summer Sessions opens. Registration.
- June 21* Class instruction begins in all courses.
- July 4* Independence Day exercises.
- August 1* Examinations begin.
- August 2* Examinations close. Summer Session ends.
- August 23* Law School closes.







## FACULTY

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

*President and Lecturer.*

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

D. B. BRYAN, M.A., Pd.D.,

*Acting Professor of Education and Director of Summer School.*

B.A., University of North Carolina, 1911; M.A., Columbia University, 1914; Helen Gould Fellow in Education, New York University, 1914-1915; Ph.D., *ibid.*, 1915; Professor of Education Richmond College, 1915-1920; Practical experience in the public schools, and Professor of Secondary Education in the University of North Carolina Summer Session.

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

*Dean of Law and Professor of Law.*

M.A., Wake Forest College, 1879; LL.D., *ibid.*, 1914; Member State Legislature, 1885; Member of N. C. Code Commission, 1903-1906; Professor of Law, Wake Forest College, 1894; Dean, *ibid.*, 1916-1919.

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

*Professor of Modern Languages.*

B.A., Washington and Lee University, 1888; M.A., *ibid.*, 1890; Assistant Professor, *ibid.*, 1890-1891; Ph.D., Johns Hopkins University, 1894; Professor Modern Languages, Wake Forest College, 1894.

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

*Professor of Latin Language and Literature and Music.*

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

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

*Professor of Greek and College Examiner.*

B.A., Wake Forest College, 1892; Graduate Student, University of Chicago, 1893-1896; Assistant Professor of Latin and Greek, Wake Forest College, 1896-1899; Fellow in Greek, University of Chicago, 1899-1900; Associate Professor of Latin and Greek, Wake Forest College, 1906-1911; Professor of Latin and Greek, *ibid.*, 1911.



ELLIOTT B. EARNSHAW, M.A.,

*Bursar and Secretary, Superintendent of College Hospital.*

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

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

*Professor of Chemistry.*

B.A., Wake Forest College, 1903; M.A., *ibid.*, 1907; Instructor in Chemistry, Wake Forest College, 1909-1910; Ph.D., Johns Hopkins University, 1912; Instructor in Chemistry, N. C. College of Agriculture and Mechanic Arts, 1912-1914; Associate Professor of Chemistry, Wake Forest College, 1914; Professor of Chemistry, 1915.

C. CHILTON PEARSON, M.A., PH.D.,

*Professor of Political Science and History.*

M.A., Richmond College, 1904; Head of Department of History, Richmond High School; Graduate Student, Columbia University, 1908-1909; Farnam Fellow in History, Yale University, 1910-1911; Instructor in History, *ibid.*, 1911-1912; Ph.D., *ibid.*, 1913; Acting Professor of History, Washington and Lee University, 1913-1914; Associate Professor of Political Science, Wake Forest College, 1916; Professor of Political Science, *ibid.*, 1917.

ROBERT BRUCE WHITE, M.A..

*Professor of Law.*

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

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

*Professor of Law.*

B.A., Wake Forest College, 1901; Professor of English and Greek, Oak Ridge Institute, 1901-1903; LL.B., University of Virginia, 1905; Associate Professor of Law, Wake Forest College, 1906; Professor of Law, Wake Forest College, 1909; Dean, *ibid.*, 1919.

CHARLES A. ROUSE, PH.B., M.A.,

*Professor of English.*

Ph.B., University of Chicago, 1910; Professor of English, Simmons College, Abilene, Texas, 1910-1915; A.M., University of Chicago, 1913; Graduate Student, *ibid.*, 1915-1917; Substitute-Instructor in English, University of Colorado, 1917-1918; Instructor in English, University of Illinois, 1918-1919; Associate Professor of English, Wake Forest College, 1919.

THURMAN D. KITCHIN, B.A., M.D., Dean of Medicine,

*Professor of Physiology and Pharmacology.*

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

JAMES G. CARROLL, M.A.,

*Associate Professor of Mathematics*

B.A., Wake Forest College, 1908; M.A., Columbia University, 1920; Diploma, Teaching of Mathematics, Columbia University, 1920; Principal of Wingate School, 1908-1918; Educational Secretary, Y. M. C. A., 1918; Professor of Physics and Mathematics, Guilford College, 1918-1919; Department of Physics, Clemson College, 1919-1920; Assistant Professor of Mathematics, Wake Forest College, 1920.

ALBERT C. REID, M.A.,

*Associate Professor of Philosophy.*

B.A., Wake Forest College, 1917; M.A., *ibid.*, 1918; Instructor in French, *ibid.*, 1917-1918; Professor of Philosophy and Education, Anderson College, 1918-1920; Dean of Piedmont Normal Summer School *ibid.*, 1918-1920; Associate Professor of Philosophy, Wake Forest College, 1920.

WILLIAM E. SPEAS, M.A.,

*Associate Professor of Physics.*

B.A., Wake Forest College, 1907; Graduate Student, Johns Hopkins University, 1909-1913; Assistant in Physics, *ibid.*, 1911-1913; M.A., *ibid.*, 1913; Graduate Student, University of Chicago, 1919; Instructor in Physics, Clemson Agricultural College, 1913-1916; Assistant Professor of Physics, *ibid.*, 1916-1919; Associate Professor of Physics, *ibid.*, 1919-1920; Associate Professor of Physics, Wake Forest College, 1920.

S. G. RILEY, B.A. M.A.,

*Professor of History and Political Science, Meredith College.*

B.A. Princeton University 1896; M.A., *ibid.* 1907; Student University of Michigan 1896-1898; For several years professor Brenau College; also Louisiana State Normal College; Professor History and Political Science Meredith College since 1920.

CHARLES G. SMITH, B.A., M.A.,

*Superintendent LaGrange Public Schools.*

B.A., Wake Forest College, 1913; M.A., University of Pennsylvania, 1920; M.A., University of North Carolina, 1921.

IDA ISABELLA POTEAT,

*Professor of Art History, Meredith College.*

New York School of Applied and Fine Arts; Cooper Union Art School, New York; School of Applied Design, Philadelphia; Pupil of Mounier; Chase Class, London.

W. B. EDWARDS, B.A., M.A.,

B.A. Wake Forest, M.A. Teachers College, Columbia University; Superintendent Public Schools, Weldon, N. C.

MISS BERNICE TURNER,

*Primary Education.*

Graduate of North Carolina College for Women; Several years of experience with the State Department of Education; Supervisor in Statesville Public Schools.

MRS. JOSIE W. BROCK,

*Grammar Grade Work.*

For eleven years teacher in the Cornelius Harnett Grade School Wilmington, N. C.; at present, Principal of Cornelius Harnett School; taught in Summer Schools, University of North Carolina.

HARLEY NATHAN GOULD, A.M., Ph.D.,

*Professor of Biology.*

A.B., Allegheny College, 1910; Assistant and Fellow in Biology, Princeton University, 1912-1916; A.M., Princeton University, 1914; Ph.D., Princeton University, 1910; Instructor in Zoology, University of California, 1916-1917; Assistant Professor Department of Anatomy, West Virginia University School of Medicine, 1917-1919; *ibid.*, University of Pittsburg School of Medicine, 1918-1919; Professor of Biology, Histology, and Embryology, Wake Forest College, 1920.

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

*Professor of the Bible.*

M.A., Wake Forest College 1892; Assistant Professor, Southern Baptist Theological Seminary, 1893-1896, Th.D., *ibid.*, 1903; Professor of the logical Seminary, 1893-1896., Th.D., *ibid.*, 1903; Professor of the Bible, Wake Forest College, 1896; D.D., Richmond College, 1915.

A. PAUL BAGBY, M.A., Th.D.,

M.A. Richmond College, 1899; Th.M., Southern Baptist Seminary, 1905; Th.D., *ibid.*, 1906. College Chaplain and Pastor of the Wake Forest Baptist Church.

## CHAPERONES

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MRS. B. F. DELOATCH, *Chaperone.*

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## OFFICERS

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WILLIAM L. POTEAT, *President.*

D. B. BRYAN, *Director.*

EDGAR W. TIMBERLAKE, JR., *Dean of the College.*

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

GEORGE W. PASCHAL, *Examiner.*

NEEDHAM Y. GULLEY, *Dean of Law.*

MRS. ETHEL T. CRITENDEN, *Librarian.*

MISS MAUD PIGGOTT, *Head Nurse of College Hospital.*

DR. THURMAN D. KITCHIN, *Dean of the Medical School and College Physician.*

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

## GENERAL STATEMENT

By authority of the Board of Trustees, Wake Forest College opens its second regular summer session on June 20, 1922. The Board of Trustees and Faculty are happy to offer to the host of North Carolina teachers, principals, supervisors and superintendents, and all others qualified for its instruction, their college plant and faculty of instruction, together with others who are well equipped. It is the great desire of the college to render the largest possible service to the educational and social forces in the promotion of human welfare.

## REGISTRATION

Teachers will be registered for the regular summer session on Tuesday, June 20. All classes will begin on Wednesday, June 21, on the scheduled hour. Students are urgently requested to register and present themselves at the first meeting of their classes. Students registering later than Friday, June 23, may not receive credit for courses pursued.

Classes will meet daily except Saturdays and Sundays.

## ADMISSION

Courses are designed to meet needs of teachers who desire professional training and further academic instruction, and of college and graduate students who desire to hasten the completion of their college courses.

Professional instruction and regular courses are designed to meet the needs of the following:

1. Teachers in elementary schools,
2. Teachers of the primary and grammar grades,
3. Teachers of high school subjects,
4. Principals, supervisors, and superintendents,
5. Students desiring credit on the B.A. and M.A. degrees in Wake Forest College,

6. Teachers who desire professional study in order to meet the certificate requirements in North Carolina.
7. Students who desire to complete college entrance requirements.

### **CREDITS**

The professional credits offered at the completion of courses in the summer session are accepted by the State Department of Education in North Carolina in accordance with the regulations of the State Board of Examiners. The Director, at the close of the summer session, will issue certificates of credit, on courses completed, applicable to the several classes of certificates, according to the requirements of the State Board of Examiners.

College Credit courses meeting five times a week for a period of six weeks may each count as one college hour, provided that not more than three such credits be allowed.

Graduate Students desiring credits for the M. A. degree should make special arrangements for such courses with the Chairman of the M. A. Degree Committee and the professor in charge of their proposed major.

Entrance Credit Students desiring college entrance credits should consult the College Examiner, Dr. G. W. Paschal, before registering in order that the exact deficiencies may be met.

### **PUBLIC LECTURES**

A special series of lectures is provided for the summer session, to be given by the college Faculty and distinguished visiting lecturers. These will be open to all members of the summer session.

There will be also special lectures and conferences in addition to scheduled classes on the most vital of our present educational problems.

**RECREATION**

Students of the summer session at Wake Forest College have a rare opportunity for a great variety of out-door sports. The gymnasium, athletic field, tennis courts of the college, the golf links of the Wake Forest Golf Club, and fresh water bathing are available.

The Capital City, being only 45 minutes from the College, adds every advantage of the city to the otherwise ideal life of the College Campus and community.

**EMPLOYMENT BUREAU**

An employment bureau, supervised by the Director will, without charge, assist principals to secure teachers and assist teachers who may be registered in the summer session to learn of positions which may be open. Effort will be made to secure the best available positions for all students desiring assistance.

School boards and superintendents are invited to notify the Bureau of their needs.

**MEDICAL ATTENDANCE**

Dr. Kitchin, Dean of the Medical School, has been secured as Summer School physician. The college hospital in charge of Miss Piggott will be kept open during the Summer Session. All students are required to present themselves for medical examination by the College physician at the opening of the session, or as soon thereafter as practicable. The College hopes to emphasize the necessity for the proper precautions in the matter of health training, both by personal attention to the students, and by courses given in private and public hygiene in Summer Session.



**DORMITORIES**

For the summer session the regular dormitories of the College have been reserved. The New Dormitory, which is thoroughly modern throughout, will be reserved for women. The old dormitories will be reserved for men. Rooms in the dormitories will be reserved in the order in which applications are received.

The members of the Summer School are requested to furnish such articles as pillow cases, sheets, spreads, blankets, and towels.

Those who prefer to room in the village will be able to secure good rooms with private families, or in the Wake Forest Hotel, at reasonable rates.

**BOARDING PLACES**

Following the regular policy of the College, the Summer School students will board at the numerous private boarding houses. Table board of excellent quality may be obtained in private families and at boarding houses at \$5.00 to \$7.00 a week. Those wishing to make arrangements in advance for board may do so by writing the Director of the Summer School. Special approved boarding places for women students.

**EXPENSES****TEACHERS**

Matriculation Fee.....	\$10.00
Room Rent .....	6.00
Tuition .....	0.00
Medical Attendance.....	2.50
	<hr/>
	\$18.50

*Wake Forest College*

## COLLEGE STUDENTS

Matriculation Fee.....	\$10.00
Tuition .....	10.00
Room Rent .....	6.00
Medical Attendance.....	2.50
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	\$28.50

## HIGH SCHOOL STUDENTS

Matriculation Fee.....	\$10.00
Tuition .....	5.00
Room Rent.....	6.00
Medical Attendance.....	2.50
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	\$23.50

## LAW STUDENTS

Matriculation Fee.....	\$10.00
Tuition .....	15.00
Room Rent (six weeks).....	6.00
Medical Attendance.....	2.50
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	\$33.50

Board will cost from \$5.00 to \$7.00 a week.

In certain of the courses, a small laboratory fee will be charged to cover breakage and necessary expenses.

The Director will prepare, for use in registration, cycles of correlated courses suitable for raising the several grades of certificates issued in North Carolina.

D. B. BRYAN, *Director*,  
Wake Forest, N. C.

## DEPARTMENTS OF INSTRUCTION

### NOTE

Summer School courses bear numbers, which may, or may not, correspond to the numbers of similar courses offered in the regular college year. In order to keep a clear record of all credits, each course offered in the Summer School has prefixed to its number the Letter "S."

Courses bearing the letter-number designation of S1, S2, S3, and so on, up to S10, count only for entrance or normal credits; while all courses marked S11 or above count towards college degrees. It will be noted that a very large per cent. of the professional courses offered teachers carry college credit. Thus one may not only secure credit toward a professional certificate, but may, at the same time, be working toward a degree. The new salary schedule of teachers in the public schools, based as it is upon academic and professional preparation, makes it worth while for one to continue both his literary and professional studies.

Principals, supervisors, superintendents and teachers, who are interested in securing credit towards the M.A. degree, should write the Director. Certain courses outlined below may be credited toward the M.A. degree, and, if there be sufficient demand, other courses will be organized and offered.

Any academic course not herein indicated will be given upon demand of five students.

### BIOLOGY

DR. KITCHIN.

*Biology S1. School Hygiene.* This course is planned primarily for the teachers and social workers who are practically concerned with the health of school children. Emphasis will be placed on the proper organization of com-

munity and school forces, in co-operation with other health agencies, in the correct practices of prevention. Of course corrective practice, first aid and protection in case of infectious diseases, etc., will receive due consideration. One hour daily.

#### PROFESSOR GOULD.

*Biology S11.* A brief but complete course in the principles of Biology and the phenomena of animal and plant life. It will consist of lectures, recitations, laboratory exercises and outdoor excursions for material. A general cultural course. Classes 4 times a week, laboratory exercises 4 times a week.

*Biology S12.* A more detailed course along the same lines as that above, covering about one-third of the regular collegiate course listed as Biology 1 in the Wake Forest catalogue. It is intended to give the student an opportunity to complete the entire biology 1 course in three summers or to substitute the summer course for the corresponding part of the regular course. Lectures and recitations 5 times a week, laboratory exercises 4 times a week.

### DRAWING

#### MISS POTEAT.

*Drawing S1.* The purpose of this course is to give teachers the knowledge and skill required for the teaching of school arts as prescribed by the state course of study. An attempt will be made to adapt the course generally to the different grades. One hour daily.

### CHEMISTRY

#### PROF. NOWELL.

*Course S21—Quantitative Analysis.*—Courses 10 and 11 in regular catalogue prerequisite. This is chiefly a labora-

tory course, though recitations will be held for discussion of principles as the course develops. Students will be given practice in the analysis of Known and Unknown Mixtures. Two hours daily; credit, 1 hour.

*Course S20—Organic Chemistry.*—Courses 10 and 11 in regular catalogue prerequisite. This is a lecture course devoted to the discussion of organic chemistry. Its practical and theoretical points given. One hour daily; credit, 1 hour.

*Course S25—Organic Preparations.*—Courses 10 and 11 in regular catalogue prerequisite. This is a laboratory course accompanying course 20 and embraces the preparation of compounds illustrating the lectures of this course. Two hours daily; credit, 1 hour.

## DEPARTMENT OF EDUCATION

### Primary and Grade Teachers

PROF. EDWARDS.

MISS TURNER.

MRS. BROCK.

*Education S1. Primary Methods.* This course is for primary teachers and supervisors. It gives consideration to the entire field of primary teaching. A demonstration school will be conducted in connection with these courses as outlined. Word study, sentence building, number concepts, drawing, nature study, etc. Materials and methods demonstrated. Two hours daily.

*Education S2. Story telling and Dramatization for Children.* This course is for primary teachers and supervisors. The aim is to present the principles and methods to be observed in teaching children's literature, the story, seat work, song and rhythmic execution. One hour daily.

*Education S3. Language for the Grades.* It is the purpose here to offer the grade teacher a course on both the con-

tent and method in the presentation of language lessons. Full consideration will be given to both oral and written forms of expression, including punctuation, spelling, etc. One hour daily.

*Education S4. United States History.* The aim here is to review American History for the grade teacher, with some emphasis on the method of presentation. The course will attempt to give a social, economic and civic interpretation and to achieve a spirit of Americanism through the teaching of history. One hour daily.

*Education S5. Geography.* It is here planned to give a review to the subject of geography, with emphasis on the project method of lesson planning so that the subject may be readily correlated to the students' concepts of history and commerce. One hour daily.

*Education S6. Methods in Arithmetic.* This course will deal primarily with methods in teaching the subject. Certain phases of the subject will be reviewed. One hour daily.

*Education S7.* A review of content and methods of teaching the fundamental subjects will receive emphasis in this course. Methods of using tests and scales in supervision will also receive consideration. One hour daily.

#### DEPARTMENT OF EDUCATION

PROFESSOR BRYAN.

PROFESSOR REID.

*Education S11. General Psychology.* This course is intended for teachers and others who desire a first course in the general fundamental principles of Psychology. Same as regular catalogue course. Credit 1 hour.

*Education S12. Educational Psychology.* A study of the fundamental laws of learning, especially such laws as have

been determined experimentally. The student will be introduced to the laboratory process at the beginning; this will be supplemented by the examination of the results of experimental studies made by others, together with a consideration of their implications for the teacher. Credit one hour.

*Education S13. Child Psychology.* This course will attempt to set forth the chief characteristics of child development. It will deal with their bodily growth and their original mental nature from instincts through their characteristic modes of learning. Credit one hour.

*Education S14. Educational Tests and Measurements.* A study of standard tests, with an opportunity to try out a number of them on different groups. Students will be helped to see how the tests are actually employed in measuring school room efficiency and progress. Credit one hour.

*Education S15. Principles of Secondary Education.* This course deals with the development and the present fundamental principles in administering high schools with due consideration of current problems. Credit one hour.

*Education S16. Educational Administration.* This is a general course in the administration of state, county and city units. It deals with the organization and functions of officers in their relation to social needs, school boards, teachers, curricula and grading; also surveys and reports. Credit one hour.

*Education S17. Rural School Organization and Administration.* This course is planned to meet the needs of students preparing to become rural school principals, supervisors, and superintendents. It will give special consideration to rural school problems and activities found in the county as a unit of administration. Federal aid, taxation,



and vocational direction are important topics. Credit one hour.

*Education S18. History of Education in the United States.* It is the aim of this course to interpret the progress of educational institutions through the religious, social and economic conditions and to explain the character of our present problems. Special emphasis will be placed on the history of North Carolina's educational problems. Credit one hour.

*Education S19. Sociology.* This course is intended both for the general student and teachers. It is accepted by the State Board of Examiners as one of the professional courses. This is a practical study of social progress, emphasizing particularly the fundamental institutions of society, church, school, home, state and occupations. The place of education in social control will receive chief consideration. Credit one hour.

*Education S20. Methods of Teaching English in the High School.* Identical with English S11.

*Education S21. Methods of Teaching History in the High School.* Identical with History S11.

*Education S22. Methods of Teaching High School Mathematics.* Identical with Mathematics S13 and S14.

*Education S23. Methods of Teaching Latin in High School.* Identical with Latin S11.

*Education S24. School Hygiene.* Identical with Biology S11.

## ENGLISH

PROFESSOR ROUSE.

PROFESSOR SMITH.

*English S1. Composition Work in High School.* Study of approved text on composition appropriate for high

schools; practice in composition writing; examination and criticism of high school compositions; principles of correlation will receive emphasis. One hour daily. Credit  $\frac{1}{2}$  unit.

*English S2. Review of Literature for High Schools.* A study of some of the masterpieces suitable for literary study in the high schools, together with more recent productions likewise appropriate for students of adolescent development. One hour daily, credit  $\frac{1}{2}$  unit.

*English S11. Methods of Teaching English in the High School.* Certain classics will be selected for intensive study, with the view to making clear the possibilities of teaching them effectively to high school pupils. Class demonstrations will also be provided. One hour daily.

*English S12. Composition and Rhetoric.* A study of description and narration, with reading of American and English masterpieces. Frequent themes and consultations. One hour daily.

*English S13. American Literature of the Nineteenth Century.* Primarily a study of poets represented in Page's "The Chief American Poets," but selected contemporary prose will be read. The course will emphasize the method of studying the structure, the content, and the historical background of literature. Not open to freshmen. One hour daily.

*English S14. English Poetry of the Nineteenth Century.* A study of the poems of Wordsworth, Shelley, and Keats, found in Page's "British Poets of the Nineteenth Century"; lectures on the life and time of the poets; reports. Open to juniors, seniors and graduate students, who will be required to do extra work. One hour daily.

*English S15. Tennyson.* A careful study of representative poems of Tennyson; his life and historical background.

Open to juniors, seniors and graduate students. The course is made continuous so that students desiring credit on the M.A. degree in summer sessions can obtain same without duplicating work in the course. Extra work required of graduate students. One hour daily.

*English S16. Shakespeare.* A study of the structure, the comic elements, and the sources of chief comedies of Shakespeare.

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NOTE: Courses are made continuous in summer sessions so that the usual ground in the course may be covered and credited.

## HISTORY

PROFESSOR PEARSON.

PROFESSOR RILEY.

*History S1. United States History.* The aim here is to review American History for the grade teacher with some attention to method. It will attempt to give a social, economic and civic interpretation and to achieve a spirit of Americanism through the teaching of history. One hour daily.

*History S11. The Teaching of History in the High School.* The course will select periods of history for intensive study; and present the chief problems of history teaching and methods of vitalizing the subject. One hour daily.

*History S12. The World of Today.* A presentation of important national and international problems of today, with their historical background. Lectures Mon. Wed and Fri. at ten o'clock; reports and quizzes Tuesday and Thursday.

By special arrangement those who do not desire credit will be permitted to attend lecture only.

*History S13. Europe Since the Dark Ages.* The foundation work of this period will be studied under these topics:

Teutonic Invasion, establishment of Christianity and development of Catholic hierarchy; Medieval culture; and feudalism. One hour daily.

Renaissance and Reformation. (1923)

Revolutionary and Napoleonic Europe. (1924)

The Modern Age. (1923)

*History S14. The United States Since Reconstruction.* Emphasis will be laid upon social, economic and industrial developments. May be profitably taken in connection with *The World of Today*. One hour daily.

Colonization in United States.

(To be given 1923)

The Era of the Revolution and the Constitution.

(To be given 1924)

### GOVERNMENT

*Government S11. The National Government of United States.* The actual operations as well as the formal structures will be studied. Our system will be brought into comparison with others.

State Government in United States.

(Given 1923)

Local Government in United States.

(Given 1924)

### ECONOMICS

*Economics S11. Elementary Concepts.* This course is intended to provide the student with foundation knowledge of economic theory, and to prepare him for further courses.

Practical Problems in Economics.

(Given 1923)

**SCHOOL OF LAW**

DEAN GULLEY.

PROFESSOR TIMBERLAKE, JR.

PROFESSOR WHITE.

PROFESSOR PEARSON.

The Summer school of Law begins on the 6th day of June, and continues till the Supreme Court examination, August 23.

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

Special attention is given to the preparation of students for examination on the course prescribed by the Supreme Court of North Carolina.

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

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

Further information concerning the Law School may be had by applying to Dean Gulley.

**LATIN**

PROFESSOR POTEAT.

*Latin S11. A Normal Course for Teachers.* Accredited by the State Department of Education, under the head of special methods. The elements of Latin and their presentation; syntax, prosody; a careful review of portions of Caesar, Cicero, and Virgil, with lectures and practical work in Roman history, literature, etc. One hour daily.

Other courses in entrance and college Latin will be organized upon demand. Those desiring such courses should consult the Professor in charge.

## MODERN FOREIGN LANGUAGES

### FRENCH

PROFESSOR GORRELL.

*French S11. Beginners' French.* An elementary course in pronunciation. Fraser and Squair's French Grammar. Haley's L'Abbe Constantin. See note below.

*French S12. Second Year French.* Advanced composition. Readings from classical French Drama. See note below.

### SPANISH

*Spanish S11. Beginners' Spanish.* Wagner's Spanish Grammar. Elementary reading. See note below.

### GERMAN

*German S11. Beginners' German.* Grammar, together with exercises and elementary reading. One hour daily. See note below.

## MATHEMATICS

PROFESSOR CARROLL.

PROFESSOR SPEAS.

*Mathematics S1. Eleventh Grade Algebra.* Through work covering fractions, equations, factoring, exponents, radicals, quadratics, logarithms. Hours and credit will de-

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NOTE: In one and in possibly two of the above courses in Modern Languages, provision will be made for students to devote their whole time to one course, and by additional five weeks of study to complete the work of an entire year of a college course, counting five hours. Courses will be organized to the needs of high school students, college students, and teachers.

pend upon the students who take the course, whether reviewing or taking the first time. Possible credit of 1 unit.

*Mathematics S2. Plane Geometry.* Propositions and original exercises. Open to Eleventh Grade students and to teachers. Hours and credit to be arranged (Same conditions as course S1.)

*Mathematics S11. Trigonometry and Algebra.* A thorough study in the fundamentals of Trigonometry, and a review of College Algebra. This course will be continued to August 12. Two hours daily; credit  $2\frac{1}{2}$  hours.

*Mathematics S12. Solid Geometry.* Propositions, construction of models, and emphasis upon original exercises. Equivalent to fall term of Mathematics I, regular college year. This course will begin June 1, and continue to August 12. Two hours daily first eight weeks; one hour daily afterwards; credit  $2\frac{1}{2}$  hours.

*Mathematics S13. The Teaching of Algebra.* This course is a study in detail of the pedagogy of Algebra. The fundamentals in the presentation of the equation, factoring, exponents, radicals, quadratics, and logarithms, are reviewed. Methods are discussed, with notes and reference work from Young, Smith, and Schultze. One hour daily; credit, 1 hour.

*Mathematics S14. The Teaching of Geometry.* In this course the purpose and value of the study of Geometry is reviewed. The fundamental work in method and subject matter is emphasized. One hour daily; credit, 1 hour.

## MUSIC

*Music S1. Public School Music.* The aim of this course is to stimulate an interest in public school music as a means of expression and control. Especially adapted for teachers



who have no supervision in music teaching. Emphasis on both material and demonstration. One hour.

Lessons in pipe organ may be had by special arrangements.

### PENMANSHIP

*Penmanship S1.* In the first place this course aims to increase the ability of the student to write well; second, to present by lecture, demonstration and drill how to teach writing to the children in the grades. Free arm and Palmer methods will be demonstrated. Certificates in the Palmer method will be awarded upon merit.

### PSYCHOLOGY

PROFESSOR REID.

*Psychology S11. General Psychology.* A survey of the main facts and laws of psychic life, dealing with the principles and theories bearing upon the fundamental phenomena of consciousness and its activity through the sensory, perceptual and reasoning processes. The course aims to provide a sound foundation for further acquaintance with this and allied subjects.

*Social Psychology S12.* A course surveying and analyzing social customs, including general suggestibility, fashion, group activity, and mob mind. Effort will be made to understand tendencies of public mind in our social activities.

*Applied Psychology S13.* This course presents the principles of Psychology as applied to business efficiency, vocational guidance, advertising and management.

### PHYSICS

PROFESSOR SPEAS.

*Physics S11.* This is an elementary course in general physics embracing Mechanics, Heat, Electricity and Magnet-

ism, Sound and Light. Lectures freely illustrated. Special emphasis upon problems. The course counts  $\frac{1}{2}$  unit on entrance and students will be admitted to Physics 1. College credit of one and one-half hours. One hour daily and five additional hours a week required in laboratory.

*Physics S12.* This course is more advanced and involves more mathematics than Physics S11. It is the equivalent of fall term college Physics 1. The chief topics are Mechanics, Motion, Sound and Heat. One hour daily and eight additional hours required for laboratory. Credit 2 hours.

### GENERAL SCIENCE

PROFESSOR SPEAS.

*General Science S1.* This course is especially intended for teachers who contemplate giving a General Science course in high schools. Profitable for teachers who have not had a college course in science. The course is also open to high school students desiring entrance credits. No attempt is made to emphasize any one science, but the topics are so correlated that pupil on completing the course feels that he has been brought into vital, intelligent contact with some of the significant natural phenomena. Lectures and demonstration. One hour daily with two additional hours required for laboratory work. Credit  $\frac{1}{2}$  unit.

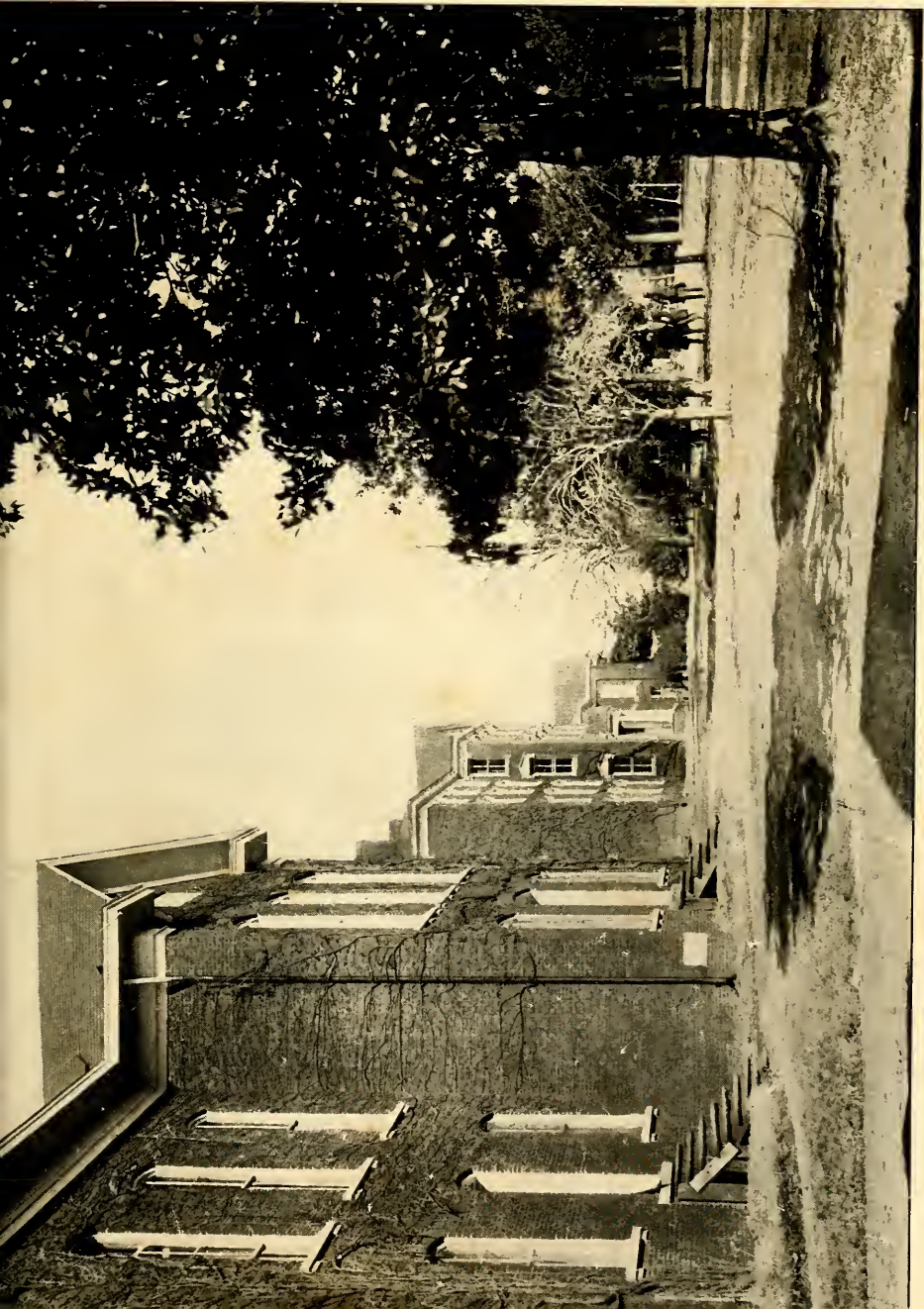
### RELIGION

PROFESSOR CULLOM.

DR. BAGBY.

PROFESSOR PASCHAL.

The Department of Religion is organized primarily for church workers, Sunday School Teachers, and Ministers. Students of the Summer Session may elect courses in this department according to their needs. It is hoped that a large number of Christian workers will avail themselves of this opportunity.



A CAMPUS VIEW



*Religion S11.* This course will study religion as a phenomenon of human life. It is an essential—the most fundamental part—of a normal human being and should have a worthy place in all education. One hour daily.

*Religion S12.* The person and principles of Jesus will be studied in the New Testament, with three ends in view; (1) because they are essentially worth while in themselves, (2) to ascertain their bearing on human relationships, (3) to discover their proper place in the process of education. One hour daily.

*Religion S13. Religious Education.* The purpose of this course is to place emphasis on some of the institutions that teach religion, to suggest principles and methods in this teaching, and to emphasize some of the opportunities open to the school teachers in this field. One hour daily.

*The Philosophy of Conduct S14.* This course aims to present problems in human conduct. A psychic analysis of social conduct with emphasis on Christian ethics as the culminating ideal. Emphasis will be placed upon professional and especially ministerial ethics. One hour daily.

*New Testament Greek S15.* This course aims to equip the beginning student in Greek to read the Gospels in the original. Two hours daily.



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78















